

DR FERMIN CALDERON ELEMENTARY

Campus Improvement Plan

2022/2023

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

We are Valuable, We are Powerful, We are Limitless....We are Calderon!

Allison Mercier
1900 East HWY 90
(830) 778-4620
allison.mercier@sfdrcisd.org

DR FERMIN CALDERON ELEMENTARY

Mission

The culture of Dr. Fermin Calderon Elementary will produce life-long leaders and learners by challenging and encouraging students to reach their full potential.

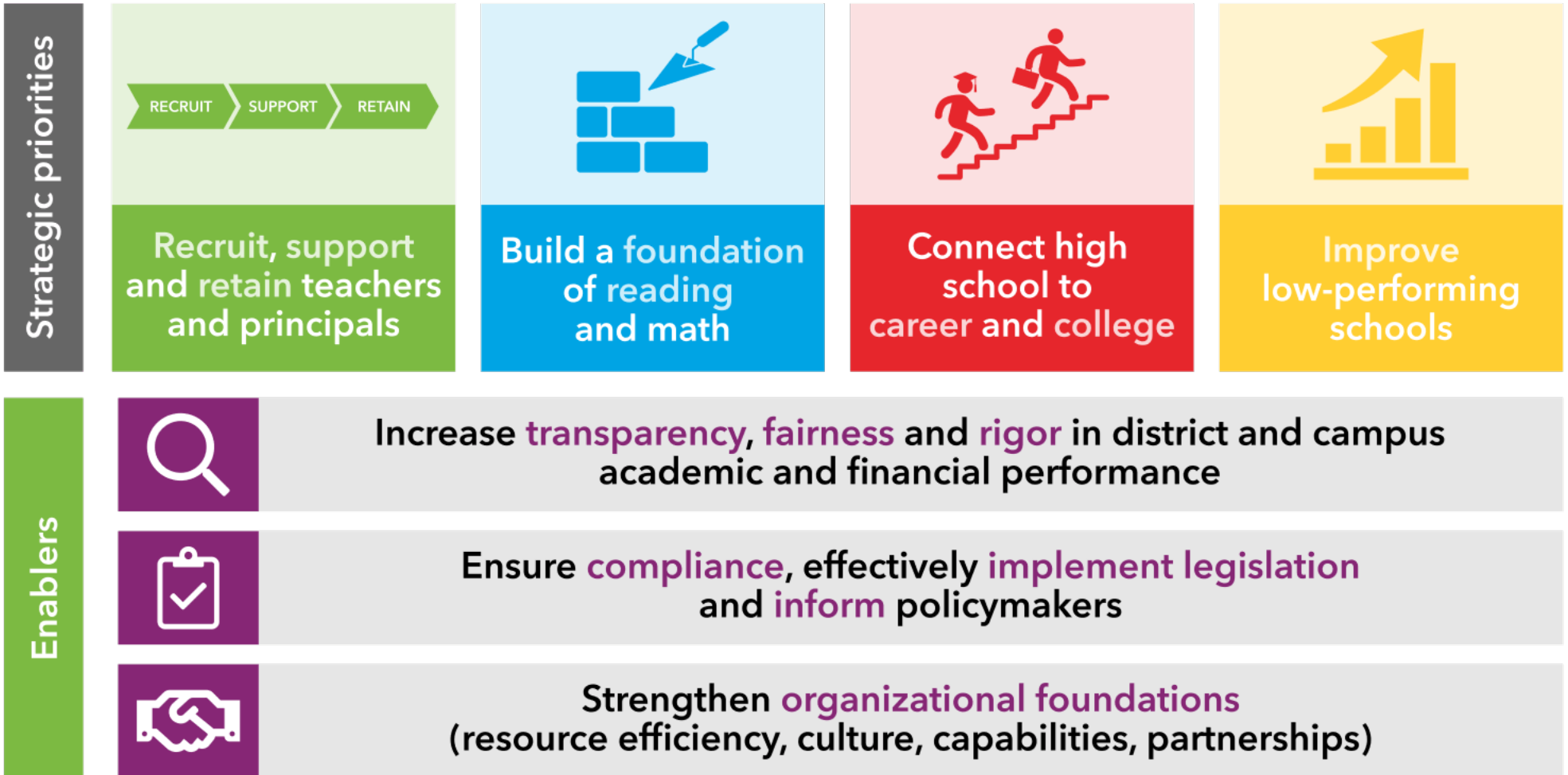
Vision

Our vision is to provide engaging opportunities that will allow students to develop a love of learning.

Nondiscrimination Notice

DR FERMIN CALDERON ELEMENTARY 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>*

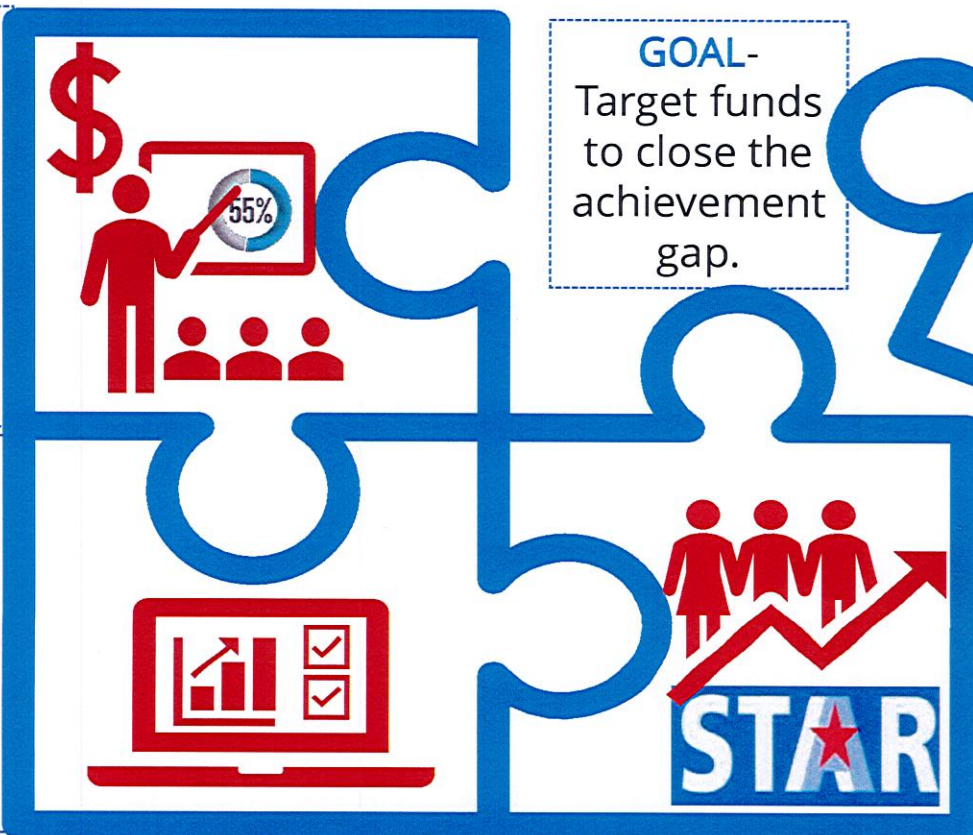
State Compensatory Education Program

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*

Site Base List

Name	Position
Aguirre, Erica	Counselor
Rodriguez, Brenda	Kinder Teacher
Sauceda, Jo	3rd grade teacher
Juarez, Claudia	PE teacher
Mercier, Allison	Principal
Cavazos, Alma	Asst. Principal
Sanchez, Wendy	Library
Hernandez, Jessica	4th grade teacher
Fierro, Frances	Special Ed teacher
Cervantez, Michelle	Parent representative
Taylor, Danya	Community Representative
Fraga, Angelita	1st grade teacher
Diaz, Rosalinda	2nd grade teacher
Ortiz, Nelda	5th grade teacher
Coplan, Mike	Business Representative
Martinez, Ana	Bilingual Representative

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Goal 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.

Objective 1. (STAAR HB3 Reading) By May 2023, 37% of 3rd grade students will be at meets or higher in Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide job embedded professional development through implementation of planning protocol including technology, engaging hands on lesson, to meet instructional understanding of the TEKS. (intervention and small group reading, Education Service Center 15, common planning periods for alignment, Technology training, teacher coaching, training on new math program, Implementation of Literacy block, Google Classroom components training, Text Help Read/Write, ScreenCastify, Pear Deck, new online resources: Lone Star, Brain Pop, Lone Star, Renaissance Learning, READ grant, TTESS) (TSI) (Title I SW: 1,3,4,5) (Target Group: All,H,W,AA,ECD,Migrant,EB,SPED,GT,AtRisk, Dys,504,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (ESF: 4,4.1)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2022- June 2023</p>	<p>(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory - \$7,794.22</p>	<p>05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track</p>
<p>2. Highly qualified teachers in kinder through 5th grade, plus, paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet campus performance goals and objectives. (1 Kindergarten paraprofessionals-will work daily with their supervising teachers for success of all students and use research-based strategies,Human Resources department, AppliTrack, SBEC, TTESS, lesson design and implementation, Mentor program for new teachers, common planning periods for alignment,planning protocol sessions, learning walks, DMAC, Google certification, READ grant) (TSI) (TI) (Title I SW: 1,3,5,10) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2,2.1)</p>	<p>Campus Administrators</p>	<p>September 2022- June 2023</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track</p>
<p>3. Provide intensive instruction focused on</p>	<p>Campus Administrators,</p>	<p>August 2022-</p>	<p>(F)Title I</p>	<p>Criteria: Improved cycle grades,</p>

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Goal 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.

