

Bess Race Elementary School



**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

Crowley ISD provides our students with excellence in education so that all students achieve their full potential.

Vision

BRE will provide a nurturing environment where students critically read, write, speak, and think to navigate an ever-changing community.

Campus Values

Passion with High Expectations Integrity

Commitment to Growth Mindset

Innovative Mindset

Collaborative Mindset

Courtesy, Dignity, Respect, and Professionalism



Comprehensive Needs Assessment

Needs Assessment Overview

Bess Race Elementary collaborated with staff and stakeholders to complete a Comprehensive Needs Assessment (CNA) to address needs and priorities for the 2025-2026 school year. Bess Race Elementary uses the CNA to guide the alignment and focus of our campus mission, vision, and core values, which is to provide all students with a world-class, high-quality education where students are inspired to succeed in the global community.

Bess Race Elementary's CNA focuses on four goals: Thriving Students, Engaged Community, Empowered Staff, and Safe and Healthy Environment.

The faculty, staff, and stakeholders will work collaboratively to effectively implement strategies outlined in our CNA to encourage excellence on our campus in our students and staff. Through consistent implementation of our goal-aligned strategies, Bess Race Elementary will reach our Goal Performance Measures and all other targeted measures.

Demographics

Demographics Summary

Bess Race Elementary is a suburban school in south Tarrant County in Fort Worth. Bess Race Elementary is a campus that serves 417 students in grades PK3-5.

<u>Student Demographics</u>	
African American	48.4%
Hispanic	27.3%
White	13.4%
Two or More Races	8.6%
Asian	1.2%
American Indian	1.0%
Pacific Islander	0.0%
Economically Disadvantaged	80.1%
Special Education	14.8%
Emergent Bilingual/English Learners	25.4%

Staff Demographics

Teachers	29
Professional Support	4
Campus Administration	2
Educational Aides	11
Counselor	1

Bess Race Elementary is committed to providing a high-quality, world-class education that empowers all students to reach their full potential and succeed in a global community. In order to empower our students to reach their full potential, Bess Race Elementary offers a variety of programs for our students including programs during the day and after school programs. Bess Race Elementary offers:

- Classes for grades PK3-5
- Half day PK for three year olds
- Full day PK for four year olds
- Afterschool Care Program in Partnership with Clayton Youth Enrichment
- Young Men in STEM and Girls in STEM after school programs
- Extended learning opportunities through after school tutoring interventions

Demographics Strengths

Bess Race Elementary demonstrates several key demographic strengths that contribute to its unique learning environment and overall student success. The school's rich diversity, strong student progress metrics, and commitment to supporting economically disadvantaged and Emergent Bilingual learners highlight its dedication to equity and growth. The school is focused on improving TEA accountability ratings and meeting the needs of a wide range of students.

Bess Race Elementary has a highly diverse student population that reflects a broad range of racial and ethnic backgrounds. Approximately 48.4% of the students are African American and 27.3% are Hispanic. Other groups represented include White

students at around 13.4%, Asian students at 1.2%, and about 8.6% identifying as two or more races, with smaller percentages in other categories. This rich demographic mix contributes to strong racial and ethnic diversity, which is widely recognized as a strength for promoting cross-cultural understanding and a more inclusive learning environment.

A notable demographic factor at Bess Race is the high percentage of economically disadvantaged students, making up approximately 81% of the student body. Bess Race serves a large numbers of economically disadvantaged students and is focused on improving internal systems that will positively impact Tier I instruction, as well as, systems for prevention, intervention, and enrichment to positively impact accountability systems. Bess Race is targeting critical areas of improvement such as academic growth and closing performance gaps.

Bess Race Elementary needs to show improvement in student progress and growth metrics, particularly in measures used by the TEA. Bess Race scored 60 in “Student Progress” and 63 in “Closing Performance Gaps,” with an overall score of 61. These results indicate that School Improvement is required to help students—especially those in underperforming subgroups—make meaningful academic gains over time, which is a key component of TEA accountability ratings.

