

Iowa Park Consolidated Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness

Mission Statement

The mission of the Iowa Park CISD is to ensure our students the best educational experience of any North Texas school district.

We will provide a well-rounded school experience in a safe environment that will prepare our graduates to attain their life goals.



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Comprehensive Needs Assessment

Revised/Approved: September 01, 2019

Demographics

Demographics Summary

Student Demographics for Iowa Park CISD

African American .8%

Hispanic 10.6%

White 83.9%

American Indian .7%

Asian .5%

Pacific Islander .3%

Two or More Races 3.3%

Economically Disadvantaged 41.9%

English Language Learners .7%

At-Risk 39.7%

Students with Disabilities 199

Intellectual 42.7%

Physical 11.6%

Demographics Strengths

Iowa Park CISD openly accepts transfer students who wish to attend our schools.

Student transfers from surrounding districts has increased.

Our parents and community have been supportive of our district in bond and TRE elections as well as participating on various committees.

On average, 40-50% of our graduates attend a trade school, junior college, university, or enlist in the armed forces.

The attendance rate throughout the district has remained high.

Student Achievement

Student Achievement Summary

Iowa Park CISD received a "B" rating for our 2018-2019 academic performance.

Student Achievement Strengths

As a district, Iowa Park CSD achieved a "B" rating. Iowa Park High School continues to produce excellent scores on the EOC tests. There are other pockets of strengths, including: 8th math, 6th math, and 5th math and reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Iowa Park CISD is a district with a diverse population of learners from varying background and ability levels. Student achievement gaps between our high and low performing groups continues to widen. **Root Cause:** Collectively, our student body has a range of social and academic needs. We will need to continue to explore programs that can meet the challenges that our students and teachers face. The student achievement gaps between our high and low performing groups continues to widen. We are working hard to meet those needs and provide support for the needs of our struggling students. Some of these needs are measured through the state's RDA system. Notwithstanding, there are students at every level in IPCISD that need support to ensure academic success.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- 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 End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 08, 2019

Goal 1: All Iowa Park CISD students will be educated with relevant curriculum and research based strategies that include the use of technology.

Performance Objective 1: By May 2020, all students will demonstrate master at or above the state average for each grade and subject on the state assessment.

Evaluation Data Source(s) 1: STAAR Performance Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA Equity Plan Strategy 1) Continued implementation of TEKS aligned district curriculum</p>	2.4, 2.5, 2.6	Superintendent Curriculum Director Principals	Walk-throughs Formative Assessments Campus Support				
2) Use data-driven, formative assessments from DMAC to monitor student progress	2.4, 2.5, 2.6	Superintendent Curriculum Director Principals	Data DMAC				
3) Use various forms of intervention to meet student needs	2.4, 2.5, 2.6	Superintendent Curriculum Director Principals	DMAC Specialized Curriculum Specialized Programs Campus Initiatives				
4) Integrate support programs for special populations to ensure academic success	2.4, 2.5, 2.6	Principals Special Populations Teachers Diagnosticians	Data through ARDs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Develop and sustain quality programs to meet the needs of bilingual, ESL, GT, SPED, and dyslexia students	2.4, 2.5, 2.6	Superintendent Curriculum Director Principals Teachers	High quality teachers Research-based curriculum Specialized programs				
6) State Compensatory Education funds will be used to continuously improve the instructional program	2.4, 2.5, 2.6	CFO Curriculum Director Principals	Instructional programs				
7) Integration of technology into the curriculum will be expected in classrooms	2.4, 2.5, 2.6	Superintendent Curriculum Director Principals Technology Director	Purchase of technology Ongoing training Observations of classroom instruction				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: All Iowa Park CISD students will be educated with relevant curriculum and research based strategies that include the use of technology.

Performance Objective 2: The percent of 3rd Grade Students that score meets grade level or above on STAAR Reading will increase from 52% to 62% by June 2024.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students in grades K-2 will be provided reading with reading tutors and reading pullouts as needed.	2.4, 2.6	Curriculum Director Principal Teachers	Increased scores on TX-KEA and TPRI				
2) Students in grades K-3 will have aligned reading curriculum	2.4, 2.6	Curriculum Director Principals	Consistency and increased benchmark scores				
3) Students in grades K-2 will have a systemic and focused phonics curriculum	2.4, 2.6	Curriculum Director Principal	Formative assessment results on Saxon Phonics				
4) Ongoing professional development in reading strategies and practices	2.4, 2.6	Curriculum Director Principal	Reading Academy participation				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: All students in Iowa Park CISD will be educated in a safe and secure learning environment.