Objective 1. (STAAR HB3 Reading) By May 2023, 37% of 3rd grade students will be at meets or higher in Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
reframing instruction and learning. (Tutorials before, during and after school, Tutorials during the school day.(Guided Instruction and intervention sessions to assist struggling students, master schedule, Google classroom, progress monitoring in reading and math, progress monitoring results in Aim Hi). (TSI) (TI) (Title I SW: 1,2,3,9) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3)	Curriculum Coordinators, Teachers	June 2023		reduced failure rate, Improved STAAR results 05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
4. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research based, rigorous and aligned with state academic content to meet system safeguards. Literacy block schedule, curriculum dashboard, planning protocol sessions-collaborative lesson development/technological equipment for students, progress monitoring formatives, Progress monitoring in Aim Hi, revised road maps, revised ELA planning guides). (TSI) (Title I SW: 1,3,4,8) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 5,5.1,5.3)	Campus Administrators, Teachers	August 2022- June 2023	(F)FOCUS Group Grant, (F)Title I	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
5. Provide time for collaboration on development of lesson plans and data disaggregation. (planning protocol sessions, master schedule) (TSI) (Title I SW: 1,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 5,5.2,5.3)	Campus Administrators, Teachers	August 2022- June 2023	(F)FOCUS Group Grant, (F)Title I	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
6. Implement academic vocabulary journals, anchor charts, K-W-L Charts, and Think-Pair-Share strategies as part of the planning process throughout content areas in Kinder - 5th grade. (Planning protocol) (TSI) (Title I SW: 1,3,9) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3)	Campus Administrators, Teachers	August 2022- June 2023	(F)FOCUS Group Grant, (F)Title I	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track

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- Goal 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.
- Objective 2.** (STAAR HB3 Math) By May 2023, 29% of 3rd grades will be at meets of higher in Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan collaboratively for three hours weekly to: plan, reflect, analysis data, obtain new learning and evaluate student progress (Title I SW Elements: 2.1) (Target Group: All, SPED, GT, M, F, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th) (ESF: 5, 5.1, 5.2, 5.3)	Campus Administrators, Cluster/Department Leaders	August 2022 - May 2023	(O)Local Districts	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
2. Teachers will provide small group intervention time during Coyote Time at least four times a week for tier 3 students (Title I SW Elements: 1.1) (Target Group: All, SPED, M, F, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th) (ESF: 5, 5.4)	Campus Administrators, Cluster/Department Leaders	August 2022 - May 2023	(F)FOCUS Group Grant, (F)Title I	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
3. Teachers will hold Guided Math sessions daily for tier 2 students. (Title I SW Elements: 2.2) (Target Group: M, F, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th) (ESF: 5, 5.4)	Campus Administrators, Cluster/Department Leaders	Aug 2022 - May 2023	(F)Title I, (O)Local Districts	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track

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- Goal 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.
- Objective 3.** (STAAR HB4545) By May 2023, 70% of our 4th and 5th grade students will show significant growth on STAAR when compared to 2021 STAAR performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Target and actively engage instruction for all students, including at risk/economically disadvantaged students, Special education, EL and Hispanic students in Reading, Math, Writing, and Science. (STAAR math materials, curriculum dashboard, common planning periods for alignment, planning protocol sessions, instructional playbook, journaling, resources, assessment/benchmark data, teacher/student coaching, Literacy block schedule, new math program, DMAC) (TSI)(TI) (Title I SW: 1,2,3,4,8,9) (Target Group: All,H,ECD,EB,SPED) (Strategic Priorities: 1,2,4) (ESF: 5,5.1,5.2)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers	August 2022- June 2023	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL	Criteria: Improved cycle grades, reduced failure rates, STAAR results 05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
2. Utilize math program and math block components during the school day to increase student levels in math. (TSI)(TI) (Target Group: All,H,ECD,EB,SPED,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (ESF: 4,4.1)	Campus Administrators, Teachers	August 2022- June 2023	(F)Title I, (O)Local Districts	Criteria: Improved cycle grades, reduced failure rates 05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
3. Implement the use of journals in all grade levels to increase math vocabulary and academic language.(Instructional playbook) (TSI)(TI) (Title I SW: 1,2,3,4,9,10) (Target Group: All,H,ECD,EB,SPED) (Strategic Priorities: 1,2,4) (ESF: 5,5.1)	Campus Administrators, Teachers	August 2022- June 2023	(F)Title I, (O)Local Districts	Criteria: Improved cycle grades, reduced failure rates 05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
4. Utilize guided instruction to provide intense interventions in targeted subject areas based on data (DMAC, STAAR formatted resources, New math program, Lead4ward). (intervention before, during and after school, interventions during the school day).(TSI)(TI) (Title I SW: 1,2,3,9,10) (Target Group: All,H,ECD,EB,SPED) (Strategic Priorities: 2,4) (ESF: 5,5.1)	Campus Administrators, Instructional Aides, Teachers	August 2022- June 2023	(F)Title I, (O)Local Districts	Criteria: Improved cycle grades, reduced failure rates 05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track

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- Goal 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.
- Objective 4.** (Leadership) By May 2023, 80% our leadership team will continue to plan and develop as leaders as demonstrated by meeting minutes, walk-through feedback and establishment of norms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Proactively teaches, practices, and reinforces behavioral expectations with all staff that are aligned to the mission, vision, values and goals. (Title I SW Elements: 1.1) (Target Group: All,ECD,EB,SPED,M,F,AtRisk,504,K,1st,2nd,3rd,4th,5th) (ESF: 1,1.1,1.2)	Campus Administrators, Counselors	August 2022-June 2023	(O)Local Districts	05/03/23 - Completed 02/06/23 - On Track 11/06/22 - On Track
2. Implements and executes the code of conduct as routine practice. (Title I SW Elements: 2.4) (Target Group: All,SPED,M,F,504,K,1st,2nd,3rd,4th,5th) (ESF: 1,1.1)	Campus Administrators, Counselors	August 2022-June 2023	(O)Local Districts	05/03/23 - Completed 02/06/23 - On Track 11/06/22 - On Track
3. Supports teachers in implementing rewards and consequences at the classroom and school levels. (Title I SW Elements: 1.1) (Target Group: All,ECD,SPED,GT,M,F,504,K,1st,2nd,3rd,4th,5th,6th) (ESF: 1,1.1,1.2)	Campus Administrators, Counselors	August 2022-June 2023	(L)Principal Account, (O)Local Districts	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
4. Regularly tracks and analyzes data. (Title I SW Elements: 2.2) (Target Group: All,EB,SPED,M,F,AtRisk,504,K,1st,2nd,3rd,4th,5th) (ESF: 5,5.3)	Campus Administrators, Counselors	August 2022-June 2023	(O)Local Districts	05/03/23 - Completed 02/06/23 - On Track 11/06/22 - On Track

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Goal 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.

Objective 5. (TELPAS) By May 2023, 70% of our ELL's will improve by one level on their composite score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Group students by proficiency levels for bilingual instruction. (Curriculum dashboard, DMAC, TELPAS data, ELA textbook adoption (ELL intervention), master schedule, teacher recommendation). (Title I SW: 1,3,4,9,10) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 1,1.2)	Campus Administrators, ELPAC Committee, Teachers	August 2022- June 2023	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds - \$0	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
2. Provide intensive interventions in any needed content area.(Tutorials before, during and after school). (RTI, assessment data, short term intervention with data analysis, planning protocol sessions, teacher coaching, Accelerated Reader, TPRI, STAAR formatted resources, released STAAR questions, Lead4ward). (TSI)(TI) (Title I SW: 1,3,4,8,9,10) (Target Group: EB) (Strategic Priorities: 1,2,4) (ESF: 1,1.2)	Campus Administrators, Teachers	August 2022- June 2023	(F)Title I, (F)Title III Bilingual / ESL	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
3. Ensure that highly qualified teachers will serve LEP/ELL students in all grades. (master schedule, Human Resources, Bilingual certification) (Title I SW: 1,3,4,10) (Target Group: EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,4) (ESF: 2,2.1)	Campus Administrators, Teachers	August 2022- June 2023	(F)Title I, (S)Local Funds - \$0, (S)State Compensatory	05/03/23 - Completed (S) 02/06/23 - Completed 11/06/22 - On Track

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Goal 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.

Objective 6. (Attendance) By May 2023, the campus will increase student attendance rate to 90% for each six weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Establish an attendance committee to identify students with excessive absences. (Attendance records, parent documents, guest speaker, meeting documentation, mentor involvement from community, daily phone calls with logs) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>August 2022-June 2023</p>	<p>(O)Local Districts</p>	<p>Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages</p> <p>05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track</p>
<p>2. Increase awareness of the compulsory attendance law among the school community and families via parent orientations, PTO meetings, presentations and newsletters. (Notes sent home, DoJo messages, family orientation, parental workshops to include motivation and attendance notices) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)</p>	<p>Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>August 2022-June 2023</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages</p> <p>05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track</p>
<p>3. Implement an attendance daily log to ensure parent communication for non-attendance. (attendance binder, calling system) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>August 2022-June 2023</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages</p> <p>05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - Some Progress</p>

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- Goal 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.
- Objective 7.** (Instructional Strategies) By May 2023, 80% of teachers will use effective instructional strategies as seen in walkthroughs and planning conversations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Facilitates and supports the implementation of high leverage instructional strategies and routines that are modeled and practiced with fidelity in all classrooms. (Title I SW Elements: 1.1) (Target Group: All,ECD,EB,SPED,M,F,AtRisk,K,1st,2nd,3rd,4th,5th) (ESF: 5,5.1)	Campus Administrators, Cluster/Department Leaders	August 2022-June 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
2. Use observation and other data to deliver targeted professional development that is research based and addresses staff and students learning and achievement needs. (Title I TA: 5,6) (Target Group: All,ECD,EB,SPED,M,F,K,1st,2nd,3rd,4th,5th) (ESF: 5,5.1,5.2)	Campus Administrators, Cluster/Department Leaders	August 2022-June 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
3. Develops calendars for professional development that are mortified based on data and teacher / students needs. (Title I SW Elements: 1.1) (Target Group: EB,SPED,M,F,AtRisk,K,1st,2nd,3rd,4th,5th) (ESF: 5,5.2)	Campus Administrators, Cluster/Department Leaders	August 2022-June 2023	(F)Title IIA Principal and Teacher Improvement	05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
4. 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) (ESF: 2,2.1)	Campus Administrators, Chief Instructional Officers	June 2022-June 2023	(S)State Compensatory	Criteria: Payroll/HR Documentation 05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track

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Goal 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.