Staffing metrics at Bess Race is another factor to be considered. The school teacher-to-student ratio of approximately 22:1, is to be considered, when exploring avenues to provide more individualized attention and support. Additionally, the average teacher at Bess Race has about 48% of teachers with less than 3 years of experience.

Student Achievement

Student Achievement Summary

Bess Race Elementary measures student achievement through academic growth measured on CLI, MAPS/MCLASS, STAAR, TELPAS, and ADA.

Our high focus groups include African American students, and students that are represented as 2 or More Races. The progress of our high focus groups will be monitored throughout the year utilizing data from campus and state assessments.

Another area of focus is our Attendance Rate increasing our ADA from 93% in 2024-2025 to 96% in 2025-2026.

Student Achievement Strengths

Bess Race Elementary demonstrated a need to improve overall academic performance on the 2024–2025 STAAR test. Bess Race saw its most significant achievement in English Language Arts Overall, with scores at 71% Approaches, 40% Meets, 14% Masters level performance.

Campus Culture and Climate

Campus Culture and Climate Summary

Bess Race Elementary has historically had a significant partnership with the community through PTA. These community partners provide support for our students and teachers in several different capacities that include supporting academic improvement, providing community and family events, and encouraging positive behavior/honor roll/perfect attendance.

Bess Race Elementary has a growing Innovation and STEM program that has expanded to include Young Men in STEM and Girls in STEM and is interested in expanding with partnerships such as the Texas STEM Mobile lab to campus.

Bess Race Elementary has teams that participate in the CISD Hispanic Heritage Bowl and CISD Black History Quiz Bowl.

As part of the bond package, Bess Race Elementary received a new ADA accessible playground and campus fencing.

Bess Race Elementary utilizes Multi-Tiered Systems of Support (MTSS) with targeted interventions and Positive Behavior Intervention System (PBIS) to support our students' growth academically and promote healthy behavioral development.

Campus Culture and Climate Strengths

Bess Race Elementary partners with Clayton Afterschool Enrichment to provide additional support for our students. Students participating in Clayton receive student interest-based enrichment activities.

Bess Race Elementary has a partnership with Bess Race PTA and they have graciously donated prizes/incentives for students demonstrating excellence in the classroom through honor roll, perfect attendance, Character Strong, and Students of the Month. These partnerships have allowed Bess Race to celebrate our students and their achievements and encourage the entire student body to strive for excellence.

The STEM program continues to expand, sparking strong interest and enthusiasm among both students and staff. Students are eager to explore and actively engage in STEM activities. Bess Race offers Young Men in STEM and Girls in STEM for 3rd-5th graders. Students from across the district will participate in a STEM Showcase Family Event at the Bill R. Johnson

CTE Center. Members of the Young Men and Girls in STEM clubs will take part in a friendly competition and present their learning and accomplishments.

Bess Race Elementary leverages the PBIS system through Eagle Bucks and our Eagle Store. Students are able to earn Eagle Bucks for displaying excellence around campus and are able to purchase items from the Eagle Store every three weeks.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Through different systems of support created and run by CISD, Bess Race Elementary provides support to our teachers with less than three years of experience. These systems play a key role in developing and supporting our new teachers and professional staff members.

Staff Quality, Recruitment, and Retention Strengths

New teachers attend Newbie Network and New Professionals Orientation before the school year begins and are paired with a mentor teacher. The teachers attend professional development training provided by CISD for the M.I.N.T program. The mentor and mentee meet regularly to go through one-on-one coaching sessions, visit other classes on campus for peer walks/observations, and mentors observe the mentee to provide real time feedback and coaching.

Bess Race Elementary is able to retain teachers/staff due to the levels of support provided by the campus. Teachers have a team to work with on a regular basis and participate in the Professional Learning Community (PLC) weekly with a Teacher Development and Student Intervention (TDSI) for their content.

Bess Race Elementary qualifies for the Teacher Incentive Allotment (TIA) and currently has 2 teachers who have earned TIA designations—two at the Master level and four at the Exemplary level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bess Race Elementary provides curriculum and weekly time for teachers to plan with their team and TDSIs during weekly PLCs. Teachers participate in vertical alignment during campus professional development (PD) and use the same instructional strategies which were determined by each content team.

