

# IRENE C CARDWELL 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.*

*The Foundation for Academic Success begins at  
Irene C. Cardwell Head Start.*

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830-778-4650

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Date Reviewed:

Date Approved:

# IRENE C CARDWELL ELEMENTARY

## **Mission**

*The mission of the San Felipe Del Rio CISD Irene C. Cardwell Head Start/Pre-K Program is to collaborate with families and community service organizations to provide parents and our children with opportunities, and resources to support them in achieving lifelong growth and learning through their individual strengths, needs, and interests.*

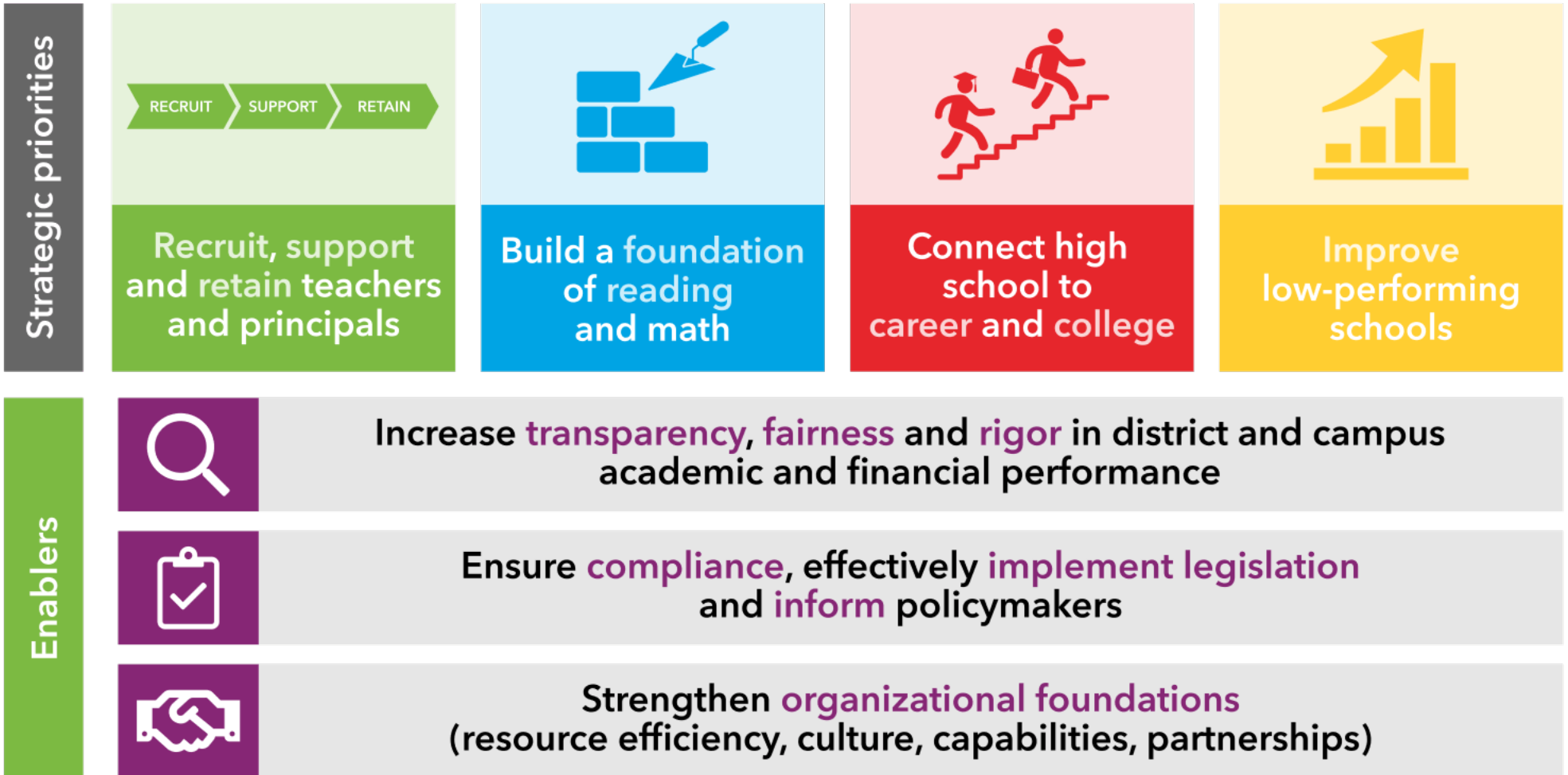
## **Vision**

*The vision for San Felipe Del Rio CISD Irene C. Cardwell Head Start and Pre-K is to see our families and community members as active participants in the preparation of our children for academic success as we achieve School Readiness goals.*

### Nondiscrimination Notice

IRENE C CARDWELL 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>*

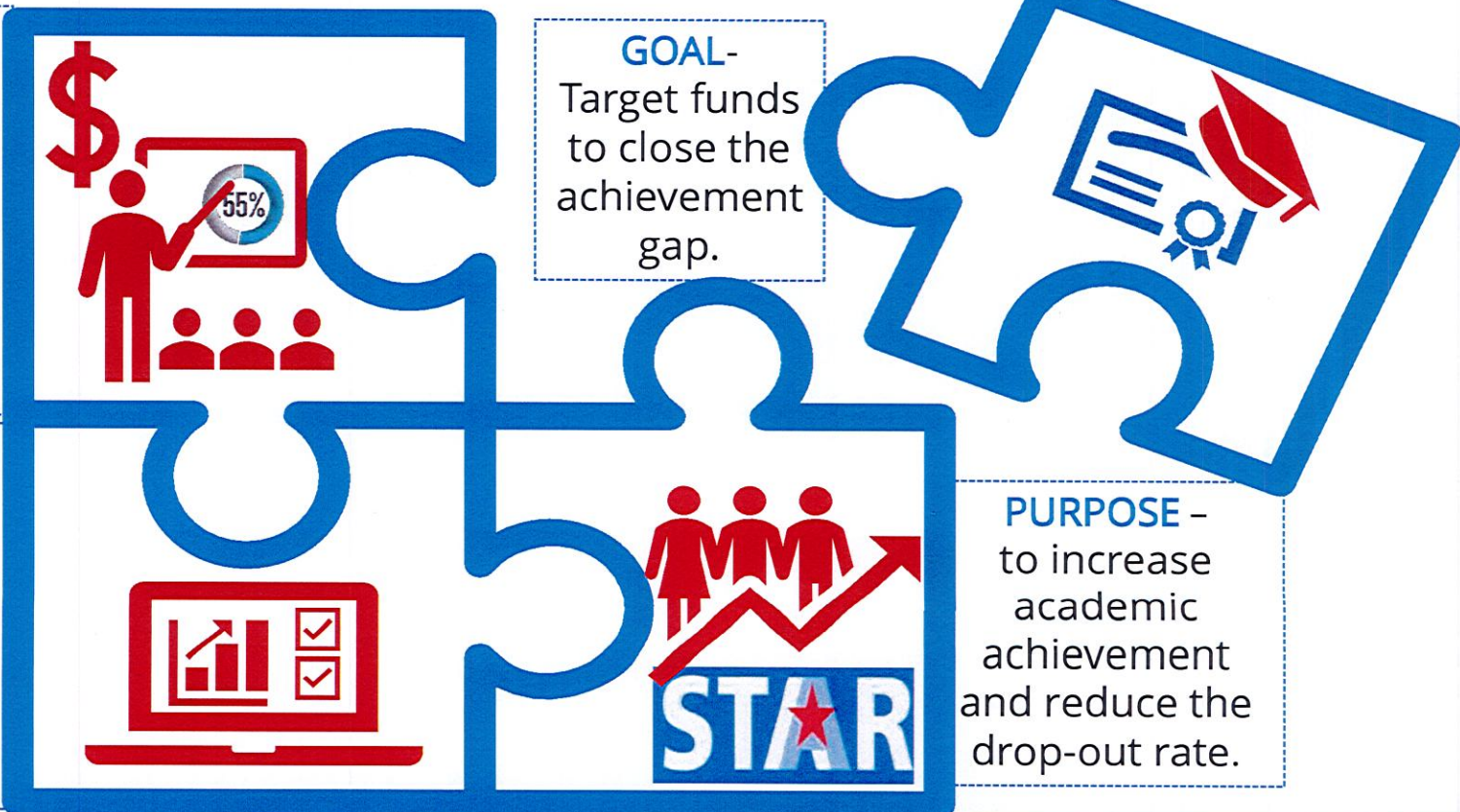
# State Compensatory Education Program

**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.



*\*adapted from TEA State Compensatory Education*

# IRENE C CARDWELL ELEMENTARY Site Base

| Name               | Position                    |
|--------------------|-----------------------------|
| Dixon, Patricia    | Head Start Coordinator      |
| Talamantez, Alanna | Principal/Director          |
| Garcia, Valerie    | Certified Nurse's Assistant |
| Vaquera, Gabriela  | Principal's Secretary       |
| Webb, Linda        | School Board member         |
| Rodriguez, Antonia | Parental Aide               |
| Guerrero, Jose     | Business Representative     |
| Longo, Jessica     | Teacher                     |
| Castillo, Kayla    | Policy Council President    |
| Torres, Wendy      | Teacher                     |

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**Goal 1.** A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

**Objective 1.** 100% of students who are tested will demonstrate improvement by attaining at least 10% increase in each domain assessed through LAP-3 during each aggregation period. (Oct, Feb, May). The new assessment is CPMA, circle progress monitoring assessment.

