

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Campus Improvement Plan

2021/2022

*Este plan de mejoramiento del campus está disponible en español a pedido.
Por favor, póngase en contacto con la oficina de la escuela.*

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SAN FELIPE MEMORIAL MIDDLE SCHOOL

Mission

We believe San Felipe Memorial Middle School (SFMMS) students should have their hearts captured while they are learning. We believe in all SFMMS stakeholders: students, parents, staff and community being "Present and Engaged" every day, striving for perfect attendance. With explicit planning, students at SFMMS deserve to learn in a safe, orderly and disciplined environment. We will provide high expectations through student learning objectives and differentiate instruction, as needed for all students.

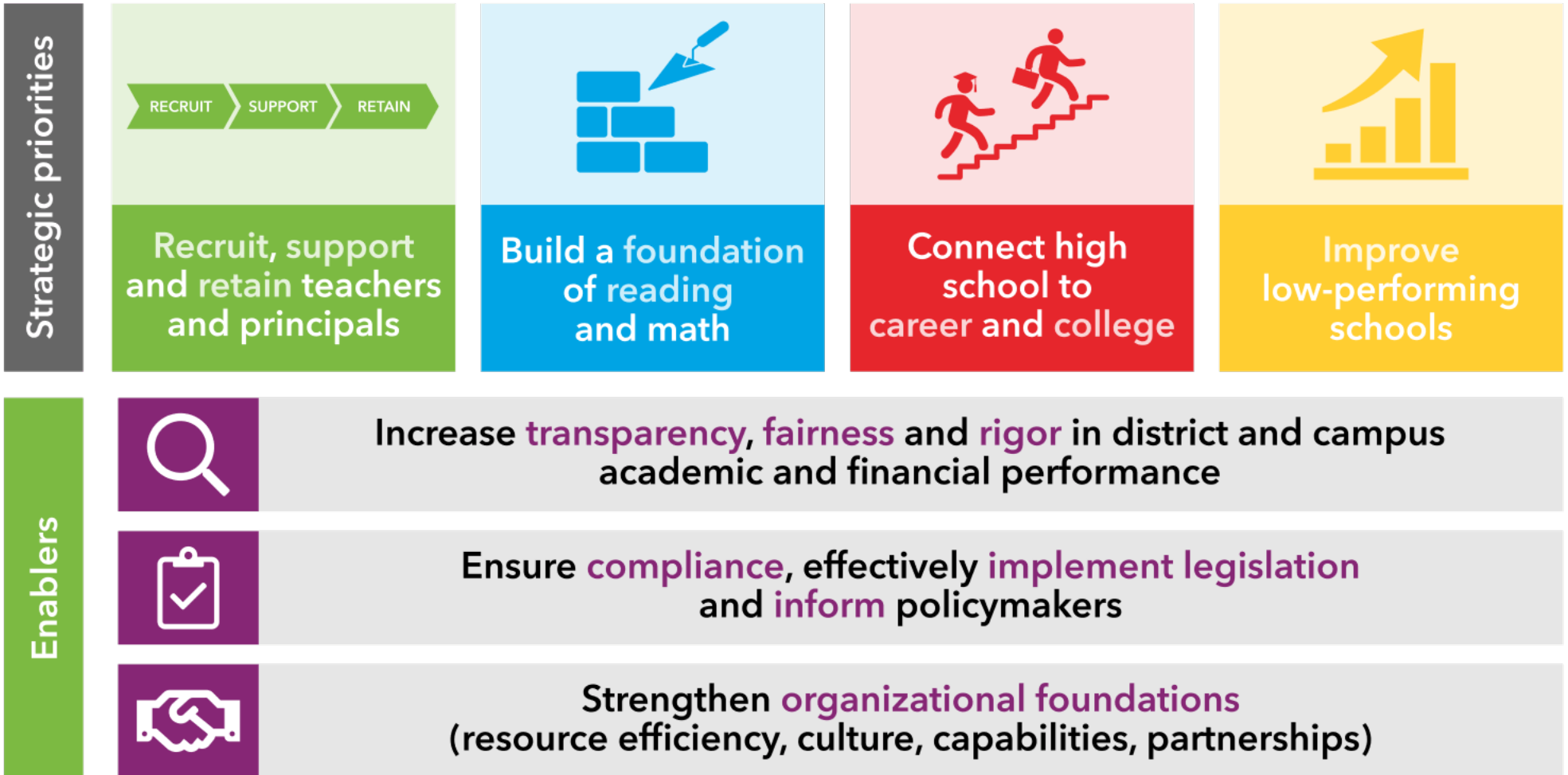
Vision

"If you have a child's heart...you have a child's mind." Flip Flippen

Nondiscrimination Notice

SAN FELIPE MEMORIAL MIDDLE SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

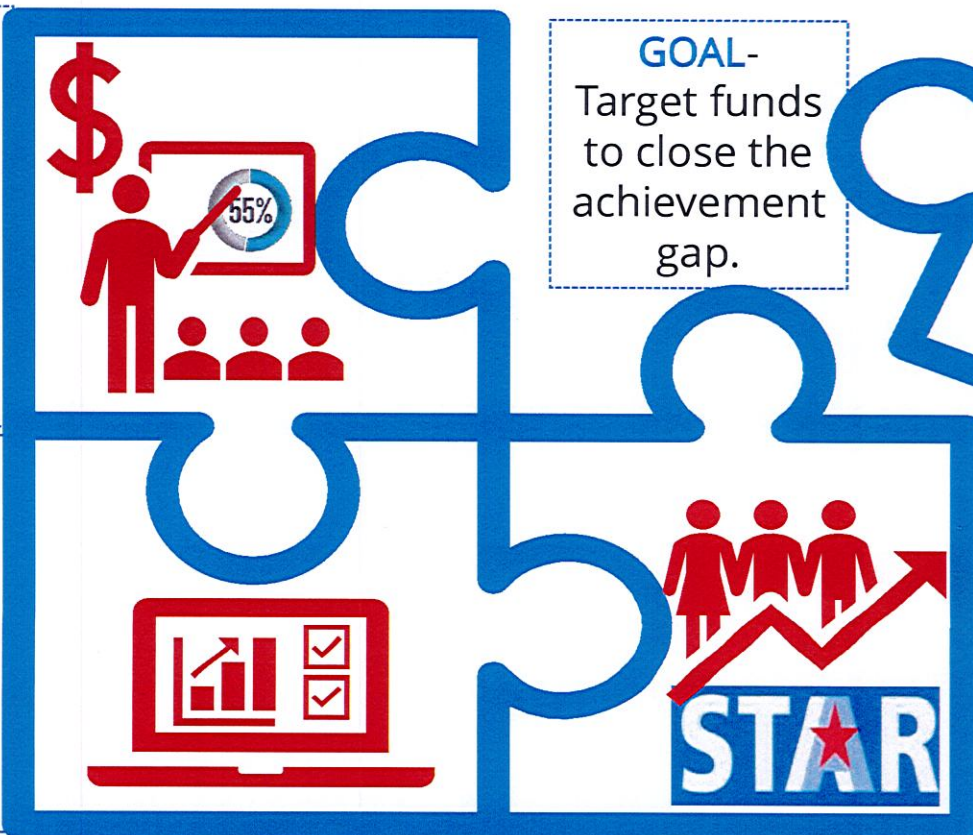
State Compensatory Education Program

STATE FUNDS for supplemental programs and services to support at-risk and educationally disadvantaged students

ANALYSIS of the school's CNA - to identify the priority needs and direction for the SCE program

GOAL- Target funds to close the achievement gap.

PURPOSE - to increase academic achievement and reduce the drop-out rate.



TEC, §29.081

TEC, §48.104



**adapted from TEA State Compensatory Education*

2021-2022 District Goals

1. The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
2. The District shall be a good steward of the community's resources financial, human, facilities, and explore new opportunities for organizational efficiency and effectiveness.
3. The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners.

