

Coggin Elementary School



**Campus Improvement Plan
2024 - 2025**

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

CES Mission Statement

At Coggin Elementary, in partnership with parents and community, we will help students discover their gifts and make a positive impact in the world.

CES Vision Statement

Empowering all students to change the world!

CES Core Values

DEDICATED. DEPENDABLE. DISCIPLINED.

District/Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)
Mrs. Sweaney	Teacher – RTI
Mrs. Allen	Teacher – Life Academics
Mrs. Mitchell	Teacher – Special Education
Mrs. Martin	Teacher 6 th grade
Mrs. Means	Teacher 5 th grade
Ms. Alli Allen	Teacher 4 th grade
Mrs. Kemp	Teacher 3 th grade
Ms. Hope	Teacher 2 nd grade
Mrs. Allgood	Teacher 1 st grade
Mrs. Atchley	Teacher KG grade
Mrs. DelBosque	Teacher Pre-K grade
Mrs. Hill	Nurse
Mrs. Griffin	Counselor
Mrs. Verner	Assistant Principal
Ms. McLaughlin	Principal
Ms. Ballenger	Principal
Ms. Ingram	Paraprofessional
Mrs. Etheridge	Paraprofessional
Mrs. Driskell	Parent Representative
Mrs. Williams	Community Member
Mrs. Badgeley	Community Member

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 in the future in the social, economic, and educational 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 students 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:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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TITLE I, PART A

SCHOOL WIDE COMPONENTS

1. Comprehensive Needs Assessment
2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals, and others
5. Strategies to attract high-quality highly qualified teachers.
6. Strategies to increase parent involvement.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of assessments to provide information on, and to improve, the achievement of students and the overall program.
9. Effective, timely additional assistance for students that experience difficulty mastering state standards.
10. Coordination and integration of Federal, State, and local services and programs

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: 3.97764

The process we use to identify students at-risk is: CES teachers review permanent record and identify students who meet eligibility for at-risk according to State Compensatory Education.

The same process we use to exit students from the SCE program who no longer qualify.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

Brownwood ISD State Compensatory Education

Brownwood ISD combines State Compensatory Education (SCE) Program funds with federal program funds to provide appropriate, intensive accelerated instruction to students identified as at risk of dropping out of school as part of our school-wide Title 1 program. Through a comprehensive needs assessment, the students in our At-risk group are most likely to experience academic difficulties as evidenced by STAAR data and other district/campus data. Student progress reports and campus failure lists also indicate these students are more apt to be struggling in the classroom and not meeting academic performance standards. Since we have approximately 40% of our school (50% state) population in this group, along with approximately 65% of our students (59% state) identified as economically disadvantaged, we have chosen to use these funds on all campuses to supplement activities and strategies that ensure student success for all. Each campus has a comprehensive needs assessment in place that has been developed to meet the students' needs at that particular campus. These strategies, based upon research into effective practices, are outlined in the campus improvement plans. They include, but are not limited to, additional time and assistance in tutorials, one-on-one or small group assistance provided by paraprofessionals in the regular classroom, mentoring programs, hands-on learning activities, student intervention teams, supplemental reading classes, technology and software, and additional campus strategies designed for students at risk. Each campus is constantly monitoring and adjusting for student needs during the year. These services are provided through a combination of federal program funds, state compensatory education program funds, local funds, and grant funds. The district also provides for instructional leaders, teachers, and paraprofessionals extensive professional development into practices that are known to accelerate learning for all.

Brownwood ISD has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

The process we use to identify students at-risk is: Students are identified using the At Risk Criteria student profile below. After the identification process, children are served through campus-developed interventions based on need, including tutoring, small group instruction, and/or participation in the interventions deemed appropriate by the Campus Intervention Team.

The process we use to enter and exit students from the SCE program who no longer qualify is: All campuses use state criteria to identify students at risk of dropping out of school, and these are the students targeted for intensive compensatory services. These services, however, are not limited to students identified as *At Risk*. Because our campuses are all Title 1 school-wide campuses and our ability to use a combination of funding sources, any student who is experiencing difficulty in the educational setting is included in the safety net provided for academic acceleration. Once a student becomes successful as determined by individual progress reports, grade reports, STAAR assessments, and/or other appropriate measures, he/she may be removed from the list of those receiving the additional services. The SIT committees on each campus serve as the safety net to monitor student progress and make certain that no child is left behind.

