

**Bovina Independent School District
Bovina Middle School
2023-2024 Campus Improvement Plan**

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Bovina Middle School employs a Comprehensive Needs Assessment annually. The process kicks off with extensive data collection and analysis, delving into various metrics including academic performance, attendance, and demographic information. Stakeholder engagement is a paramount facet, involving students, parents, teachers, and community members through surveys, focus groups. The curriculum and instructional practices are meticulously reviewed, ensuring alignment with state standards and identifying areas for improvement. Additionally, physical facilities, resources, and technology are assessed to support a conducive learning environment. Special programs and support services are reviewed, catering to the unique needs of all students. The assessment extends to encompass community factors that may influence education. Professional development opportunities for staff are also examined. Strengths and weaknesses across various facets are pinpointed, forming the basis for setting specific improvement goals. These goals guide the implementation of targeted strategies and interventions, such as curriculum adjustments and additional support services. Progress towards these goals is continuously monitored and evaluated, allowing for adaptations as needed. This meticulous approach ensures that educational priorities are rooted in data, stakeholder input, and a comprehensive understanding of the school needs of Bovina Middle School's students and community, setting the stage for sustained improvement and student success.

Demographics

Demographics Summary

At Bovina Middle School, enrollment has shown a consistent pattern of change, reflecting shifts in local demographics and external factors. It is crucial to acknowledge and adapt to these trends to ensure that our educational offerings remain relevant and responsive. Additionally, grade-specific attendance variations have been observed, indicating that different factors may influence attendance rates across different grade levels. These factors can range from seasonal attendance to parental involvement and community events. Understanding these nuances enables us to implement targeted strategies to improve attendance and engagement. By examining demographics in detail, we can cultivate a learning environment that is inclusive, responsive, and supportive of every student's unique needs and aspirations. This holistic approach to demographics is fundamental to fostering an environment where every student can thrive academically and personally.

Demographics Strengths

Several notable strengths and considerations come to light at Bovina Middle School. The potential for a close-knit community offers a strong foundation for building meaningful relationships between students, teachers, and families. Moreover, staying attuned to demographic shifts allows for the customization of educational programs, ensuring they align with the evolving needs of our students. This adaptability is a key asset. The potential for increased parental involvement is another positive aspect, as research shows a positive correlation between parental engagement and student success. It also presents opportunities for unique educational initiatives tailored to the strengths and aspirations of our student population. In recognizing these strengths, Bovina Middle School poised to build upon its existing assets, creating an even more enriching and supportive educational experience for all students. By leveraging the unique characteristics of our demographics, we can further empower our students to succeed academically and personally.

By asking follow-up questions based on the candidate's initial response, you can gain deeper insights into their:

- Emotional intelligence: Can they recognize and manage their own emotions and those of the students?
- Communication skills: Can they clearly and calmly explain things to students and address their concerns?
- Problem-solving abilities: Can they think on their feet and come up with creative solutions to stressful situations?
- Teamwork: Do they know when and how to involve the teacher or other support staff?

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment data over the past six years at Bovina ISD reveals a consistent decline, from 497 students in 2018-2019 to 448 students projected for 2023-2024. **Root Cause:** The declining enrollment at Bovina ISD may be attributed to a combination of demographic shifts, economic changes, and competitive pressure from neighboring districts with superior facilities. Shifting population trends, economic fluctuations, and the allure of better-equipped schools in neighboring areas may be influencing families' decisions regarding student enrollment.

Problem Statement 2: Attendance remains a critical concern at Bovina ISD, impacting student progress and overall academic success. A focused strategy is needed to enhance attendance rates. **Root Cause:** Feedback from parents during our CNA process indicated that the implemented incentives did not yield the anticipated benefits. This suggests a misalignment between the offered incentives and the factors influencing student attendance, which may be a root cause of our attendance challenges.

Problem Statement 3: Attendance data at Bovina ISD reveals grade-specific variations over six-week intervals. For instance, in the 3rd Six Weeks, Kindergarten had the lowest attendance at 89.51%. Conversely, 2nd grade exhibited the highest attendance at 97.17%. Across the whole year, 9th grade demonstrated the highest attendance at 97.95%, while 5th grade had the lowest at 91.62%. **Root Cause:** Variations in attendance may stem from seasonal factors, grade-specific challenges, parental involvement, health issues, transportation, community events, socio-economic factors, school programs, and student engagement.