| Activity/Strategy  | Person(s) Responsible  | Timeline        | Resources   | Evaluation  |
|--|--|-----------------|---|---|
| <p>1. EARLY LITERACY - Implement comprehensive research-based early literacy strategies to primarily promote School Readiness &amp; STEAM initiative including STEAM, Frog Street, vocabulary grammar/letter walls, library books, journals, shared reading &amp; writing, whole/small group instruction, circle time, phonemic awareness &amp; numeracy, read alouds, enrichment labs (Fine Arts to include Music, Art, Science, Literacy, Technology), Dr. Seuss Literacy Festival/Parade, Spring Math Festival, Arts performances, Fatherhood trainings, Families Reading Together, Books on the Move Community Reading Program, Family Literacy Program, Parent Reading Readiness and Outdoor interactive classroom.</p> <p>-----</p> <p>Resources<br/>           **Student incentives, big books, O.W.L. Curriculum, updated Technology Lab, books, enhance library center furniture, celebrity readers, cameras, outdoor speaker system, Starfall software, School Readiness Plan, STEAM kits, literacy, listening centers, Ipads (Title I SW: 1,2,3) (Title I SW Elements: 2.5) (Target Group: PRE K,K) (Strategic Priorities: 2)</p> | <p>Campus Administrators, Cluster/Department Leaders, Teachers</p> | <p>All Year</p> | <p>(F)Federal Grant, (F)Title I, (O)Local Districts, (S)Local Funds</p> | <p>Criteria: Lesson plans, class schedules, pictures, sign-in sheets<br/>-----</p> <p>06/19/23 - Completed (S)<br/>           03/07/23 - On Track<br/>           10/03/22 - On Track</p>                            |
| <p>2. MATH - Implement comprehensive research based math strategies to primarily promote School Readiness and STEAM initiative utilizing morning meeting, read alouds, center-based activities, cross-curriculum lessons/activities, small groups, cooking activities, and special events(Fall/Spring festivals, 50th day of school,</p>   | <p>Campus Administrators, Cluster/Department Leaders, Teachers</p> | <p>All Year</p> | <p>(F)Federal Grant</p>   | <p>Criteria: Lesson plans, class schedules, pictures, sign-in sheets</p> <p>Frog St curriculum</p> <p>06/19/23 - Significant Progress (S)<br/>           03/07/23 - On Track<br/>           10/03/22 - On Track</p> |

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| Activity/Strategy   | Person(s) Responsible  | Timeline        | Resources               | Evaluation   |
|---|--|-----------------|-------------------------|--|
| <p>100 Days of school, Families in Action, transitional flash cards, ABC-123 Saturday, Math manipulative kits and Outdoor interactive classroom.) to maximize student achievement.<br/>-----<br/>Resources<br/>**O.W.L. Curriculum, camera, Supplements: Math manipulatives, enhance math center furniture, PE curriculum, Enrichment Labs, High Five Math, School Readiness Plan, Die-cut plates, STEAM kits, LAP-3 online resources, student Ipads (Title I SW: 1,2,3) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>   |  |                 |                         |  |
| <p>3. SCIENCE - Implement comprehensive research-based science strategies to promote School Readiness and STEAM initiative utilizing morning meeting, read alouds, small groups, center-based activities, sand &amp; water exploration, Science Enrichment Lab vocabulary &amp; journals, gardens, shared writing, and special events (Pumpkin explorations through Fall Literacy Festival, ABC-123 Saturday camps, Butterfly Life Cycle, Earth Day, Science Fair, Sul Ross University Science Field Trip, Casa Cultura Multiculture Field Trip, Touch n Tell Science, Science Lab microscopes, recycling program and outdoor interactive classroom .<br/><br/>-----<br/>Resources<br/>**O.W.L. Curriculum, books, enhance Science center furniture, lesson enrichment videos, Science vocabulary, Science lab telescope, classroom telescopes, cameras, more Starfall software, sand &amp; water tables, Science</p> | <p>Campus Administrators, Cluster/Department Leaders, Teachers</p> | <p>All Year</p> | <p>(F)Federal Grant</p> | <p>Criteria: Lesson plans, class schedules, pictures, sign up sheets.<br/><br/>Frog St curriculum and the CLI/CPMA<br/>-----<br/>06/19/23 - Significant Progress (S)<br/>03/07/23 - On Track<br/>10/03/22 - On Track</p> |

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**Goal 1.** A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

**Objective 1.** 100% of students who are tested will demonstrate improvement by attaining at least 10% increase in each domain assessed through LAP-3 during each aggregation period. (Oct, Feb, May). The new assessment is CPMA, circle progress monitoring assessment.

| Activity/Strategy   | Person(s) Responsible                                       | Timeline      | Resources  | Evaluation  |
|---|---|---------------|--|---|
| Enrichment Lab, campus gardens, scientific method parent trainings, Science Fair, parent notes and flyers, School Readiness Plan, buses, Brain Pop (Title I SW: 1,2,3) (Title I SW Elements: 2.5) (Target Group: PRE K,K) (Strategic Priorities: 2)   |   |               |  |   |
| <p>4. LANGUAGE DEVELOPMENT - Implement comprehensive research based oral language strategies to primarily promote School Readiness and STEAM initiative components utilizing vocabulary walls, morning meeting, read alouds, transitions, music, cooking activities, center manipulative, phonological awareness activities, journals, fingerplays, gardens, field trips, and special events (Black Heritage, Hispanic Heritage, Spring Fling, Cinco de Mayo, Christmas Family events, Families in Action, Pumpkin explorations, Butterfly Life Cycle, Earth Day, classroom Science lessons, Veteran's Day Celebration, Thanksgiving Family Celebration, ABC-123 Saturday camps, Books on the Move, Casa de la Cultura, Sul Ross college Science trips).</p> <p>Resources<br/>**O.W.L. Curriculum, Technology Lab, Fine Arts lab, More Starfall software, Brain Pop, Jr., campus gardens, buses, School Readiness Plan, transitional flash cards, lessons/activities. As allowable (Title I SW: 1,2,3) (Title I SW Elements: 2.5) (Target Group: PRE K,K) (Strategic Priorities: 2)</p> | Campus Administrators, Cluster/Department Leaders, Teachers | All Year      | (F)Federal Grant                                     | <p>Criteria: Lesson plans, class schedules, Technology Lab Log, pictures, sign in sheets<br/>-----Frog St curriculum and the CLI/CPMA-----</p> <p>06/19/23 - Significant Progress (S)<br/>03/07/23 - On Track</p> |
| 5. ENRICHMENT LABS- Throughout the school year, the program will implement the use of weekly enrichment labs to increase students' Fine Arts, Math, Science, Technology, and Literacy skills to support   | Cluster/Department Leaders, Teachers                        | October - May | (F)Federal Grant, (S)State Compensatory - \$4,319.75 | <p>Criteria: Master schedule, pictures, sign-in sheets<br/>-----</p> <p>06/19/23 - On Track (S)</p>   |



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| Activity/Strategy   | Person(s) Responsible   | Timeline | Resources                    | Evaluation   |
|---|---|----------|------------------------------|--|
| <p>School Readiness goals.<br/>-----<br/>Resources<br/>**Curriculum supplemental binders &amp; materials, Lab timelines, Brain Pop, Jr., More Starfall software, Ipads and accessories, Theatre music and plays, art paints and supplies to Enrichment Lab lessons. (Title I SW: 1,2,3) (Title I SW Elements: 2.5) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>  |   |          |                              | <p>03/07/23 - On Track<br/>10/03/22 - On Track</p>   |
| <p>6. Throughout the school year, instructional technology equipment such as speakers, computer based programs and lessons to include listening centers with CD players and CDs, student IPADS, teacher mini-IPADS and 6 laptops utilized for staff and parent trainings to help students, parents and teachers meet School Readiness goals and develop STEAM initiatives.<br/>-----<br/>Resources<br/>CD players, audio speakers, Book Flex License, projectors, IPADS, mini-IPADS. (Title I SW: 1,2,3) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 2)</p> | Directors   | All Year | (F)Federal Grant             | <p>Criteria: Technology Lab computers, projectors, MP3 Players<br/>-----Frog St curriculum and the CLI/CPMA-----<br/><br/>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p>  |
| <p>7. Aggregate and analyze assessment data reports in order to provide individualized instruction in all classrooms to promote School Readiness and STEAM initiative utilizing LAP-3 reports.<br/>-----<br/>Resources<br/>LAP-3 data aggregation &amp; analysis reports, LAP-3 kit, license &amp; software, test booklets &amp;</p>  | Campus Administrators, Cluster/Department Leaders, Counselors, Teachers | All Year | (F)Federal Grant, (F)Title I | <p>Criteria: All LAP-3 reports including dual language learner checklist, lesson plans, student portfolios-----Frog St curriculum and the CLI/CPMA-----<br/>-----<br/><br/>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p> |

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| Activity/Strategy  | Person(s) Responsible   | Timeline | Resources  | Evaluation   |
|--|---|----------|--|--|
| manipulatives, LAP-3 Grouping Report for 3 year old and 4 year old regular and 4 year old bilingual, binders, data days (Title I SW: 1,7,8,9) (Title I SW Elements: 2.2) (Target Group: PRE K,K) (Strategic Priorities: 2)   |   |          |  |  |
| <p>8. STAFF DEVELOPMENT- Provide ongoing mentoring and coaching for instructional staff as well as parent trainings to include Fine &amp; Gross Motor, Health &amp; Safety, and Mental Health Development and CLASS Training Suites, Head Start Domains(Nutrition, Dental, Health and Hygiene, Safety, Family Service Coaching Plan, Practice Based Coaching, Relationship Based Competencies (RBC), Child Plus.) Via zoom or online platforms.</p> <p>-----<br/> Resources<br/> Dr. Amodei, Counselor, Region XV, Dr. Barnes with the University of Texas Health Science Center (UTHSC), BCFS Consultant, Nutritionist Training, Physical Fitness Training, Bus/Pedestrian &amp; Safety Training, E-DECA trainings, CLASS Trainings, Bureau of Education Resource (BER), Conscious Discipline curriculum/training, Second Step curriculum, Love and Logic parent curriculum. (Title I SW: 4) (Title I SW Elements: 2.2) (Target Group: PRE K,K) (Strategic Priorities: 1)</p> | Campus Administrators, Cluster/Department Leaders, Counselors, Reliable Staff (CLASS), Teachers | All Year | (F)Title I, (F)Title IIA Principal and Teacher Improvement | Criteria: GoSignMeUp reports, staff development plan, sign-in sheets, Form 9 Report, Occupational Therapist evaluation.<br><br>03/07/23 - On Track     |
| 9. RECRUITMENT- Recruit and retain highly qualified instructional staff by offering opportunities and support to obtain professional development including CLASS, CDA certification, mentoring, and observations in order to meet academic achievement standards for all students.   | Campus Administrators, Cluster/Department Leaders, Reliable Staff (CLASS)                       | All Year | (F)Federal Grant   | Criteria: GoSignMeUp, Professional Development Plan, SST Documentation, Walk through documentation<br><br>-----<br>06/19/23 - Significant Progress (S) |