Objective 1. (Funding Use) By the June 2023, Dr. Fermin Calderon Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop local campus budget that will be aligned to campus improvement plan. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-June 2023	(O)Local Districts - \$0	Criteria: Evaluation from district office, campus budget worksheet 05/03/23 - Completed (S) 02/06/23 - Completed 11/06/22 - On Track

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Goal 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.

Objective 2. (Head Start Participation) By June 2023, Dr. Fermin Calderon Elementary will develop a partnership with Cardwell Elementary to foster early childhood transitions by providing one visit in the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide visits from Irene Cardwell Elementary to campus to provide an easier transition for next school year. (Title I SW: 1,7) (Target Group: PRE K) (Strategic Priorities: 4) (ESF: 3,3.3)	Campus Administrators, Counselors, Parental Aides, Teachers	March 2023 - June 2023	(S)Local Funds - \$0	Criteria: security and confidence attending school, awareness of campus facility 05/03/23 - Completed (S) 02/06/23 - No Progress 11/06/22 - No Progress
2. Will participate at Cardwell Elementary by having one person from the leadership team attend parent orientation. (Title I SW: 1,6,7,10) (Target Group: PRE K) (Strategic Priorities: 4) (ESF: 3,3.4)	Counselors	March 2023-June 2023	(S)Local Funds - \$0	Criteria: sign in sheets, security and confidence attending school, awareness of campus facility 05/03/23 - Completed (S) 02/06/23 - No Progress 11/06/22 - No Progress

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

Objective 1. (Parent Participation) By June 2023, parent participation will increase by 25% and will be measured by parents signing in at parent trainings and campus parent events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Conduct monthly parent meetings/trainings on Title 1 requirements, social and academic themes, including parent orientations for new CDC guidelines for educational institutions.</p> <p>(Finger foods, snacks, facilities, guest speakers at various grade levels, salary for parental aide- will encourage teacher-parent relations, Family Literacy Night, Make-n-Take, parent trainings, information in English and Spanish, ISS, school parent compact, ECI awareness poster, Zoom, Google classroom meets, Classroom dojo) (Title I SW: 1,2,6,9,10) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.4)</p>	<p>Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers</p>	<p>August 2022- June 2023</p>	<p>(F)Title I</p>	<p>Criteria: parent participation logs, surveys, increased student performance</p> <p>05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track</p>
<p>2. Increase and encourage parental communication/involvement from all parents. (school facilities, Parental annual professional development, Open Houses, student work showcases/exhibits, art exhibits, choir/string performances, parent surveys returned, science fair, parent Make and Takes, calendar, master schedule, common planning times, Math Training, Literacy block, PTO, Festival, Google classroom) (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>August 2022- June 2023</p>	<p>(F)Title I</p>	<p>Criteria: parent participation logs, surveys, increased student performance</p> <p>05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track</p>
<p>3. Utilize common forms of media to communicate events and disseminate information effectively in both English and Spanish. (skyward message center, written notes, marquee, district facebook/webpage home visits, notes home, newsletters, surveys, website, telephone calls/logs, emails, monthly calendars, classroom dojo, google classroom) (Title I SW: 1,6,9,10) (Target Group: All)</p>	<p>Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>August 2022- June 2023</p>	<p>(F)Title I</p>	<p>Criteria: parent participation logs, surveys, increased student performance</p> <p>05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track</p>

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

Objective 1. (Parent Participation) By June 2023, parent participation will increase by 25% and will be measured by parents signing in at parent trainings and campus parent events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 4) (ESF: 3,3.4)				
4. Make parent portals available to all parents (Skyward gradebook). (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Counselors, Parental Aides, Parents	August 2022-June 2023	(F)Title I, (S)Local Funds	Criteria: parent participation logs, surveys, increased student performance 02/06/23 - Completed 11/06/22 - On Track
5. Providing on going mechanisms for family and community engagement. (Zoom, Dojo, parent training/supplies, monthly meetings/presentations, student art exhibits, student showcases/exhibits, choir/string performances, Open Houses, Science Fair Make-n-takes, Fine Arts Extravaganza, Family Literacy Nights, parent training on academic issues). (Title I SW: 1,2,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Parental Aides, Parents, Teachers	August 2022-June 2023	(F)Title I	Criteria: Improved cycle grades, reduction of failure rates, improved parent awareness 05/03/23 - Completed (S) 02/06/23 - On Track 11/06/22 - On Track
6. Implement the use of Classroom Dojo to facilitate teacher to parent communication. (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Teachers	August 2022-June 2023	(F)Title I	Criteria: increased parent communication and student participation and performance 05/03/23 - Completed (S) 02/06/23 - Completed 11/06/22 - On Track

Comprehensive Needs Assessment Summary – Calderon 2022-2023

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

STAR Reassess Report	Benchmarks	STAAR Ready
Summative Exams	Survey results	Learning Walk Data
Grow Your Own Success	Student STAAR Data	STAR Renaissance
Data for Awards	Attendance	Surveys
STAAR Renaissance	Del Rio Cares Lessons	Student Demo
STAAR Data	Sign In Sheets	Counseling Referral Logs
Home Visit Records	Teacher Parent Logs	Inventory of Materials
PEIMS Data	Enrollment Data	Technology Inventory

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	STAAR Renaissance, Reading Eggs and Education Galaxy RTI Meetings and Planning during the day with data talks Benchmarks and summatives Freindly, healthy, safe environment Tutorial Program Coyote Time	Improved attendance with reqward for grades and attendance More parent involvement / Training for Education Galaxy for Teachers More motivation to read and participate in AR TELPAS score improvement (teachers need headsets to practice in classroom) Address needs of Special Populations to show growth in that area (differentiation) Counselors to monitor students to ensure basic needs are met	Address needs of Special Populations to show growth in ELA and Math. Improve attendance. Improve TELPAS scores
	New teacher mentor program	Teacher decompress time and space	Training for teachers.

<p>Staff Quality</p>	<p>Three hours of planning per week</p> <p>Learning Walks</p> <p>Cluster Leaders in interview process</p> <p>Great communication</p> <p>Surveys and Feedback</p>	<p>Teachers need additional training.</p> <p>Teacher and para incentives</p> <p>More full time aides to help special populations</p> <p>More training for aides</p> <p>Lower teacher to student ratios focus on Special Pops)</p>	<p>Training for aides.</p> <p>Hire/ retain highly qualified staff.</p>
<p>School Climate/ Safe & Healthy Schools</p>	<p>Teacher Planning and collaboration</p> <p>Family Fridays in the library</p> <p>Literacy Night</p> <p>Random Acts of Kindness</p> <p>Awards Assemblies</p> <p>Birthday Celebrations</p>	<p>Attendance incentives / Loteria Night / Large Awards Donated</p> <p>Campus Behavior plan</p> <p>Counselor's Coyote Club</p> <p>Campus Maintenance Needs addressed (playground, grass, water fountains)</p> <p>Program / system for Tardy (focus on Parents) Students</p> <p>Transportation to extra curricular activities</p>	<p>Campus Behavior Plan</p> <p>Attendance incentives</p> <p>Counselor's Club</p>
<p>College & Career Readiness/ Graduation/ Dropout Reduction</p>	<p>Weekly College Days</p> <p>Caring staff</p> <p>Del Rio Cares Program</p> <p>Students are showing growth</p>	<p>Academic preparation / Career Survey / Counseling Guidance Lessons on Career / FAFSA exposure</p> <p>Student data walls across all classrooms</p> <p>CTE involvement in career day or family night</p> <p>Partnership with LAFB mentor program</p>	<p>Counseling guidance lessons</p> <p>Mentor program</p> <p>Partner with CTE</p>

	Career Day	DFC alumni or local "celebrity" come to visit and read to students	
	Counselors showed video on CTE programs	Buddy system within the school (match lower grade class with upper grade class)	
Family and Community Involvement	DoJo	printed report cards or parent training on Skyward	Parent training on Skyward
	School Facebook Page	all documents sent home translated into Spanish	Open House
	Monthly calendars	Open House	VIP Assistance
	Menus sent home	PTO Festival / VIP Parent Assistance	
	School Dismissal App	Loteria Nights for Attendance Incentives	
	Literacy Nights	UIL recruitment	
District/Campus Commitments	Technology in the Classrooms (one Chromebook per student)	Better quality headphones and wireless mouse for students	Minimize Special Education numbers per teacher
	Inclusion Support	Minimize Special Education counts per teacher	
	Implementing technology using various apps while learning	Better computer speakers and PA systems	Platform for teachers to share on computer through our HUB
	Computer Lab Time	More frequent bus stops (Val Verde)	
	Coyote Time	Technology for students out for illness or injury	Improve technology accessories
	School Dismissal System	Better way for teachers to share apps and activities found on computers	

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.

