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District Education Improvement Council (DEIC)
5:30pm – 6:30pm, STAR Training Room
October 16, 2025

Meeting Agenda

- I. Welcome
- II. Balanced Scorecard
 - a. Priority 3
- III. Parent & Family Engagement Policy
 - a. High-Quality PreK program
- IV. School-Parent Compact

Notes/Wanderings:

<u>Curriculum</u>	<u>Superintendent</u>	<u>Federal & Special Programs</u>
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Because, Kids

2025-2026

BALANCED SCORECARD (BSC)

MISSION Calallen ISD, grounded in a tradition of unyielding commitment to excellence, academics, integrity, citizenship, and service, empowers each and every student to achieve their unique potential in an ever-changing, dynamic world.

PRIORITY 1

Building and Sustaining a Culture of Performance & Preparedness for Life Beyond High School

- 1.1 Academic Growth and Achievement
- 1.2 College, Career, and Military Readiness
- 1.3 Student participation in activities, clubs to build well-rounded citizens
- 1.4 Student Safety and Well-Being

PRIORITY 2

Building and Sustaining a Culture of Faculty & Staff Commitment

- 2.1 Faculty and Staff Commitment
- 2.2 Capacity Building for all Faculty and Staff
- 2.3 Competitive Compensation for Faculty and Staff

PRIORITY 3

Increasing Community Engagement & Commitment

- 3.1 Parent and Family Engagement
- 3.2 Community Engagement and Commitment
- 3.3 Community Partnerships

PRIORITY 4

Ensuring Effective and Efficient Operations

- 4.1 Strong Financial Stewardship and Clear Stakeholder Communication
- 4.2 Improve Operational Efficiencies and Processes
- 4.3 Safety and Security



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PRIORITY 3:

Increasing community engagement and commitment.



3.1 Parent and Family Engagement

- 3.1.1 Provide opportunities for parents to share feedback and provide input; follow up.
- 3.1.2 Enhance opportunities and promote two-way communication with parents and families.
- 3.1.3 Develop opportunities for parent participation on committees.

3.2 Capacity Building for all Faculty and Staff

- 3.2.1 Connection and collaboration opportunities for the community (listen and learn).
- 3.2.2 Provide opportunities for the community to share feedback and provide input; follow up.
- 3.2.3 Develop opportunities for community partner participation on committees.

3.3 Community Partnerships

- 3.3.1 Continue and enhance partnerships with the Calallen Education Foundation.
- 3.3.2 Establish and expand relationships with Career and Technical partners.
- 3.3.3 Utilize and leverage available community resources that support district initiatives.

Overview

A school-parent compact serves as a written commitment that encompasses the collective responsibility of the school, the parent/guardian, and the student in facilitating a child's learning journey. This toolkit has been devised to assist in evaluating a school's adherence to legal obligations concerning compacts.

Under Title I, Part A, each school is mandated to collaboratively develop a school-parent compact in conjunction with parents/guardians whose children are enrolled in Title I, Part A programs. This compact acts as a written agreement that delineates the specific activities parents/guardians, school staff, and students will undertake to jointly assume the responsibility for enhancing student academic achievement. Moreover, it outlines a framework for fostering a partnership between parents/guardians, school staff, and students, aiming to support children in attaining the State's rigorous academic standards.

Viewed both as a requirement for schools receiving Title I, Part A funding and as an opportunity for collaboration, the school-parent compact serves as a conduit for conveying shared goals, expectations, responsibilities, visions, and best practices between teachers and families. By establishing a binding agreement between the school and home, the compact fosters a collaborative environment to work harmoniously towards the betterment of the child.

Required Content

According to of the Every Student Succeeds Act (ESSA), Section 1116(d), the school-parent compact should outline:

- The school's responsibilities:
 - High-quality curriculum & instruction, and
 - A supportive & effective learning environment
 - Opportunities for parents to volunteer in their child's classroom
 - Opportunities for parents to participate, as appropriate, in decisions relating to:
 - The education of their children and
 - The positive use of extracurricular time.
- The parent/guardian's responsibilities:
 - Ways in which they will support their child's learnings,
 - Volunteering in their child's classroom,
 - Participating, as appropriate, in decisions relating to:
 - The education of their children, and
 - Positive use of extracurricular time.
- The student's responsibilities:
 - ESSA, Section 1116 does not specify what the student's responsibilities are. This needs to be determined by campuses via their Comprehensive Needs Assessment (CNA) or other methods.
- Addresses the importance of on-going communication between teachers & parents/guardians, including:
 - Annual Conferences (elementary schools must discuss their school-parent compact),
 - Frequent progress reports,
 - Access to staff, volunteering opportunities, classroom observations, and
 - Regular two-way, meaningful communication (in a language family understands).