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| Activity/Strategy   | Person(s) Responsible   | Timeline                  | Resources             | Evaluation   |
|---|---|---------------------------|-----------------------|--|
| <p>-----<br/>Resources<br/>**Conscious Discipline training and DVD's, CLASS trainings, Teacher Time Mini Series, ECKLC, professional development conferences and trainings, CDA training kits and books, Mini-Ipads, Practice Based Coaching (PBC), T-TESS, CORE Team, Child Study Team (Title I SW: 3,4,5) (Title I SW Elements: 2.5) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>  |   |                           |                       | 03/07/23 - On Track  |
| <p>10. Maintain a process of Classroom Assessment Scoring System (CLASS) assessments that will focus on emotional support, classroom organization, and instructional support in order to monitor classroom quality.<br/>-----<br/>Resources<br/>**Child Plus training, staff development conferences, trainings and substitutes, CLASS monitoring tool, CLASS Training Suites(ECKLC), CLASS observation schedules, LAP-3 training by Kaplan, checkpoint data with teachers, Practice Based Coaching (PBC), Conscious Discipline training/curriculum. (Title I SW: 2,8,9) (Title I SW Elements: 1.1,2.2) (Target Group: PRE K) (Strategic Priorities: 1)</p> | Campus Administrators, Cluster/Department Leaders, Reliable Staff (CLASS) | September, January, April | (F)Federal Grant      | <p>Criteria: ChildPlus, Completed CLASS forms, Education Action Plans, Feedback forms<br/>-----<br/>06/19/23 - Significant Progress (S)<br/>03/07/23 - On Track<br/>11/08/22 - Some Progress</p> |
| <p>11. 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)</p>  | Campus Administrators, Chief Instructional Officers                       | June 2021-June 2022       | (S)State Compensatory | <p>Criteria: Payroll/HR Documentation<br/><br/>06/19/23 - Significant Progress (S)<br/>03/07/23 - Significant Progress</p>   |

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**Goal 1.** A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

**Objective 2.** The Code of Conduct and campus/classroom discipline plans will be consistently and fairly enforced for all students throughout each school year.

| Activity/Strategy  | Person(s) Responsible  | Timeline        | Resources               | Evaluation   |
|--|--|-----------------|-------------------------|--|
| <p>1. POSITIVE REINFORCEMENT- Enforcement of Student Code of Conduct and campus/classroom discipline plans by staff through the use of classroom management strategies including positive reinforcement and manipulatives. Examples: safe place, reward board, treasure chest, behavior plans.</p> <p>-----<br/>Resources<br/>Conscious Discipline Consultant, walk through documentation, positive reinforcement and participation citizenship recognition, reward boards, treasure chest (per semester), Student Support Team (SST), six weeks awards and prizes, Love &amp; Logic parental curriculum. (Title I SW: 1,2,4,6,8) (Title I SW Elements: 2.1,3.2) (Target Group: PRE K,K) (Strategic Priorities: 1)</p> | <p>Campus Administrators, Cluster/Department Leaders, Counselors, Teachers</p> | <p>All Year</p> | <p>(F)Federal Grant</p> | <p>Criteria: Walk through documentation, student behavior reports</p> <p>06/19/23 - Significant Progress (S)<br/>03/07/23 - On Track</p>   |
| <p>2. Implement and monitor effective strategies in all classrooms to positively impact student behavior throughout the school year. Via zoom</p> <p>-----<br/>Resources<br/>Professional development and training with presenter, Bureau of Education and Research Cathy Morris, Conscious Discipline curriculum, safe place materials, counselor staff development and class trainings, Second Step curriculum, Love &amp; Logic parental curriculum. (Title I SW: 1,2) (Title I SW Elements: 1.1) (Target Group: PRE K) (Strategic Priorities: 1)</p>   | <p>Counselors, Region 15, Teachers</p>   | <p>All Year</p> | <p>(F)Federal Grant</p> | <p>Criteria: Calming techniques, safe place, reward board, classroom rules posters, treasure box</p> <p>-----</p> <p>06/19/23 - Significant Progress<br/>03/07/23 - On Track</p> |

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**Objective 3.** By May 2023, a positive campus climate will be promoted through the implementation of activities and self-discipline strategies for all students, staff, parents and community members by a 10% increase on survey.

| Activity/Strategy  | Person(s) Responsible                              | Timeline        | Resources               | Evaluation  |
|--|--|-----------------|-------------------------|---|
| <p>1. MENTAL HEALTH EDUCATION- Provide activities and lessons to students on drug, alcohol, anti-violence and anti-bullying prevention. Examples: Red Ribbon Week materials, My Body Belongs to Me, Counselor, flyers, pictures, activity schedule, Drug Awareness Consultant, BCFS guest speaker, CPI, TBSI training, Conscious Discipline trainings and techniques, Mental Health/teacher lessons including Second Step curriculum. As per CDC guidelines</p> <p>-----<br/>Resources<br/>**Family and Community Social Worker, Counselor, Mental Health Consultant, flyers, pictures, activity schedule, Red Ribbon materials, Drug Awareness Consultant, BCFS guest speaker, school mascot, Conscious Discipline, Second Step curriculum. (Title I SW: 1,2,4,10) (Title I SW Elements: 2.5) (Target Group: PRE K,K) (Strategic Priorities: 1)</p> | <p>Campus Administrators, Counselors, Teachers</p> | <p>All Year</p> | <p>(F)Federal Grant</p> | <p>Criteria: Lesson plans, homework, sign in sheets<br/>-----<br/>06/19/23 - Significant Progress (S)<br/>03/07/23 - On Track</p> |

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**Objective 4.** Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 1.** By June 2023, Irene Cardwell Head Start/Pre-K program will have utilized its resources efficiently and successfully to carry out its mission to impact all students, parents, staff and community members.

| Activity/Strategy  | Person(s) Responsible                             | Timeline | Resources                                      | Evaluation  |
|--|---|----------|--|---|
| <p>1. STAFF DEVELOPMENT /TRAININGS- Implement a campus staff development plan aligned with respective department/campus budgets that correlates with the Comprehensive Needs Assessment. Trainings will include: CIP, new Head Start Standards &amp; Act, Head Start Orientation, CLASS Mini Suites, Bus/Pedestrian safety, Nutrition/Health, Science, Curriculum, CPI/TBSI, School Readiness Plan, Teacher Sensitivity, ECKLC, Center for Learning and Instruction (CLI)/Child Development Associates (CDA), Conscious Discipline, Second Step curriculum, Love &amp; Logic Parental Curriculum, Program Governance Training, PFCE credential training, Write out of the Box staff training. Training will be virtual training.</p> <p>-----</p> <p>Resources<br/>**Presentation material, Fine Motor staff training, Head Start Outcome Framework Early Learning binder, CLASS DVDs &amp; online resources, Conscious Discipline, Love and Logic, Second Step curriculums. (Title I SW: 1,4,10) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p> | Campus Administrators, Cluster/Department Leaders | All Year | (F)Federal Grant                               | <p>Criteria: Sign-in sheets, pictures, presentation evaluation<br/>-----</p> <p>06/19/23 - On Track<br/>03/07/23 - On Track</p> |
| <p>2. Utilize Title II funds to provide stipends as sign-on bonus to offer new teacher recruits of highly qualified teachers. (Title I SW: 5) (Title I SW Elements: 1.1) (Target Group: PRE K) (Strategic Priorities: 1)</p>   | Directors   | Ongoing  | (F)Title IIA Principal and Teacher Improvement | <p>Criteria: HQ Report</p> <p>06/19/23 - Some Progress (S)<br/>03/07/23 - On Track</p>  |
| <p>3. Utilize Title II funds to reimburse teachers if they pass an exam and also reimburse for mileage to increase highly qualified teachers. (Title I SW: 5) (Title I SW Elements: 1.1) (Target Group: PRE K) (Strategic Priorities: 1)</p>   | Campus Administrators                             | Ongoing  | (F)Title IIA Principal and Teacher Improvement | <p>Criteria: HQ Report<br/>-----</p> <p>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p>                                     |





# IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** By June 2023, various opportunities will have been made available for parents to reinforce student educational outcomes.

| Activity/Strategy   | Person(s) Responsible                                      | Timeline                | Resources   | Evaluation   |
|---|--|-------------------------|---|--|
| <p>1. Encourage parents to participate in specialized School Readiness trainings including Family Literacy Festivals (Fall &amp; Spring), Policy Council meetings, Parent Committee meetings, Fatherhood training, Books on the Move Reading Program, Student Fine Arts Showcases, Science Fair, Kinder Readiness Academies, Love &amp; Logic curriculum, Early bird classroom activities. Via remote access</p> <p>-----</p> <p>Resources<br/>           **Newsletters, special guests, reminder notes, events calendar, marquee, cordless mic, canvas, paints, music, brushes, stands, smocks, watercolors, parent computers &amp; printers (library), School Readiness Assessment process, School Readiness Plan, OWL Family Newsletter, LAP-3 reports, projection screen, program banners, and all call. (Title I SW: 1,6,7) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 2)</p> | <p>Campus Administrators, Parents, Teachers</p>            | <p>All Year</p>         | <p>(F)Federal Grant, (F)Title I, (S)Local Funds</p> | <p>Criteria: School/Family Compact, In-Kind, Visitor's Log</p> <p>-----</p> <p>06/19/23 - On Track<br/>03/07/23 - On Track</p>   |
| <p>2. Provide parents with daily opportunities to check out materials targeting all core areas from the library to use at home or school including Family Literacy &amp; Book Fair. Family Literacy program will consist of: total 1500 read from students in a class will receive an pizza party, 2500 total books will receive field trip to county library and a class picnic, 3500 total books will receive a after school McDonalds party. CDs and Read Alouds will be provided for all classrooms. Due to COVID, online books are read through MyON. Librarian keeps track of each student and parents</p>  | <p>Campus Administrators, Librarian, Parents, Teachers</p> | <p>October thru May</p> | <p>(F)Federal Grant, (F)Title I</p>                 | <p>Criteria: Library In-Kind, Class Check-Out Rosters</p> <p>-----</p> <p>Families continue to use MYON at home for reading engagement. ----</p> <p>-----</p> <p>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p> |

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| Activity/Strategy   | Person(s) Responsible   | Timeline        | Resources                           | Evaluation   |
|---|---|-----------------|-------------------------------------|--|
| <p>number of books read.</p> <p>-----</p> <p>Resources<br/>                     **Library, replenished library books, class check-out rosters, medals, class incentives, juice and cookies, Disney movie license, certificates, printer cartridges, costumes, DVDs, student field trips, transportation. (Title I SW: 1,6) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>   |   |                 |                                     |  |
| <p>3. Encourage opportunities for parents to participate in curriculum planning such as Policy Council, Parent Committee Meetings (PCM), Weekly curriculum planning meetings, special events planning, Comprehensive Needs Assessment (CNA), LPAC, CIP, curriculum development meetings, Self Assessment, School Readiness Plan as well as participate in Love and Logic parent curriculum. Via digital platform.</p> <p>-----</p> <p>Resources: Educational tools for Policy Council meetings and parent committee meetings, Policy Council meetings, CIP, CNA, LPAC, Self Assessment, School Readiness Plan, Love &amp; Logic parent curriculum, Early Learning Outcome Framework(ELOF), appreciation supply tokens. (Title I SW: 6) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 2)</p> | <p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Family Community &amp; Engagement Coordinator, Parents</p> | <p>All Year</p> | <p>(F)Federal Grant, (F)Title I</p> | <p>Criteria: In-kind, Planning Notes, Pictures, Committee Meeting Planning Form</p> <p>-----</p> <p>06/19/23 - On Track (S)<br/>                     03/07/23 - On Track</p> |

# IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 3.** In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

| Activity/Strategy  | Person(s) Responsible   | Timeline                  | Resources                           | Evaluation  |
|--|---|---------------------------|-------------------------------------|---|
| <p>1. Provide parent trainings at least 3 per month with a variety of presenters on topics indicated on parent survey at registration and family outcome checklist to include Math focused lessons, Kinder Readiness, Fatherhood Initiatives, Title I, Bilingual ESL, Migrant Services, Nutrition, O.W.L., Family literacy/math festivals, Health and Fitness, Mental Health, money management, parenting skills, financial and school Readiness.</p> <p>-----</p> <p>Resources<br/>           **Program staff, ChildPlus report, Area Specialist, teachers, counselor, Fatherhood Council, O.W.L. resources, educational manipulatives, Legos, building manipulatives, School Readiness Plan, materials, prizes, snacks, Love &amp; Logic, monthly Financial Literacy trainings for parents. (Title I SW: 1,2,6) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 2)</p> | <p>Campus Administrators, Counselors, Family Community &amp; Engagement Coordinator, Teachers</p> | <p>September thru May</p> | <p>(F)Federal Grant, (F)Title I</p> | <p>Criteria: Sign-in sheets, pictures, meeting agenda, training schedule<br/>           -----<br/>           06/19/23 - On Track (S)<br/>           03/07/23 - On Track</p>   |
| <p>2. Volunteers are informed of their rights, responsibilities, campus procedures, and guidelines through an ongoing volunteer training. A volunteer handbook will be completed, maintained and distributed in English and Spanish for each volunteer who meets Head Start volunteer requirements and who provides services to students or the program excluding parents who volunteer outside the classroom or at home.</p> <p>-----</p> <p>Resources<br/>           **Head Start standards, background checks, confidentiality statement, TB test results,</p>  | <p>Campus Administrators, Family Community &amp; Engagement Coordinator, Teachers</p>             | <p>October</p>            | <p>(F)Federal Grant, (F)Title I</p> | <p>Criteria: Finished handbooks, sign-in sheets, volunteer training log, pictures<br/>           -----<br/>           06/19/23 - On Track (S)<br/>           06/19/23 - On Track<br/>           03/07/23 - On Track</p> |

# IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 3.** In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

| Activity/Strategy   | Person(s) Responsible   | Timeline                    | Resources                    | Evaluation  |
|---|---|-----------------------------|------------------------------|---|
| volunteer handbooks, multimedia equipment, parent activity room, resources, equipment (Title I SW: 6) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 1)  |   |                             |                              |   |
| <p>3. Provide Family Service personnel with appropriate training related to parents and families including training, Love &amp; Logic parent curriculum, as well as ongoing Head Start trainings for PFCE framework (Family Outcome Framework).</p> <p>-----</p> <p>Resources<br/>           **Presentation materials, credential trainings, HS FCE training suite, Region XV, Family Outcome Survey results, T&amp;TA Plan, School Readiness Plan, Teaching &amp; Learning training, Love &amp; Logic parent curriculum. (Title I SW: 6,10) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 2)</p> | Campus Administrators, ED Coordinator, Family Community & Engagement Coordinator          | All Year                    | (F)Federal Grant, (F)Title I | <p>Criteria: Sign-in sheets, pictures, certificates</p> <p>06/19/23 - On Track (S)<br/>           03/07/23 - On Track</p>       |
| <p>4. Health and Safety staff will maintain a CPR, Vision, and Hearing instructor certification. All staff with Health physical, TB test, CPR and first aid training as required by Head Start.</p> <p>-----</p> <p>Resources<br/>           **Training manuals and books, mannequins, mouth pieces, renewal cards, updated CDs for CPR training (English and Spanish), TB test result. (Title I SW: 4) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>  | Campus Administrators, Cluster/Department Leaders, Health, Safety & Nutrition Coordinator | January                     | (F)Federal Grant             | <p>Criteria: Sign-in sheets, certification cards</p> <p>-----</p> <p>06/19/23 - On Track<br/>           03/07/23 - On Track</p> |
| 5. Provide bus monitors training in the use of seat belt cutters, basic first aid and CPR, Bus/Pedestrian Safety. Teachers, assistants,   | Campus Administrators, Teachers, Transportation Coordinator                               | August / September, January | (F)Federal Grant             | <p>Criteria: Sign-in sheets, pictures</p> <p>-----</p>  |

# IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 3.** In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

| Activity/Strategy  | Person(s) Responsible   | Timeline        | Resources               | Evaluation  |
|--|---|-----------------|-------------------------|---|
| <p>parents and students are trained twice a year on Bus/Pedestrian Safety. Annual crossing guard training.</p> <p>-----</p> <p>Resources<br/> **Head Start bus, DVD, training schedules, Head Start training manual, I'm Safe curriculum supplement. (Title I SW: 1,4) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>  |   |                 |                         | <p>03/07/23 - On Track</p>  |
| <p>6. Provide staff members trainings to enhance their proficiencies to include topics in Math, Science, Music, Literacy, Special Needs, Technology, CLASS Mini suites, English Language Learners (ELL), Multicultural, teaching strategies, family needs, Conscious Discipline, Head Start Monitoring System, Head Start Act, Head Start Beginning Teachers Training, Policies &amp; Procedures to promote School Readiness including STEAM initiative, Head Start coaching and mentoring for new teachers Practice Based Coaching (PBC).</p> <p>-----</p> <p>Resources<br/> **Head Start Act &amp; Standards, Implementation Plans, Head Start Monitoring System, CLASS Minisuites, Conscious Discipline, T&amp;TA Plan, Consultants, Second Step Curriculum, Child Plus training, Mental Health Motivational Speaker, ECKLC (Teacher time) (Title I SW: 1,4) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p> | <p>Campus Administrators, Computer Aides, Family Community &amp; Engagement Coordinator, Teachers</p> | <p>All Year</p> | <p>(F)Federal Grant</p> | <p>Criteria: GoSignMeUp, certificates, sign-in sheets</p> <p>-----</p> <p>03/07/23 - On Track</p> |
| <p>7. Provide training to all staff on the referral process/child study process when student</p>   | <p>Campus Administrators, Counselors, Teachers</p>  | <p>All Year</p> | <p>(F)Federal Grant</p> | <p>Criteria: Sign-in sheets, Referral forms</p>   |

# IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 3.** In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

| Activity/Strategy   | Person(s) Responsible | Timeline | Resources | Evaluation                   |
|---|-----------------------|----------|-----------|------------------------------|
| and/or family needs are identified.<br><br>-----<br>Resources<br>**Counselor, Referral forms, Head Start/PK Program Handbook, CORE Team, SST's, Community Resource Guide (Title I SW: 4,9) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 1) |                       |          |           | -----<br>03/07/23 - On Track |

# IRENE C CARDWELL ELEMENTARY

**Goal 3.** Campuses shall maintain an attendance rate of 96% or higher for students and staff to meet district goal. Head Start goal 85%.

**Objective 1.** (Head Start) By June 2023, the average daily attendance rate will increase by a percentage point for the campus and will be at 96%.

| Activity/Strategy  | Person(s) Responsible  | Timeline  | Resources   | Evaluation   |
|--|--|---|---|--|
| <p>1. In order to improve and maintain attendance rates, the Attendance Committee will meet monthly to monitor or as needs are identified to carry out proper attendance procedures including referrals, parent conferences, SST's, home visits, and letters sent home and Child Plus.</p> <p>-----</p> <p>Resources<br/>           **ChildPlus reports, Skyward reports, attendance procedure forms, parent school compact, attendance folder and special conference form (Title I SW: 1,6,9,10) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>   | <p>Attendance Staff,<br/>           Cluster/Department Leaders,<br/>           Counselors, Family Community &amp; Engagement Coordinator,<br/>           Teachers</p>  | <p>All Year</p>   | <p>(F)Federal Grant</p>                                       | <p>Criteria: Attendance records, SST Documentation, Attendance Procedure Form, Parent/School Compact, Parent Conferences, Home Visits, Parent Contact Log<br/>           -----</p> <p>06/19/23 - On Track (S)<br/>           03/07/23 - On Track</p> |
| <p>2. Provide incentives and classroom awards assemblies to recognize students, parents, classes, and staff with perfect attendance for each six weeks, each semester, and the full year. Incentives include: certificates, prizes, medals, castle bounce, movie, snacks, field trips.</p> <p>Resources<br/>           **Castle bounce, Jett Bowl, Mr. Gattis, prizes, hats, certificates, medals, snacks, movie, attendance rosters, traveling trophy, Attendance Procedure Form, public performance site license, donated 6 weeks bikes (female and male) and donations for parent incentives. (Title I SW: 1,10) (Title I SW Elements: 2.4,3.1) (Target Group: PRE K,K) (Strategic Priorities: 2)</p> | <p>Attendance Staff,<br/>           Cluster/Department Leaders,<br/>           Counselors, Family Community &amp; Engagement Coordinator,<br/>           Librarian</p> | <p>October,<br/>           November,<br/>           January,<br/>           February, April,<br/>           May</p> | <p>(F)Federal Grant, (L)Principal Account, (S)Local Funds</p> | <p>Criteria: Evaluation survey</p> <p>06/19/23 - On Track (S)<br/>           03/07/23 - On Track</p>   |

# IRENE C CARDWELL ELEMENTARY

**Goal 4.** The district shall provide meaningful and effective communications in a timely manner to all stakeholders.

**Objective 1.** The program will provide effective communication with community businesses and organizations to include district staff, Policy Council, and SFDR CISD school board members.