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 (CIP) and Comprehensive Needs Assessment

Jointly Developed

Parents, students, and staff work together and share ideas to develop each 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 meetings.
- The campus School-Parent Compact ensures that all 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. Keep an eye for flyers and information located on our school and district website. 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
- SFDRCSISD District and School Website

For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4620.

DR. FERMIN CALDERON ELEMENTARY SCHOOL

**School-Teacher
Parent-Student
Compact
2022-2023**



**EMPOWERING
CHILDREN TO
REACH THEIR
FULL POTENTIAL**

**Allison Mercier,
PRINCIPAL**

**1900 Highway 90.
Del Rio, Texas 78840**

830-778-4620

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

SFDRCID District Vision

San Felipe Del Rio CISD, in partnership with our families and community, empowers every student to excel through a culture of collaboration, innovation, and achievement.

SFDRCID District Mission

San Felipe Del Rio provides a high-quality, innovative curriculum with engaging, relevant instruction. We meet the individual needs of students and staff in a safe, nurturing, and collaborative environment which encourages development and growth.

SFDRCID Shared Beliefs

We believe:

- Communication and collaboration among families, community, and educators are vital.
- In equity by providing the resources, support, and motivation necessary to differentiate instruction.
- All students should be equipped with a strong foundation of knowledge, including 21st century skills, so they are life-long learners prepared to be successful after high school.

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.

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 my school.

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.

Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

Dr. Fermin Calderon Elementary

Title I

Parental Liaison

Lorena Martinez

830-778-4633

Lorena.martinez@sfdrcisd.org

¿Qué es un pacto entre escuela, maestro, padre y estudiante?

El Pacto entre la escuela y los padres describe cómo nuestra escuela trabajará junto con los estudiantes y los padres para ayudar a los niños a alcanzar los más altos estándares del estado. Describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento de los estudiantes. Describe qué estrategias pueden usar las familias en casa para apoyar el aprendizaje de sus hijos.

- Se discute con los padres/tutores durante las conferencias de padres/maestros al comienzo del año.
- Los comentarios y el apoyo adicional son bienvenidos en cualquier momento.
- Vinculado a nuestro Plan de Mejora del Campus.

Desarrollado Conjuntamente

Los padres, los estudiantes y el personal trabajan juntos y comparten ideas para desarrollar cada pacto Escuela-Padre-Estudiante.

- Se lleva a cabo una reunión cada año al comienzo del año escolar con los miembros del comité para revisar y actualizar el pacto después de las reuniones del Título I.
- El Pacto entre la escuela y los padres del campus garantiza que todos los estudiantes reciban la mejor oportunidad de logro académico gracias al trabajo conjunto de la escuela y la familia.

Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Esté atento a los folletos y la información que se encuentran en el sitio web de nuestra escuela y distrito. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar:

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Especiales en la Escuela
- Pláticas/Reuniones con los Principales

La Comunicación es clave

Estamos comprometidos con la comunicación bidireccional frecuente con los estudiantes y las familias con respecto al aprendizaje de los estudiantes. Nuestra escuela reconoce la importancia de compartir información consistente y específica con los padres.

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Boletín Mensual
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDRICISD

Para obtener información sobre cómo proporcionar comentarios o para obtener acceso a nuestro Plan de mejora del campus, comuníquese con la oficina de nuestra escuela al 830-778-4620.

DR. FERMIN CALDERON ELEMENTARY SCHOOL

**Acuerdo entre Escuela-Maestro-
Padre-Alumno
2022-2023**



**EMPODERAR A
LOS NIÑOS
PARA
ALCANZAR SU
MAXIMO
POTENCIAL**

Allison Mercier, PRINCIPAL

1900 Highway 90.

Del Rio, Texas 78840

830-778-4620

OBJETIVOS PARA EL RENDIMIENTO DEL ESTUDIANTE – Escuela, Maestros, Padres, Estudiantes

Vision del Distrito SFDRICISD

San Felipe Del Rio CISD, en asociación con nuestras familias y la comunidad, capacita a cada estudiante para sobresalir a través de una cultura de colaboración, innovación y logros.

Misión del Distrito SFDRICISD

San Felipe Del Rio ofrece un plan de estudios innovador y de alta calidad con instrucción atractiva y relevante. Satisfacemos las necesidades individuales de los estudiantes y el personal en un entorno seguro, enriquecedor y colaborativo que fomenta el desarrollo y el crecimiento.

Creencias Compartidas

Nosotros creemos:

- La comunicación y la colaboración entre las familias, la comunidad y los educadores son vitales.
- En equidad al proporcionar los recursos, el apoyo y la motivación necesarios para diferenciar la instrucción.
- Todos los estudiantes deben estar equipados con una base sólida de conocimientos, incluidas las habilidades del siglo XXI, para que sean aprendices de por vida preparados para tener éxito después de la escuela secundaria.

Acuerdo Escolar

Como escuela, aceptamos:

- Hacer de la escuela un lugar positivo, de apoyo y seguro con un entorno de aprendizaje saludable.
- Brindar oportunidades para reuniones y capacitaciones para padres que mejoren la participación de los padres.
- Proporcionar un plan de estudios de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos eficaces y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación entre padres y escuela.

Acuerdo del maestro

Como maestro, acepto:

- Modelar la instrucción y proporcionar a los padres materiales de contenido y estrategias por nivel de grado durante talleres para padres, boletines, conferencias y medios electrónicos.
- Comparta con los padres y los estudiantes los datos de evaluación y ofrezca materiales y métodos para que los padres y los estudiantes los apliquen en casa.
- Comunicarse con los padres y estudiantes en una variedad de plataformas, incluyendo conferencias cara a cara, teléfono, textos y medios electrónicos.

Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo a seguir positivo para mis compañeros de clase y otros en la escuela.

Acuerdo de los Padres

Como padre, acepto:

- Asegurar que mi hijo sea puntual y asista a la escuela todos los días.
- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.
- Sea voluntario y asista a conferencias de padres y actividades escolares.
- Mantener una comunicación abierta con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o mejorar la lectura diaria en casa.

Desarrollo y Distribucion

- Este pacto ha sido desarrollado conjuntamente y acordado con los padres de los niños que participan en los Programas Título I, Parte A.
- La escuela distribuirá este compacto a todos los padres de los niños participantes del Título I, Parte A.
- El campus proporcionará una copia de esta política a los padres en el idioma que los padres puedan entender.

Dr. Fermin Calderon Title I

Parental Liaison

Lorena Martinez

830-778-4633

Lorena.martinez@sfdrcisd.org

Discuss the importance of Title 1 with parents and let them know what it is about. 9:15-9:45

Discuss the parent compact and make any changes that need to be done. 9:45-10:15

Human Resources also made a short presentation for our parents to get them interested in substituting in our school. 10:15-10:30

TITLE I

DR FERMIN CALDERON
PARENT AND FAMILY ENGAGEMENT POLICY
2022-2023

STATEMENT OF PURPOSE

- I. **DR FERMIN CALDERON** 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 school improvement plan process.

The school values the role parent's 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 District.

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 Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. 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 campuses' 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 Campus Improvement Plan (CIP) and Campus Comprehensive Needs Assessment (CNA), Language Proficiency Assessment Committee (LPAC), committees and trainings, Title I parent meetings 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. The campus will involve parents in school activities including meetings, trainings, awards ceremonies, student performances, special events and parent-student conferences.

STAFF AND PARENT COMMUNICATION

- V. **DR FERMIN CALDERON**: 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 Campus 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. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCSID Federal and State Programs Department at 830-778-4153.

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 **DR FERMIN CALDERON** on September 7, 2022 and will be in effect for the period of 2022-2023. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.

A. Mercer

(Signature of Authorized) Principal

9/7/22

(Date)

Alma Cavazos

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. Norma L Saucedo
2. Melissa Garcia
3. Dean John

DR FERMIN CALDERON
POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES
2022-2023

DECLARACIÓN DE PROPÓSITO

- I. DR FERMIN CALDERON administración, facultad, apoyo personal, padres y los miembros de la comunidad desarrollarán, acordarán y distribuirán a los padres una Política de participación de padres y familias por escrito y Escuela – Padre Compacto. La política deberá establecer expectativas y establecer la estructura de calidad para la participación de los padres. Esto se logrará como parte del proceso para el plan de mejoramiento escolar.

La escuela valora el papel que desempeñan los padres como los primeros maestros de sus hijos y la influencia de su continuo apoyo para permitir que sus hijos alcancen los estándares de desempeño estudiantil del estado.

La siguiente política cumple con los requisitos legales de ESSA, Sección 1116(d). Esta política estará disponible para todos los padres de San Felipe Del Rio Consolidated Independent School District.

PARTICIPACIÓN DE PADRES Y FAMILIARES EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO de la Junta de Fideicomisarios del Distrito Escolar Independiente Consolidado de San Felipe Del Rio, administradores, maestros, personal de apoyo, padres y comunidad, en asociación con agencias públicas y privadas, está comprometido a brindar el apoyo, los recursos y el rigor académico para garantizar que todos los estudiantes alcanzan la excelencia educativa y social.

