

# Howe Middle School Campus Improvement Plan 2016-2017

(Board Approved 10/10/16)

# HOWE INDEPENDENT SCHOOL DISTRICT

## MISSION STATEMENT

To provide each student with the opportunity to obtain a successful and challenging learning experience in a way that

- encourages a desire for life-long learning
- prepares students for opportunities for continuing education
- promotes problem-solving and decision making
- builds a good self-image
- develops behavior patterns which lead toward responsible citizenship
- supports relationships between home, school and the community

So that all students have the opportunity to reach their maximum potential in order to prepare them to be successful, contributing members of society.

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**SCHOOL YEAR: 2016-17**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• TAPR</li> <li>• Staff and Parent Surveys</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	Stable population, minimal transient student population.	Increased ELL, Dyslexia and SE Student Populations.	Identify and serve those students to increase and maintain performance on grade level.
<b>Student Achievement</b>	Science, Writing, Social Studies, Math	Review of Needs for Reading / ELA scheduling.	Enrichment and Intervention Period.
<b>School Culture and Climate</b>	Staff feels supported. 15-16 Improved Climate (discipline, positive school focus)	Consistency and communication among staff and administration related to discipline and student expectations.	Proactive programs to improve student and staff perceptions. (Funday Monday) Discipline
<b>Staff Quality/ Professional Development</b>	Supported in TRS implementation, remediation training.	Rigor of Standards in the classroom, ELL strategies and support.	TRS / TIPS process
<b>Curriculum, Instruction, Assessment</b>	Aligned curriculum via TRS. Assessment / data analysis via TIPS.	Increased discussion based on TIPS data. Online intervention resources needed to bring students to grade level.	TIPS, purchase of Odysseyware system.
<b>Family and Community Involvement</b>	Multiple opportunities for parent involvement, School Messenger system	Web site updates. Grade Portal monitoring.	Monitor grade portal teacher activity.
<b>School Context and Organization</b>	Tier 1 Instruction. Special Education services. 504 Compliance.	<i>Growing 504, Special Education, Dyslexia and ESL pops</i>	IEC Period implementation. Purchase of materials to provide students with intervention materials.
<b>Technology</b>	Access: Students have 1to 1 student to device ratio.	Care of devices. 5-8 implementation of iPads.	Monitor care of devices throughout the year. Periodic device checks.

## **Title I, Part A**

### **School wide Components:**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

<b>Goal 1- Student Academic Achievement.</b>							
<b>Objective 1- The campus's student's achievement on state assessments will result in a "Met Standard" rating based upon Academic Excellence Indicator System.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by #)</b>
TEKS SE's (Texas Essential Knowledge and Skills Student Expectations) which each grade level scored below 70% on state assessment. Provide Training in planning with the TEKS at the appropriate level of difficulty.	Administration Teacher Staff	AWARE program	Training 1 <sup>st</sup> Six Weeks.	Training completed.	Awareness of S.E.'s in need of improvement by entire campus and improved performance each year.	<b>Formative</b>	
Provide opportunities to students to make transitioning to high school an easier process. <ul style="list-style-type: none"> <li>• Offer courses for high school credit.</li> <li>• Involve the curriculum director in assessing the curriculum needs of all students.</li> <li>• Invite high school personnel / students to visit with middle school students to help them pre-enroll for high school classes, to learn about high school expectations, etc.</li> </ul>	Administration Teacher Staff	Curriculum H.S. Teachers availability	8 <sup>th</sup> Grade Year. Meeting with High School Staff in March/ April of 8 <sup>th</sup> Grade Year.	<b>Courses offered, meetings for outgoing 8<sup>th</sup> Graders with HS staff. High school graduation plans.</b>	Increase high school readiness and assist high school in increasing graduation rate.	<b>Formative</b>	<b>7</b>