The School-Parent Compact can be a component of the Campus Parent and Family Engagement (PFE) Policy, as shown on page 14 of this Toolkit resource.

Checklist

Please use the checklist below as a support tool in helping you create and assess your School-Parent Compact.

Yes	No	Requirement	Documentation
		Does the school have a current year school-parent compact? ESSA, Section 1116(d)	Copy of the current-year school-parent compact
		Is the compact presented in a format and written in a language that parents/guardians/families can understand? (Is it user friendly?) ESSA, Section 1116(b)(1)	• Copy of the current year school-parent compact in the format and language parents/guardians/families can understand. • Translation Clause on compact that states how parents/guardians can request translations
		Was the school-parent compact jointly developed with parents/guardians/families? ESSA, Section 1116(d)	☐ Invitation to parents/guardians to attend meeting ☐ Meeting agenda ☐ Sign-in sheets/roles ☐ Minutes ☐ Other:
		Was the school-parent compact distributed to parents/guardians/families? ESSA, Section 1116(b)(1)	How was compact distributed? ☐ Mailed to parents/guardians ☐ Given out at and event ☐ Given out at Parent-Teacher Conferences ☐ Put in newspaper ☐ Placed on district/school website ☐ Sent home with the students ☐ Put in Student Handbook ☐ Placed in businesses/places of worship ☐ Emailed ☐ Other: How was distribution of compact documented?
		Does the school-parent compact outline how parents/guardians/families, school staff, and students share responsibility for improved student academic achievement? ESSA, Section 1116(d)	Highlight in the compact where it addresses how home and school share responsibility for improved academic achievement.
		Does the school-parent compact outline how the school and parents/guardians/families will build and develop a partnership to help child achieve the State's high standards?	Highlight in the compact where it outlines how school will build partnerships to help child achieve the State's high standards.

Yes	No	Requirement	Documentation
		<u>ESSA, Section 1116 (d)</u>	
		Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards? <u>ESSA, Section 1116(d)(1)</u>	Highlight in the compact where it describes the school's high-quality curriculum and instruction.
		Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards? <u>ESSA, Section 1116 (d)(1)</u>	Highlight in the compact where it describes how the school provides a supportive learning environment to meet the State's high achievement standards.
		Does the compact describe the ways in which parents/guardians/families will be responsible for supporting their child's learning, such as: volunteering in the classroom, participating in decision-making, use of extracurricular time? <u>ESSA, Section 1116(d)(1)</u>	Highlight in the compact where it describes ways in which parents/guardians will be responsible for supporting their child's learning.
		Does the compact address the importance of communication between teachers and parents/guardians/families on an ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand? <u>ESSA, Section 1116(d)(2)(D)</u>	Highlight in the compact where it addresses communication. In what languages was the compact provided? List communication methods

Yes	No	Requirement	Documentation
		Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement? <u>ESSA, Section 1116(d)(2)(A)</u>	Documentation: ___ Sign-in sheets ___ Agenda where compact is addressed ___ Confirmation the compact was discussed during the conference. ___ How were parents/guardians notified about the P-T Conferences? ___ Flyers ___ Call tree ___ Other:
		Does the school provide frequent reports to families on their child's progress? <u>ESSA, Section 1116(d)(2)(B)</u>	What types of reports are provided to parents/guardians about their child's progress? How are the reports given to parents/guardians? ___ Mailed ___ Telephone calls ___ Emails ___ Home visits ___ Take-home folders ___ Face-to-Face ___ Other Frequency: ___ Every 6 weeks ___ Two times a semester ___ Two times a year ___ Other:
		Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities? <u>ESSA, Section 1116(d)(2)(C)</u>	List types of volunteer opportunities provided: ___ Sign-in sheets for parent participation (Include name of parent, date, time, and type of activity)
		Does the school involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of the school parent compact (at least annually)?	Is the compact reviewed and revised annually: ___ Yes ___ No What tools were used to receive parent input? ___ Invitation to parents/guardians to receive their input ___ Surveys

Yes	No	Requirement	Documentation
		<u>ESSA, Section 1116(c)(3)</u>	☐ Interviews ☐ Focus Groups ☐ Other Documentation: ☐ Committee lists/roles ☐ Copy of flyer/invitation ☐ Agendas ☐ Sign-in sheets (names/roles) ☐ Minutes ☐ Copy of Compact

Calallen ISD School-Parent Compact



CISD Goals for Student Achievement

Each student should be helped to reach his/her highest potential for intellectual, emotional and physical growth. To achieve this, the parent/guardian and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process. The School-Parent Compact shares strategies that staff, parents, and students can use for success.