State Compensatory Education

Campus Avg STAAR %	Math % Met Standard			Reading/ELA % Met Standard			Science % Met Standard		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Students At-Risk	14	39	14	18	39	18	19	14	14
Students Not At-Risk	71	60	32	48	18	39	46	24	24

3 rd Grade STAAR %	Math % Met Standard			Reading/ELA % Met Standard		
	2022	2023	2024	2022	2023	2024
Students At-Risk	NA	0	5	NA	0	9
Students Not At-Risk	NA	0	36	NA	2	41

4 th Grade STAAR %	Math % Met Standard			Reading/ELA % Met Standard		
	2022	2023	2024	2022	2023	2024
Students At-Risk	13	6	5	55	29	13
Students Not At-Risk	42	30	30	54	53	28

5 th Grade STAAR %	Math % Met Standard			Reading/ELA % Met Standard			Science % Met Standard		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Students At-Risk	19	42	42	14	26	26	19	14	14
Students Not At-Risk	50	55	55	54	37	37	46	24	24

6 th Grade STAAR %	Math % Met Standard			Reading/ELA % Met Standard		
	2022	2023	2024	2022	2023	2024

	2022	2023	2024	2022	2023	2024
Students At-Risk	11	7	7	11	27	27
Students Not At-Risk	32	36	36	38	52	52

The comprehensive, intensive, accelerated instruction program at this campus consists of intervention classes built into the master schedule daily for all students. These intervention classes are taught by certified teachers in a small group setting. RTI, Special Education, Gifted and Talented, ESL, Section 504 supports are also utilized to those students who qualify for the programs.

Upon evaluation of the effectiveness of this program the committee finds that the committee finds that our gap between at-risk and non at-risk is closed best by intensive instruction and using allowable accommodations for students who quality for a special programs.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: Title I, Part A only [ESSA Sec. 1114(b)(7)(B)]

Fund sources that are received by CES

Title I, Part A, Title I, Part C (Migrant), Title I, Part D (Neglected/Delinquent), Title II, Part A, Title III, Title IV-A, Special Education/IDEA-B, Carl Perkins, Title V, Part B (Rural/Low Income), Priority/Focus Grant, State Compensatory Education, Gifted/Talented, Bilingual/ESL, Local funds.

Federal	
Program/Funding Source	Amount of Funding
TBA	TBA
State & Local	
Program/Funding Source	Amount of Funding
TBA	TBA

Comprehensive Needs Assessment Attendees Spring 2024

Name	Position
Mrs. Sweaney	Teacher – RTI
Mrs. Allen	Teacher – Life Academics
Mrs. Mitchell	Teacher – Special Education
Mrs. Martin	Teacher 6 th grade
Mrs. Means	Teacher 5 th grade
Ms. Alli Allen	Teacher 4 th grade
Mrs. Kemp	Teacher 3 th grade
Ms. Hope	Teacher 2 nd grade
Mrs. Allgood	Teacher 1 st grade
Mrs. Atchley	Teacher KG grade
Mrs. DelBosque	Teacher Pre-K grade
Mrs. Hill	Nurse
Mrs. Griffin	Counselor
Mrs. Verner	Assistant Principal
Ms. McLaughlin	Principal
Ms. Ballenger	Principal
Ms. Ingram	Paraprofessional
Mrs. Ethridge	Paraprofessional
Mrs. Driskell	Parent Representative
Mrs. Williams	Community Member
Mrs. Badgeley	Community Member

Comprehensive Needs Assessment Summary of Finding Spring 2024

Section 1 – Campus Profile

Coggin Elementary School is a school within Brownwood ISD. As of 2023-24 school year, it had 721 students. 47% of students were At-Risk. 5.41% of the students were enrolled in Emergent Bilingual (EB). 21.22% of students were enrolled in Special Education Program and 78.87% of our student population are Economically Disadvantaged. We serve a growing population of economically disadvantaged, special education and at-risk population.

Section 2 – Data Reviewed

STAAR scores, CBAs, benchmark scores, TELPAS, promotion/retention rates, discipline referrals and consequences, parent volunteers, parent involvement activities, attendance rate, special education referrals, intervention success rates, professional development records, highly qualified teacher/paraprofessional percentages.

Section 3 – Findings/Conclusions

The committee found that at Coggin Elementary...

- The majority of our teachers are experienced with five or more years.
- Coggin Elementary has taken steps in the right direction toward recruiting and retaining teachers with ESL certifications and Reading Academy certifications.
- 31% of the staff are instructional aides supporting our at-risk, special education and struggling population.