Student Learning

Student Learning Summary

Strengths:

- Clear focus on student learning: Prioritizing consistent, high-level student learning across all grades is a commendable goal.
- Data-driven approach: Utilizing STAAR results and proficiency data to identify areas for improvement reveals a commitment to evidence-based decision-making.
- Multi-faceted approach: Recognizing the diverse factors influencing student success and proposing solutions like targeted support, curriculum alignment, teacher training, and resource allocation demonstrates a comprehensive understanding of the challenges.

Areas for further exploration:

- Specificity of interventions: While targeted support is crucial, understanding specific reading and math proficiency deficits across grade levels and demographics would inform the development of more precise interventions.
- Curriculum analysis: Examining the effectiveness of existing curriculum materials and aligning them with grade-level expectations and state standards could significantly improve outcomes.
- Teacher training and support: Evaluating teacher training programs and providing ongoing professional development opportunities in areas like differentiated instruction and culturally responsive pedagogy can equip educators to address diverse student needs.
- Parental engagement: Building relationships with parents and fostering their involvement in the learning process can provide additional support and motivation for students.
- Resource allocation: Analyzing how resources are currently distributed and ensuring equitable access across all grade levels and demographic groups is vital for creating a level playing field.

Additional suggestions:

- Leveraging technology: Exploring the use of educational technology can provide personalized learning opportunities, enhance data collection and analysis, and facilitate communication with parents.
- Collaboration and partnerships: Building partnerships with community organizations, higher education institutions, and educational resource providers can expand access to resources and expertise.
- Continuous monitoring and evaluation: Regularly assessing the effectiveness of implemented interventions and making adjustments as

needed is crucial for sustained improvement.

By delving deeper into these areas and implementing evidence-based solutions, Bovina Middle School can effectively address the identified challenges and create a school environment where all students have the opportunity to reach their full potential.

Remember, I am constantly learning and can assist you further if you have specific questions or want to explore a particular aspect of your strategy in more detail

Student Learning Strengths

Bovina Middle School commendable strengths. Their proactive approach to challenges, exemplified by targeted interventions and strategic strategies, underscores a commitment to enhancing educational outcomes. The district's keen awareness of critical factors like curriculum alignment, tutorial support, and vocabulary development showcases a dedicated effort to identify and rectify areas for improvement. Moreover, their data-driven decision-making process, evidenced by the comprehensive analysis of STAAR results and proficiency data, positions the district to make informed, impactful changes. Recognizing disparities in proficiency rates among diverse demographic groups further exemplifies an inclusive mindset, ensuring tailored support for every student.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The reading proficiency data (3-8) at Bovina ISD reveals disparities across grade levels and demographic groups. While overall performance ranges from 57% to 78%, certain subgroups face unique challenges. For instance, English Learners (EB) demonstrate proficiency rates ranging from 46% to 86%, and Special Education (SPED) students exhibit rates from 12% to 20%. **Root Cause:** The disparities in EB and SPED proficiency rates may arise from limited targeted support, resource shortages, language barriers, teacher training needs, and parental involvement.

School Processes & Programs

School Processes & Programs Summary

Bovina Middle School recognizes several crucial challenges in the realm of education. These encompass competitive teacher pay, especially for seasoned educators, effective recruitment strategies, and providing ample professional development opportunities. Moreover, the district acknowledges the importance of aligning student aspirations with the pursuit of associate degrees. To further support their staff, prioritizing daycare services for employees and offering tuition assistance are imperative steps. Additionally, enhancing Special Education services is a cornerstone of the school's efforts. Recognizing that competitive teacher salaries are pivotal for both retention and motivation, Bovina Middle School is actively working towards addressing this issue. As the educational landscape evolves, the district is proactively adapting its programs. This transition has also shed light on areas where improvements are needed, particularly in the realms of teacher compensation, recruitment, and professional development. By fortifying these aspects, the district aims to empower educators and effectively meet the diverse needs of their students.