Calallen ISD has four focused priorities:

- Building and sustaining a culture of performance & preparedness for life beyond high school
- Building and sustaining a culture of faculty & staff commitment
- Increasing community engagement & commitment
- Ensuring effective and efficient operations

Student Commitment

As a student of this school, I commit to:

- Holding a growth mindset and being team-oriented
- Showing respect and cooperating with adults and classmates
- Coming to class on time, prepared to work
- Completing assignments to the best of my ability
- Being open and honest when you need help
- Spending time at home on daily studying and reading

School Commitment

As a school, we commit to:

- Providing high-quality instruction in a safe, supportive, and engaging environment
- Offering opportunities for family engagement through parent-teacher conferences, family events, and volunteer activities
- Providing frequent reports to families on their child's academic progress through Skyward
- Providing reasonable opportunities to volunteer and participate in school activities

Parent Commitment

As a parent/guardian, I commit to:

- communicating with mutual respect, recognizing that we are partners in supporting student success
- Encouraging our children to participate in extracurricular activities while ensuring that academics and learning remain their first priority
- Signing up for ParentSquare and reviewing materials regularly
- Signing up for Skyward Family Access and checking grades, assignments, and attendance regularly
- Practicing grade appropriate reading and math skills with my student
- Providing a caring environment, including adequate food and rest, so my child can learn

Teacher Commitment

As a teacher, I commit to:

- Providing high-quality curriculum and instruction focused on the growth of every student
- A supportive and effective learning environment where parents and families feel welcome and supported
- Creating a safe, respectful, and positive classroom environment where every child feels valued
- Communicating regularly with families about student progress, classroom expectations, and ways to support learning at home
- Offering timely feedback on assignments and assessments to guide student growth
- Encouraging and motivating students to take responsibility for their learning and to strive for their personal best



Calallen ISD Parent and Family Engagement Policy

2025-2026

Purpose

Calallen Independent School District (CISD) recognizes that a child's education is a shared responsibility between schools and families. Calallen ISD provides a high-quality prekindergarten through 5th grade program for its youngest learners. Research shows that when parents and families are *actively* engaged in their children's learning, students have higher grades, improved behavior, better attendance, and higher social skills. This policy outlines Calallen ISD's commitment to meaningful parent and family engagement in accordance with the *Every Student Succeeds Act* (ESSA), Section 1116.

The following CISD campuses participate in schoolwide Title I, Part A activities:

- Calallen East Elementary
- Wood River Elementary
- Calallen West Intermediate
- Wilma Magee Intermediate

Balanced Scorecard Priorities

- 1) Building and Sustaining a Culture of Performance and Preparedness for Life Beyond High School
- 2) Building and Sustaining a Culture of Faculty and Staff Commitment
- 3) Increasing Community Engagement and Commitment
- 4) Ensuring Effective and Efficient Operations

Calallen ISD vision: Intentionally empowering today, to excel tomorrow.

An effective family engagement plan creates a foundation for the collaboration of mutual partners, embraces the individuality and uniqueness of families, and promotes a culture of learning that is child-centered and age appropriate. The Calallen ISD parent engagement plan is built on the following principles:

Promoting Two-Way Communication

- Ensuring ongoing, open, and respectful communication between school staff, parents, and families
- Providing information in a language and format that families can easily understand



Calallen ISD Parent and Family Engagement Policy

2025-2026

A Shared Responsibility for Learning

- Encouraging parents and families to take an active role in supporting academic achievement at home and school
- Establishing School–Parent Compacts that outline responsibilities of students, parents, and educators

Building Capacity for Engagement

- Providing training and resources to parents to strengthen their ability to support learning at home
- Offering professional development to staff on effective family engagement practices and cultural responsiveness

Inclusive Participation

- Actively seeking input from all families, including those who may face barriers such as language, disability, or socioeconomic challenges
- Providing flexible meeting times, to which all parent will be invited and encouraged to attend (to include virtual options upon request)