SAN FELIPE MEMORIAL MIDDLE SCHOOL Site Base

Name	Position
Nieto, Josie	Paraprofessional
Ortiz, Rose	Counselor
Delgado, Ariela	Librarian
Trisler, Carole	Science Dept. Head
Castorena, Ann	Sp. Ed. Teacher
Amezcuca, Eddie	Business
Limon, Jorge	Assistant Principal
Cuellar, Mario	Social Studies Dept. Head
Garcia, Victoria	Electives
Leal, Marianela	Math Teacher
Sanchez, Dina	ELA Dept. Head
Flores, Maryvel	Principal
Flores Jr., Ruben	Community Rep.
Garcia, Cynthia	ELA Teacher
Amezcuca, Anna Laura	Teacher
Gonzalez, Dolimer	Math Dept. Head
Fernandez, Nydia	Electives Dept. Head



Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board

Site Based Committee Sign In

District: San Felipe Memorial Middle School

Date: 23-Jun-21

Role	Name	Signature
Parent	Zulema Bonilla	Zoom
Parent		
Business Representative	Ruben Flores Jr.	Zoom
Business Representative		
Community Representative		
Community Representative		
Teacher	Dina Sanchez	Zoom
Teacher	Nerissa Winn	Zoom
Teacher	Janie Morales	Zoom
Teacher	Laura Del Valle	Zoom
Teacher	Alma Rojas	Zoom
Teacher	Leticia Reyna	Zoom
Teacher	Dolores Sanchez	Zoom
Teacher	Erin De Luna	Zoom
Teacher		
Teacher		
Para-Professional		
Para-Professional		
District Personnel		
District Personnel		

Comprehensive Needs Assessment Summary – 2021-2022, San Felipe Memorial Middle School

Utilized Data Sources: These will automatically populate from your CNA worksheets

19-20 Benchmark Data Math & Reading <small>(Insert data source)</small>	20-21 Benchmark Math and Reading <small>(Insert data source)</small>	0 Student Perception Data
Campus Cleanliness/Upkeep	Discipline Data	Extra-Curricular Involvement Data
Formative Assessment	CTE enrollment	Benchmark results
Curriculum Based assessment <small>(Insert data source)</small>	<small>(Insert data source)</small>	<small>(Insert data source)</small>
Technology infrastructure	Facility Needs	School Service Worker contact data Salaries and Stipends

Area Reviewed	Summary of Strengths <small>What were the identified strengths?</small>	Summary of Needs <small>What were the identified needs?</small>	Priorities <small>What are the priorities for the campus, including how federal and state program funds will be used?</small>
Academic Achievement	<p>Consistency across tested subject areas</p> <p>Adapting to hardship diversity and different modes of learning</p> <p>Special Ed saw an increase in reading</p> <p>Online platform allowed for students to self monitor how they are performing academically</p>	<p>Tools to increase student engagement & cooperative learning</p> <p>Effective methods and opportunities for differentiated instruction</p> <p>Provide strategies to increase parental involvement</p> <p>GT students decreased in achievement</p>	<p>Training for actively engaging more students in the learning process.</p> <p>Increase parental involvement to ensure greater student success.</p>
Staff Quality	<p>Certified and highly qualified staff</p> <p>Mentor program</p> <p>Teamwork and support</p>	<p>Teacher turnover is high</p>	<p>Establish a campus culture to reduce teacher turnover.</p>
School Climate/ Safe & Healthy Schools	<p>Change Door locks to be locked on the inside.</p> <p>Two armed officers</p> <p>Sanitize stations in every classroom</p> <p>Success in Extra-Curricular activities and variety of 6th grade extra-curricular activities</p> <p>Campus admin. commitment to developing/establishing a consistent and fair discipline process for all students. Evident by Discipline Committee, Powerpoint Presentations, Demerit System</p>	<p>Check to ensure that all classroom doors on campus have door locks on the inside (opposed to manual key turning - example: band hall doors)</p> <p>Ceiling collapsed due to water and floor flooding in A-building</p> <p>Not all officer actively patrol campus surroundings</p> <p>Renew Del Rio Cares and if possible to make longer? (20 - 30 min)</p> <p>Gates outside need more security - key code / access card</p> <p>Increase encouragement, recruitment, and support of all student extra-curricular activities (UIL, Performing and Visual Arts, Robotics, GT programs, Tutorials, etc.); provide transportation for students to/from after-school activities; development of new extra-curricular activities to reach more student interests</p>	<p>Uniformity in Del Rio Cares</p> <p>Increase security checks of gates</p>
College & Career Readiness/ Graduation/ Dropout Reduction	<p>CTE program at high school.</p> <p>Career aptitude tests in sixth grade.</p> <p>Investigations into different careers are provided through the curriculum in each course study.</p>	<p>Students lacking basic technological literacy.</p> <p>Teachers lack technological training.</p> <p>We need more resources for interventions targeting special needs and LEP students .</p>	<p>Implementation of Career Investigations</p> <p>Improve students' technology skills</p>

<p>Family and Community Involvement</p>	<p>Daily calls to families for student attendance.</p> <p>District survey sent out to parents.</p> <p>Fitnessgram.</p> <p>Purchasing of Chromebooks for students and permission to use devices during class instruction time. Connecting resources for those without internet connectivity.</p> <p>Bilingual (Spanish/English) accessibility highly prevalent.</p> <p>BCFS parental trainings (via Zoom).</p>	<p>More consistent outreach in other academic areas to families.</p> <p>More resources/technology and hotspot access/allocation.</p> <p>Technological training for parents/guardians to assist students with online.</p> <p>Designating campus IT professionals to assist students with technology (one person per campus?)</p> <p>After school training with BCFS for parents with difficult work schedules.</p> <p>After-school care.</p>	<p>Increase parental involvement opportunities</p>
<p>District/Campus Commitments</p>	<p>District provides breakfast for all students, even if the student is late they are able to eat.</p> <p>Communication between administration and custodians is efficient and prompt.</p> <p>Parental Aide works diligently to check on the students with needs in regards to homeless or needing assistance</p>	<p>Technology infrastructure updated to service one to one devices.</p> <p>Science labs upgraded with new furniture, up to date equipment, and electrical outlets.</p> <p>Financially the district needs to reassess thier stipends for athletics and allocate that money towards technology and pay for all teachers.</p>	<p>Work to replace out-dated furniture.</p>

NOTE: Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1. Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum and diverse, engaging instructional opportunities to ensure student achievement and continuous improvement at the highest standards of excellence. The campus will consistently implement Del Rio CARES, utilize Curriculum Dashboard, actively participate in Planning Protocol and decision-making and meet the needs of all students, both academically and socially.

Objective 1. (HB 4545) By May 2022, 75% of HB 4545 students will demonstrate significant improvement in STAAR math and reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Effective implementation of small group instruction utilizing Maneuvering the Middle interventions for all eligible math students a minimum 30 minutes a week. (Title I SW Elements: 2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,504,6th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021 - May 2022	(F)Federal Grant, (F)Title I	Criteria: Maneuvering the Middle pre/post test. Improved local assessment scores (summatives and benchmarks) 11/17/21 - On Track 10/04/21 - On Track
2. Effective implementation of data-driven small group instruction for all eligible reading students for a minimum of 30 minutes a week. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,504,6th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I, (S)Local Funds	Criteria: AR GE levels Increased scores on local assessments and benchmarks 10/04/21 - On Track
3. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2021-June 2022	(S)State Compensatory	Criteria: Payroll/HR Documentation 11/17/21 - On Track

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Objective 2. (Special Education) By May 2022, special education students will improve to 50% approaches on STAAR math and 40% in STAAR reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategic Planning Protocol to address specific student needs utilizing the Sandra Garza and Study Sync curriculum with fidelity. (Title I SW: 3,5) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED,AtRisk,6th) (Strategic Priorities: 2)	Campus Administrators, Special Ed Teacher, Teachers	August 2021-May 2022	(F)Federal Grant, (F)Title IIA Principal and Teacher Improvement	Criteria: Increased scores on local assessments and benchmarks. 11/17/21 - On Track
2. Provide effective, targeted professional development on effective instructional strategies for co-teachers. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED,6th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Region 15, Special Ed Teacher, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Evidence of implementation of effective teaching strategies via TTESS Increased active student engagement of students Increased mastery of concepts reflected in local assessments and benchmarks 11/17/21 - On Track
3. Establish protocols for the implementation of IEPs among all teachers. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: SPED,6th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: Revisit IEP implementation at every faculty meeting and RTI day Discussions at Leadership regarding IEPs/IAPs 11/17/21 - On Track