School Processes & Programs Strengths

The Middle Schools adaptability and willingness to evolve programs in response to a changing educational landscape showcases a forward-thinking mindset. The emphasis on aligning student aspirations with the pursuit of associate degrees reflects a student-centered approach. Additionally, investigating ideas such as daycare for employees, tuition assistance, and bolstering Special Ed services underscores a commitment to supporting both staff and students.

Perceptions

Perceptions Summary

Perceptions at Bovina Middle School have identified key areas for improvement. Concerns encompass an outdated website, limited campus tours, insufficient parent meetings, staff approachability, and the need for more comprehensive orientations, particularly in regard to bilingual resources, safety protocols, and parent portal access. Addressing these issues necessitates an overhaul of communication channels to foster a more positive and inclusive school-community relationship. Recognizing the challenges stemming from these perceptions, Bovina Middle School is prioritizing enhanced communication efforts to bridge the gap and strengthen connections between the school and the community. This proactive approach is fundamental to nurturing a positive and collaborative educational environment.

Perceptions Strengths

Bovina Middle School demonstrates an acute awareness of areas that require enhancement, showcasing a commitment to continuous improvement. Moreover, the proactive acknowledgment of concerns related to the website, campus tours, parent meetings, staff approachability, and orientation comprehensiveness highlights a willingness to address these issues head-on. The emphasis on inclusivity, particularly in bilingual resources, safety protocols, and parent portal access, underscores a dedication to meeting the diverse needs of the community. By recognizing and actively working to improve these aspects, Bovina Middle School is well-positioned to foster a more positive and collaborative relationship between the school and the community. This commitment to open and effective communication is a cornerstone of a thriving educational environment.

Priority Problem Statements

Goals

Goal 1: Bovina Middle School will achieve at least meets grade level standards in all assessed areas.

Performance Objective 1: 70% of all students will earn meets grade level standards on the STAAR in all assessed areas.

Evaluation Data Sources: State released STAAR results.

Strategy 1 Details		Reviews		
		Formative		Summative
		Nov	Jan	Mar
		Nov	Jan	June
<p>Strategy 1: Analyze and improve services addressing needs of identified G/T components in:</p> <ul style="list-style-type: none"> * Policy/procedures for parents * Screening/testing * Training: * 30 hours * 6 hours annual update * Offer district curriculum and advanced courses <p>Strategy's Expected Result/Impact: May</p> <p>Staff Responsible for Monitoring: Superintendent, Principal, Staff, GT Teacher</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p>		N/A	N/A	
Strategy 2 Details		Reviews		
		Formative		Summative
		Nov	Jan	Mar
		Nov	Jan	June
<p>Strategy 2: Review and improve services for identified Special Education program components and needs in:</p> <ul style="list-style-type: none"> * ARDs, annual and as needed * Multilingual assessment * Classroom modifications * Assistive technology, if needed <p>Strategy's Expected Result/Impact: May</p> <p>Staff Responsible for Monitoring: Superintendent, Principal, Special Education Director, School Sped Staff</p>		N/A	N/A	

Strategy 3 Details

Strategy 3: Evaluate and improve services in Career Vocational Technology (Career Awareness) programs activities and needs

in:

- * Vocational Agriculture
- * Health Occupations
- * Home Economics
- * Criminology

Strategy's Expected Result/Impact: May

Staff Responsible for Monitoring: Superintendent
Principal
Vocational Certified Staff

Title I:
2.5

0% No Progress



100% Accomplished



Continue/Modify



Discontinue

Reviews

Formative		Summative
Nov	Jan	Mar
N/A	N/A	
		June

Goal 1: Bovina Middle School will achieve at least meets grade level standards in all assessed areas.

Performance Objective 2: 90% of all teachers will improve services addressing student needs and continue staff development to meet the needs of our teachers and students.