ESCUELA - PACTO DE PADRES

- III. El Pacto entre la escuela y los padres describirá los medios por los cuales los padres y la escuela compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Una revisión y revisión anual, si es necesario, será parte del Plan de Mejoramiento del Campus (CIP) y del proceso de la Evaluación Integral de Necesidades (CNA). La Política de participación de padres y familias del Título I se revisará y distribuirá a los padres durante las primeras seis semanas de clases, reuniones especiales u otras iniciativas a nivel del campus durante la escuela.

OPORTUNIDADES DE PARTICIPACIÓN DE LOS PADRES

- IV. La capacidad de cada campus para construir una fuerte camaradería con padres deberá ser logrado por el ofrecimiento de oportunidades por padres para proporcionar información y hacer recomendaciones con respecto a los programas de Título I. Estas oportunidades se abordarán en el Plan de Mejoramiento del Campus (CIP) y la Evaluación Integral de Necesidades del Campus (CNA), Comité de Evaluación del Dominio de Idioma (LPAC), comités y capacitaciones, reuniones de padres de Título I y capacitaciones. Además, taller de habilidades para padres, voluntarios del campus, preparación para la escuela, capacitación para padres, capacitación en alfabetización y uso de tecnología, según corresponda, se proporcionará a los padres para fomentar la educación de los padres. El plantel involucrará a los padres en las actividades escolares que incluyen reuniones, capacitaciones, ceremonias de premiación, actuaciones estudiantiles, eventos especiales y conferencias de padres y alumnos.

COMUNICACIÓN DEL PERSONAL Y LOS PADRES

- V. **DR FERMIN CALDERON:** hará todo lo posible para comunicar a los padres la información sobre los programas del Título I, Parte A, las descripciones y explicaciones del plan de estudios, las evaluaciones académicas utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes durante las visitas al hogar y los padres. conferencias
- VI. Se utilizarán contactos personales, llamadas telefónicas, boletines mensuales, menús, calendarios, notas de los maestros, la marquesina de la escuela, visitas al hogar, conferencias de padres y maestro, correo electrónico del distrito, sitio web del distrito, página de Facebook del distrito y avisos escritos para establecer y mantener líneas abiertas de comunicación con los padres. Toda la información oral o escrita relacionada con los programas escolares para padres se proporcionará en un formato y un idioma que los padres puedan comprender.

EVALUACIÓN

- VII. Padres serán informados e invitados a participar en la evaluación anual del contenido y el efecto de la Política y prácticas de participación de padres y familias del campus. Ellos también consideraran:

- Calidad académica del Título I, Parte A Escuelas
- Identificar formas de superar las barreras que pueden limitar la participación de padres
- Revisión y revisión de Campus School – Padres Compacto
- Aumentar padre intervención

Los resultados de la evaluación anual se utilizarán para revisar y diseñar prácticas y estrategias de políticas de padres para mejorar la participación de los padres a nivel del distrito y del campus. Se pueden proporcionar comentarios sobre los requisitos del Título I de ESSA mencionados anteriormente llamando al Departamento de Programas Federales y Estatales de SFDRICSD al 830-778-4153.

RESERVA DE FONDOS

- VIII. Los padres de niños que reciben servicios del Título I, Parte A están involucrados e informados en las decisiones sobre cómo se asignan estos fondos para la participación de los padres. actividades.

ADOPCIÓN

Esta Política de participación de los padres y la familia de la escuela ha sido desarrollada y acordada en conjunto con los padres de los niños que participan en los programas Título I, Parte A, como lo demuestran los padres, administradores y consejeros. Esta política fue aprobada por **DR FERMIN CALDERON** el 7 de Septiembre, 2022 y estará vigente para el período 2022-2023. La notificación electrónica y/o escrita de esta política se distribuirá en un formato comprensible y uniforme a todos los padres y miembros de la comunidad, en un idioma que todos puedan entender.

A. Mercier

(Firma de Autorizado) Principal

9/7/22

(Fecha)

Alma Cavazos

(Firma del Autorizado) Principal / Asistente Comité de padres designado:

1. Norma L Saucedo

2. Melissa Garza

3. Diana Salas

Fermin Calderon Elementary School

McKinney Vento/Families in Transition

Staff Training, Monday, September 12, 2022, 3:30 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

McKinney-Vento/Families in Transition

Sign In Sheet

Dr. Fermin Calderon

09-12-2022, 3:30 pm

Campus

Date/Time

Staff Name	Position	Signature
Wendy Sanchez	Resource Aide	Wendy Sanchez
Melissa Hernandez	teacher	Melissa Hernandez
Ylsamy Obregon	teacher	Ylsamy Obregon
Alondra Saldivar	aide	Alondra Saldivar
Eileen Chaverria	5 th teacher	Eileen Chaverria
Nicole Saucedo	3 rd	Nicole Saucedo
Vanessa Salazar	4 th teacher	Vanessa Salazar
Erica Barrea	Counselor	Erica Barrea
Cindy Cardenas	teacher	Cindy Cardenas
Neida Ortiz	5 th teacher	Neida Ortiz
Leonor Garcia	4 th	Leonor Garcia
Melva N. Retagos	5 th	Melva N. Retagos
Vanessa Sanders	Kinder	Vanessa Sanders
F. Cantu	Kinder	F. Cantu
C. Jim	k	C. Jim
Patricia R. Valijo	Art	Patricia R. Valijo
Paula Navarrete	Aide	Paula Navarrete
Claudia Lopez Robbin	PE	Claudia Lopez Robbin
Nicolasa Obregon	3 rd Grade	Nicolasa Obregon
Ara Ortiz	2 nd	Ara Ortiz

McKinney-Vento/Families in Transition

Sign In Sheet

Dr. Fermin Calderon

09-12-2022, 3:30 pm

Campus

Date/Time

Staff Name	Position	Signature
Brenda Rdz	teacher	Brenda Rdz
Angelita Fraga	teacher	A. Fraga
Allison Mercier	Principal	A. Mercier
Jocelynn Oriedo	teacher	J. Oriedo
Daniela Gallegos	teacher	D. Gallegos
Francis Fierro	teacher	F. Fierro
Jesuita Aguero	Aide	J. Aguero
Maricela Chavarria Flores	Sp Ed Aide	M. Chavarria Flores
Adriana Juarez	Secretary	A. Juarez
Rosalinda Diaz	Teacher	Rosalinda Diaz
Yelms Ortiz	Teacher	Yelms Ortiz
Ruby Lewis	Aide	Ruby Lewis
Angel G. Costello	Teacher	A. G. Costello
Diana N. Arreola	Dyslexia	D. N. Arreola
Agustina Garcia	teacher	A. Garcia
Marisela Mota	tutor	M. Mota
Frazer Gungor	Teacher	F. Gungor
Paulina Delos Reyes	teacher	P. Delos Reyes
Karla Davila	Aide	K. Davila
Vinuesa Rojas-Sinclair	teacher	V. Rojas-Sinclair

McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs



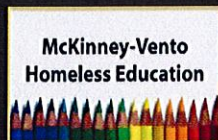
The McKinney-Vento Act

- Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA-Title I, Part A-Improving Basic Programs
- Main Themes of the McKinney-Vento Act
 1. School Access
 2. School Stability
 3. Support for Academic Success
 4. Child-Centered, best interest decision making
 5. Critical role of the Mandatory Local Homeless Education Liaison.



Key Provisions of McKinney-Vento Federal Law:

- Immediate enrollment
- Choice of schools
- Transportation services
- Educational resources/supplies, clothing
- Dispute resolution
- Free reimbursable meals (breakfast, lunch)



How do people become homeless?

- Poverty
- Loss of job/income/disability/incarceration
- Lack of affordable housing
- Natural disasters including hurricanes, floods, tornados, fire
- Insect or mold infestations
- Domestic violence/disputes
- Intolerable home environment
- Every case is different and generally has a very unique reason.



Who is considered homeless?

- Individuals who lack a Fixed, Adequate and Regular (FAR) nighttime residence, including:
- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons.
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative, adequate accommodations.
- Living in emergency or transitional shelters.
- Awaiting foster care placement. Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar situations.
- Migratory children living in the circumstances described above.
- Unaccompanied youth living in the circumstances described above.



Warning Signs of the Homeless: Lack of Educational Continuity:

- Attendance at many different schools
- Lack of personal enrollment records
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize



Warning Signs of the Homeless: Poor Nutrient and Hygiene

- Lack of immunization or immunization records
- Unmet medical/dental needs
- Increased vulnerability to cold/flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)
- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming (well groomed one day and poorly groomed the next)



Warning Signs of the Homeless: Transportation and Attendance Concerns

- Erratic attendance/tardiness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in school field trips
- Absences on days when students are to bring special treats from home
- Inability to contact parent(s) with wrong numbers, disconnected phones



Warning Signs of the Homeless: Lack of Privacy/After School Hours

- Consistent lack of preparation for school
- Incomplete or missing homework (no place to keep work/supplies)
- Unable to complete special projects
- Lack of basic school supplies
- Loss of books and other supplies on regular basis
- Concern for safety of belongings
- Refusing invitations from classmates



Warning Signs of the Homeless: Social and Emotional Concerns

- poor self-esteem
- extreme shyness
- unwilling to risk forming relationships
- difficulty socializing at recess
- difficulty trusting people
- aggression, "old" beyond years
- protective of parents
- clinging behaviors
- developmental delays
- fear of abandonments
- school phobia - wants to be with parents
- need for immediate gratification
- anxiety late in the school day



Typical stressful experiences of children in homeless situations:

- Physical Abuse
- Health Problems
- Low self-esteem
- Malnutrition
- Sleeping Problems
- Lags in language skills
- Learning disabilities
- Developmental delays



Reactions/statements by parent, guardian or child:

- Exhibiting anger or embarrassment when asked about current address.
- Mention staying with grandparents, other relatives, friends, in a motel or comments such as:
- "I don't remember the name of our previous school."
- "We've been moving around a lot."
- "Our address is new; I can't remember it." (lack of permanency?)
- "We're staying with relatives until we get settled."
- "We're going through a bad time right now."
- "We've been unpacking, traveling, etc." (to explain poor appearance/hygiene)

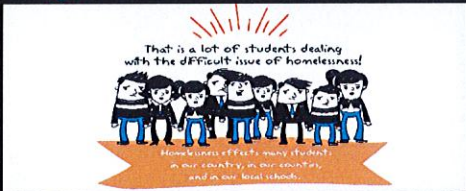


Possible reactions of homeless children to stressful situations:

- May be restless and leave projects unfinished.
- May fight for control at school.
- May be easily frustrated and act out.
- May cling to what they have and might be aggressive in trying to claim something for themselves.
- May fall asleep frequently in class.
- May hoard food to take home.