Curriculum, Instruction, and Assessment Strengths

Bess Race Elementary has curriculum resources provided by campus and district leadership. The resources include curriculum guides, internalized curriculum, pacing calendars, scope and sequence, and manipulatives.

Teachers have the opportunity to collaborate and share resources with grade-level peers from across the district regularly during District Learning Academy (DLA).

Bess Race Elementary has TDSIs for ELAR, Math, and Science/STEM/GT on campus to support teachers and staff members with students, curriculum, resources, and vertical alignment.

Bess Race Elementary is implementing additional academic support via software programs such as IXL and Zearn to close academic learning gaps and to positively impact student performance on MCLASS, MAP, and STAAR assessments.

Parent and Community Engagement

Parent and Community Engagement Summary

Bess Race Elementary has the support of stakeholders, community members, business partners, and community partners. Parents and community members play a vital role in supporting students' success—socially, emotionally, financially, and academically. The support of our parents and community members allows Bess RaceElementary to provide opportunities for our students in several ways and gives us the opportunity to highlight and celebrate their achievements. In addition to the opportunities parent and community support provides, they also engage in events on campus throughout the year on campus with our students and staff.

Parent and Community Engagement Strengths

Bess RaceElementary has a Parent Teacher Organization (PTO) that provides an opportunity for our parents/guardians to be involved in the campus community. The PTO provides our campus with fundraising opportunities, support, volunteer opportunities to help teachers/staff members, opportunities to enhance student learning through experiences (field trips), and foster collaboration between parents/guardians and campus staff. Our PTO plays a vital role in supporting positive changes at Bess Race Elementary.

One of the community partners of Tarrant County Water District. TCWD provides partnerships and mentors for our gardening program. They will lead the education and knowledge portion of implementing and maintaining a successful garden. They will provide learning labs for staff and students to ensure that all stakeholders are equipped to provide the necessary care and maintenance TO SUPPORT A THRIVING garden.

Bess RaceElementary has a partnership with the Bess Race PTA and they have graciously donated prizes/incentives for students demonstrating excellence in the classroom through honor roll, perfect attendance, Character Strong, and Students of the Month. These partnerships have allowed Bess Race to celebrate our students and their achievements and encourage the entire student body to strive for excellence.

School Context and Organization

School Context and Organization Strengths

Bess Race Elementary's PK3 and PK4 programs are supported by a District Early Learning Specialist who works collaboratively with teachers to ensure state and district standards are being met with fidelity.

Bess Race Elementary has a thriving STEM program that has expanded to include Young Men in STEM and Girls in STEM.

We also partnered with Tarrant Regional Water District for our 21st Century Gardening Program that was established in the 24-25 school year. This interactive gardening system is currently in stage 2 of the project with 6 above ground planters in and a pollination station. Three trees are scheduled to be planted this fall, followed by the final stages of adding a water feature, pergola covered seating area and storage building. The garden will allow a campus-wide plan of maintenance and care with shared responsibilities, at varied levels for all grade levels. The garden program continues to expand, sparking strong interest and enthusiasm among both students and staff, and the community. Students are eager to explore and actively engage in the GARDEN activities. Students will be able to participate in selected Gardening activities by grade level.

Bess Race Elementary partners with Clayton Afterschool Enrichment to provide additional support for our students. Students participating in Clayton receive some academic support to complete homework assignments, student interest-based enrichment activities and Clayton also offers opportunities to engage and connect with the families of students.

Technology

Technology Summary

Bess Race Elementary has worked collaboratively with CISD to provide technology to our teachers and students to enhance the learning experience in the classroom.

Technology Strengths

Students at Bess RaceElementary have access to a chromebook in their classrooms to support their learning. Students are using chromebooks to provide intervention in academic areas of opportunity utilizing resources such as IXL, ZEARN, Boost, and a variety of other resources provided by the district.

Teachers have access to technology in their classrooms including projectors, speakers, document cameras, and WiFi.