**Goal 1- Student Academic Achievement.**

**Objective 1- The campus's student's achievement on state assessments will result in a "Met Standard" rating based upon Academic Excellence Indicator System.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Reading / Math support classroom with teacher available throughout the day to provide intervention support.	Administration Teacher / staff	Title One Think Through Math I-Station Odysseyware	Students assigned at beginning of the year and quarterly.	Student lists in the courses. Students identified during EIT meetings using formative assessment data.	Increased STAAR performance results among Economically disadvantaged and At-Risk students.	Formative	1, 2 9
Evaluate staffing patterns & scheduling to identify needs to address growing dyslexia populations.	<i>Principal Counselor Asst. Supt.</i>	<i>PEIMS Data Schedule</i>	<i>Fall 2016</i>	<b>Plan for 2017</b>	Effective services provided to all students identified to need Dyslexia services.	Formative	
Conduct a Review of Demographics of students in Special Programs in addition to analyzing the Socio-economic trends of the past 5 years. (NCLB Comprehensive Needs Assessment)	<i>Principal Counselor Asst. Principal PEIMS Coordinator</i>	<i>PEIMS Data</i>	<i>Fall 2016</i>	<b>Review Completed, Report to CIC in Spring 2017</b>	<i>Completed analysis presented to the HMS Campus Improvement Team.</i>	Formative	
The district will coordinate with the Texas Department of Family and Protective Services (DFPS) according to the guidelines set forth by	Principal, Transportation Director & Asst.		Dec 2016-May 2017	Record with DFPS	Transportation provided per policy. Quarterly review.		

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
policy FFC to provide transportation for FosterCare Students.	Supt.						
School wide enrichment and intervention period.	Principal, teaching staff	Schedule, materials for critical thinking.	August 2016	Schedule	Increased Level III scores	Formative	
Continuation of TIPS process (STAAR Data review)	Teaching Staff, Asst. Supt. , Principal	TRS Assessments	2016-17	Schedule of assessments, meetings	Increase of STAAR scores to Phase in II scores	Formative	
Purchase Materials to supplement Math, Reading, Science and Social Studies Curriculum to provide students opportunities for intervention learning.	Principal, Teachers	Math, Reading, Science and Social Studies Materials	August 2015- February 2016	Purchase of Materials	Tracking of Student Achievement in Math and Reading Intervention.	Formative	2
Purchase and Implementation of Odysseyware and other Math & Reading Intervention Programs for both Credit Recovery and/ or Intervention.	Title 1 Teacher, Credit Recovery Teacher, Principal, Technology Director.	Odysseyware Online Program.	Summer 2015- October 2015	Odysseyware use reports.	Student reports, student and staff feedback, scores.	Formative	2



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Purchase Materials across the curriculum to provide access to all areas of the school education program including core academics, technology and Fine Art Supplies.	Principal, Teachers	Fine Art Materials, Technology Supplies for students.	August 2016-February 2017	Purchase of Materials	100 % Student needs supplied by parents / school for participation in programs.	Formative	2
<b>Goal 1- Student Academic Achievement.</b>							
<b>Objective 2- Meet or exceed Attendance rate of 96%.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
Attendance incentive for the campus will reward students as a class and as individuals. (Combined in 2016-17 with other incentive programs)	Administration Teacher	Activity budget	Each 6 weeks	Incentive Program	Maintain student attendance of 96% or better for the school year.	Formative	
Assistant Principal and PEIMS secretary will send parental notices home by mail when students exceed days or parts of days out of school, and will	PEIMS Secretary Assistant Principal	PEIMS	Bi-monthly	Letters on file.	Decrease absences and increase instructional time.		6

**Goal 1- Student Academic Achievement.**

**Objective 1- The campus’s student’s achievement on state assessments will result in a “Met Standard” rating based upon Academic Excellence Indicator System.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
report to court.							
Review of Scheduling of ELA /Reading classes for 7 <sup>th</sup> Grade students.	Principal, Counselor, Teachers	PEIMS	August and November 2016	<b>Meeting notes.</b>	Increase scores in 7 <sup>th</sup> Grade Reading and Math.		6

**Goal 2- Curriculum and Instruction.**

**Objective 1- Strengthen campus curriculum / high quality and on-going professional development.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Students will participate in hands-on science activities and extension projects including experiments.	Administration Teacher Staff	Science curriculum Supplemental materials	Each six weeks.	Lesson plans	Improved performance on state science assessments.	Formative	2,3,9
All students will participate in the 1-to-1 device initiative. Each student will be issued an iPad to use in multiple classes and for multiple projects. (1-to-1 Student/ Device ratio)	Administration Teacher Staff	Laptops Technology Dept.	August 2016	Device Checks	Improved student awareness of technology and improve technology skills. Star Chart results.	Summative	2,9
Students will be participate in technology enhanced lessons in all curriculum areas.	Administration Teacher Staff	Smartboards Laptops Overhead projections systems	Each six weeks.	Lesson Plans	Improved student awareness of technology and improve technology skills. Star chart results.	Formative	2,9
Continue Pre-AP eighth grade English.	Administration Teacher Staff	Curriculum	On-going	Master Schedule	Increase High School and College readiness.		