Questions/Concerns



THANK YOU FOR YOUR ASSISTANCE
WITH OUR HOMELESS CHILDREN AND FAMILIES.

2022-2023 McKinney-Vento/Familias en Transición San Felipe Del Rio CISD

Estimados Padres / Tutores,

Estudiantes de **Familias en Transición** son quienes carecen de un lugar adecuado o residencia regular donde pasar la noche a causa de dificultades económicas. **Por favor marque con una "X" en el espacio o espacios que mejor apliquen a la situación del estudiante/familia.**

- Se están quedando en hoteles, en refugios de emergencia, campamentos, parques o en vehículos personales
- Comparten la vivienda de otras familias a causa de violencia doméstica, incendio, desastres naturales, desalojo, divorcio, expulsión de los padres (del país) o encarcelamiento
- Están en un refugio para Mujeres y Niños o iglesias
- Están en infraviviendas sin agua/electricidad/calor u otros lugares no utilizados normalmente para dormir
- Son jóvenes que han huido o no son acompañados (de sus padres o tutores)
- Están en espera de colocación de cuidado de crianza

Los estudiantes de Familias en Transición, (una vez certificados), puede quedarse en su escuela de origen todo el año, si es factible, aun si él/ella se cambia; o los estudiantes pueden inscribirse en la escuela utilizando su dirección temporal.

Estudiantes de *Familias en Transición* califican para participar en el programa de comida gratis, recursos y servicios escolares (Título I); y otros servicios del distrito destinados a apoyar el éxito académico, como las asesorías.

Solo proporcione la siguiente información SI marcó alguno de los criterios anteriores para solicitar su estudiante / familia / persona y devuelva este formulario a la oficina de la escuela de su hijo.

Escuela _____

Nombre del estudiante _____

De Identificación _____ Fecha de Nacimiento _____

Dirección _____ Teléfono _____

Nombre del padre/tutor _____

Para información adicional, por favor llame o visite a:

Rufina (Ruby) Adams, M.Ed.
McKinney-Vento Liaison
830-778-4149
rufina.adams@sfd-r-cisd.org

Programas Federales y Estales
902 Cantu Road, Anexo II
Del Rio, Texas 78840
830-778-4153

El subtítulo VII-B de la Ley de asistencia a personas sin hogar de McKinney-Vento (42 USC § 11431 y siguientes; en adelante, la Ley de McKinney-Vento), reautorizada en 2015 por el Título IX, Parte A de la Ley de éxito de todos los estudiantes (ESSA), garantiza la educación derechos y protecciones para niños y jóvenes sin hogar.

2022-2023 McKinney-Vento/Families in Transition

San Felipe Del Rio CISD

Dear Parents/Guardians;

Students from **Families in Transition** are those who lack a fixed, adequate or regular nighttime residence due to economic hardship. **Please place an "x" in the blank(s) below IF ANY of these situations apply to your student/family.**

_____ are staying in motels, emergency shelters, campgrounds, parks or personal cars

_____ share housing with other families temporarily (doubling up) due to domestic violence, fire, natural disasters, eviction, divorce, and parent deportation or incarceration

_____ are staying at the Women's and Children's Shelter or church facilities

_____ live in substandard housing without water/electricity/heat or other places not ordinarily used for sleeping

_____ are runaway or unaccompanied youth (not with a parent or legal guardian)

_____ are awaiting foster care placement

Students from *Families in Transition*, (once certified), may stay in their school of origin all year, if feasible, even if he/she moves; or students may enroll in the school serving his/her temporary address.

Students from *Families in Transition* are automatically eligible to participate in the school meals program; instructional services and resources through Title I; and other district services intended to support academic success, such as tutoring.

Only provide the following information IF you checked any of the above criteria as applying for your student/family/self and return this form to your child's school office.

Campus _____

Student Name _____

Student ID # _____ Student DOB _____

Address _____

Phone# _____

Parent Name _____

For additional information, please call or visit:

Rufina (Ruby) Adams, M.Ed.
McKinney-Vento Liaison
830-778-4124
rufina.adams@sfdrcisd.org

Federal and State Programs
902 Cantu Road, Annex II
Del Rio, Texas 78840
830-778-4153

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.; hereafter the McKinney-Vento Act), reauthorized in 2015 by Title IX, Part A of the Every Student Succeeds Act (ESSA), ensures educational rights and protections for children and youth experiencing homelessness.

Dr. Fermin Calderon Elementary School
The Value and Utility of Parental Engagement
Staff Training, Monday, September 12, 2022, 3:30 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



The Value and Utility of Parent and Family Engagement Sign In Sheet

Dr. Fermin Calderon Elementary

09-12-2022, 3:30 pm

Campus

Date

Staff Name	Position	Signature
Karla Davila	Aide	
Melissa Hernandez	teacher	
Ytsany Obregon	teacher	
Alondra Saldivar	aide	
Eileen Chavarria	5 th teacher	
Nicole Saucedo	3 rd	
Vanessa Salazar	4 th teacher	
Erica Barrera	Counselor	
Cindy Card	teacher	
Nelda Ortiz	5 th teacher	
Guacabajas	4 th	
Melva N De Hoyos	5 th teacher	
Vanessa Sanchez	Kindler	
F Canty	Teacher K	
Cindy	K	
Paula Navar	Aide	
Claudia Juarez Dobson	PE	
Rita R. Valley	Art	
Nicolas Delgado	3 rd grade	
Ana MZ	4 th	

The Value and Utility of Parent and Family Engagement Sign In Sheet


Dr. Fermin Calderon Elementary

09-12-2022, 3:30 pm

Campus

Date

Staff Name	Position	Signature
Brenda Rey	teacher	Brenda Rey
Angelita Fraga	teacher	A. Fraga
Allison Mercier	Principal	A. Mercier
Soclym Ariedu	teacher	Soclym
Daniela Gallego	teacher	D. Gallego
Francis Fierro	teacher	F. Fierro
Jovita Agüero	J. Aide	Jovita Agüero
Natalia Chovancio H	SP Ed Aide	Natalia Chovancio
Rosalinda Daz	Teacher	Rosalinda Daz
Velma Cruz	Teacher	Velma Cruz
Adriana Juarez	Officer	A. Juarez
Ruby Lewis	Aide	Ruby Lewis
Diana N. Arreda	Dyslexia	D. N. Arreda
Angel B. Castillo	Teacher	Angel B. Castillo
Aditya Hawkins Garza	Teacher	Aditya
Mansela Mata	Tutor	Mansela Mata
Graciela Grayado	teacher	G. Grayado
Paulina Delos Reyes	teacher	Paulina Delos Reyes
Vanessa Rojas-Sindin	teacher	Vanessa Rojas
Wendy Sanchez	Aide	Wendy Sanchez




The Value and Utility of Parental and Family Engagement Staff Training

Federal and State Programs
2021-2022

ESSA TITLE I REQUIREMENTS


- Must train staff on the Value and Utility of Parent and Family Engagement.
- Must train staff on McKinney-Vento/Families in Transition.
- With parents, jointly create Campus Parent and Family Engagement Policy and School-Compact.
- Hold 2 Title I meetings in the fall with flexible hours.
- Encourage campus Parent and Family Engagement.
- Provide parents available school and community resources.



What is Parental and Family Engagement?

- The participation of parents and families in regular two-way, meaningful communication involving their student's academic learning and other school activities.
- Every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background.
- Consequently, every family has the potential to support and improve the academic achievement of their children.
- Parents are their child's first teacher.
- Parent engagement is a process and not a one time activity as it requires ongoing energy and effort.

Parent & Family Engagement



Parent and Family Engagement include:

- participation of parents and families in regular, two-way meaningful communication involving student academic learning and other school activities ensuring.
- parents/families play an important role in assisting their child's learning.
- parents/families are encouraged to be actively involved in their child's education at school.
- parents/families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.



Outdated thinking of Parent and Family Engagement:

- Parents should come to school only when invited.
- Parents only come to school for discipline issues.
- Stay-at-home mothers serve as "homeroom mothers".
- Parents visit school mainly for children's performances and open houses.
- Parents only help raise money for school.