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Objective 3. (SFMMS Strong School Leadership and Planning 1.2) SFMMS will utilize its Leadership Team to address leadership and instructional priorities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS Leadership will meet bi-weekly to review and implement all tasks and duties utilizing a school calendar with key instructional leadership tasks to include high expectations of all staff and quality practices that are professional and student-centered. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,6th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders	August 2021-May 2022	(F)Title I, (S)Local Funds	Criteria: School calendar of key instructional tasks Identify, provide and implement professional development on effective instructional strategies. 11/17/21 - Some Progress
2. SFMMS Leadership will utilize campus data to identify, provide and implement high fidelity, content-focused mini-professional development that is linked to curricula and assessments and teacher's individual needs. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,6th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	November 2021-May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: Assessment data 11/17/21 - Pending
3. Utilize the assistant principal matrix to organize and implement key instructional and administrative duties. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,6th) (Strategic Priorities: 1)	Campus Administrators	August 2021-May 2022	(S)Local Funds	Criteria: AP Matrix of key duties 11/17/21 - Significant Progress
4. The leadership team will meet regularly to develop a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, metrics and task-owners. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All,6th) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	Nov. 2021-May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: Discipline committee 11/17/21 - Pending

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Objective 4. (Effective, Well-Supported Teachers 2.3) Conducts rigorous, calibrated, and supported observations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Feedback and coaching includes clear models/exemplars, concise actions steps for improvement, and opportunities. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,6th) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: TTESS Data 11/17/21 - Some Progress

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Objective 5. (SFMMS Positive School Culture and Climate 3.3) SFMMS leads strategies to proactively provide and coordinate student support services.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All,6th) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title IV SSAEP	Criteria: Del Rio Cares Lessons Discipline Committee TCHATT referrals 11/17/21 - Significant Progress
2. SFMMS Leadership will develop a renewed mission and vision post-COVID-19. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,6th) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Counselors, ISS Supervisor, Librarian, Strategists, Teachers	Nov. 2021-Jan. 2022	(F)Title IV SSAEP	Criteria: New mission and vision. 11/17/21 - Pending
3. SFMMS Discipline Committee will meet once a month to proactively implement and execute the student code of conduct effectively. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All,6th) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	Nov. 2021-May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: Demerit System Referrals 11/17/21 - Pending

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Objective 6. (High-Quality Curriculum 4.1) Ensures fidelity of implementation with state and district curricula and assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure assessments are aligned to the standards, at the expected level of rigor, and allow for students to demonstrate conceptual and procedural understanding of the content. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,6th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders	August 2021-May 2022	(F)Title I	Criteria: 6 weeks data Assessment review committees 11/17/21 - Significant Progress
2. Corrective instruction and spiraling built into teaching and learning. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All,6th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	Nov. 2021-May 2022	(F)Title I	Criteria: 6 weeks data Lesson plans 11/17/21 - Some Progress
3. Establishes systems to support teachers in managing curriculum and assessment documents. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,6th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	11/17/21 - Significant Progress

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Objective 7. (High-Quality Curriculum 4.2) Facilitates access to instructional resources and professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Connects materials and resources to needs of specific teachers, students and student groups. (Renaissance, Brainpop) (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,6th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(S)State Compensatory - \$24,875.07	Criteria: Dashboard Professional development TTESS data 11/17/21 - Pending

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Objective 8. (Effective Instruction 5.1) SFMMS will develop leadership into a high-performing, skilled leadership team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use written protocols and processes as standard operating procedures to regularly lead and manage SFMMS leadership that regularly identifies needs and supports the development of leadership team members. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,6th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders	August 2021-May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: Leadership protocols Leadership meeting agendas Leadership meeting minutes 11/17/21 - Pending

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Objective 9. (Effective Instruction 5.2) Supports the development of objective-driven daily lesson plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensures the unpacking of standards and the analysis of curricular resources, including assessments. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,6th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I	Criteria: TEKS studies Lesson plans local assessments 11/17/21 - Some Progress
2. Communicates, regularly monitors the expectations of all teachers and provides feedback of daily lesson plans with clear learning objectives and other essential components, including formative assessments with exemplar responses and success criteria for student mastery. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,6th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders	Nov. 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Lesson plans 11/17/21 - Some Progress

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Objective 10. (Effective Instruction 5.3) SFMMS teachers develop effective routines, instructional strategies, and experiences for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS admin will provide research-based feedback on walk-throughs. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: 6th) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	Nov. 2021-May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: TTESS walk-through feedback Individual coaching meetings Planning protocol instructional strategies. 11/17/21 - Some Progress

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Objective 11. (Effective Instruction - 5.4) Monitors multiple forms of data to guide instructional decisions and maximize performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensures teachers use data to assess instructional effectiveness, prioritize needs and determine root causes for mastery and non-mastery including focusing teachers on regular analysis of student work. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,6th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Local assessment data Daily lesson plans 11/17/21 - Some Progress

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Objective 12. (Effective Instruction 5.5) Leverages resources to respond in a timely manner to all students' needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regularly monitor interventions in math and reading with a focus on teacher effectiveness to include daily monitoring/tracking of data for teachers and students (to include homeroom HB 4545 time). (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,6th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I, (S)Local Funds	Criteria: HB 4545 student progress on local assessments Individual student and teacher tracking 11/17/21 - On Track

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Goal 2. Goal 2: SFMMS shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness. We will work with our community to provide experiences that enhance learning and make our students well-rounded students. We will make decisions based on evidence and data and formulate creative ways to make 100% of our staff collectively responsible for student achievement and continuous improvement.

Objective 1. SFMMS Leadership Team will each meet once a six weeks to ensure the campus budget is being allocated to meet campus goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Once every 3 months, SFMMS Planning Decision Making Committee (PDM) will meet to discuss campus short term and long term goals as it pertains to funding, staffing, school organization and staff development. The team will specifically review all goals and strategies in the campus improvement plan and progress monitor each. (Title I SW Elements: 2.2,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,3,6,7)	Campus Administrators, Cluster/Department Leaders	Nov. 2021 to May 2022	(F)Title I	Formative - Agendas and Sign-In Sheets 11/17/21 - Pending

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 2. Goal 2: SFMMS shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness. We will work with our community to provide experiences that enhance learning and make our students well-rounded students. We will make decisions based on evidence and data and formulate creative ways to make 100% of our staff collectively responsible for student achievement and continuous improvement.

Objective 2. We will incorporate Counselor's Corner once a month in the courtyard for students to report bullying or other pressing issues impacting academics, socialization and self-esteem. It was recommended to have a "Bullying Box" and this could be manned by our Counselors/StuCo.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Homeroom teachers will teach Del Rio Cares lessons on the first A day of each week during 1st period class. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	Campus Administrators, Counselors, Teachers	August 2021-May 2022	(F)Title IV SSAEP	11/17/21 - On Track

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 3. Goal 3: SFMMS shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners in both languages, when appropriate. Everyone will be held to high expectations for showing respect to others at all times. Time for bi-weekly reflection will be incorporated so specific goals can be analyzed and what can be done going forward to ensure that future results are more successful.

Objective 1. SFMMS will conduct a minimum of 12 parent involvement activities by May 2022 to improve parent communication and participation by 20% as compared to 2020-2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS will conduct 2 parent orientation sessions before the start of the 2021 - 2022 school year. (Title I SW: 1,6) (Title I SW Elements: 3.1) (Target Group: All) (CSFs: 5,6)	Campus Administrators, Counselors	Prior to start of year	(F)Title I	11/17/21 - Completed (S)
2. SFMMS will conduct a Science Fair, GT Exhibit, Title 1 meetings, and Band, Choir & Strings concerts to increase parental involvement. (Title I SW: 1,6) (Title I SW Elements: 2.1,3.1) (Target Group: All) (CSFs: 5)	Campus Administrators, Cluster/Department Leaders, Parental Aides, Teachers	Fall 2021 - Spring 2022	(F)Title I, (S)Local Funds	11/17/21 - On Track
3. SFMMS Parental Aide will conduct monthly parent meetings/trainings on Title 1 requirements. Themes will include social issues and academic rigor of STAAR. (Title I SW: 1,6) (Title I SW Elements: 2.1,3.1) (Target Group: All) (CSFs: 1,5)	Campus Administrators, Counselors, Curriculum Coordinators, Parental Aides	September 2021- May 2022	(F)Title I	11/17/21 - On Track

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 3. Goal 3: SFMMS shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners in both languages, when appropriate. Everyone will be held to high expectations for showing respect to others at all times. Time for bi-weekly reflection will be incorporated so specific goals can be analyzed and what can be done going forward to ensure that future results are more successful.