Students take district and state assessments online and teachers are able to provide tiered instruction based on the reports they are able to run in School City and NWEA. The reports provide teachers with detailed breakdown of standards, ECR, and how students are progressing. The reports also show teachers how their students are performing compared to students at Bess Race Elementary, against students in the district, and against students across the state. These reports provide teachers an insight that allow them to scaffold instruction and provide additional support as needed to our students to help them achieve academic growth.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- District Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal required assessment information
- STAAR 3-5
- mClass early reading assessment results
- CLI data
- NWEA MAP reading and math assessment data
- PK-5
- District Assessment Data Comparisons

Student Data: Student Groups

- Dyslexia 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug use data

Employee Data

- Professional learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/student ratio
- 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

Parent/Community Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goal 1 – Thriving Students

Goal 1: All Bess Race students will be equipped with the skills and experience to thrive today and in the future.

Performance Objective 1: Provide a variety of learning and real-world experiences that strengthen academic achievement for success after graduation.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Provide academic intervention to mitigate the learning loss for students that are not performing on grade level and/or did not meet the minimum performance rating on the previous year's STAAR assessment in grades 4-5 in math and reading. Expense: \$3642.00, Tutoring and Interventions Expected Result/Impact: Improve academic outcomes and decrease the number of students in the DNM performance category by 20% in grades 4 and 5. Staff Responsible for Monitoring: Campus Principal and TDSI intervention Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: 100% of all students will have the opportunity to engage with Bess Race Garden to enhance their real world experiences of science concepts. This will also include a gardening club of 3rd-5th grade students to be identified to participate in the campus Gardening program. Expected Result/Impact: Students will participate in kinesthetic activities to increase their conceptual understanding of state standards. The impact will help vertically align science instructional practices and ensure all Pre-k-5th grade students are receiving Tier 1 engaging science instruction. The implementation of these instructional activities will result in campus wide alignment and positively impact our 5th grade Science STAAR performance.	%			

Staff Responsible for Monitoring: Gardening Lead Teacher Team, Science TDSI, and District Science and STEM coordinator.				
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Goal 1: THRIVING STUDENTS: All Bess Race students will be equipped with the skills and experiences to thrive today and in the future.

Performance Objective 2: Ensure equitable access to district aligned curriculum, instructional systems, resources, and experiences for all students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: All campus appraisers will complete 5 walkthroughs per week to ensure equitable access to district aligned curriculum, instructional systems, resources, and experiences for all students. Expected Result/Impact: Monitor equitable access with fidelity Staff Responsible for Monitoring Principal, Assistant Principal, and Teacher Development Student Interventionist (TDSI)	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Students in grades 2-5 will have access to Renaissance Learning Accelerated Reader and Flocabulary programs to enhance vocabulary knowledge and comprehension skills. This program is designed to capture student interest while closing academic learning gaps. Expense: \$3002.00, Software program	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Positively impact student outcomes in reading. Staff Responsible for Monitoring Principal, Assistant Principal, and Teacher Development Student Interventionist (TDSI)				
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Strategy 3 Details	Reviews			
Strategy 2: Conduct weekly PLCs for grades K-5 to ensure equitable access toHQIM. Expected Result/Impact: Monitor equitable access of HQIM and Tier I instruction, with fidelity Staff Responsible for Monitoring: Campus Principal, Assistant Principal, and Teacher Development Student Interventionist (TDSI)	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 3: Graduate college, career, military, and future ready students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Provide opportunities for students to be exposed to a variety of career fields including, trade, military, and professional field and Host Campus Career Day/ Job-alike event for students Expense: \$1000 for travel and \$500 for career day Expected Result/Impact: Expose students to CCMR opportunities to ensure future ready Staff Responsible for Monitoring: Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Implement a weekly focus for CCMR via announcements and campus displays. Expected Result/Impact: Increase student interest in CCMR by providing more relevant and current information through various methods of communication. Staff Responsible for Monitoring: Counselor	%			

Goal 2 – Engaged Community

Goal 2: Bess Race Elementary will partner with families and the community to meet the needs of all students and staff.