| Activity/Strategy  | Person(s) Responsible   | Timeline                          | Resources                                  | Evaluation  |
|--|---|-----------------------------------|--|---|
| <p>1. Irene Cardwell Head Start/Pre-K will hold three Health Services Advisory Committee (HSAC) meetings to allow the exchange of information and sharing of expertise between volunteer/community agencies, parents, teachers and the school support staff.</p> <p>-----</p> <p>Resources<br/>           **Monthly menus, Health reports, Monthly USDA report, certificates/plaques, agenda, meeting minutes, presentations, lunch provided (Title I SW: 6,10) (Title I SW Elements: 2.4) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>   | <p>Campus Administrators, Family Community &amp; Engagement Coordinator, Health, Safety &amp; Nutrition Coordinator</p> | <p>October, January, April</p>    | <p>(F)Federal Grant, (F)Title I</p>        | <p>Criteria: Sign-in sheets, Meeting minutes, Pictures</p> <p>-----</p> <p>06/19/23 - Completed (S)<br/>           03/07/23 - On Track<br/>           10/03/22 - On Track</p>   |
| <p>2. Provide effective communication via a variety of media sources such as trainings, newsletters, district website, and campus meetings to staff, new parents, district administration, board members, Policy Council, and community representatives as needed. Provide make-up trainings for governing board and Policy Council members as needed, initial training with consultant for Policy Council and School Board.</p> <p>-----</p> <p>Resources<br/>           **Head Start binder, Program Governance training manuals &amp; DVDs, webinars, webmasters, multimedia equipment, counselor, T&amp;TA Plan, miscellaneous cost (lunch provided) (Title I SW: 4,10) (Title I SW Elements: 2.4) (Target Group: PRE K,K) (Strategic Priorities: 2)</p> | <p>Campus Administrators, Counselors, Family Community &amp; Engagement Coordinator</p>                                 | <p>September, December, March</p> | <p>(F)Federal Grant, (F)Title I</p>        | <p>Criteria: Sign-in sheets, pictures, meeting agenda, volunteer training log, certificate of training</p> <p>06/19/23 - On Track (S)<br/>           03/07/23 - Significant Progress<br/>           10/03/22 - On Track</p> |
| <p>3. Work with district maintenance and security staff to align the campus' EOP with the</p>  | <p>Campus Administrators, Cluster/Department Leaders,</p>   | <p>May</p>                        | <p>(F)Federal Grant, (F)Title IV SSAEP</p> | <p>Criteria: Completed campus EOP, drill logs</p>   |



# IRENE C CARDWELL ELEMENTARY

**Goal 4.** The district shall provide meaningful and effective communications in a timely manner to all stakeholders.

**Objective 1.** The program will provide effective communication with community businesses and organizations to include district staff, Policy Council, and SFDR CISD school board members.

| Activity/Strategy  | Person(s) Responsible                                       | Timeline      | Resources          | Evaluation  |
|--|---|---------------|--------------------|---|
| district's Emergency Operation Plan (EOP).<br>-----<br>Resources<br>**HeadStart standards, campus EOP, district's EOP (Title I SW: 1,8,9) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 2)   | Counselors  |               |                    | -----<br>06/19/23 - On Track (S)<br>03/07/23 - On Track<br>10/03/22 - On Track<br>05/11/22 - On Track<br>04/05/22 - On Track<br>10/27/21 - On Track   |
| 4. Maintain mandatory Team Leader meetings twice a month and/or as needed to discuss school needs and/or professional development.<br>-----<br>Resources<br>**Meeting agendas, sign in sheets, handouts (Title I SW: 1,4,8) (Target Group: PRE K,K) (Strategic Priorities: 1,2)  | Campus Administrators, Cluster/Department Leaders           | August - June | (O)Local Districts | Criteria: Sign-in sheets, committee meeting agendas, meeting minutes<br>-----<br>06/19/23 - On Track (S)<br>03/07/23 - On Track<br>10/03/22 - On Track<br>05/11/22 - Significant Progress<br>04/05/22 - On Track<br>10/27/21 - On Track |
| 5. Maintain mandatory weekly committee meetings and monthly coordinator meetings or any scheduled support meetings to provide information and provide professional development as needed. Staff meetings once a month.<br>-----<br>Resources<br>**Meeting agenda, minutes, Child Plus Reports, Review of Head Start protocol, handouts, sign in sheets (Title I SW: 1,4,8) (Target Group: PRE K,K) (Strategic Priorities: 1,2) | Campus Administrators, Cluster/Department Leaders, Teachers | All Year      | (O)Local Districts | Criteria: Signed planning form, completed lesson plans, completed forms as needed<br>-----<br>06/19/23 - On Track<br>03/07/23 - On Track<br>10/03/22 - On Track<br>05/11/22 - On Track<br>04/05/22 - On Track<br>10/27/21 - On Track    |

# IRENE C CARDWELL ELEMENTARY

**Goal 5.** The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

**Objective 1.** In order to maintain the required number of students at 100%, the program will implement a continuous plan of enrollment.

| Activity/Strategy   | Person(s) Responsible   | Timeline        | Resources   | Evaluation  |
|---|---|-----------------|---|---|
| <p>1. Provide opportunities to enroll and maintain waitlist for all eligible 3 and 4 year old children including 10% of students with disabilities within the community into the Head Start/PK programs. Recruiting for 10% disabilities from students Language Lab, ECSE, and community.</p> <p>-----</p> <p>Resources<br/>                     **ChildPlus, Registration Packet, Parent-Teacher Conference forms and Attendance Procedure forms, scanners (Title I SW: 1,10) (Title I SW Elements: 2.4) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p> | <p>Cluster/Department Leaders, Counselors, ECI, Family Community &amp; Engagement Coordinator, Teachers</p> | <p>All Year</p> | <p>(F)Federal Grant</p>                               | <p>Criteria: Student folders, flyers &amp; brochures, TV advertisements, public service announcements, school marquee</p> <p>-----</p> <p>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p> |
| <p>2. Assign an initial placement for all eligible students enrolled to appropriate classrooms based on their home language survey and Pre-LAS Oral Language test results with LPAC recommendation and parent consent.</p> <p>-----</p> <p>Resources<br/>                     **Pre-LAS Assessment &amp; results in English and Spanish, Home Language Survey, student folders, class rosters, LPAC student folders, Bilingual Assessment Logs, LPAC recommendation and parent consent. (Title I SW: 8,10) (Title I SW Elements: 1.1) (Target Group: PRE K,K)</p> | <p>Campus Administrators, ECI, ELD Advocates, ELPAC Committee</p>   | <p>All Year</p> | <p>(F)Federal Grant, (F)Title III Bilingual / ESL</p> | <p>Criteria: Enrollment cards, Woodcock-Munoz Assessment, Class Rosters</p> <p>-----</p> <p>06/19/23 - On Track<br/>03/07/23 - On Track</p>   |

# IRENE C CARDWELL ELEMENTARY

**Goal 5.** The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

**Objective 2.** By the end of May 2023 numerous transition activities will have been provided for all students entering and leaving the prekindergarten program.

| Activity/Strategy   | Person(s) Responsible                              | Timeline           | Resources                           | Evaluation   |
|---|--|--------------------|-------------------------------------|--|
| <p>1. Provide Head Start/ Pre-kindergarten transition activities into the Head Start Program from home, and ECI. In addition provide transition activities from Head Start Program to Kindergarten respective SFDRCSID elementary campuses. Examples: Transition trips, transition pep rally, transition 3 year olds to 4 year old classrooms.</p> <p>-----</p> <p>Resources<br/>                     **Elementary Field trips, pep rallies, parent trainings from elementary school representatives, buses, student t-shirts for safety identification, name tags, transition-focused classroom activities, transition rosters, pom poms, school band, refreshments. (Title I SW: 1,7,10) (Title I SW Elements: 2.4,2.6) (Target Group: PRE K,K) (Strategic Priorities: 1)</p> | <p>Campus Administrators, Counselors, Teachers</p> | <p>August, May</p> | <p>(F)Federal Grant, (F)Title I</p> | <p>Criteria: Lesson plans, Permission slips, ARD minutes, IEP's, Pictures, Language experience activities, Field trip schedules</p> <p>-----</p> <p>06/19/23 - On Track (S)<br/>                     03/07/23 - On Track</p> |
| <p>2. Teachers and assistants conduct required home visits prior to starting school program year or within 2 weeks of enrollment. First parent conference conducted in November. In January, conduct 2nd home visit and in May, conduct 2nd parent conference to register students for 2nd year Prekindergarten or Kindergarten.</p> <p>-----</p> <p>Resources<br/>                     **Welcome packet, enrollment cards, parent conference forms, local travel expense statement, time sheets, substitutes, home visit packets (Title I SW: 1,7) (Title I SW Elements: 2.2) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>  | <p>Campus Administrators, Counselors, Teachers</p> | <p>All Year</p>    | <p>(F)Federal Grant, (F)Title I</p> | <p>Criteria: Home visit and parent conference half sheets</p> <p>-----</p> <p>06/19/23 - On Track (S)<br/>                     03/07/23 - On Track</p>   |

# IRENE C CARDWELL ELEMENTARY

**Goal 5.** The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

**Objective 3.** By May 2023, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.

| Activity/Strategy   | Person(s) Responsible                  | Timeline | Resources        | Evaluation  |
|---|--|----------|------------------|---|
| <p>1. Monitor/adjust all initial required Head Start child health, dental, and hygiene screenings and immunizations of all students. (Height, weight, hemoglobin, lead, TB, physicals, vision, hearing, blood pressure, screenings).</p> <p>-----</p> <p>Resources<br/>**Student files, ChildPlus software, health forms, Nurse SST's, wellness check-up form (Title I SW: 10) (Title I SW Elements: 2.2) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>                                 | Health, Safety & Nutrition Coordinator | All Year | (F)Federal Grant | <p>Criteria: All completed health forms, health committee meeting minutes</p> <p>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p>  |
| <p>2. Provide follow up services for students who failed routine screenings and provide/offer referrals and assistance with appointments, counseling, etc.</p> <p>-----</p> <p>Resources<br/>**Registration packet, Parent-teacher conference forms and Attendance Procedure forms, Referral forms, Student Screening Monitoring Form, ChildPlus reports, Nurse SST meetings with parents (Title I SW: 1,6,10) (Title I SW Elements: 1.1) (Target Group: PRE K,K) (Strategic Priorities: 1)</p> | Health, Safety & Nutrition Coordinator | All Year | (F)Federal Grant | <p>Criteria: Required health reports, health committee meeting minutes, referral forms</p> <p>-----</p> <p>Quarterly Compliance Review</p> <p>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p> |
| <p>3. Provide all students with in-school vision, hearing, height, weight, blood pressure. (Student dentals &amp; physicals administered out of school once a year.)</p> <p>-----</p> <p>Resources<br/>Screening reports, paper eye covers, Child plus monitor and referrals (Title I SW: 10)</p>   | Health, Safety & Nutrition Coordinator | All Year | (F)Federal Grant | <p>Criteria: Required health reports</p> <p>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p>   |