Objective 2. SFMMS will include parents and business reps in PDM that will meet once a six weeks beginning in December 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that parents who can participate consistently are asked to be on PDM. (Title I SW Elements: 2.2) (Target Group: All) (CSFs: 1,3,5,6)	Campus Administrators, Parental Aides	September 2020-May 2021	(F)Title I	Formative - Agendas and Sign-In Sheets 11/17/21 - Pending

TITLE I

SFMMS

&

Del Rio Middle School

Annual Title I Meeting

Tuesday September 28, 2021

2:00 pm

Junta Anual de Titulo I

Martes Septiembre 28, 2021

A las 2:00 pm

Presenter/Presentadora

Director, Federal & State Programs

Ruby Adams

Join Zoom Meeting

<https://sfd-r-cisd-org.zoom.us/j/84886492903?pwd=T2VyMEtGYXp2bmk0Ni9LUm1aQnJJUT09>

Meeting ID: 848 8649 2903

Passcode: 267389

TITLE I

SFMMS

&

Del Rio Middle School

Annual Title I Meeting

Thursday September 30, 2021

10:00 am

Junta Anual de Titulo I

Jueves Septiembre 30, 2021

A las 10:00 am

Presenter/Presentadora

Director, Federal & State Programs

Ruby Adams

Join Zoom Meeting

<https://sfdr-cisd-org.zoom.us/j/83701131436?pwd=Rmt0Q1Y4Yk8rdzk5ejBKTGJyZGRHQT09>

Meeting ID: 837 0113 1436

Passcode: 469321

09:51:38 From monica.gomez to Everyone:
can you hear me? I can not here

09:51:41 From Rufina Adams to Everyone:
Second Title I Parent Meeting, Thursday, September 30, 2021, 10 am. San Felipe Memorial Middle School 6th grade, Del Rio Middle School 7th and 8th Grade

09:51:51 From monica.gomez to Everyone:
Monica Gomez

09:52:01 From Rufina Adams to Everyone:
Parent-School Compact, Campus Engagement Plan

09:52:04 From Rufina Adams to Everyone:
Ruby Adams

09:52:36 From monica.gomez to Everyone:
okay now I can hear☺

09:54:52 From Maria Gaona to Everyone:
Maria Gaona

09:59:58 From Rita Galvan to Everyone:
Francisco galvan 6 grade simms

10:03:10 From Gabriela's iPhone to Everyone:
Student: Brandon Bustillos
Parent: Gabriela Soto

10:03:41 From Gabriela's iPhone to Everyone:
6 grade

10:04:00 From iPhone to Everyone:
Christian salas 8 grade

10:04:00 From Blanca to Everyone:
Evelyn Dominguez 8th grade

10:04:06 From iPhone to Everyone:
Español

10:04:09 From Gabriela's iPhone to Everyone:
Español

10:04:18 From Blanca to Everyone:
yes

10:04:23 From Rita Galvan to Everyone:
yes

10:05:02 From Angelica Hurtado to Everyone:
Angelica Hurtado student Mathieu Hurtado

10:07:14 From Angelica Hurtado to Everyone:
Mathieu Hurtado 7th grade

10:08:24 From Gloria to Everyone:
Gloria Hernandez student Sebastian Hernandez 8th grade

10:08:46 From rsala to Everyone:
Randi Salazar student Star Salazar 8th grade

10:10:02 From Zulema Grimaldo to Everyone:
Zulema Grimaldo student Rogelio Grimaldo

10:27:44 From Rita Galvan to Everyone:
yo soy voluntaria de Lpac y tambien llene la de banda en que mas ay que ser voluntaria? de 6 grade

10:28:45 From Heidi to Everyone:
Sofia Castillo 8th grade

10:32:16 From Angelica Hurtado to Everyone:
Thank you for everything you all do!

13:52:35 From Rufina Adams to Everyone:
Title I Parent Meeting, Parent Compacts, Campus Parent Engagement Plans,
Tuesday, September 28, 2021, 2 pm. Del Rio Middle School 7th and 8th grade, San
Felipe MMS 6th grade

13:52:42 From Rufina Adams to Everyone:
Ruby Adams

13:53:07 From Maria Gaona to Everyone:
Maria Gaona SFMMS

13:53:07 From monica.gomez to Everyone:
Monica Gomez

14:01:37 From Lillybeth's S21 to Everyone:
yes I can hear you

14:03:44 From Karmen's iPhone to Everyone:
Maria Casillas-sfmms

14:04:09 From Evelyn to Everyone:
Juan Lopez - SFMMS

14:04:29 From Lillybeth's S21 to Everyone:
Adrian Batiz- San Felipe MS

14:04:41 From Lillybeth's S21 to Everyone:
Yamil Batiz- Del Rio MS

14:06:15 From Noelia Galindo to Everyone:
👍

14:13:58 From Rita Galvan to Everyone:
Francisco galvan 6 grade

14:24:25 From Karmen's iPhone to Maria Gaona(Direct Message):
Ameé Rosas-sfmms

14:24:41 From Rita Galvan to Everyone:
Francisco galvan 6 grade

14:24:59 From Rita Galvan to Everyone:
David Arnaldo galvan 3 grade

14:25:04 From Rufina Adams to Everyone:
Noelia Galindo

14:25:10 From Lillybeth's S21 to Everyone:
Yamil Batiz 8th DRMS

14:26:02 From beatrizcarreon to Everyone:
Beatriz Carreon (Daniel Padilla 6th Grade)

**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL
DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2021-2022**

San Felipe Memorial Middle School

STATEMENT OF PURPOSE

- I. The San Felipe Del Rio Consolidated Independent School District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the district’s improvement plan process.

The district values the role parents’ play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School.

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

- II. The TEAM of the San Felipe Del Rio Consolidated Independent School District Board of Trustees, administrators, teachers, support staff, parents and community, in partnership with public and private agencies, is committed to provide the support, resources and academic rigor to ensure that all students achieve educational and social excellence.

SCHOOL- PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children’s teacher during the first six weeks. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The District’s capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Migrant Parent Advisory Council (PAC), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees and trainings. In addition, parent skills workshops, campus volunteers, School readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement.

Information on the “Value and Utility of Parent’s Contributions,” and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Special Ed program, community agencies and private schools.

STAFF AND PARENT COMMUNICATION

- V. **SFMMS**: will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the District Parent and Family Engagement Policy and practices. They will also consider:
- Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level.


RESERVATION OF FUNDS

- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **SFMMS** on **DATE** and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before **DATE**. **SFMMS** notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.

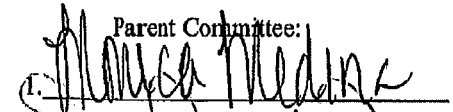

(Signature of Authorized) Principal



(Signature of Authorized) Principal / Asst. Designee

(Date)

Parent Committee:

1. 
2. 
3. _____
4. _____

What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan

Jointly Developed

Parents, students, and staff work together and share ideas to develop our School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meeting.
- The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together.

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Literacy Nights
- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

Communication is Key

We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDRCS District and School Website

**SAN FELIPE MEMORIAL
MIDDLE SCHOOL**

**School-Teacher
Parent-Student
Compact**



VIVA

!SFMMS!

**Ms. Flores
PRINCIPAL**

1207 W. Garza

Del Rio, Texas 78840

830-778-4560

GOALS FOR STUDENT ACHIEVEMENT- School, Teachers, Parents, Students

SFDR CISD District Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

SFDR CISD Shared Beliefs

We believe:

- It takes a united community to produce citizens with 21st century skills.
- Our community should provide a safe, nurturing, and trusting environment.
- Each individual should be inspired and inspire others to exceed their own expectations.
- Each individual should be motivated to take ownership of their own learning.

We must provide EVERYONE with the resources to meet the individual needs of all students.

SFDR CISD District Goals

District Goal 1 - Student Performance
The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

District Goal 2 - Finance
The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

District Goal 3 - Communication
The District shall provide meaningful communication in a timely manner to all parents, students, staff and District partners.

District Goal 4 - Del Rio Middle School
The District shall study the current level of satisfaction which will lead to a plan for improvement at Del Rio Middle School.

District Goal 5 - Literacy-The District shall prioritize reading as a skill for lifelong learning.

School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide a quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

Teacher Agreement

As a teacher, I agree to:

- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

Parent, signature

1. 
2. 