Evaluation Data Sources: STAAR Tests, Benchmarks

	Strategy 1 Details		Reviews			
			Formative		Summative	
	Nov	Jan	Mar	June	June	
<p>Strategy 1: . Review and improve services addressing student needs and provide instruction using Highly Qualified Teachers (HQT) in all core subjects: (scientifically research based) include supplemental activities -</p> <p>Strategy's Expected Result/Impact: May</p> <p>Staff Responsible for Monitoring: Superintendents, Principals</p> <p>Title I: 2.4</p>		N/A				

Strategy 2 Details

Strategy 2: Review and improve staff development designed to meet the needs of all staff.

- * Drop-Out/At-Risk Prevention/Recovery
- * Classroom Mngt.
- * Conflict Resolution
- * Safe Schools
- * Technology
- * Smart Boards (Promethean)
- * SBDM/Curriculum
- * Optional Extended Year
- * ESSA
- * Highly Qualified
- * Bullying
- * Sexual Harassment
- * Conferencing with parents
- * State Mandated Staff Development (Videos)

Strategy's Expected Result/Impact: May

Staff Responsible for Monitoring: Superintendent
Principal
Staff

0% No Progress

100% Accomplished



Continue/Modify



Discontinue

Reviews			
Formative		Summative	
Nov	Jan	Mar	June
N/A	N/A		

Goal 2: The teachers and faculty of Bovina Middle School along with our parents and community members will be active partners in the education and support of every student.

Performance Objective 1: Parent and Community involvement will increase by 10%

Evaluation Data Sources: May

Strategy 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
<p>Strategy 1: Analyze/improve approaches to assure open communication between the school, home and community</p> <ul style="list-style-type: none"> * Web Page * Local Newspaper * Radio * Parent/Teacher Conferences * Notes home * Phone Calls * Maintain a parent/volunteer sign-in notebook * District Marquee <p>Strategy's Expected Result/Impact: May</p> <p>Staff Responsible for Monitoring: Superintendent Principal Staff</p> <p>Title I: 2.5</p>	N/A	N/A		

Strategy 2 Details

Strategy 2: Analyze/improve opportunities for parents and community members to be actively involved in the programs of the school

- * Mentors (Teachers & Students)
- * Campus Volunteers
- * Tutors
- * Visiting Teachers/lecturers
- * Career Speakers
- * Interns
- * SBDM Committee
- * SHAC Committee

Strategy's Expected Result/Impact: May
Staff Responsible for Monitoring: Superintendent
 Principal
 Staff

0% No Progress



Accomplished



Continue/Modify



Discontinue

Reviews

Formative		Summative
Nov	Jan	Mar
N/A	N/A	June

Goal 3: Bovina Middle School will have a safe and orderly environment that promotes learning to the highest degree possible.

Performance Objective 1: A Safe and orderly environment at Bovina Middle School will be evident by gains in student achievement as indicated in Goal 1 and with a 10% reduction in the total number of discipline reports.

Evaluation Data Sources: May

Strategy 1 Details		Reviews			
		Formative		Summative	
		Nov	Jan	Mar	June
<p>Strategy 1: Analyze/improve the district:</p> <ul style="list-style-type: none"> * Discipline Plan * Student Code of Conduct * Student Handbook * Orientation * Counseling * Cool-Down Area * ISS Classroom * DAEP * Comply with HB3 <p>Strategy's Expected Result/Impact: May</p> <p>Staff Responsible for Monitoring: Superintendent Principal Staff</p> <p>Title I: 2.5</p>		N/A	N/A		
Strategy 2 Details		Reviews			
		Formative		Summative	
		Nov	Jan	Mar	June
<p>Strategy 2: Analyze/Identify/Maintain</p> <ul style="list-style-type: none"> * Crisis Response Team * Crisis Management Plan * Conflict Mediation * Suicide Prevention Strategies * Orientation/Practice Drills * Conflict Resolution <p>Strategy's Expected Result/Impact: May</p> <p>Staff Responsible for Monitoring: Superintendent Principal Staff</p>		N/A	N/A		

0% No Progress 100% Accomplished ↑ Continue/Modify ✗ Discontinue

Goal 3: Bovina Middle School will have a safe and orderly environment that promotes learning to the highest degree possible.

Performance Objective 2: Bovina Middle School students and staff will be knowledgeable on the variety of safety issues that can arise and be prepared on how to handle them.