# IRENE C CARDWELL ELEMENTARY

**Goal 5.** The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

**Objective 3.** By May 2023, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.

| Activity/Strategy  | Person(s) Responsible   | Timeline | Resources        | Evaluation   |
|--|---|----------|------------------|--|
| (Title I SW Elements: 2.2) (Target Group: PRE K,K) (Strategic Priorities: 1)   |   |          |                  |  |
| <p>4. Perform random checks every 6 weeks to all facilities used by students to monitor safety, dental &amp; health hygiene including tooth brushing and hand washing along with the daily classroom safety checklist.</p> <p>-----</p> <p>Resources<br/>                     **Health &amp; Safety checklist, Classroom Cleaning checklist, fire drill log, tooth brush containers, tooth brush and toothpaste, hand washing classroom lessons. (Title I SW: 9,10) (Title I SW Elements: 2.2) (Target Group: PRE K,K) (Strategic Priorities: 1)</p> | Health, Safety & Nutrition Coordinator                        | All Year | (F)Federal Grant | <p>Criteria: Completed logs &amp; checklists</p> <p>-----</p> <p>06/19/23 - On Track (S)<br/>                     06/19/23 - On Track<br/>                     03/07/23 - On Track</p> |
| <p>5. Maintain and monitor staff records to ensure that TB test and physicals meet HS requirements as well as new staff physical within 30 days of hire.</p> <p>-----</p> <p>Resources<br/>                     **Staff records, ChildPlus and physical exam results (Title I SW: 10) (Title I SW Elements: 2.2,2.4) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>   | Campus Administrators, Health, Safety & Nutrition Coordinator | October  | (F)Federal Grant | <p>Criteria: Health records</p> <p>06/19/23 - On Track (S)<br/>                     03/07/23 - On Track</p>  |

# IRENE C CARDWELL ELEMENTARY

**Goal 5.** The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

**Objective 4.** 100% of all identified students will receive appropriate medical attention and proper documentation will be kept on ChildPlus.

| Activity/Strategy  | Person(s) Responsible  | Timeline        | Resources                           | Evaluation   |
|--|--|-----------------|-------------------------------------|--|
| <p>1. Provide training to all staff including nursing staff on medication dispensation and communicate with parents on a regular basis and as needed documenting every dose and medication.</p> <p>-----</p> <p>Resources<br/>                     **ChildPlus, Medication Log, 504 documentation, continuance form, doctor prescriptions/labels (Title I SW: 6,10) (Title I SW Elements: 2.4) (Target Group: PRE K,K) (Strategic Priorities: 1)</p> | <p>Campus Administrators, Health, Safety &amp; Nutrition Coordinator</p> | <p>All Year</p> | <p>(F)Federal Grant</p>             | <p>Criteria: Medication Log, Parent Communication Logs, Sign-in sheets</p> <p>-----</p> <p>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p> |
| <p>2. Maintain documentation to monitor reported injuries and dispensation of medications under lock and key.</p> <p>-----</p> <p>Resources<br/>                     **ChildPlus, Dispensation Log, Authorization Waiver, Ouch Notes (Title I SW: 10) (Title I SW Elements: 2.2) (Target Group: PRE K,K)</p>   | <p>Health, Safety &amp; Nutrition Coordinator</p>                        | <p>All Year</p> | <p>(F)Federal Grant</p>             | <p>Criteria: Completed dispensation log, signed waivers, incident log</p> <p>-----</p> <p>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p>  |
| <p>3. Provide two trainings (one in Fall and one in Spring) on understanding health records and requirements and procedures to all staff and parents. Nurses review 3015 report on Child Plus to review at committee meetings. (Title I SW: 6,10) (Title I SW Elements: 2.4) (Target Group: PRE K) (Strategic Priorities: 1)</p>   | <p>Health, Safety &amp; Nutrition Coordinator</p>                        |                 | <p>(F)Federal Grant, (F)Title I</p> | <p>Criteria: Parent Communication Log, Sign-in sheet</p> <p>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p>                                |

# IRENE C CARDWELL ELEMENTARY

**Goal 5.** The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

**Objective 5.** By May 2023, Irene Cardwell Head Start/Pre-K teachers will meet with district kindergarten teachers in order to collaborate on School Readiness plan as well as conduct learning walks.

| Activity/Strategy   | Person(s) Responsible                      | Timeline        | Resources               | Evaluation   |
|---|--|-----------------|-------------------------|--|
| <p>1. Irene Cardwell Head Start/Pre-K teachers will meet with district Kindergarten teachers collaborating, updating and aligning School Readiness Plan with vertical alignment.</p> <p>Resources: Lunch is provided (Title I SW: 1,7,10) (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)</p>                                | <p>Campus Administrators,<br/>Teachers</p> | <p>All year</p> | <p>(F)Federal Grant</p> | <p>Criteria: Sign in sheets, agendas, School Readiness Plan</p> <p>06/19/23 - On Track (S)<br/>06/19/23 - On Track<br/>03/07/23 - On Track</p> |
| <p>2. Irene Cardwell Head Start/Pre-K will work with district Kindergarten teachers to conduct Learning Walks at all campuses for all new Head Start/ Pre-K teachers to tour kinder classrooms. Kinder teachers will tour Cardwell teacher classrooms. (Title I SW: 7,8) (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)</p> | <p>Campus Administrators,<br/>Teachers</p> | <p>all year</p> | <p>(F)Federal Grant</p> | <p>Criteria: Sign in sheets, learning walk forms, agendas</p> <p>06/19/23 - On Track (S)<br/>03/07/23 - On Track</p>                           |

# Comprehensive Needs Assessment Summary – Cardwell 2022-2023

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

|  |  |  |
|--|--|--|
| LAP 3<br>Student Portfolio<br>Child Development Associate (CDA)<br>HSAC<br>Community<br><br>Policy council | OWL 9 week assessments<br>Climate Survey<br>Policy Council<br>Policy Council<br><br>Fatherhood committee | 9 Week monitoring Report Card<br>Professional Development<br>School Climate Survey<br>Team leader input<br><br>Parent surveys<br>lunch Application |
|--|--|--|

| <b>Area Reviewed</b>        | <b>Summary of Strengths</b><br><br>What were the identified strengths?  | <b>Summary of Needs</b><br><br>What were the identified needs?  | <b>Priorities</b><br><br>What are the priorities for the campus, including how federal and state program funds will be used? |
|-----------------------------|---|---|--|
| <b>Academic Achievement</b> | Aligned OWL curriculum<br>Parent/Teacher conference<br>BOY, MOY, EOY LAP 3 Assessment<br>Weekly committee planning meetings<br>Parent engagement<br>Teachers are provided annual lesson plans that are vertically aligned | Classroom/Behavior management<br>Mental Health<br>Mentoring for new staff<br>Increase instructional time to 7 hours.<br>Differentiated Instruction                                    | Classroom/Behavior management<br>Mental Health<br>Mentoring for new staff  |
| <b>Staff Quality</b>        | Professional support: TTESS, CLASS, PBC<br>New Teacher Mentors<br>Kinder School Readiness<br>Parent representative in weekly planning meetings  | Multi cultural lessons<br>Specialize professional development opportunities in Special Education instruction.<br>Differentiation<br>Analyze parent survey data to address child needs | Multi cultural lessons<br>Specialize professional development<br>Differentiation   |
|                             | SST" Student support team to address child needs<br>Parent/teacher conference   | Facilities<br>Teacher Retention   | Facilities<br>Teacher Retention  |



| <b>Area Reviewed</b>  | <b>Summary of Strengths</b><br>What were the identified strengths?  | <b>Summary of Needs</b><br>What were the identified needs?                                | <b>Priorities</b><br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|--|
| <b>School Climate/ Safe &amp; Healthy Schools</b>                     | Active Policy Council<br>Parent monthly trainings<br>Emergency Drills<br>Coordinators Meeting   |   |  |
| <b>College &amp; Career Readiness/ Graduation/ Dropout Reducation</b> | College Shirt Day<br>Celebrity Readers<br>Community Helpers<br>Sr. Walks<br>DRHS student teachers   | COVID limited trips to SWTJC<br>Awareness of colleger readiness                           | COVID limited trips to SWTJC<br>Awareness of college readiness   |
| <b>Family and Community Involvement</b>                               | literacy trainings<br>kinder readiness trainings<br>All information is provided in English and Spanish<br>Class dojo<br>campus dojo<br>Recruitment                          | On site Parent resource center<br>update school website<br>Incentives/recognition parents | On site Parent resource center<br>Update School Website<br>Incentives/recognition parents                                |
| <b>District/Campus Commitments</b>                                    | Free Breakfast and lunch for every student<br>transportation<br>facilities<br>Highly Qualified Teachers<br>Summer Enrichment program<br>Technology address I.T. work orders | Facilities  | Facilities   |

**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
- SFDRICISD District and School Website

**For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4650.**

## IRENE C. CARDWELL ELEMENTARY SCHOOL

School-Teacher  
Parent-Student  
Compact  
2022-2023



**EMPOWERING  
CHILDREN TO  
REACH THEIR  
FULL POTENTIAL**

**DR. ALANNA  
TALAMANTEZ, PRINCIPAL**

**1009 Avenue J.**

**Del Rio, Texas 78840**

**830-778-4650**

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

## SFDRICISD 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.

## SFDRICISD 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.

## SFDRICISD 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.

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**Irene C, Cardwell**

**Title I**

**Parental Liaison**

**Kassandra Venegas**

**830-778-4659**

**Kassandra.Venegas@sldr-cisd.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 SFDRCSID

**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 830-778-4650.**

## IRENE C. CARDWELL ELEMENTARY SCHOOL

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



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

**DR. ALANNA TALAMANTEZ,  
PRINCIPAL**

**1009 Avenue J.**

**Del Rio, Texas 78840**

**830-778-4650**

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

## Vision del Distrito SFDR CISD

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 SFDR CISD

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.