3. _____

4. _____

Date:

Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

Student Agreement

As a student, I agree to:

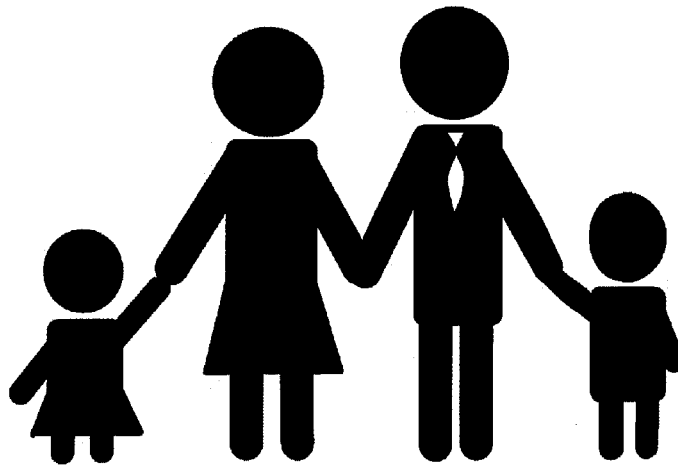
- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at school.

San Felipe Memorial Middle School
Title I
Parental Liaison
Maria Gaona
830-778-4569
maria.gaona@sfdrcisd.org

San Felipe Memorial Middle School
The Value and Utility of Parental Engagement
Staff Training, 12-6-2021 via Zoom 3:45 pm

AGENDA

- I. Welcome
- II. ESSA Title I requirements
- III. What is Parent and Family Engagement?
- IV. Benefits
- V. Barriers
- VI. Reflection
- VII. Questions/Concerns/Discussion

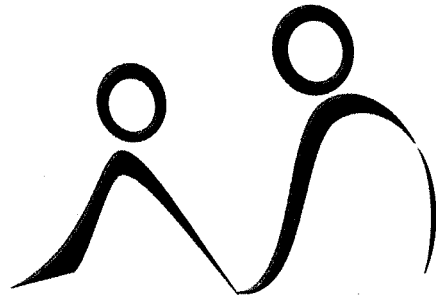


Lifepjourneytoperfectionblogspot.com 2013

San Felipe Memorial Middle School
McKinney Vento/Families in Transition
Staff Training, 12-6-2021, via Zoom, 3:45 pm

AGENDA

- I. Welcome
- II. McKinney-Vento Act
- III. How do families become homeless?
- IV. Parent and Student Warning Signs
- V. Parent and Student Reactions
- VI. Key Provisions
- VII. Questions/Concerns/Discussion



McKinney-Vento

Serving Students In Transition

Name (Original Name)	User Email	Join Time	Leave Time
Maryvel Flores	maryvel.flores@sfd-r-cisd.org	12/6/2021 15:36	12/6/2021 16:14
Mrs. Salinas		12/6/2021 15:36	12/6/2021 15:36
roberta.hernandez		12/6/2021 15:36	12/6/2021 15:36
Ashley Mercier		12/6/2021 15:36	12/6/2021 15:36
Hatali Garza		12/6/2021 15:36	12/6/2021 15:36
Dina Sanchez		12/6/2021 15:36	12/6/2021 15:36
Cynthia Garcia	cynthia.garcia@sfd-r-cisd.org	12/6/2021 15:36	12/6/2021 15:36
Mrs. Salinas		12/6/2021 15:36	12/6/2021 16:13
claudia.talamantez		12/6/2021 15:36	12/6/2021 15:36
Ashley Mercier		12/6/2021 15:36	12/6/2021 16:14
MARIO CUELLAR		12/6/2021 15:36	12/6/2021 15:36
Dina Sanchez		12/6/2021 15:36	12/6/2021 16:13
Hatali Garza		12/6/2021 15:36	12/6/2021 16:14
roberta.hernandez		12/6/2021 15:36	12/6/2021 16:13
Cynthia Garcia	cynthia.garcia@sfd-r-cisd.org	12/6/2021 15:36	12/6/2021 16:13
claudia.talamantez		12/6/2021 15:36	12/6/2021 16:13
MARIO CUELLAR		12/6/2021 15:36	12/6/2021 16:14
Cienega		12/6/2021 15:37	12/6/2021 15:37
Cienega		12/6/2021 15:37	12/6/2021 15:59
iPhone		12/6/2021 15:37	12/6/2021 15:37
iPhone		12/6/2021 15:37	12/6/2021 15:59
maria elena Faz-Enriquez	maria.faz@sfd-r-cisd.org	12/6/2021 15:38	12/6/2021 15:38
maria elena Faz-Enriquez	maria.faz@sfd-r-cisd.org	12/6/2021 15:38	12/6/2021 16:12
Jasmine Fernandez	jasmine.fernandez@sfd-r-cisd.org	12/6/2021 15:39	12/6/2021 15:39
Jasmine Fernandez	jasmine.fernandez@sfd-r-cisd.org	12/6/2021 15:39	12/6/2021 15:59
angelica.martinez		12/6/2021 15:39	12/6/2021 15:39
angelica.martinez		12/6/2021 15:39	12/6/2021 16:13
Dolores Sanchez		12/6/2021 15:40	12/6/2021 15:40
Anna Castorena	ann.castorena@sfd-r-cisd.org	12/6/2021 15:40	12/6/2021 15:40
Dolores Sanchez		12/6/2021 15:40	12/6/2021 16:14
Anna Castorena	ann.castorena@sfd-r-cisd.org	12/6/2021 15:40	12/6/2021 16:13
christy.sanchez		12/6/2021 15:40	12/6/2021 15:41
christy.sanchez		12/6/2021 15:41	12/6/2021 15:59
raul.ramon		12/6/2021 15:41	12/6/2021 15:41
raul.ramon		12/6/2021 15:41	12/6/2021 15:59
Mrs. Valdez		12/6/2021 15:41	12/6/2021 15:41
Mrs. Valdez		12/6/2021 15:41	12/6/2021 16:07
Nydia E. Fernandez	nydia.contreras@sfd-r-cisd.org	12/6/2021 15:42	12/6/2021 15:42
Diana ZV		12/6/2021 15:42	12/6/2021 15:42
Diana ZV		12/6/2021 15:42	12/6/2021 16:14
Nydia E. Fernandez	nydia.contreras@sfd-r-cisd.org	12/6/2021 15:42	12/6/2021 16:13
Ray Suarez	reynaldo.suarez@sfd-r-cisd.org	12/6/2021 15:42	12/6/2021 15:43
Ray Suarez	reynaldo.suarez@sfd-r-cisd.org	12/6/2021 15:43	12/6/2021 15:46
Behavior skills		12/6/2021 15:43	12/6/2021 15:43
Behavior skills		12/6/2021 15:43	12/6/2021 16:13
Nerissa Winn	nerissa.winn@sfd-r-cisd.org	12/6/2021 15:44	12/6/2021 15:44