Section 4 – Strengths

Students:

- Access to small group instruction.
- Beginning-of-year screenings of possible learning gaps and delays to address deficiencies as early as possible.
- Access to RTI interventions during the school day outside of core instructional time.
- Diverse learning opportunities through PE, a variety of specials differing at each grade level, gifted and talented classes, enrichment with new elective opportunities.

Staff:

- Paraprofessionals that are bilingual to help with registration/ attendance, and parent conferences.
- Literacy aides were used to help with small group instruction
- Behavior Team established to help with Tier 2/Tier 3 behaviors

Parents/Community:

- 24/7 access to student's grades through parent portal, access to school news through school messenger, web page and social media.
- Community business' exhibit support for Coggin Elementary School.
- Parents have a voice in decision making regarding their students.

Facilities:

- Safe and secure property.
- Maintenance and ground crews work diligently to make any repairs/improvements in a timely manner.
- Technology improvements with the use of smart TVs in most classrooms, class sets of Chromebooks in 3rd-6th grade, and ipads in grades PreK-2nd.

Section 5 – Weaknesses.

Students:

- High percentage (**76%**) of Economically Disadvantaged students
- High percentage (**47%**) of At-risk students
- Low attendance rate because of the pandemic.

Staff:

- Lower the number of “Developing” ratings for teacher appraisals with Action Coaching, walk-throughs with tangible feedback, and mentoring.
- Reduction of a 5th grade teacher due to enrollment.
- Addition of a 2nd grade classroom due to enrollment

Parents/Community:

- Low percentage of traditional households.
- High number of low Economically Disadvantaged households.
- Low attendance rates at academic events.
- Low participation in PTO

Facilities:

- Complete installation of smart TVs so that this technology is available in all classrooms.
- New auditorium seating.
- New gym flooring in PreK-4th grade gym.

Section 6 – Identified Needs

The committee determined that it would...

- Provide incentives that would entice parents to attend school functions.
- More parental participation in academic functions.
- Provide incentives to increase attendance rates
- Incorporate aligned reading curriculum K-5

Goal 1: (Academic Achievement) All Coggin students will attain a minimum of one year’s growth through relevant and rigorous instructional programs.

Objective 1: By May 2025, all students and each student group, including Special Education students tested, will meet established standards on local assessments in grades PK-2nd and the state assessments for 3rd-12th grade by 2%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide enrichment/accelerated instruction time in the schedule for all students. At-risk of failure and high achievers	2	Teachers Principal	Ongoing		Attendance records and lesson plans	Improved student grades Reduced failure rate Increase Meets, Masters
Provide high quality rigorous instruction and maximize learning time.	2	All teachers Assistant Prin. Principal	Daily		Lesson plans, walk through data, PLCs	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Maintain Fundamental Five teaching strategies in all content areas.	2	All teachers And Principal	Ongoing		Lesson plans, walk through data, PLCs	Increase student engagement and learning
Continue to improve the RTI to support students and teachers.	2	All teachers RTI Specialist Principals	Ongoing		Increased student achievement	Report cards, computer reports showing growth
Use district adopted aligned curriculum.	4	All teachers Principals	Immediately Ongoing		Lesson Plans, Classroom observations, CBA's, PLC meeting minutes	Grades Improved CBA scores

Goal 2: (Staff Quality) At Coggin, 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
All new teachers to our campus will be assigned a positive effective campus mentor.	1	Principal, Human Resources Dept.	June		Mentor Program Notes	Increase teacher effectiveness in the classroom and on the campus. Create positive relationships on campus.
Campus teachers will plan together to build professional learning communities.	1	Teachers Principals	9 Weeks		Improved positive campus environment Faculty meeting times Staff survey PLC meeting minutes	Aligned curriculum and resources Increase teacher effectiveness and improve instruction in all classrooms.
CES will use Talent Ed to review applicants and set up interviews with high quality applicants.	1	CES Administrators	Ongoing		High Quality persons recommended for hire.	Improve quality of staff on campus when new positions are available.

Goal 3: (School Climate/Safe and Healthy School) All students at Coggin will be educated in learning environments that are safe, disciplined, drug-free, and conducive to learning.