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Host a minimum of 1 academic family engagement event each semester.				
Expected Result/Impact: Create opportunities to partner with families to engage and learn together.	%			
Staff Responsible for Monitoring: Leadership Team				

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 2: Continuously seeks and maintains meaningful partnerships with community members and organizations to enhance the learner's experience.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Recognize community support, volunteers and mentors throughout the year.				
Expected Result/Impact: Use of a variety of communication channels and events to recognize partners.	%			
Staff Responsible for Monitoring: Principal, Assistant Principal				

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 3: Engage in consistent, current, and interactive communication that meets the diverse needs of the community.

Evaluation Data Sources:

Strategy 1 Details		Reviews			
Strategy 1: Utilize social media platforms as another method of communication for school events, one or more times per week. Expected Result/Impact: Provide communication in various modalities to ensure effective communication Staff Responsible for Monitoring: Leadership Team		Formative			Summative
		Nov	Feb	May	July
		%			

Strategy 2 Details		Reviews			
Strategy 2: Send weekly updates to parents via ParentLink communication portal. Expected Result/Impact: Provide consistent communication and updates to families regarding school events. Staff Responsible for Monitoring: Principal		Formative			Summative
		Nov	Feb	May	July
		%			

Goal 3 – Empowered Staff

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 1: Evaluate and enhance current campus-based professional learning opportunities.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Implement PLC protocols as expected from CISD district curriculum to provide campus-based professional learning opportunities. Expected Result/Impact: Evaluate the implementation and effectiveness of campus PD on instructional outcomes. Staff Responsible for Monitoring: Principal, Assistant Principal and TDSIs	%			

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 2: Implement an onboarding program of learning and support for new to campus staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Partner with CISD Newbie Mentor Program to provide consistent mentorship for teachers with 1 or less years experience. Expected Result/Impact: Increase teacher instructional capacity while providing support and learning experiences.	%			

Staff Responsible for Monitoring: Principal and Assistant Principal				
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Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 3: Foster campus-leadership opportunities that strengthen teacher development and intentionally support long-term staff retention.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement campus mentorship opportunities that strengthen teacher development, building leadership capacity. Expected Result/Impact: Increase the number of campus leaders and retain high quality staff Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4 – Safe and Healthy Environment

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 1: Ensure all students experience a safe, secure and nurturing school environment.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Complete weekly door checks with fidelity Expected Result/Impact: Ensure all students experience a safe, secure and nurturing school environment. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Nov	Feb	May	July

	%			
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Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 2: Cultivate a positive campus environment that prioritizes the whole student by promoting social-emotional development, academic success, and overall well-being.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will conduct daily SEL lessons with students used district curriculum Expected Result/Impact: Focus on the “whole student” by promoting social-emotional development, academic success, and overall well-being. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources:

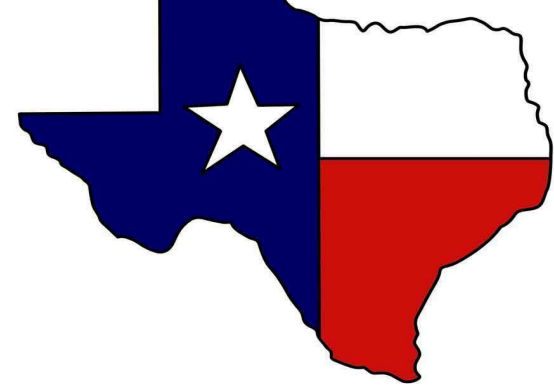
Strategy 1 Details	Reviews			
Strategy 1: Host a minimum of 1 family engagement event each semester. Expense: \$1000 - take home academic supplemental aides Expected Result/Impact: Create opportunities to partner with families to engage and learn together. Staff Responsible for Monitoring: Leadership Team	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide quarterly newsletter with tips and suggestions for prioritizing holistic health. Expected Result/Impact: Create opportunities and awareness for prioritizing staff holistic health. Staff Responsible for Monitoring Counselor	Formative			Summative
	Nov	Feb	May	July
	%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus Comprehensive Needs Assessment identified the following areas of concern as they relate to the stated goal of Title One: to help all students, particularly those in greatest need, master the state mandated curriculum.

1. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
3. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
4. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

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

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