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Campus will perform a comprehensive needs assessment including a review of staff development needs for 2017-2018.	Administration SBDM Team	Surveys Review of programs Parent Input meetings	November 2016, February 2017	Plan/ Request March 2017	Collection of data.	Formative	1

<b>Goal 2- Curriculum and Instruction.</b>							
<b>Objective(s): Objective 2- Improve special populations academic performance</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
Economically disadvantaged / At-risk students will be identified for Student Support System. Students will be closely monitored daily and interventions will be recommended as needed.	Administration Teacher Counselor Teacher Aides	Aide Support	Quarterly EIT meetings. August Grade Level student information meeting.	August Staff Development Grade Level Meetings and EIC Meetings with grade level teachers.	Increased student performance on state assessments, daily work, and tests.	Formative	<b>9</b>
Identify students at risk of dropping out of school in accordance with district's At-Risk Plan. Continue to improve and create programs that target at-risk students or prevent students from becoming at-risk.	Administration Counselor Teacher Teacher Aides	Aide Support Staff Development time.	August 2016	Counselor At-Risk, Grade Level Meetings.	Increased student performance on state assessments, daily work, and tests.	Formative	
Think Through Math program to assist in identification and intervention of struggling math students. Services will be coordinated among school programs.	Administration Teacher Staff	AR Math Program Computer lab	Each six weeks	Program Report	Improved identification for low performing math students and increase interventions.	Formative	<b>2,9,10</b>

<b>Goal 2- Curriculum and Instruction.</b>							
<b>Objective(s): Objective 2- Improve special populations academic performance</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
IEP's of Special education students will be clearly communicated to teachers at the beginning of the year. Services will be coordinated with other program offerings. All teachers will have input on IEP's for current students in their classes. Supplies are materials will be purchased to meet the needs required by students' IEPs.	Administration Teacher Staff	IEP's Schedule time to meet	August 2016	<b>Pre-year meetings, ARD teacher information sheets.</b>	Improved communication of IEP's and improved services for Special Education inclusion students.	<b>Formative</b>	<b>8, 10</b>

<b>Goal 3- Student Environment</b>							
<b>Objective 1- Improve student motivation in areas of academic programs, attendance, and wellness/safety.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by #)</b>
Students will be provided multiple opportunities to participate in UIL academic and athletic events.	Administration Teacher Staff	UIL curriculum	Each of the first three six weeks.	Student Handbook	Continued high performance at UIL events and increased participation.	Formative	<b>10</b>
Tutoring will be offered before and after school.	Administration Teacher Staff	Supplemental curriculum	3 times per week.	Scheduled tutoring sessions.	Increased student performance on daily work and state assessments.		<b>2, 9</b>
Student incentives will be developed to recognize and reward students for academic excellence and exceptional behavior.	Administration Teacher Staff	Activity Funds	Each six weeks	PRIDE Program AB Honor Roll Program A Honor Roll	Increase student motivation to excel in academics, AR reading, and exceptional behavior.		
Continue Tardy Policy	Asst. Principal	Weekly tardy reports	August 2015	Directive to AP	Reduced Tardiness	Formative	
Add Foster Care Transportation Strategy Spring 2017							

**Goal 3- Student Environment**

**Objective 1- Improve student motivation in areas of academic programs, attendance, and wellness/safety.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Install camera system for 2016-17.	Principal	Funds/ Maintenance	December 2016	Installed System	New system in place.		9
Implement Recommendations from Safety and Security Audit of February 2014.	Principal Asst. Principal	Maintenance Selected Personnel	Fall 2016	<b>Prioritized list of needs.</b>	Evaluation summation		
Continuation of bi-monthly school-wide assembly to incorporate student and staff topics including but not limited to Character Ed, Drug and Alcohol Prevention, Bullying Prevention and strategies for academic and personal success.	Principal	Sound system, Instructional time	2 times per month	Weekly assemblies	Teacher, student surveys	<b>Formative</b>	



<b>Goal 3- Student Environment</b>							
<b>Objective 2: Improve Student Discipline</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by #)</b>
Standardized school-wide rules will be known and enforced by all staff. Parents and students will be properly aware of rules.	Administration Teacher Staff	Rules posted campus-wide Campus Handbook	August each year	Student Handbook	Increased awareness of student expectations		6
The discipline plan will be implemented, reviewed, and changed as needed to decrease referrals and improve student behavior overall. Utilizing all tools available to the school such as after school detention, ISS, and DAEP.	Administration Teacher ISS Teacher DAEP Staff	Campus Handbook	Each six weeks	Handbook/ Sample Discipline Referrals.	Improved student discipline and campus climate. Decrease in student referrals to the office.	Formative	
The teachers, counselor, administrators, and staff will monitor and provide guidance for all students' emotional wellness, getting along with peers and adults, and academic performance.	Administration Teacher Staff	Training Character Ed.	Each six weeks	Counselor Report	Improved student morale and support.	Formative	