Nerissa Winn	nerissa.winn@sfd-cisd.org	12/6/2021 15:44	12/6/2021 16:13
Mayela Bernal		12/6/2021 15:45	12/6/2021 15:45
Mayela Bernal		12/6/2021 15:45	12/6/2021 15:52
Ray Suarez	reynaldo.suarez@sfd-cisd.org	12/6/2021 15:45	12/6/2021 15:45
Ray Suarez	reynaldo.suarez@sfd-cisd.org	12/6/2021 15:45	12/6/2021 16:14
Janie Morales		12/6/2021 15:46	12/6/2021 15:46
Janie Morales		12/6/2021 15:46	12/6/2021 15:48
KAREN's Galaxy Note10+		12/6/2021 15:46	12/6/2021 15:46
Islas		12/6/2021 15:46	12/6/2021 15:46
KAREN's Galaxy Note10+		12/6/2021 15:46	12/6/2021 16:00
Islas		12/6/2021 15:46	12/6/2021 16:00
Marianela Leal	marianela.leal@sfd-cisd.org	12/6/2021 15:47	12/6/2021 15:48
beatriz.villarreal		12/6/2021 15:47	12/6/2021 15:48
Mr. Guerra		12/6/2021 15:48	12/6/2021 15:48
beatriz.villarreal		12/6/2021 15:48	12/6/2021 16:14
Marianela Leal	marianela.leal@sfd-cisd.org	12/6/2021 15:48	12/6/2021 16:13
Mr. Guerra		12/6/2021 15:48	12/6/2021 16:13
leticia.reyna		12/6/2021 15:48	12/6/2021 15:48
leticia.reyna		12/6/2021 15:48	12/6/2021 16:13
alicia.carbajal		12/6/2021 15:49	12/6/2021 15:49
alicia.carbajal		12/6/2021 15:49	12/6/2021 16:00
edna.puente		12/6/2021 15:50	12/6/2021 15:50
Alma Rojas	angelface_2oo1@yahoo.com	12/6/2021 15:50	12/6/2021 15:50
Alma Rojas	angelface_2oo1@yahoo.com	12/6/2021 15:50	12/6/2021 16:13
edna.puente		12/6/2021 15:50	12/6/2021 16:00
Monica Medina		12/6/2021 15:51	12/6/2021 15:51
Monica Medina		12/6/2021 15:51	12/6/2021 15:59
Carole Trisler	carole.trisler@sfd-cisd.org	12/6/2021 15:51	12/6/2021 15:51
Kristen Melton	kristen.melton@sfd-cisd.org	12/6/2021 15:51	12/6/2021 15:51
Ashley Rust	acrust77@gmail.com	12/6/2021 15:51	12/6/2021 15:51
Ashley Rust	acrust77@gmail.com	12/6/2021 15:51	12/6/2021 16:13
analisa.patino		12/6/2021 15:51	12/6/2021 15:52
Kristen Melton	kristen.melton@sfd-cisd.org	12/6/2021 15:51	12/6/2021 16:13
Carole Trisler	carole.trisler@sfd-cisd.org	12/6/2021 15:51	12/6/2021 16:13
santa.calderon		12/6/2021 15:52	12/6/2021 15:52
santa.calderon		12/6/2021 15:52	12/6/2021 16:00
analisa.patino		12/6/2021 15:52	12/6/2021 16:13
kayla.riley		12/6/2021 15:53	12/6/2021 15:54
Victoria Garcia		12/6/2021 15:53	12/6/2021 15:54
cora.cirildo		12/6/2021 15:54	12/6/2021 15:55
kayla.riley		12/6/2021 15:54	12/6/2021 16:14
Victoria Garcia		12/6/2021 15:54	12/6/2021 16:13
maria.gaona		12/6/2021 15:55	12/6/2021 15:55
maria.gaona		12/6/2021 15:55	12/6/2021 16:00
cora.cirildo		12/6/2021 15:55	12/6/2021 16:13
jesus.rios		12/6/2021 15:55	12/6/2021 15:55
jesus.rios		12/6/2021 15:55	12/6/2021 15:59

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 6																						
Reading	All Students	62%	51%	51%	*	51%	61%	-	*	*	*	45%	72%	11%	59%	9%	46%	57%	24%	*	-	86%
	CWD	29%	11%	11%	*	11%	0%	-	-	-	*	10%	18%	11%	-	4%	15%	5%	*	-	-	*
	CWOD	66%	59%	59%	*	58%	88%	-	*	*	*	53%	79%	-	59%	11%	54%	65%	27%	*	-	100%
	EL	40%	9%	9%	-	10%	*	-	*	-	-	9%	10%	4%	11%	9%	13%	4%	*	-	-	*
	Male	58%	46%	46%	*	46%	30%	-	*	*	*	41%	62%	15%	54%	13%	46%	-	0%	*	-	*
	Female	65%	57%	57%	*	56%	85%	-	-	-	-	50%	86%	5%	65%	4%	-	57%	50%	-	-	*
Mathematics	All Students	67%	61%	61%	*	60%	74%	-	*	*	*	56%	79%	29%	68%	31%	62%	60%	71%	*	-	86%
	CWD	40%	29%	29%	*	28%	43%	-	-	-	*	27%	41%	29%	-	15%	34%	21%	*	-	-	*
	CWOD	70%	68%	68%	*	67%	88%	-	*	*	*	63%	83%	-	68%	36%	70%	66%	73%	*	-	100%
	EL	51%	31%	31%	-	31%	*	-	*	-	-	31%	40%	15%	36%	31%	35%	26%	*	-	-	*
	Male	68%	62%	62%	*	62%	50%	-	*	*	*	58%	75%	34%	70%	35%	62%	-	56%	*	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	66%	60%	60%	*	58%	92%	-	-	-	-	54%	83%	21%	66%	26%	-	60%	88%	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	32%	24%	24%	*	23%	35%	-	*	*	*	17%	48%	8%	27%	1%	21%	27%	12%	*	-	57%
	CWD	16%	8%	8%	*	8%	0%	-	-	-	*	6%	18%	8%	-	0%	12%	0%	*	-	-	*
	CWOD	34%	27%	27%	*	26%	50%	-	*	*	*	19%	52%	-	27%	1%	24%	31%	13%	*	-	67%
	EL	13%	1%	1%	-	1%	*	-	*	-	-	0%	10%	0%	1%	1%	0%	2%	*	-	-	*
	Male	30%	21%	21%	*	21%	10%	-	*	*	*	15%	42%	12%	24%	0%	21%	-	0%	*	-	*
	Female	34%	27%	27%	*	25%	54%	-	-	-	-	19%	57%	0%	31%	2%	-	27%	25%	-	-	*
Mathematics	All Students	35%	30%	30%	*	29%	39%	-	*	*	*	23%	52%	12%	34%	8%	33%	27%	6%	*	-	57%
	CWD	19%	12%	12%	*	11%	14%	-	-	-	*	10%	24%	12%	-	4%	16%	5%	*	-	-	*
	CWOD	37%	34%	34%	*	33%	50%	-	*	*	*	27%	56%	-	34%	10%	37%	30%	7%	*	-	67%
	EL	18%	8%	8%	-	8%	*	-	*	-	-	8%	10%	4%	10%	8%	12%	4%	*	-	-	*
	Male	37%	33%	33%	*	33%	30%	-	*	*	*	27%	51%	16%	37%	12%	33%	-	0%	*	-	*
	Female	33%	27%	27%	*	26%	46%	-	-	-	-	19%	55%	5%	30%	4%	-	27%	13%	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	14%	9%	9%	*	9%	13%	-	*	*	*	7%	17%	3%	11%	0%	9%	10%	6%	*	-	14%
	CWD	6%	3%	3%	*	2%	0%	-	-	-	*	2%	6%	3%	-	0%	4%	0%	*	-	-	*
	CWOD	16%	11%	11%	*	10%	19%	-	*	*	*	8%	18%	-	11%	0%	10%	12%	7%	*	-	17%
	EL	4%	0%	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*	-	-	*
	Male	13%	9%	9%	*	8%	0%	-	*	*	*	6%	16%	4%	10%	0%	9%	-	0%	*	-	*
	Female	16%	10%	10%	*	10%	23%	-	-	-	-	8%	18%	0%	12%	0%	-	10%	13%	-	-	*
Mathematics	All Students	15%	11%	11%	*	11%	22%	-	*	*	*	8%	21%	2%	13%	3%	11%	11%	0%	*	-	43%
	CWD	7%	2%	2%	*	2%	0%	-	-	-	*	2%	0%	2%	-	0%	3%	0%	*	-	-	*
	CWOD	16%	13%	13%	*	12%	31%	-	*	*	*	9%	24%	-	13%	4%	13%	13%	0%	*	-	50%
	EL	5%	3%	3%	-	3%	*	-	*	-	-	3%	10%	0%	4%	3%	4%	2%	*	-	-	*
	Male	16%	11%	11%	*	10%	20%	-	*	*	*	8%	20%	3%	13%	4%	11%	-	0%	*	-	*
	Female	13%	11%	11%	*	11%	23%	-	-	-	-	8%	23%	0%	13%	2%	-	11%	0%	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	58%	56%	67%	55%	67%	-	83%	*	67%	50%	75%	20%	64%	21%	54%	58%	47%	*	-	86%
	CWD	38%	28%	20%	*	20%	21%	-	-	-	*	19%	29%	20%	-	9%	24%	13%	*	-	-	*
	CWOD	71%	63%	64%	*	62%	88%	-	83%	*	*	58%	81%	-	64%	24%	62%	65%	50%	*	-	100%
	EL	47%	26%	21%	-	20%	*	-	*	-	-	20%	25%	9%	24%	21%	24%	15%	17%	-	-	*
	Male	65%	55%	54%	*	54%	40%	-	83%	*	67%	49%	69%	24%	62%	24%	54%	-	28%	*	-	67%
	Female	69%	61%	58%	*	57%	88%	-	-	-	-	52%	85%	13%	65%	15%	-	58%	69%	-	-	100%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	68%	61%	51%	*	51%	61%	-	*	*	*	45%	72%	11%	59%	9%	46%	57%	24%	*	-	86%
	CWD	35%	28%	11%	*	11%	0%	-	-	-	*	10%	18%	11%	-	4%	15%	5%	*	-	-	*
	CWOD	72%	67%	59%	*	58%	88%	-	*	*	*	53%	79%	-	59%	11%	54%	65%	27%	*	-	100%
	EL	46%	24%	9%	-	10%	*	-	*	-	-	9%	10%	4%	11%	9%	13%	4%	*	-	-	*
	Male	63%	55%	46%	*	46%	30%	-	*	*	*	41%	62%	15%	54%	13%	46%	-	0%	*	-	*
	Female	72%	67%	57%	*	56%	85%	-	-	-	-	50%	86%	5%	65%	4%	-	57%	50%	-	-	*
Mathematics	All Students	65%	53%	61%	*	60%	74%	-	*	*	*	56%	79%	29%	68%	31%	62%	60%	71%	*	-	86%
	CWD	39%	28%	29%	*	28%	43%	-	-	-	*	27%	41%	29%	-	15%	34%	21%	*	-	-	*
	CWOD	68%	57%	68%	*	67%	88%	-	*	*	*	63%	83%	-	68%	36%	70%	66%	73%	*	-	100%
	EL	49%	28%	31%	-	31%	*	-	*	-	-	31%	40%	15%	36%	31%	35%	26%	*	-	-	*
	Male	65%	52%	62%	*	62%	50%	-	*	*	*	58%	75%	34%	70%	35%	62%	-	56%	*	-	*
	Female	65%	54%	60%	*	58%	92%	-	-	-	-	54%	83%	21%	66%	26%	-	60%	88%	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	41%	30%	27%	33%	26%	37%	-	33%	*	33%	20%	50%	10%	30%	5%	27%	27%	9%	*	-	57%
	CWD	21%	13%	10%	*	9%	7%	-	-	-	*	8%	21%	10%	-	2%	14%	2%	*	-	-	*
	CWOD	44%	33%	30%	*	30%	50%	-	33%	*	*	23%	54%	-	30%	6%	30%	30%	10%	*	-	67%
	EL	20%	8%	5%	-	4%	*	-	*	-	-	4%	10%	2%	6%	5%	6%	3%	0%	-	-	*
	Male	40%	28%	27%	*	27%	20%	-	33%	*	33%	21%	46%	14%	30%	6%	27%	-	0%	*	-	50%
	Female	42%	33%	27%	*	26%	50%	-	-	-	-	19%	56%	2%	30%	3%	-	27%	19%	-	-	63%
Reading	All Students	44%	35%	24%	*	23%	35%	-	*	*	*	17%	48%	8%	27%	1%	21%	27%	12%	*	-	57%
	CWD	20%	13%	8%	*	8%	0%	-	-	-	*	6%	18%	8%	-	0%	12%	0%	*	-	-	*
	CWOD	47%	39%	27%	*	26%	50%	-	*	*	*	19%	52%	-	27%	1%	24%	31%	13%	*	-	67%
	EL	20%	7%	1%	-	1%	*	-	*	-	-	0%	10%	0%	1%	0%	2%	*	-	-	*	
	Male	40%	30%	21%	*	21%	10%	-	*	*	*	15%	42%	12%	24%	0%	21%	-	0%	*	-	*
	Female	48%	41%	27%	*	25%	54%	-	-	-	-	19%	57%	0%	31%	2%	-	27%	25%	-	-	*
Mathematics	All Students	37%	25%	30%	*	29%	39%	-	*	*	*	23%	52%	12%	34%	8%	33%	27%	6%	*	-	57%
	CWD	21%	12%	12%	*	11%	14%	-	-	-	*	10%	24%	12%	-	4%	16%	5%	*	-	-	*
	CWOD	39%	27%	34%	*	33%	50%	-	*	*	*	27%	56%	-	34%	10%	37%	30%	7%	*	-	67%
	EL	20%	8%	8%	-	8%	*	-	*	-	-	8%	10%	4%	10%	8%	12%	4%	*	-	-	*
	Male	37%	24%	33%	*	33%	30%	-	*	*	*	27%	51%	16%	37%	12%	33%	-	0%	*	-	*
	Female	36%	25%	27%	*	26%	46%	-	-	-	-	19%	55%	5%	30%	4%	-	27%	13%	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	10%	10%	0%	10%	17%	-	17%	*	17%	8%	19%	2%	12%	2%	10%	11%	3%	*	-	29%
	CWD	7%	4%	2%	*	2%	0%	-	-	-	*	2%	3%	2%	-	0%	3%	0%	*	-	-	*
	CWOD	19%	11%	12%	*	11%	25%	-	17%	*	*	9%	21%	-	12%	2%	11%	12%	3%	*	-	33%
	EL	7%	2%	2%	-	1%	*	-	*	-	-	1%	5%	0%	2%	2%	2%	1%	0%	-	-	*
	Male	17%	9%	10%	*	9%	10%	-	17%	*	17%	7%	18%	3%	11%	2%	10%	-	0%	*	-	17%
	Female	19%	11%	11%	*	10%	23%	-	-	-	-	8%	21%	0%	12%	1%	-	11%	6%	-	-	38%