Welcoming Atmosphere:

- The physical environment: parking areas, office, classrooms, lobby, hallways, classrooms, cafeteria, playground, etc.
- Written materials: newsletters, student and school activity calendars, parent handbook, flyers and other materials distributed by the school in a language parents can understand. Attractive and informative campus website, polite, informative telephone message lines.
- Procedures and policies: the polite and informative communication of events, open house, conferences, etc.
- Staff visible throughout the entire day with a welcoming smile.
- <https://youtu.be/VxyyWShewI>



Parent and Family Engagement benefits:

- Research demonstrates parent and family engagement significantly contributes to improved student outcomes.
- Everyone including all students, parents, teachers, administrators and communities, benefit from family engagement.
- Improvements occur regardless of economic, racial or cultural backgrounds.
- More positive attitudes toward school and teachers.
- Higher achievement, better attendance and more homework completed consistently.
- Reduced drop out rates.
- Higher graduation rates and enrollment rates in post-secondary education.
- Improved school environment accomplished through feelings of "ownership" in entity.



Barriers to Family Engagement:

- Language differences
- Divide Between Home and School
- Past Negative Experiences With Education
- Negative View of the School System
- Understanding the culture and family dynamic is KEY to building positive partnerships with students and families.



Overcoming Barriers:

- Sharing information is a two way process.
- Share with families what is happening in your school and have families share about the child's experiences.
- Home visits or visits to neutral sites are less threatening environments.
- Written correspondence is not as effective as personal conferences and in the language of the parent.
- Offer times and locations of scheduled meetings convenient for parents.
- Have interpreters and childcare available.
- Offer bilingual staff, phone calls, written communications in Spanish when needed.
- Meetings should be informal and based upon family interests.
- Make first meetings more social events rather than formal events.
- Offer school-provided opportunities for participation by families, single parents, employed parents, fathers, etc.
- Ask families for event ideas and include them in your planning.
- Develop a plan for Parent and Community Engagement.

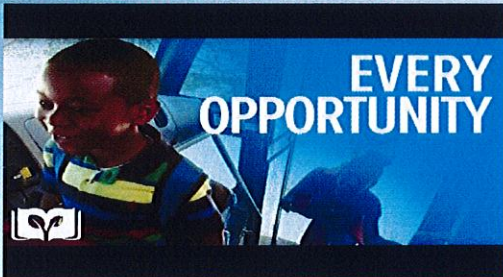


Staff Reflections:

- Why are some teachers more successful than others in engaging parents?
- For what reasons do parents currently visit your campus?
- Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- What is one goal you have set to improve your parent communication?
- How can you help make your school more inviting?
- What can I do to improve my relationship with my parents?



Positive School Climate



QUESTIONS?


Have a successful, positive and engaging school year!

Parent Teacher Relationships

- A solid parent-teacher relationship is the foundation in which families get involved with their student's education.

- Initiating positive communication early is proven to yield encouraging results for students, parents, and their teachers!

SFDRCSID Federal and State Programs




The Value and Utility of Parental and Family Engagement Staff Training

Federal and State Programs
2021-2022


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SFDRCSID Federal and State Programs

Targeted Improvement Plans

Dr. Fermin Calderon Elementary Garfield Elementary and North Heights Elementary

Aida V. Gomez, SFDR CISD Chief Instructional Officer

Principals: Allison Mercier, Carlos Ramirez, and Maytte Soliz

November 14, 2022





Historical Background Information for Grants



- In 2018-2019, the three elementary campus were identified for Targeted Support and Improvement.
- This identification qualified the campuses to apply for the Effective Schools Framework (ESF) Focus Grants.
- Districts did not receive Accountability Ratings in 2019-2020, and 2020-2021.
- The Focus Grants were awarded for two years: 2021-2022 and 2022-2023.

2018-2019 Closing The Gap



Texas Education Agency
 2019 Accountability Ratings Overall Summary
 DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		76	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 85.2%)	35	65	D
Closing the Gaps	64	74	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency
 2019 Accountability Ratings Overall Summary
 GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		69	D
STAAR Performance	40	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	75	80	B
Relative Performance (Eco Dis: 86.7%)	40	75	C
Closing the Gaps	64	74	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency
 2019 Accountability Ratings Overall Summary
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		75	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 80.1%)	35	63	D
Closing the Gaps	66	75	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.



Federal Accountability

- ❖ Campuses are identified for Targeted Support as part of the Federal Accountability System
- ❖ Domain 3 under the State Accountability system is the Federal portion of the district's accountability.
- ❖ This domain is referred to as Closing the Gaps.
- ❖ This domain in Elementary measures 14 Sub-Populations of Students:
 - ❖ Academic Achievement in Reading and Math
 - ❖ Growth Status
 - ❖ English Language Proficiency Status
 - ❖ Student Success Status

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
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ESF Focus Grant

- The ESF Focus Grant was an award of \$162,362.34 over a two year period for each campus.
- The district contracted with the ESC 15 to facilitate the Effective Schools Framework professional development and guidance. The campus cost is \$15,000.00 per year, funded by the grant.
- Remaining funds are approved for resources and materials, professional development, and extra duty pay for staff (such as attending the Campus Leadership training before school began).
- ESC 15: Dr. Michael Bohensky, Rob Hollis and Ryan Knickerbocker partnered up with the three campuses. This is the second year of implementation.
- The ESC 15 partnership:
 - Provide PD for Principals and Cluster Leaders
 - Conduct walk-throughs with Principals for calibration
 - Mediate meetings with TEA
 - Assist in the Goal Settings and Data Collections
 - Submit required quarterly reports to TEA



Closing the Gaps Goals



- **Dr. Fermin Calderon:** Due to the significant growth made in the 2022 accountability year, we plan to have an overall "B" again in 2023. The campus plans to increase the overall score by making an impact in Domain 3--Closing the Gaps. The campus scored an overall domain score of 75 in 2022 and an increase of a minimum of 5% points will move to an 80% for Domain 3. Intentional planning to benefit data meetings that improve academic achievement for ALL students in specifically reading will be a focus to make this goal a reality.
- **Garfield Elementary:** By the end of the 2022-2023 school year, 60% of all students will be at the "Meets" level in the ELAR & Math STAAR.
- **North Heights Elementary:** By June 2023, NHE will increase Academic Achievement for All students by 15% in both reading and math. Meeting this goal will allow our overall Academic Achievement increase in "Meets and Masters," which will also increase Domain 1.

Campus Target Goals

- All three campuses focused on the two Essential Actions below:
 - Essential Action 5.1 Effective classroom routines and instructional strategies.
 - Essential Action 5.3 Data-driven Instruction.
- The two year process is divided into four Cycles.
- Each cycle includes a 90 day outcome.



Essential Actions Implementation

- Key Practices
- Rationale
- How to Build Capacity in the Essential Action
- Desired Annual Outcome
- District Commitment
- Desired 90 Day Outcomes
- Review and evidence of achieving the annual outcome



Campus Profile – Dr. Fermin Calderon Elementary



District Name <input type="text" value="san felipe"/> <input checked="" type="checkbox"/> SAN FELIPE-DEL RIO CISD		Campus Name <input type="text" value="Search"/> <input type="checkbox"/> DEL RIO MIDDLE 8TH GRADE C... <input checked="" type="checkbox"/> DR FERMIN CALDERON EL <input type="checkbox"/> DR LONNIE GREEN JR EL <input type="checkbox"/> GARFIELD EL <input type="checkbox"/> IRENE C. CARDWELL EL		GRANTS 2022 Rating: B Pathway 1/2: Pathway 1 ESF Grant?: Yes External VIP: null Latest **ESF Visit Date: Tuesday, February 22, 2022 ESF Facilitator: Michael Bohensky	
		FEDERAL LABEL 2021: Targeted Support 2022: null		22-23 Fed Yrs Unacc	

Campus Information												
CAMPUS NAME	CAMPUS #	2022-23 SI Specialist	REGION	Grade Span	% EcoDis	% EB/EL	% SpEd	Charter	First AEC	NEW CAMP	Pair Campus #	PAIR NAME
DR FERMIN CALDERON EL	233901112	Sandra Kolorav	'15	'KG - 05	85.20	6.50	10.80	N	N	N		null

2018 Overall Score, 2019 Overall Score and 2022 Overall Scaled Score <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2018</td><td>65</td></tr> <tr><td>2019</td><td>76</td></tr> <tr><td>2022</td><td>86</td></tr> </table>	Year	Score	2018	65	2019	76	2022	86	Domain 1 Scaled Score <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2018</td><td>56</td></tr> <tr><td>2019</td><td>60</td></tr> <tr><td>2022</td><td>64</td></tr> </table>	Year	Score	2018	56	2019	60	2022	64	Campus Ratings <table border="1"> <tr><td>2022</td><td>B</td></tr> <tr><td>2021</td><td>NR-Disaster</td></tr> <tr><td>2020</td><td>NR-Disaster</td></tr> <tr><td>2019</td><td>C</td></tr> <tr><td>2018</td><td>MS</td></tr> <tr><td>2017</td><td>MS</td></tr> <tr><td>2016</td><td>MS</td></tr> <tr><td>2015</td><td>MS</td></tr> <tr><td>2014</td><td>IR</td></tr> </table>	2022	B	2021	NR-Disaster	2020	NR-Disaster	2019	C	2018	MS	2017	MS	2016	MS	2015	MS	2014	IR
Year	Score																																			
2018	65																																			
2019	76																																			
2022	86																																			
Year	Score																																			
2018	56																																			
2019	60																																			
2022	64																																			
2022	B																																			
2021	NR-Disaster																																			
2020	NR-Disaster																																			
2019	C																																			
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2016	MS																																			
2015	MS																																			
2014	IR																																			
Reset Filters																																				