**Goal 4- Attract, retain, and develop exemplary employees.**

**Objective 1- Promote services and assistance for staff, student, and parents.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Provide new teachers and staff with a grade level or subject level mentor, a structured orientation including grading procedures, attendance accounting procedures, discipline plan, and campus staff handbook policies.	Administration Teacher Staff	Mentor Training	August each year.		Increase New Teacher's awareness of campus' policy and procedures		3,4,5
Recognize Employee of month, students of the month, and teacher of the year on campus website and school board report.	Administration Teacher Staff	Website Awards TV Announcements	Monthly	Weekly Assembly Awards	Staff Morale noted in teacher surveys.		5

**Goal 4- Attract, retain, and develop exemplary employees.**

**Objective 2- Provide facilities and materials needed to improve instruction that will attract and retain employees.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Campus needs assessment and list items in order of highest priority.	Administration Teachers Staff	Department meetings	Quarterly Department meetings.	CNA Review Process	Improve supplement materials, supplies, and curriculum needed. Improve campus infrastructure and equipment.		1
Custodial plan, schedule, and checklist developed	Administration Custodians Staff	Schedule Checklist	September 2016	Completed checklist	Improve campus look and increase student, teacher, and staff ownership of building.		

**Goal 4- Attract, retain, and develop exemplary employees.**

**Objective 3- Provide student instruction by Highly Qualified teachers and paraprofessionals**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (Code by #)
Teachers will attend professional development opportunities to support campus needs.	Administration Teachers Staff	Region 10 Other P.D. providers	June / July	PD Certificates.	Increased knowledge and skills to support campus' needs.		4
Increase communication between members of each department and grade level. Increase Horizontal and Vertical planning.	Administration Teachers Staff	Lesson plans IEC plans Scope and Sequence	Quarterly meetings.	Agendas, Departmental and Cross Curriculum Meetings	Improved communication and sharing of ideas will increase performance on state assessments.		

**Goal 5- Promote parent and community involvement**

**Objective 1- Provide parents opportunities to be informed and involved in their child’s education**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (Code by #)
Publish monthly events on the HISD website including school activities, grade reporting dates, and the menu.	Administration Teacher Staff	Online calendar	1st of Each Month	Bu-Annual Checks on web site.	Increase communication of upcoming activities and events to students and parents.		6
Student planners will be provided to all students and teachers will make daily assignments visible for students to note each day.	Administration Teacher Staff	Planners Classroom use	August	Distributed Planners by September	Continue communication between home and school of student expectations.		2,6
Teacher / Parent surveys will go out once per year to assess student programming.	Administration Teacher Staff	Survey Results reviewed Plans of action	February	Survey responses	Increase parental satisfaction with programs and services provided.		6
Teacher websites will meet or exceed district’s expectations. Websites will be evaluated monthly by administration and will be evaluated per PDAS.	Administration Teacher Staff	District policy Campus Handbook	August	Web Site checks	Increase teacher website quality and accountability.		6

**Goal 5- Promote parent and community involvement**

**Objective 1- Provide parents opportunities to be informed and involved in their child’s education**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (Code by #)
<p>Increase communication between home and school by doing the following:</p> <ul style="list-style-type: none"> <li>• Parent conferences</li> <li>• Direct Parent contact by calling and/or e-mail. Not just relying on sending notes home.</li> <li>• Grades posted weekly</li> <li>• Newsletter</li> <li>• Websites updated regularly</li> <li>• School Messenger System</li> </ul>	<p>Administration Teacher Staff</p>	<p>E-mail Phone access Conference period</p>	<p>On-going</p>	<p>Completed Communication through each system.</p>	<p>Improved parent communication between school and home, and parental involvement.</p>		<p>6</p>
<p>Publish campus calendar of upcoming events/school activities to be sent home two weeks before each month.</p>	<p>Administration Teacher Staff</p>	<p>Calendar sent home Dates also posted on the website</p>	<p>On-going</p>	<p>Updated Calendars. Checked 3 times per year.</p>	<p>Increase communication of upcoming activities and events to students and parents.</p>		<p>6</p>