Ongoing Evaluation and Improvement

- Conducting annual reviews of the district and campus Parent and Family Engagement Policy and School-Parent Compacts
- Using surveys, meetings, and feedback sessions to evaluate the effectiveness of engagement efforts
- Revising policies and practices based on parent and community input collected through the various campus and district committees for which parents serve

In order to implement an effective parent and family engagement plan, Calallen ISD will:

- Involve parents in the planning, review, evaluation, and improvement of Title I, Part A programs, including the development of the district and campus improvement plans
- Coordinate family engagement activities with community programs, early childhood education, and other resources
- Provide materials and training (such as literacy support, technology access, and curriculum guides) to help parents support learning at home



Calallen ISD Parent and Family Engagement Policy

2025-2026

- Communicate with parents through newsletters, district and campus websites, ParentSquare, social media, and other accessible formats
- Upon parent request, provide qualifications of a child's teacher

The Parent and Family Engagement Policy will be distributed through various means across the district, to include:

- District and campus websites
- District social media outlets
- ParentSquare electronic distribution
- Hard copies (in English and Spanish) available at the CISD Administration Building
- QR code distributed in campus newsletters

CISD forms of academic assessment used to measure student growth:

- NWEA MAP
- Quarter testing
- STAAR/EOC
- Benchmarks
- Unit Tests
- ESGI and Circle assessment

The following components outline strategic activities for both families and CISD staff.

PFE Component	Component Description	Activity Details
Facilitate Family-to-Family Support	Inclusive, transparent communications allow school personnel to create a safe and respectful environment to promote supportive interaction.	• PTA • Campus Committee Participation • Home Instruction for Parent of Preschool Youngster (HIPPY) Program through ESC2 • Title I campus meetings • LPAC meetings • Meet the Teacher/Open House
Establish a Network of Community Resources	Calallen ISD will build strategic partnerships with community organizations to leverage resources and support for families.	• Academic Nights • Campus Health Fairs • Blood Drives • Campus Career Days • Campus Business Partnerships • Mental Health webinar series



Calallen ISD Parent and Family Engagement Policy

2025-2026

PFE Component	Component Description	Activity Details
Equip families with tools to enhance and extend learning	Families have multiple opportunities to learn about student progress and ways to support success at home.	• Parent online access to grade-level curriculum and resources. • Classroom libraries for student checkout • Academic Nights • Assessment overview workshops • Report cards and progress reports • Parent teacher conferences • Character Education • Meet the Teacher/Open House • PFE Conference • Social media, newsletters, ParentSquare, and district and campus websites • Scheduled home visits, as needed. • Parent communication in a language that families can understand. • Specific campus activities to include: ○ Family picnic ○ Fun runs ○ Lunch visitation ○ PTA events ○ Book Fair
Provide ongoing professional development opportunities for educators	Teaching staff to participate in professional development opportunities to support and use culturally diverse, culturally relevant and culturally responsive engagement strategies and enhance instruction.	• Bluebonnet implementation training • TEPSA attendance by campus administrators • Peer-to-peer communities of practice • Curriculum writing • Beginning of the Year training for parent-teacher expectations and building relationships



Calallen ISD Parent and Family Engagement Policy

2025-2026

PFE Component	Component Description	Activity Details
Evaluate family engagement efforts and use results for continuous improvement	Ongoing campus/district needs assessment cycle will seek input to improve the quality of instruction, climate, and family engagement.	- Balanced Scorecard implementation process - Character Education climate survey - Stronger Connections Campus Staff, Student, and Parent climate survey - DEIC/SBDM committees - Title I annual meeting - Parent Teacher Conferences

Commitment

Calallen ISD believes that parent and family engagement is essential to student success. By building strong partnerships among schools, families, and communities, we create the foundation for academic excellence, equity, and lifelong learning.

1. Reference volunteer activities. (what's measurable)



electronic
repository of
volunteer
opportunities

2. Reference state stds.

- what are they?

- how will we meet them?

- 3 references to - what are

Extra - Acronym Glossary

- example WIN

Extra - Intermediate - what
different than elem.

3. Important - paper copies report cards available
& other docs that push out on Parent Square

4. Parents sign compact?

- explained why - 100% rule



especially elem.
in folders

5. Getting to school on time - not on
the little kids

- getting to school on time prepared

- under student & parent

6. translation cause in compact

- needs to be included

Extra: lower the
lexile on what
we send home

Extra: identify
your audience