Performance Objective 1: All students in Iowa Park CISD will be educated in learning environments that are safe.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






















Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase school police force throughout the district.	2.5	Superintendent School Police Chief	School Safety Plan				
2) Provide a quality Disciplinary Alternative Education Program (DAEP)	2.5	Superintendent	Hiring Supplies for DAEP				
3) Continue to facilitate the School Health Advisory Committee (SHAC)	2.5	District Nurse	Increased attendance of SHAC meetings				
4) Provide strategies for students and staff in building character and recognizing diversity through activities and clubs	2.6	Principals Counselors	Curriculum and programs purchased				
5) Provide a bullying prevention and reporting plan as provided in local policy	2.6, 3.1	Principals Counselors	Decreased referrals of bullying Decreased disciplinary referrals				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: All Iowa Park CISD students will be taught by highly qualified teachers.

Performance Objective 1: Iowa Park CISD will recruit and retain highly qualified teachers especially in core academic classes.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain effective and efficient policies and hiring procedures	2.4	Superintendent Principals	Highly qualified teachers hired				
2) Provide stipends to teachers earning and Masters Degree in an approved area	2.5	Superintendent Principals	Highly qualified teachers in the classroom				
3) Implement professional development days driven by needs addressed in student data collection	2.4	Superintendent Curriculum Director Principals	Strategies used in classroom to promote student success				
4) Provide opportunities for teachers to collect and disaggregate data for students in planning for teaching and interventions	2.4	Curriculum Director Principals	Increase in student success on STAAR				
5) Contract with Region 9 to provide staff with continuous development of instructional strategies	2.4, 2.6	Superintendent Principals	TTESS Walkthroughs Assessment results				
6) Provide smaller class sizes throughout the district	2.4, 2.6	Principals	Increased success on assessments Decreased referrals				
7) Provide more benefits for IPCISD employees		Superintendent	Additional local days Increased pay scale Employee raises Coverage of employee insurance Teacher Incentive Allotment				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) New teacher orientation will be provided for new professional staff.	2.5	Curriculum Direcotr	Log of attendance				
9) Training will be provided to all district personnel in the areas of special education confidentiality, sexual harassment, and other legally required trainings	2.5	Superintendent	Meeting agendas				
10) Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified		Principals	Professional development records				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: All Iowa Park CISD students will have the opportunity to participate in post-secondary experiences upon high school graduation.

Performance Objective 1: Post-secondary readiness activities will be provided throughout the district.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Information about college entrance tests will be disseminated to all middle school and high school students.	2.6	Principals Counselors	Copies of correspondences				
2) The district will provide college entrance exams for students.	2.5	Principal Counselor	Copies of notifications to students and to parents				
3) The district will provide secondary students numerous career opportunities, including various CTE classes and career counseling.	2.5		Class schedules Graduate surveys				
4) The percentage of graduates who meet the criteria for CCMR will increase from 39% to 100% by August of 2024.	2.5	Principal Counselor	Increased awareness through spreadsheet				
5) IPCISD will continually look at course offerings that could be CTE in core areas to allow for more certification opportunities for students.	2.5	Principal Counselor	Increase in certificates earned by students				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: Parents and community members will serve as active participants in the education of Iowa Park CISD students.

Performance Objective 1: Iowa Park CISD will provide opportunities throughout the school year for community and parental involvement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide access to district and campus information through the district website and campus webpages	3.1, 3.2	Curriculum Director Principals	Web postings				
2) Implementation of online registration and online payment fees for lunch costs and other fees	3.2	Student Services Director	Participation				
3) Campus events designed to showcase students and encourage parents to participate	3.2	Principals	Sign-in sheets				
4) The district will utilize local and regional media to promote the success of school children and groups as well as market the district's success on media outlets	3.1	Superintendent	Copies of ads				
= Accomplished = Continue/Modify = No Progress = Discontinue							

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Continued implementation of TEKS aligned district curriculum

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
16611611900041030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$89,552.00
19911611900001024000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$29,022.00
19911611900101030	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$198,959.00
19911611900103030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$62,740.00
6100 Subtotal:		\$380,273.00
6300 Supplies and Services		
19911611900001024000	6390 Supplies and Materials - General	\$22,400.00
19911611900041030000	6390 Supplies and Materials - General	\$12,450.00
19911611900101030000	6390 Supplies and Materials - General	\$5,000.00
19911611900103030000	6390 Supplies and Materials - General	\$2,800.00
6300 Subtotal:		\$42,650.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Ridge	Aide	Bradford	11%
Angela Anderson	Teacher	WFGMS	12.5%
Barbara Johnson	Aide	Bradford	33%
Belenda Walls	Aide	Bradford	11%
Brandy Rhoades	Counselor	Bradford	3%
Brenda Hodges	Teacher	Bradford	22%
Cara Lane	Teacher	WFGMS	12.5%
Carol Olds	Teacher	Bradford	11%
Casey Jordan	TEacher	WFGMS	12.5%
Chelsey Boaldin	Teacher	WFGMS	12.5%
Christie McIlroy	Teacher	Kidwell	100%
Christy Hankins	Teacher	Bradford	11%
Christy Moulton	Aide	Bradford	100%
Christy Tucker	Teacher	Bradford	11%
Cindy Routh	Teacher	Bradford	11%
Cindy Skjelstad	Teacher	IPHS	4%
Crystal Wininger	Teacher	WFGMS	12.5%
Danielle Welch	Teacher	WFGMS	12.5%
Donna Davis	Teacher	Bradford	11%
Eliza Acosta	Teacher	Bradford	11%
Heather Brown	Teacher	Bradford	11%
Jacalyn Cook	Teacher	IPHS	12%
Jared Willden	Teacher	IPHS	4%