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Reading	All Students	18%	11%	9%	*	9%	13%	-	*	*	*	7%	17%	3%	11%	0%	9%	10%	6%	*	-	14%
	CWD	6%	3%	3%	*	2%	0%	-	-	-	*	2%	6%	3%	-	0%	4%	0%	*	-	-	*
	CWOD	20%	12%	11%	*	10%	19%	-	*	*	*	8%	18%	-	11%	0%	10%	12%	7%	*	-	17%
	EL	7%	1%	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*	-	-	*
	Male	16%	9%	9%	*	8%	0%	-	*	*	*	6%	16%	4%	10%	0%	9%	-	0%	*	-	*
	Female	21%	13%	10%	*	10%	23%	-	-	-	-	8%	18%	0%	12%	0%	-	10%	13%	-	-	*
Mathematics	All Students	17%	9%	11%	*	11%	22%	-	*	*	*	8%	21%	2%	13%	3%	11%	11%	0%	*	-	43%
	CWD	8%	4%	2%	*	2%	0%	-	-	-	*	2%	0%	2%	-	0%	3%	0%	*	-	-	*
	CWOD	18%	10%	13%	*	12%	31%	-	*	*	*	9%	24%	-	13%	4%	13%	13%	0%	*	-	50%
	EL	8%	3%	3%	-	3%	*	-	*	-	-	3%	10%	0%	4%	3%	4%	2%	*	-	-	*
	Male	18%	9%	11%	*	10%	20%	-	*	*	*	8%	20%	3%	13%	4%	11%	-	0%	*	-	*
	Female	16%	9%	11%	*	11%	23%	-	-	-	-	8%	23%	0%	13%	2%	-	11%	0%	-	-	*

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
116	3	3%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	31	33	30	40	-	44	*	39	26	11	9
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	94%	100%	94%	82%	-	100%	*	100%	94%	93%	90%	94%	99%	95%	92%	89%
	CWD	90%	*	89%	100%	-	-	-	*	91%	85%	90%	-	96%	92%	87%	67%
	CWOD	94%	*	95%	76%	-	100%	*	*	94%	95%	-	94%	99%	95%	93%	94%
	EL	99%	-	99%	*	-	*	-	-	99%	100%	96%	99%	99%	100%	97%	100%
	Male	95%	*	95%	77%	-	100%	*	100%	95%	94%	92%	95%	100%	95%	-	90%
	Female	92%	*	93%	87%	-	-	-	-	92%	93%	87%	93%	97%	-	92%	89%
Reading	All Students	94%	*	94%	82%	-	*	*	*	94%	93%	90%	94%	99%	95%	92%	89%
	CWD	90%	*	89%	100%	-	-	-	*	91%	85%	90%	-	97%	93%	86%	*
	CWOD	94%	*	95%	76%	-	*	*	*	94%	95%	-	94%	100%	95%	94%	94%
	EL	99%	-	99%	*	-	*	-	-	99%	100%	97%	100%	99%	100%	98%	*
	Male	95%	*	95%	77%	-	*	*	*	95%	94%	93%	95%	100%	95%	-	90%
	Female	92%	*	93%	87%	-	-	-	-	92%	93%	86%	94%	98%	-	92%	89%
Mathematics	All Students	94%	*	94%	82%	-	*	*	*	94%	93%	90%	94%	98%	95%	92%	89%
	CWD	90%	*	89%	100%	-	-	-	*	91%	85%	90%	-	96%	91%	88%	*
	CWOD	94%	*	95%	76%	-	*	*	*	94%	95%	-	94%	99%	95%	93%	94%
	EL	98%	-	98%	*	-	*	-	-	98%	100%	96%	99%	98%	100%	96%	*
	Male	95%	*	95%	77%	-	*	*	*	95%	94%	91%	95%	100%	95%	-	90%
	Female	92%	*	93%	87%	-	-	-	-	92%	93%	88%	93%	96%	-	92%	89%
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	6%	0%	6%	18%	-	0%	*	0%	6%	7%	10%	6%	1%	5%	8%	11%
	CWD	10%	*	11%	0%	-	-	-	*	9%	15%	10%	-	4%	8%	13%	33%
	CWOD	6%	*	5%	24%	-	0%	*	*	6%	5%	-	6%	1%	5%	7%	6%
	EL	1%	-	1%	*	-	*	-	-	1%	0%	4%	1%	1%	0%	3%	0%
	Male	5%	*	5%	23%	-	0%	*	0%	5%	6%	8%	5%	0%	5%	-	10%
	Female	8%	*	7%	13%	-	-	-	-	8%	7%	13%	7%	3%	-	8%	11%

