Cornelius Elementary School
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Cornelius Mission

Committed to joyful teaching and joyful learning daily.

Cornelius Parent and Family Engagement Policy

2026–2027 School Year

*If you require help translating this document, please call (713)845-7405 or send an email to zramos1@houstonisd.org *Si necesita ayuda para traducir este documento, por favor llame al (713)845-7405 o envíe un correo electrónico a zramos1@houstonisd.org

Cornelius Elementary School recognizes families as essential partners in student success. This policy explains how the school will involve families in the planning, review, and improvement of Title I, Part A programs and will provide information, access, and learning opportunities that support student achievement.

What Is It	Cornelius Elementary participates in the Title I, Part A schoolwide program. Title I provides additional resources to improve educational opportunities for students. In partnership with families, the school will plan and implement activities and procedures that meet federal, state, district, and campus expectations for parent and family engagement.
Joint Development and Annual Review	Families are invited to help develop, review, and revise this policy, the School-Parent Compact, and the parent and family engagement program. Input is gathered through the annual Title I meeting, Shared Decision-Making Committee meetings, parent meetings, surveys, conferences, and direct communication with campus leaders. The school reviews the policy each year and revises it based on student needs, campus goals, and family feedback.
Funding	Title I funds designated for parent and family engagement will support activities and resources planned through meaningful consultation with families of participating children. When applicable, families will provide input on how these funds are used.
Annual Title I Meeting	Cornelius will hold an annual Title I meeting at a convenient time to explain the schoolwide Title I program, family rights, curriculum, assessments, academic expectations, this policy, and the School-Parent Compact. Families will be invited through ParentSquare and other campus communication methods.
Family Meetings	Parent and family meetings, trainings, and activities will be offered throughout the school year at varying times when possible. Dates, times, formats, and locations will be announced through ParentSquare, the school calendar, flyers, phone calls, email, and campus social media. Interpreting or other reasonable supports will be provided when available and requested.

How to Be Involved	• Attend the annual Title I meeting, family workshops, conferences, and campus academic events. • Participate in the Shared Decision-Making Committee or other campus advisory groups. • Complete family surveys and provide feedback on campus programs, policies, and the compact. • Communicate with teachers and administrators through ParentSquare, email, phone, or scheduled conferences. • Apply through Volunteers in Public Schools to support campus activities and student learning. • Participate in Family and Community Engagement programs and other district or community opportunities.
Family Trainings and Activities	Family learning opportunities may include Meet the Teacher, Open House, curriculum and assessment information sessions, literacy events, mathematics and science events, college-and-career awareness, digital-resource training, parent conferences, and student celebrations. The schedule may change; updates will be shared through campus communication channels.
Curriculum	Cornelius uses HISD curriculum materials aligned to the Texas Essential Knowledge and Skills. Teachers also use district-approved resources and digital programs available through Clever, which may include Amplify, HMH, Zearn, IXL, Summit K12, Amira, and other grade-level or program-specific resources. Families may contact the classroom teacher for information about grade-level curriculum and home support strategies.
Academic Assessments	Student progress is measured through classroom demonstrations of learning, unit assessments, and district or state assessments. Depending on grade level and program, these may include CIRCLE, DIBELS, NWEA MAP, TELPAS, and STAAR. Teachers and school leaders use assessment results to plan instruction, intervention, enrichment, and family communication.
Achievement Standards	Families will receive information about academic expectations and their child's progress through conferences, progress reports, report cards, assessment reports, and ongoing communication. State assessment performance information is available at https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards.
Regular Meetings and Requests	Families may request a meeting with a teacher, administrator, counselor, or other school staff member by using ParentSquare, email, telephone, or the school office. Meetings will be scheduled within a reasonable period and may occur before school, during a teacher's planning period, or after school based on staff and family availability. Families may submit suggestions or concerns at any time.
Access and Communication	Cornelius will communicate information about Title I programs, meetings, school activities, and student learning in an understandable and accessible format. Schoolwide communication is provided in English and Spanish, and additional language or accessibility support will be arranged when reasonably available. Parents with disabilities, parents of migratory students, and parents with limited English proficiency will be provided opportunities to participate.

Building Family Capacity	• Help families understand the Texas academic standards, curriculum, state and local assessments, and how to monitor student progress. • Provide materials and training that help families support learning at home, including literacy, mathematics, science, technology, attendance, and social-emotional well-being. • Train teachers, school leaders, and staff to communicate and work with families as equal partners and to build connections between home and school. • Coordinate family engagement activities with district, community, and early-childhood programs when feasible. • Share information about family programs, workshops, volunteer opportunities, and community resources.
School Parent Compact	Cornelius will jointly develop and annually review a School-Parent Compact that describes how the school, families, and students will share responsibility for improved academic achievement. The compact includes the school's commitment to high-quality curriculum and instruction, regular communication, reasonable access to staff, parent-teacher conferences, and opportunities for families to volunteer and participate.
Evaluation	Cornelius will evaluate the effectiveness of parent and family engagement efforts through participation records, surveys, meeting feedback, campus data, and stakeholder discussion. The school will use the results to identify barriers to participation and improve future activities, communication, and support.

Shared Responsibilities for Student Success

Cornelius Elementary School 2026–2027

The School-Parent Compact describes the commitments below in greater detail. These shared responsibilities support consistent communication, strong instruction, and active student ownership of learning.

The School Will	Families Will	Students Will
• Provide standards-aligned instruction and a safe, supportive environment. • Monitor learning, adjust instruction, and provide timely feedback. • Communicate student progress and offer reasonable access to staff. • Provide intervention, enrichment, accommodations, and language support. • Invite family input, participation, and volunteer support.	• Monitor attendance and make sure the child is prepared for school. • Review assignments, progress reports, report cards, and school messages. • Communicate with teachers and attend conferences and family activities. • Support reading, mathematics practice, homework, and responsible technology use. • Share ideas and concerns and participate in school decisions when possible.	• Attend school regularly, arrive on time, and be ready to learn. • Complete assignments, participate actively, and ask for help when needed. • Track progress, set goals, and share school information with family. • Practice reading and mathematics and use learning technology responsibly. • Follow school expectations and treat others and school property with respect.

Policy Review and Acknowledgment

This policy was developed with stakeholder input and will remain in effect for the 2026–2027 school year. Copies will be made available to families and staff. Families are encouraged to provide suggestions throughout the year.

_____ _____

Principal signature Date

_____ _____

Parent or guardian representative Date