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**Irene C, Cardwell Title I**

**Parental Liaison**

**Kassandra Venegas**

**830-778-4659**

**Kassandra.Venegas@sldr-cisd.org**

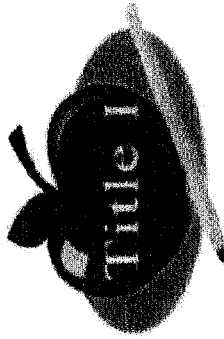
**IRENE C. CARDWELL HEAD START & PRE-K**

**Parent Training**

# **Title I Annual Parent Meeting**

**Please Join Us**

**Tuesday & Wednesday ,  
September 13 & 14 2022  
10:30 a.m. (Via ZOOM)**



**ZOOM Link**

<https://zoom.us/j/98542589668?pwd=fG44RWZa1hSZXRlTDhUMUNVUjZu09>

**Meeting ID: 985 4258 9668**

**Passcode: vDc1Xp**

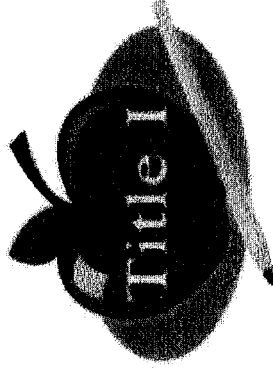


**IRENE CARDWELL HEAD START/PRE-K**

# **Title I reunion anual de padres de familia**

**Por favor acompañenos**

**Martes y Miercoles , 13 y 14  
de septiembre, 2022  
10:30 a.m. (Via ZOOM)**



**Enlace de ZOOM**

<https://zoom.us/j/98542589668?pwd=fG44RWZa1hSZXRlTDhUMUNVUjZu09>

**ID de reunión: 985 4258 9668**

**Contraseña: vDc1Xp**



# IRENE CARDWELL HEAD START/PK

## Titulo I Reunion Annual de Padre de Familia

Septiembre 14, 2022  
10:30 AM

Cardwell  
Via Zoom

### **AGENDA**

- 1.) Ques es Titulo I & ESSA Grant.
- 2.) Politica De Participacion De Padres Y Familiares
- 3.) Escuela- Pacto de Padres
- 4.) Derechos de los Padres
- 5.) Currículo / Evaluación
- 6.) ¿Cómo pueden participar los padres?
- 7.) Preguntas/ Respuestas

*San Felipe Del Rio Consolidated Independent School District*

**Cardwell**

**2022-2023**

**Parental Training Minutes**

The "Title I Annual Parent Training" was held on September 14, 2022 at 10:30 a.m. via Zoom.

**Summary of meeting:**

The meeting began by Dr. Alanna Talamantez welcoming the parents. Dr. Talamantez started by explaining that education is the key in order for our children to be successful in school and in life. Explained how do Title I programs work and the meaning of Title I. Reviewed 2022-2023 ESSA grant funds and campus allocations. Also talked about working together, district and campus policies. Training ended with any questions parents had and let them know we are looking forward on the next month training.

Jessica Rodriguez  
Parental Aide

9/14/2022  
Date



# Title I Parent Training

Irene C. Cardwell

9/14/2022

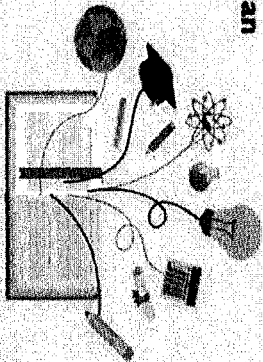
Campus

Date of Meeting

| Parent Name             | Student Name            | Parent Signature |
|-------------------------|-------------------------|------------------|
| Mayra Pacheco           | Wyatt Gunner Connelly   | Via Zoom         |
| Berenize Mendoza        | David Mendoza III       | Via Zoom         |
| Jullissa Sandoval       | Claudio Montemayor      | Via Zoom         |
| Jackelinne De la Fuente | Emily Barron            | Via Zoom         |
| Valerie Tovar           | Adam Villegas           | Via Zoom         |
| Yulissa Rodriguez       | Lylia Moreno            | Via Zoom         |
| Rebecca Perez           | Olivia Perez            | Via Zoom         |
| Ana Coronado            | Ana Hernandez Coronado  | Via Zoom         |
| Crystal Garcia          | Christabella Garcia     | Via Zoom         |
| Yissel Huacuja          | Sophelia Huacuja        | Via Zoom         |
| Alondra Baldras         | Aaliyah Perez           | Via Zoom         |
| Theresa Contreras       | Ximena Leal             | Via Zoom         |
| Cindy Lopez             | Ava Lopez               | Via Zoom         |
| Santana Crider          | Nolan Corona            | Via Zoom         |
| Yamili Ramirez          | Emilia Menchaca         | Via Zoom         |
| Maria Rojas             | Nataly Rojas            | Via Zoom         |
| Brianda Gonzalez        | Aneyva Ovando Gonzalez  | Via Zoom         |
| Brianda Gonzalez        | Diego Ovando Gonzalez   | Via Zoom         |
| Anyela Leija            | David Leija             | Via Zoom         |
| Laura Willis            | Audrey Willis           | Via Zoom         |
| Caitlynn Mireles        | Mathias Mireles         | Via Zoom         |
| Caitlynn Mireles        | Simeon Mireles          | Via Zoom         |
| Azucena Hernandez       | Luis Arroyo             | Via Zoom         |
| Kathleen Reiling        | Miguel Angel Montelongo | Via Zoom         |
| Alexs Graham            | Aubree Connor           | Via Zoom         |
| Alejandra Dovalina      | Isabella Saucedo        | Via Zoom         |
| Alejandra Dovalina      | Richard Saucedo         | Via Zoom         |
| Terry Neylan            | Mila Moreno             | Via Zoom         |
| Dariela Victorino       | Ariana Dominguez        | Via Zoom         |
| Samantha Rubio          | Dominic Cantu           | Via Zoom         |
| Yahaira Arizpe          | Armando Arizpe          | Via Zoom         |
|                         |                         |                  |
|                         |                         |                  |

# AGENDA

- Welcome and Introductions
- Education is Key
- What is Title I?
- How does Title I work?
- ESSA Grant Funds
- Campus Allocations/Reservations
- Planning Cycle
- District and School Family and Engagement Policy Plan
- School-Parent Compacts
- District & Campus Plans
  - Curriculum
  - Assessment
- Parents Rights to Know
- How can I be involved?
- Questions ???



BRONX TO JAMAICA

LEONOR MENDOZA

JULISA SIBOCCA

LAURA PEREZ

## J

BRENDA S. PEREZ

VALERIE TAYLOR

JUANITO RODRIGUEZ

MARCELO GONZALEZ

CRISTINA GARCIA

YISOL

ALBAIRITA BARRERA

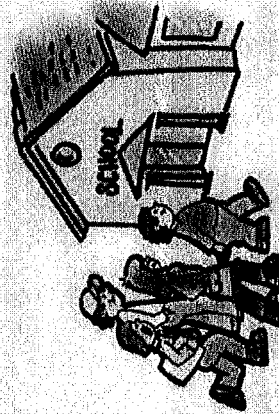
TERESA

## C

SHERWIN GARDER

# WHAT IS TITLE I?

- Title I is the largest Federal assistance program for our nation's schools.
- The goal of Title I is a higher quality of education for every child.
- The program serves millions of children in elementary and secondary schools each year. ALL SFDRICSD campuses are Title I schools.
- Provides federal funding to improve basic programs.
- Provides all children a significant opportunity to receive a fair, equitable, and high quality education and to close education achievement gaps.



Jeffrey de Ochoa

Maranda Viter

Lawrence Montoya

Laura S. Phonte

Julissa Rodriguez

Brenda J. Phonte

Yosel Garcia

Crystal Garcia

Yosel

Theresa

Christina S. Phonte

Sabrina Lopez

Maria

J

C

Zoom Meeting ID: 844 444 444

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# 2022-2023 ESSA GRANT FUNDS (EVERY STUDENT SUCCEEDS ACT)

|                                   |              |
|-----------------------------------|--------------|
| TITLE II, PART C MIGRANT          | \$167,386.00 |
| TITLE III, PART A (BILINGUAL ELA) | \$181,103.00 |

Phone to Demos

Suzanna's video

Theresa

maria rodriguez

bernice mendez

Branda Gomez

Angela Topa

Branda White

Juliana Gutierrez

Valerie Taylor

Adriana Rodriguez

Brenda's Phone

ana coronado

Crystal Garcia

Yaseli

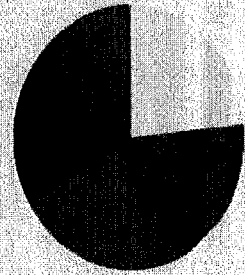
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# CAMPUS ALLOCATIONS

**Campus Allocation: Each campus is provided an amount of money based on number of eligible students on free/reduced lunch.**

## Campus Title I Program:

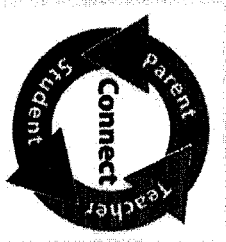
- Tutoring
- Instructional Coaches
- Professional Development
- Instructional supplies
- Mentoring new teachers
- Parent involvement activities
- Well-rounded education programs



Zoom Meeting interface showing a grid of participants. Visible names include: Allison de Paula, Cassandra Sene, Rachel, Brandi Gonzalez, Lunna Landoval, James Rodriguez, Crystal Garcia, Marla Rojas, Arlyda Silva, Valerie Fouar, and Alenora Alvaras. A 'Leave' button is visible in the top right corner.

# PARENT & FAMILY ENGAGEMENT - DISTRICT RESERVATION

- **District Reservation:** Districts whose entitlement is \$500,000 or more must reserve at least 1% for district parent involvement.
- 90% of the reservation must go to campuses - priority given to high-need campuses
  - Reserved funds must be used for at least one of these strategies:
    - Professional Development for staff
    - Home-based programs
    - Informational Dissemination
    - Collaboration with Community Organizations
    - Other related activities



Type Here to Search

Zoom Meeting Controls:

- Microphone: Muted
- Video: Off
- Screen Share: Off
- Chat: On
- Hand Raise: Off
- Background: Default
- More: ...