Objective 1: By May 2025, the number of incidents involving violence (including dating violence), tobacco, alcohol, and other drug use, will be reduced by 2% as measured by PEIMS and the number of discipline referrals.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
All students will attend guidance lessons that address positive character education.	1, 4	Counselor Principals	First grading period Monitor: end of each grading period		Counselor lesson plans Master schedule	Reduction in PEIMS discipline referrals Counselor logs
All staff will model good character education characteristics for students including honesty, dependability, positive work ethic, respect, responsibility, courage and integrity.	1, 2, 4	All staff	Immediately and Ongoing		Positive Learning Environment for students and staff. Campus Survey and PEIMS Discipline Data	Improve the character of students and staff on campus and in the classrooms. Promote a positive learning environment which will increase academic performance
PBIS discipline Program – Focus on positive behavior	1, 4	All staff	Ongoing		Positive teaching and learning environment for all staff and students.	Decrease discipline office referrals and increase in students participating in positive activities on campus
Implemented the STOP IT anonymous reporting program.	4	Administrators	Ongoing		Posters, Counselors Lesson Plans, Social Media	Raised awareness of incidents that students may be otherwise hesitant to report.

Goal 4: (College & Career/Graduation/Dropout Reduction) All students in Coggin Elementary School will graduate from high school and be college and/or career ready.

Objective 1: By May 2025, the completion rate will increase to 98%, the dropout rate will be less than 2% for all students and student groups, and the overall attendance rate will increase to 95%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
CES will provide effective transitions between grade levels to help students be successful at the next grade level.	3	Teachers, Counselors, Principals	End of year		Counselor schedules	Decrease student discipline referrals and increase students' success
Reduce number of retentions by clearly communicating expectations to students and parents.	2, 3, 4	Teachers, Principal	Ongoing		Grade Placement Committee minutes	Decrease retention numbers.
Improve the RTI program to identify and intervene early for struggling students.	2, 3, 4,	RTI, Teachers, Principal	Ongoing		RTI meeting notes Reading screener data; STAAR scores; retention rate	Increase student achievement in classroom grades and state assessments.
Hired a certified teacher for the Technology Application Class/Elective	3	Principals	Ongoing		Human Resource Records and Lesson Plans	Increased Technology knowledge by students.

Goal 5: (Parent/Community Engagement Goal) Parents and Community will be partners in the education of students in Coggin Elementary School.

Objective 1: By May 2025, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand.	2, 4	Principals	Within 10 days of receipt of reports		Copy of reports; Conference agenda/sign in sheet	Improve parents/school communication
Meet the Teacher – Parents will meet their child(s) teacher and have the opportunity to learn school/classroom routines and expectations.	2, 4	Teachers, Counselor, Principals	August		Website; Advertisements	Increase parent knowledge of teachers and increase parents' knowledge of school expectations for students, staff and parents.
Teachers and parents will communicate regularly through planners and Thursday folders.	2, 4	Teachers, Principals	Ongoing		Thursday folders and Planners	Improve teacher/parent communication
Increase use of School Messenger	2, 4	Staff, Principals	Ongoing		Messenger broadcast	Increase parent knowledge of school activities
Parent conference 2X/year	2, 4	Teachers	Twice per year		Teacher sign in sheets	Increase partnership between school and home.
CES will utilize the Raptor ID System	2, 4	Superintendents Office staff, Principals	Ongoing		RAPTOR Data logs	Increase student/staff security.
Increase parent communication –School Messenger/website.	1	Teachers Principal	Ongoing		Messengers Sent Reports	Improve teacher/parent communication throughout the school year.

Goal 6 : (District Commitment) Coggin Elementary School shall be a good steward of community, state, and federal resources, financial, human, facilities, as well as explore new opportunities for our organization efficiency and continued success.

Objective 1: A balanced budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement of the goals of the district.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Campus will work in collaboration with department heads to ensure that we are in compliance with federal and state program areas.	1, 2, 3, 4	Superintendents, Business Manager, HR, Maintenance	Ongoing		Financial records Purchase orders	Assure compliance with state /federal guidelines
Review and revise the staffing formula and staff pattern policies to strive for campus equity	1, 2, 3, 4	Superintendents, Business Manager, Dept./campus administrators	Ongoing		Agendas, HR Records and Payroll logs	Improve equality across school district in staff procedures.
Attend federal and state program conferences, webinars, and workshops provided by ESC XV and outside entities as they pertain to CES.	1, 2, 3, 4	Superintendents, Business Manager, Dept./campus administrators	Ongoing		Training and workshop certificates, Travel Records, DL room reservations	Improved knowledge and the efficiency of the staff involved.