Domain 2-A Scaled Score <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2018</td><td>65</td></tr> <tr><td>2019</td><td>77</td></tr> <tr><td>2022</td><td>91</td></tr> </table>	Year	Score	2018	65	2019	77	2022	91	Domain 2-B Scaled Score <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2018</td><td>57</td></tr> <tr><td>2019</td><td>65</td></tr> <tr><td>2022</td><td>69</td></tr> </table>	Year	Score	2018	57	2019	65	2022	69	Domain 3 Scaled Score <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2018</td><td>65</td></tr> <tr><td>2019</td><td>74</td></tr> <tr><td>2022</td><td>75</td></tr> </table>	Year	Score	2018	65	2019	74	2022	75
Year	Score																									
2018	65																									
2019	77																									
2022	91																									
Year	Score																									
2018	57																									
2019	65																									
2022	69																									
Year	Score																									
2018	65																									
2019	74																									
2022	75																									

Campus Profile – Garfield Elementary



District Name <input type="text" value="san felipe"/> <input checked="" type="checkbox"/> SAN FELIPE-DEL RIO CISD		Campus Name <input type="text" value="Search"/> <input type="checkbox"/> DEL RIO MIDDLE 8TH GRADE C... <input type="checkbox"/> DR FERMIN CALDERON EL <input type="checkbox"/> DR LONNIE GREEN JR EL <input checked="" type="checkbox"/> GARFIELD EL <input type="checkbox"/> IRENE C CARDWELL FI		GRANTS 2022 Rating: B Pathway 1/2: Pathway 1 ESF Grant?: Yes External VIP: null Latest **ESF Visit Date: Thursday, February 24, 2022 ESF Facilitator: Raelye Self	
		FEDERAL LABEL 2021: Targeted Support 2022: null		22-23 Fed Yrs Unacc	

Campus Information												
CAMPUS NAME	CAMPUS #	2022-23 SI Specialist	REGION	Grade Span	% EcoDis	% EB/EL	% SpEd	Charter	First AEC	NEW CAMP	Pair Campus #	PAIR NAME
GARFIELD EL	233901102	Sandra Kolorav	'15	'KG - 05	90.10	42.50	16.00	N	N	N		null

2018 Overall Score, 2019 Overall Score and 2022 Overall Scaled Score 	Domain 1 Scaled Score 	Campus Ratings <table border="1"> <tr><td>2022</td><td>B</td></tr> <tr><td>2021</td><td>NR-Disaster</td></tr> <tr><td>2020</td><td>NR-Disaster</td></tr> <tr><td>2019</td><td>C</td></tr> <tr><td>2018</td><td>MS</td></tr> <tr><td>2017</td><td>MS</td></tr> <tr><td>2016</td><td>MS</td></tr> <tr><td>2015</td><td>MS</td></tr> <tr><td>2014</td><td>MS</td></tr> </table>	2022	B	2021	NR-Disaster	2020	NR-Disaster	2019	C	2018	MS	2017	MS	2016	MS	2015	MS	2014	MS
2022	B																			
2021	NR-Disaster																			
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2016	MS																			
2015	MS																			
2014	MS																			
Domain 2-A Scaled Score 	Domain 2-B Scaled Score 	Domain 3 Scaled Score 																		

[Reset Filters](#)

Campus Profile – North Heights Elementary

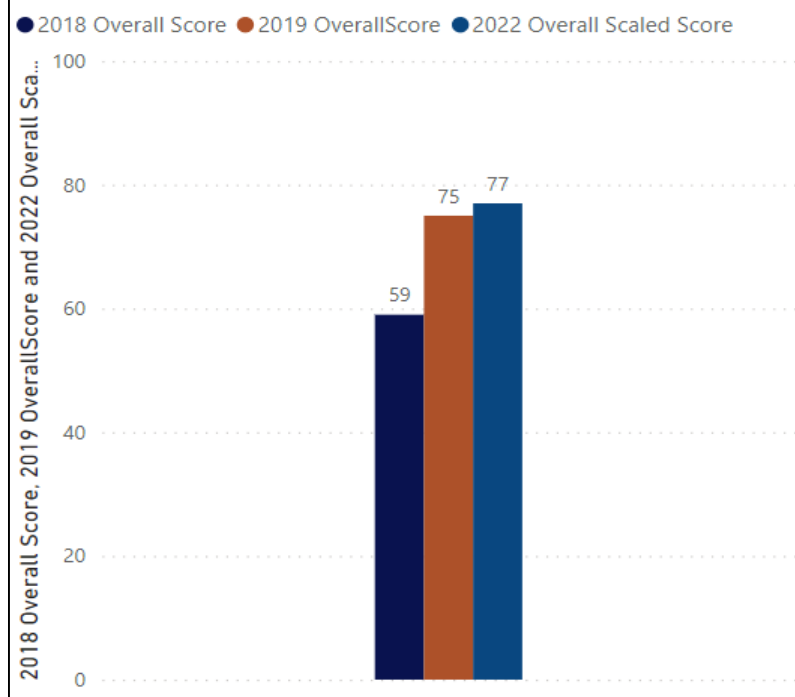


District Name <input type="text" value="san felipe"/> <input checked="" type="checkbox"/> SAN FELIPE-DEL RIO CISD	Campus Name <input type="text" value="Search"/> <input type="checkbox"/> LAMAR EL <input checked="" type="checkbox"/> NORTH HEIGHTS EL <input type="checkbox"/> ROBERTO BOBBY BARRERA EL S... <input type="checkbox"/> RUBEN CHAVIRA EL <input type="checkbox"/> SAN FELIPE MEMORIAL MIDDLE	GRANTS FEDERAL LABEL	2022 Rating: C Pathway 1/2: Pathway 1 ESF Grant?: Yes External VIP: null Latest **ESF Visit Date: Thursday, February 24, 2022 ESF Facilitator: Ryan Knickerbocker
			2021: Targeted Support 2022: null 22-23 Fed Yrs Unacc

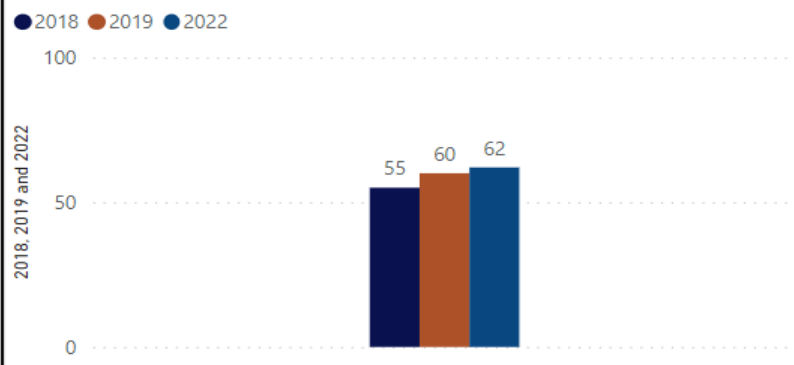
Campus Information

CAMPUS NAME	CAMPUS #	2022-23 SI Specialist	REGION	Grade Span	% EcoDis	% EB/EL	% SpEd	Charter	First AEC	NEW CAMP	Pair Campus #	PAIR NAME
NORTH HEIGHTS EL	233901103	Sandra Kolorav	'15	'KG - 05	81.80	6.80	12.70	N	N	N		null

2018 Overall Score, 2019 Overall Score and 2022 Overall Scaled Score



Domain 1 Scaled Score

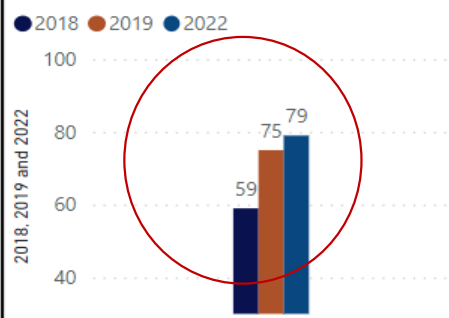


Campus Ratings

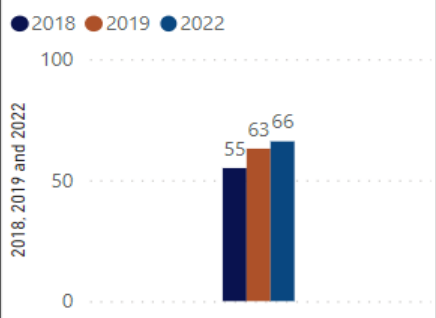
2022	C
2021	NR-Disaster
2020	NR-Disaster
2019	C
2018	IR
2017	MS
2016	MS
2015	MS
2014	IR

Reset Filters

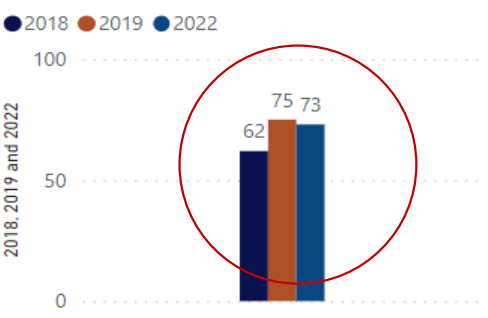
Domain 2-A Scaled Score



Domain 2-B Scaled Score



Domain 3 Scaled Score



Additional ESC 15 Support



Date	Topic
October 2, 2022	Using Student Artifacts to Guide Data Meeting and Instruction
November 14, 2022	Aggressive Monitoring: Doing it Daily
January 9, 2022	Engaging Students in Daily Formative Assessments
February 13, 2022	Reteach Models and Effective Analysis of Student Management
March 20, 2022	Spiraling Reteach through Developing New Learning



Questions?