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jayla Ingersoll	Teacher	WFGMS	12.5%
Jayna Case	Teacher	Bradford	11%
Jeanette Slack	Teacher	Bradford	11%
Jennifer Gumm	Teacher	WFGMS	12.5%
Jennifer Roberts	Teacher	Bradford	11%
Jodi Treitsch	Teacher	Bradford	11%
John Bruner	Teacher	WFGMS	12.5%
Kaitlyn Fournier	Teacher	Bradford	11%
Kayla Lalumia	Teacher	WFGMS	12.5%
Kelli Cotton	Teacher	Bradford	11%
Kirsten Stewart	Aide	Bradford	11%
Lacie Ramos	Teachers	IPHS	4%
Lance Veitenheimer	Teacher	WFGMS	12.5%
Lani Hudgen	Aide	Bradford	11%
Laura Epps	Teacher	IPHS	100%
Laura Smith	Teacher	WFGMS	12.5%
Laura Smith	Teacher	WFGMS	12.5%
Leslie Towry	Teacher	Bradford	11%
Megan Bolding	Teacher	WFGMS	12.5%
Melissa Wheeler	Teacher	WFGMS	12.5%
Michellie Byrne	Teacher	Bradford	11%
Mindy Haynes	Teacher	Bradford	11%
Molly Schubert	Teacher	Bradford	11%
Presley Gann	Teacher	Bradford	11%
Rebecca Pedon	Teacher	Bradford	11%
Sabra Wright	Teacher	Bradford	22%

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Samantha Miller	Teacher	Bradford	11%
Shawna Webb	Teacher	IPHS	4%
Tammy Holland	Aide	Bradford	11%
Tommy Webb	Teacher	IPHS	9%
Trent Yurcho	Teacher	IPHS	4%
Trisha Wells	Teacher	WFGMS	12.5%
Whitney Naef	Teacher	Bradford	11%

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A District Improvement Plan is based on a comprehensive needs assessment of the entire school district that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing and any other factors as determined by Iowa Park CISD.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The DIP is developed with the involvement of parents and other members of the community through service on campus and district improvement teams. In addition, this process involves the following individuals: teachers, principals, other school leaders, paraprofessionals present in the school, administrators, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and other individuals determined by the district.

2.2: Regular monitoring and revision

The DIP remains in effect for the duration of the district's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Our district will evaluate our students and sub-populations of students through our district wide "check-point" process. We will take three "check points" throughout the school year to assess where are students are in the learning process. Based on our data, this plan could evolve to include RTI for students that are struggling with the TEKS. This plan will be evaluated and revised 3 times during the school year.

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

The DIP is available upon request and on the district's website. Parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

2.4: Opportunities for all children to meet State standards

Iowa Park CISD is participating in Data Driven Instruction (DDI) process. This process includes training for teachers and administrators on data driven practices. The final piece of the data analysis is to evaluate how demographic sub-groups are performing. Each campus in IPCISD has an RTI process to

meet the needs of all their students. The RTI process is listed in each Campus Improvement Plan.

2.5: Increased learning time and well-rounded education

Resulting from the DDI process, data analysis will lead to more appropriate instructional decisions. Examples would include: If large groups of students are struggling with a concept, whole group reteach is most appropriate. If small groups of students struggle in certain concepts, small group targeted reteach should take place. Each campus provides additional flexible time within the daily schedule for these interventions. Iowa Park CISD will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Each campus in IPCISD has an RTI process to meet the needs of all their students. The RTI process includes methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education for our students. The RTI process is listed in each campus Campus Improvement Plan.

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

The Iowa Park CISD DIP will address the needs of all students in the district, but particularly the needs of those at risk of not meeting the challenging State academic standards. Through the DDI process, teachers are aware of the academic standing of each student and are focused on moving all students forward to meet their potential. A district goal is for every student in IPCISD to attain or exceed one year's growth annually. Each campus in IPCISD has addressed meeting the needs of their "At Risk" student population in their individual Campus Improvement Plans.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Campuses in IPCISD shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

Iowa Park CISD offers parent involvement meetings from approximately 5:30 - 7:00 P.M. These meetings are well advertised using multiple media platforms and are held on various campuses.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Becky Coombes	Aide	Language Arts	100%
Debra Honeycutt	Aide	First Grade	100%
Holley Sanders	Aide	Kindergarten	100%
Maranda Lovell	Aide	Math	100%
Paul Arrington	Aide	Reading	100%
Regan Moore	Aide	School Wide Tutoring/Technology	100%