Evaluation Data Sources: Drill Records, sign-in sheets, training

Strategy 1 Details		Reviews			
		Formative		Summative	
		Nov	Jan	Mar	June
<p>Strategy 1: Review and improve conduction of monthly Disaster Drills</p> <ul style="list-style-type: none"> * Fire * Tornado * Lock Down * Shelter in Place * Reverse Evacuation <p>Strategy's Expected Result/Impact: May</p> <p>Staff Responsible for Monitoring: Superintendent Principal Staff</p> <p>Title I: 2.5</p>		N/A	N/A		
Strategy 2 Details		Reviews			
		Formative		Summative	
		Nov	Jan	Mar	June
<p>Strategy 2: Improve buildings security</p> <ul style="list-style-type: none"> * Locked hallway/classroom doors * Visitor sign-in, Raptor * Student/Teacher sign-out * Surveillance System Cameras <p>Strategy's Expected Result/Impact: May</p> <p>Staff Responsible for Monitoring: Superintendent Principal Staff ESC 16</p>		N/A	N/A		
<p>0% No Progress</p>		<p>100% Accomplished</p>		<p>Continue/Modify</p>	
				<p>Discontinue</p>	

Title I

1.1: Comprehensive Needs Assessment

Bovina Middle School took part in a Comprehensive Needs Assessment (CNA) meeting, bringing together a diverse array of stakeholders. This inclusive gathering featured district administrators, teachers, students, parents, the school nurse, community and business representatives, and a translator. The meeting thoroughly explored various critical aspects, all instrumental in shaping the District Improvement Plan. These topics included an evaluation of the TEA strategic plan, a continuous improvement cycle, enrollment trends, and insights into special programs for At-Risk, Special Education, Gifted and Talented, and Emergent Bilingual students. The assessment also scrutinized attendance trends for the 2022-2023 school year, State Report Card ratings for 2021-2022 (with 2022-2023 yet to be determined), trends in reading and math, as well as insights from parent surveys, student surveys, and staff retention trends.

Feedback from the stakeholders neatly categorized into four main areas: Demographics, Programs and Processes, Perceptions, and Student Learning. This comprehensive approach ensures that the resulting District Improvement Plan will be both well-informed and specifically tailored to address the unique needs and aspirations of the Bovina Middle School community.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Bovina Middle School took the crucial step of refining campus goals into focused campus improvement plans. This protocol empowers administrations to be deliberate in their approach, clearly outlining the precise actions required at each campus to ensure the district's overarching objectives are successfully achieved. This targeted planning process ensures a unified effort across all campuses towards the realization of the district's goals.

Furthermore, the strategic use of State Comp Ed funds plays a pivotal role in supporting these plans. By allocating resources to hire additional teachers and Educational Assistants, the district ensures that at-risk students and those facing challenges in state assessments receive the necessary attention and resources. This strategic allocation of funds maximizes their impact, effectively addressing the specific needs of these students and enhancing their chances of success. It demonstrates the campus's commitment to providing equal opportunities for every student to excel academically.

2.2: Regular monitoring and revision

At Bovina Middle School we recognize the dynamic nature of the district improvement plan. It serves as an active, living document that will be consistently utilized and assessed throughout the year. Key review sessions are scheduled for November, January, March, and culminating in a final review in June. This structured process ensures that we remain steadfast in adhering to our plan and that we continually enhance both district-wide and campus-specific initiatives. By adhering to this rigorous review schedule, we are dedicated to the ongoing improvement of our district and the initiatives set forth within it.

2.3: Available to parents and community in an understandable format and language

The District Improvement Plan at Bovina ISD will be made readily accessible to the public, with a commitment to transparency and parent involvement. Once approved by the board, it will be shared at the first available Parent Engagement event. Additionally, to ensure inclusivity, the plan will be made available in Spanish or any other requested languages to accommodate the diverse linguistic preferences of our parents. This approach underscores our dedication to fostering open communication and collaboration between the district and our valued parent community.