Coggin Elementary School – Title I, Part A Family Engagement District Policy 2024-2025

Coggin Elementary School (CES) is committed to partnering with parents/families, students, the community, and other stakeholders to improve student academic achievement and social-emotional development. We believe that parents have an important role as their child’s first teacher and are essential and valued partners in the educational process.

Coggin Elementary School will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

- CES will provide open and two-way verbal and written communication between families through various strategies and methods including, but not limited to, email, newsletters, district/campus websites, social media, phone calls, and printed notices sent home or posted in community.
- CES schools will provide a safe and open atmosphere for parents and families to visit the school their children attend.

Coggin Elementary School receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, CES will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written family engagement policy.

- The policy shall be incorporated into the local educational agency’s (LEA) plan developed under section 1112 (District Improvement Plan, DIP),
- The policy will establish the LEA’s expectations and objectives for meaningful parent and family involvement.
- The policy will be posted on the BISD District website for all families to access and review.
- CES School-Parent compact that outlines how parents, staff, and students share the responsibility for improved student academic achievement. This agreement is posted on campus website, at the annual Title 1 meetings and available at the front office of each campus for all families to access and review.
- CES will hold their annual Title I meetings for parents in the fall semester. It will be offered twice, on two different days at different times to meet the needs of our families. The purpose of the meetings is to provide parents with information regarding Title 1-A guidelines and services offered as stated in the current Family Engagement Policy. The policy will also be distributed to parents during this meeting and parents will be given the opportunity to comment and offer their suggestions for any revisions. This meeting will be held at a convenient time and all families of enrolled students will be invited and strongly encouraged to attend.

Coggin Elementary School will provide the coordination, technical assistance, and other support necessary to assist and build capacity for all its schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

- CES Administration and School Counselors are assigned to Coggin Elementary, Title I campus for this support.
- Provide ongoing professional development to all teachers, specialized instructional support personnel, principals, and other school staff on how to engage, communicate with parents as equal partners.
- CES families are provided parent involvement services.

Coggin Elementary
800 Rogan Street - Brownwood, Texas 76801
Donna Thompson at (325) 646-0462 – Donna.Thompson@Brownwoodisd.org

Coggin Elementary School will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children.

- All CES parents are strongly encouraged to volunteer. We always value additional assistance making copies, helping in the libraries, reading with students and helping in other areas.
- All parents and community volunteers must comply with district policy regarding volunteer requirements, orientation, and State of Texas background checks.

Coggin Elementary School will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the family engagement policy in improving the academic quality of all Title I, Part A schools served under this part, including identifying...

- Barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- Strategies to support successful school and family interactions.

Coggin Elementary School will assess the needs of parents and children in the community through a variety of measures, including parent surveys, so that family engagement programs can be tailored to meet those needs. CES will use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the family engagement policies.

- An End of Year Family Engagement Survey/Comprehensive Needs Assessment will be distributed through CES's social media platforms to all CES families.
- Workshops and other resources will be made available to address the expressed needs. Parents will be notified of these opportunities through CES's social media.
- Family and Community Engagement Staff provide a minimum of one parent workshop session per semester. All CES families are invited to attend.

- CES parents are also encouraged to contact their individual campuses to express an interest in a workshop, topic, or to make recommendations to the program.
- CES encourages our parents and families to support their children’s learning at home and in school and serve as their children’s advocate.

Coggin Elementary School will involve parents in the activities of the schools which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request.

CES encourages families, teachers and community members to join their campus Parent Teacher Organization (PTO).

CES parents are also invited to participate in the district level Superintendent Parent Advisory Cabinet meetings (SPAC). Meetings for this school year will be held at 4:00p.m. at Central Support once a month throughout the school year.

To learn more on how to be part of this committee, please reach out to Gloria Salazar at (325) 643-5644 or at Gloria.salazar1@Brownwoodisd.org

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Brownwood Independent School District shall:

- Provide assistance to CES parents in understanding such topics as the State academic standards, State and local academic assessments, the requirements of the family engagement program, and how to monitor a child’s progress on Skyward and work with educators to improve the achievement of their children.
- Provide materials and training to help parents to work with their children to improve their children’s achievement, such as using technology, as appropriate, to foster parent involvement.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.)
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

CES Family Engagement Policy is a working document that is reviewed on an ongoing basis to assure that we cultivate and strengthen our trust, relationships, partnerships with all our CES students, families, educators, and community partners.