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	6%	*	6%	18%	-	*	*	*	6%	7%	10%	6%	1%	5%	8%	11%
	CWD	10%	*	11%	0%	-	-	-	*	9%	15%	10%	-	3%	7%	14%	*
	CWOD	6%	*	5%	24%	-	*	*	*	6%	5%	-	6%	0%	5%	6%	6%
	EL	1%	-	1%	*	-	*	-	-	1%	0%	3%	0%	1%	0%	2%	*
	Male	5%	*	5%	23%	-	*	*	*	5%	6%	7%	5%	0%	5%	-	10%
	Female	8%	*	7%	13%	-	-	-	-	8%	7%	14%	6%	2%	-	8%	11%
Mathematics	All Students	6%	*	6%	18%	-	*	*	*	6%	7%	10%	6%	2%	5%	8%	11%
	CWD	10%	*	11%	0%	-	-	-	*	9%	15%	10%	-	4%	9%	12%	*
	CWOD	6%	*	5%	24%	-	*	*	*	6%	5%	-	6%	1%	5%	7%	6%
	EL	2%	-	2%	*	-	*	-	-	2%	0%	4%	1%	2%	0%	4%	*
	Male	5%	*	5%	23%	-	*	*	*	5%	6%	9%	5%	0%	5%	-	10%
	Female	8%	*	7%	13%	-	-	-	-	8%	7%	12%	7%	4%	-	8%	11%
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	48	0	43	5	0	0	0	0	8		
	Female	13	0	13	0	0	0	0	0	3		
	Total	61	0	56	5	0	0	0	0	11		
Out-of-School Suspensions												
	Male	16	0	16	0	0	0	0	0	1		
	Female	4	0	4	0	0	0	0	0	1		
	Total	20	0	20	0	0	0	0	0	2		
Expulsions												
With Educational Services	Male	4	0	4	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	6	0	6	0	0	0	0	0	2		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	2	0	2	0	0	0	0	0	1		
	Female	1	0	1	0	0	0	0	0	0		
	Total	3	0	3	0	0	0	0	0	1		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	34	0	34	0	0	0	0	0	11		16
	Female	2	0	2	0	0	0	0	0	0		2
	Total	36	0	36	0	0	0	0	0	11		18
Out-of-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	14	0	13	1	0	0	0	0	6		6
	Female	0	0	0	0	0	0	0	0	0		0
	Total	14	0	13	1	0	0	0	0	6		6
Expulsions												
With Educational Services	Male	2	0	2	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		1
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	1	0	1	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		1
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	56	-8	55	1	-8	-8	-8	-8	7	10	-8
	Female	41	-8	40	1	-8	-8	-8	-8	7	4	-8
	Total	97	-8	95	2	-8	-8	-8	-8	14	14	-8

											Total
Incidents of Violence											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0
Incidents of robbery with a firearm or explosive device											0
Incidents of robbery without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight with a firearm or explosive device											0

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	Total
Incidents of physical attack or fight without a weapon	35
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	6
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	6
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 8 Indicates EDFacts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

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Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.3	19.0%
Teachers Teaching with Emergency or Provisional Credentials	5.3	11.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.2	9.0%

- Indicates there are no data available in the group.
 Blank cell indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	9	1%	-	-
Mathematics	4,961	1%	9	1%	-	-
Grade 4						
Reading	5,046	1%	10	1%	-	-
Mathematics	5,040	1%	10	1%	-	-
Grade 5						
Reading	5,133	1%	10	1%	-	-
Mathematics	5,138	1%	10	1%	-	-
Science	5,130	1%	10	1%	-	-
Grade 6						
Reading	4,925	1%	9	1%	9	1%
Mathematics	4,923	1%	9	1%	9	1%
Grade 7						
Reading	4,586	1%	6	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	4,581	1%	6	1%	-	-
Grade 8						
Reading	4,513	1%	6	1%	-	-
Mathematics	4,507	1%	6	1%	-	-
Science	4,492	1%	6	1%	-	-
End of Course						
English I	4,504	1%	10	1%	-	-
English II	4,092	1%	7	1%	-	-
Algebra I	4,514	1%	9	1%	-	-
Biology	4,424	1%	11	1%	-	-
All Grades						
All Subjects	85,481	1%	153	1%	18	1%
Reading	37,771	1%	67	1%	9	1%
Mathematics	33,664	1%	59	1%	9	1%
Science	14,046	1%	27	1%	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	5.3%	33.3%	5.0%	2.7%	*	*	-	*	6.1%	11.3%	4.7%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

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Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Middle School
Total Students: 727
Grade Span: 06 - 06

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about SAN FELIPE MEMORIAL MIDDLE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	98.8%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.7%	0.7%	12.7%
Hispanic	95.2%	93.6%	52.9%
White	3.3%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.1%	0.0%	0.2%
Two or More Races	0.4%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	75.9%	71.3%	60.3%
Special Education	17.9%	13.0%	11.1%
Emergent Bilingual/EL	16.5%	17.3%	20.7%
Mobility Rate (2019-20)	7.8%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	23.4%	23.4%	19.4%

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,039	\$10,349	\$10,406
Instruction	\$4,216	\$5,401	\$5,929
Instructional Leadership	\$52	\$205	\$173
School Leadership	\$319	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	57%	67%	56%	74%	-	*	*	67%	51%
	2019	78%	72%	75%	33%	75%	82%	*	100%	-	-	70%
ELA/Reading	2021	68%	62%	52%	*	51%	68%	-	*	*	*	46%
	2019	75%	69%	66%	*	65%	78%	*	100%	-	-	60%
Mathematics	2021	66%	54%	62%	*	61%	79%	-	*	*	*	57%
	2019	82%	77%	84%	*	84%	87%	*	100%	-	-	81%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	27%	33%	27%	42%	-	*	*	33%	20%
	2019	50%	40%	42%	33%	41%	63%	*	75%	-	-	35%
ELA/Reading	2021	45%	36%	24%	*	23%	42%	-	*	*	*	17%
	2019	48%	38%	33%	*	32%	51%	*	67%	-	-	26%
Mathematics	2021	37%	25%	31%	*	30%	42%	-	*	*	*	24%
	2019	52%	43%	51%	*	49%	76%	*	83%	-	-	43%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	10%	0%	10%	21%	-	*	*	17%	8%
	2019	24%	17%	20%	33%	18%	44%	*	58%	-	-	15%
ELA/Reading	2021	18%	11%	9%	*	9%	16%	-	*	*	*	7%
	2019	21%	13%	15%	*	13%	31%	*	50%	-	-	10%
Mathematics	2021	18%	9%	12%	*	11%	26%	-	*	*	*	8%
	2019	26%	20%	26%	*	23%	58%	*	67%	-	-	19%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	94%	100%	94%	82%	-	100%	*	100%	94%
	2019	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%
ELA/Reading	2021	89%	94%	94%	*	94%	82%	-	*	*	*	94%
	2019	99%	99%	100%	*	100%	100%	*	100%	-	*	100%
Mathematics	2021	88%	93%	94%	*	94%	82%	-	*	*	*	94%
	2019	100%	100%	100%	*	100%	100%	*	100%	-	*	100%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.