2.4: Opportunities for all children to meet State standards

At Bovina Middle School, we are committed to providing opportunities for all students to excel. This encompasses specialized support through Special Education, 504 plans, and programs for at-risk students, as well as those in the Emergent Bilingual and Gifted and Talented categories. We closely monitor each student's progress, tailoring our approach to facilitate their achievement. Throughout the day, we offer targeted tutorials for accelerated learning, with additional sessions available before and after school. By diligently tracking students' grades through progress reports and report cards, we ensure they receive the necessary resources and attention to thrive academically. Moreover, we are dedicated to preparing our students for their future life choices, be it higher education, career pursuits, or military service. Our goal is to equip each student with the skills and knowledge needed to succeed in their chosen path. This approach reflects our unwavering commitment to the success and well-being of every individual in our community.

2.5: Increased learning time and well-rounded education

Bovina Middle School implements effective methods and instructional strategies to enhance the academic program, optimizing learning time for students to meet rigorous State standards. We also offer enriched and accelerated curriculum, encompassing diverse programs, activities, and courses essential for a comprehensive education. This holistic approach ensures students have every opportunity to excel in their academic pursuits.

2.6: Address needs of all students, particularly at-risk

Bovina Middle School employs a comprehensive approach to support At-Risk students in Texas. This includes specialized services and people tailored to individual circumstances. We offer early intervention for students struggling consistently failing students in grades 7-12, we implement personalized learning plans, additional tutorials, and ongoing monitoring. Tailored interventions for retained students include intensive tutoring and monitoring. Students facing difficulties with state exams receive targeted instruction and specific exam preparation. Our dedicated social worker provides additional support for pregnant or parenting students. We offer specialized programs and resources for students in alternative education placement, previously expelled, on probation, or at risk of dropping out. Our approach extends to preparing these students for future pursuits in higher education, careers, or military service. Bovina Middle School is committed to the success of every At-Risk student, including those who are Emergent Bilingual, in custody of Child Protective Services, homeless, or in foster care.

3.1: Annually evaluate the schoolwide plan

The process kicks off with extensive data collection and analysis, delving into various metrics including academic performance, attendance, and demographic information. Stakeholder engagement is a paramount facet, involving students, parents, teachers, and community members through surveys, focus groups. The curriculum and instructional practices are meticulously reviewed, ensuring alignment with state standards and identifying areas for improvement. Additionally, physical facilities, resources, and technology are assessed to support a conducive learning environment. Special programs and support services are reviewed, catering to the unique needs of all students. The assessment extends to encompass community factors that may influence education. Professional development opportunities for staff are also examined. Strengths and weaknesses across various facets are pinpointed, forming the basis for setting specific improvement goals. These goals guide the implementation of targeted strategies and interventions, such as curriculum adjustments and additional support services. Progress towards these goals is continuously monitored and evaluated, allowing for adaptations as needed. This meticulous approach ensures that educational priorities are rooted in data, stakeholder input, and a comprehensive understanding of the campus needs of students and community, setting the stage for sustained improvement and student success.

4.1: Develop and distribute Parent and Family Engagement Policy

Bovina Middle School annually develops a Parent and Family Engagement Policy in close collaboration with our dedicated Parent Advisory Council. This policy guides our efforts to strengthen the partnership between parents, families, and the school community. It outlines strategies, activities, and initiatives focused on enhancing parent involvement in education.

Additionally, this policy is instrumental in approving the Parent Compact, a crucial requirement for Title 1 funding. This compact outlines the shared responsibilities of parents, teachers, and students in supporting academic success. The collaborative input from our Parent Advisory Council ensures that both the Parent and Family Engagement Policy and Compact are tailored to meet the unique needs of our diverse school community. Together, we strive to cultivate a supportive and inclusive

educational environment that empowers every student to thrive.

4.2: Offer flexible number of parent involvement meetings

We facilitate Parent Involvement Meetings as part of our commitment to fostering strong connections between parents and the school community. These meetings provide valuable opportunities for engagement. For instance, on November 10th and February 23rd, we schedule half days dedicated to Parent-Teacher Conferences at the Middle school campus. Additionally, we organize various events, such as Math Night for students, and a Fall Festival, aimed at creating an inclusive space for families to actively participate in their child's education. These initiatives are designed to enhance parent involvement and strengthen our collective commitment to student success.