Phone to Join



Participant Name

Participant Name

Participant Name

Participant Name

Participant Name

Participant Name

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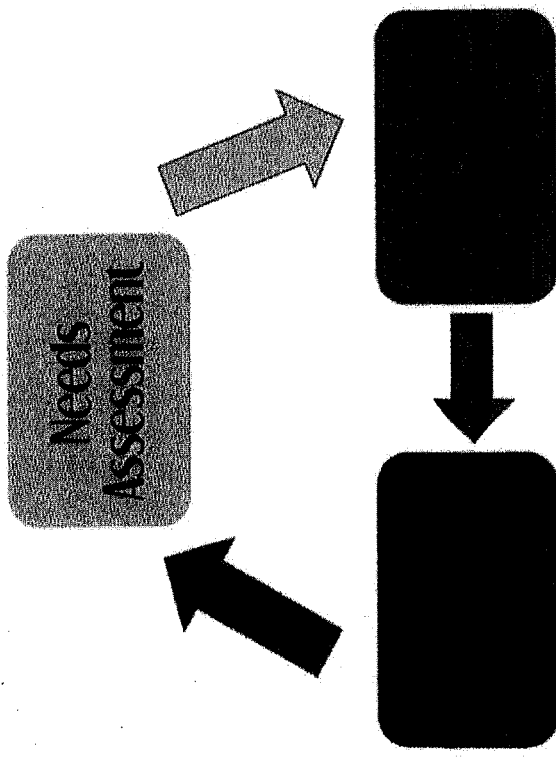
Participant Name

Participant Name

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# PLANNING CYCLE



What are the needs?  
Where is our focus?

What activities will meet  
our needs?

Were we successful?  
Do we need to change  
direction?

AD From My Computer to Everyone

Zoom Meeting interface showing a list of participants:

- Approved User
- Terrell
- Stephen P. Estrada
- ADUCETA
- Arvin Lopez
- Brendan Phone
- Shirley Sanchez
- Arvin Lopez
- Valerie Taylor
- and 6 others
- Caral Garcia

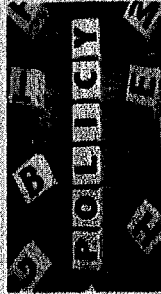
Meeting controls: Mute, Video, Chat, Share Screen, Screen Share, Stop Video, End Meeting, Leave



# DISTRICT AND CAMPUS POLICIES

Policy describes how campus will:

- Convene TWO Title I annual meetings in the fall.
- Provide flexible number of meetings in dual languages.
- Involve parents meaningfully in annual planning, review and evaluation of parent policy and program.
- Provide timely information about parent activities.
- Provide info about curriculum and assessment.
- Offer opportunities upon request to discuss child's progress

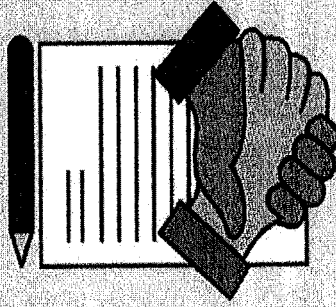


Parents may access Parent and Family Engagement Policy online at <http://www.usfhsd.edu>

# SCHOOL-PARENT COMPACT

Written agreement outlining the partnership between school and home:

- how responsibility for student academic achievement is shared between families, school and students
- addresses high-quality curriculum and instruction
- ways parents will support child's learning
- importance of two-way communication
- shared decision-making related to child's education



Saturnina Vique

Alber

Carla P. Garcia

Azucena

Brinda Gonzalez

C

Arzobispo

Monica Barrios

BRUNO MORALES

J

Julissa Hernandez

Yamara Tovar

Branda Pineda

Yanira Rodriguez

ana castro

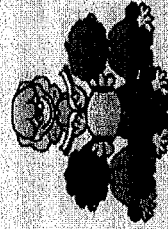
# PARENTS RIGHTS: TEACHER & PARA QUALIFICATIONS

## Teacher & Paraprofessional Qualifications:

- Teacher's qualifications (state licensing) for grade & subject area assigned
- Teacher's qualifications - emergency or provisional status?
- Paraprofessional - credentials, if applicable

## Teachers Not Appropriately Certified:

- If taught 4+ weeks by teacher without appropriate credentials
- To request information this information, please contact San Felipe Del Rio CISD Human Resources at 830-778-4001



# CURRICULUM

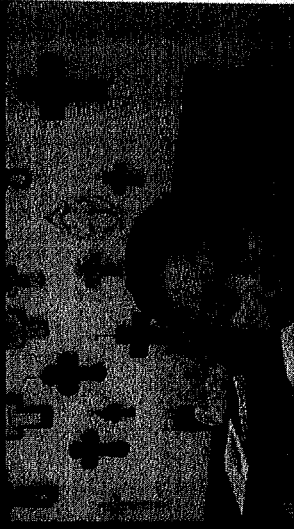
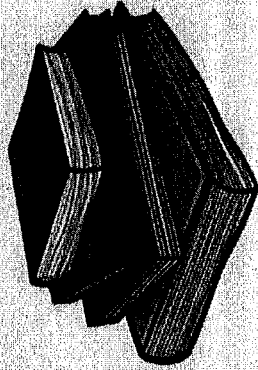
## Elementary District Initiatives

- Planning Protocol Dashboard
- Writing Initiative
- Power Hour
- STEM 2025

## Secondary District Initiatives

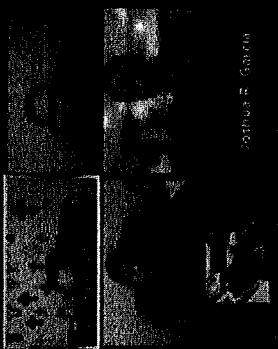
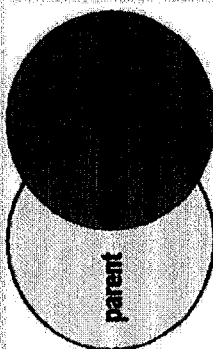
- Planning Protocol
- ABYDOS
- iLit
- Power Block
- 90 - Minute Block

• SFDRCID Parent Portal: <https://sfdtr.ekohi.com/>



# HOW CAN YOU GET INVOLVED?

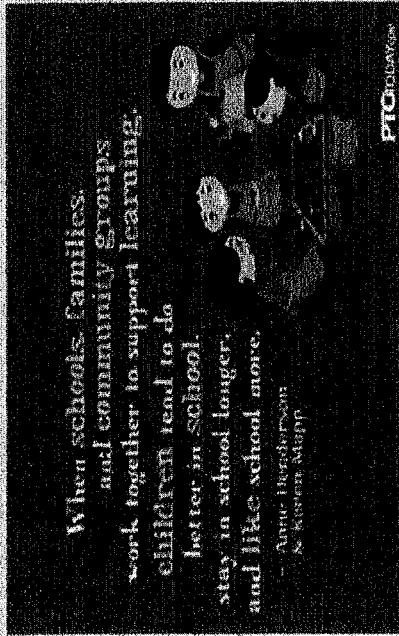
- Join our parent organizations {PTA/PTO Committees}
- "Follow" and "Like" us on social media
- Become part of the Title I Planning Team
- Help develop the Parent and Family Engagement Policy and School-Parent Compact
- Attend school Math/Reading/Special Events Nights
- Share your thoughts via surveys
- Become a volunteer
- Attend concerts and performances, UIL events, athletic events
- Communicate with your child's teacher often
- Schedule and attend parent conferences
- Join Booster Clubs
- Check your child's grades daily/weekly



- Thomas F. Garcia
- John Nolan
- Julissa Anderson
- Brianth Gonzalez
- Barbara Victoria
- Alondra Babarro
- Brandon's phone
- Francis Ramirez
- Crystal Garcia
- Josefina Mendez

C

# QUESTIONS



For further information, please call your school office or  
 Federal and State Programs Director, Ms. Rufina Adams @ 830-778-4124.

|  |                  |  |                 |
|--|------------------|--|-----------------|
|  | Sylvia P. Garcia |  | Sylvia Pandoval |
|  | Brenda Gomez     |  | Terri Meyer     |
|  | Yancy            |  | A. Deviana      |
|  | Barbara Funder   |  | Samantha Rubio  |
|  | Theresa          |  | Brenda Ramirez  |
|  | Crystal Garcia   |  | Berenice Mendez |



Document Recovery

File Edit View Tools Window Help

Microsoft Word - 4/16/2020

File Name: 4/16/2020

Page: 1 of 1

Zoom Meeting - 4/16/2020

**STATE AND PARENT COMMUNICATION**

VI. **Annual C. Checklist:** will make every effort to communicate with parents the information about Title I, Part A programs, components and components of the curriculum, calendar, assessment used to measure student progress and the school's Title I activities are expected to meet during school years and parent conferences.

VII. Identify involvement, active, calendar, teacher roles, the school program, home visit, parent conferences, parental concerns, parent roles, direct email, direct website, direct Facebook page, and various website will be used to establish and maintain open lines of communication with parents. All information and/or website related to school parent programs shall be provided in a format and language that the parents can understand.

**EXAMINATION**

VIII. 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
- Ability/strategy to encourage further school participation by parents
- Review and revision of Campus School - Parent Compact
- Access parent school events

**RESERVATION OF RIGHTS**

The annual evaluation findings shall be used to review and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above assessment ISBA Title I requirements can be provided by calling SEDUC2520 Federal and State Program Department at 800-774-1133.

**ADDITIONS**

IX. Persons of children receiving Title I, Part A services are invited and welcomed in the decisions regarding how these funds are allocated for parental involvement activities.

The School Parent and Family Engagement Policy has been developed jointly with and agreed on with parents of Title I students and Title I staff. The policy is a result of a process that began in the summer of 2012-2013. The policy was developed by the Title I staff and parents of Title I students. The policy is a result of a process that began in the summer of 2012-2013. Electronic and/or written notifications of this policy will be distributed to all stakeholders and written copies to all parents and community members, as a language that all can understand.

Zoom Meeting - 4/16/2020

File Name: 4/16/2020

Page: 1 of 1

Zoom Meeting - 4/16/2020

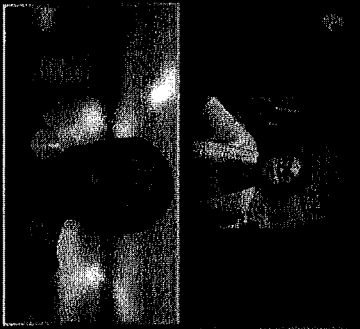
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Page: 1 of 1

Zoom Meeting - 4/16/2020





Julissa Vandoval



rachel



C



Julissa



C

Alondra Balderas



Brianza Gonzalez

Santana Crider

Ale Douglas

Samantha Rubio

Daniel Victoria

Brenda's iPhone

Theresa

Yamili Ramirez

rendoza

Terra Nefton

iPhone

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**Irene C. Cardwell**  
**PARENT AND FAMILY ENGAGEMENT POLICY**  
**2022-2023**

**STATEMENT OF PURPOSE**

- I. **Irene C. Cardwell** 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 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 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. **Irene C. Cardwell** : 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

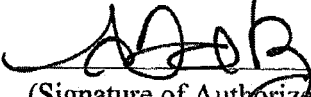
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCSID Federal and State Programs Department at 830-778-4153.

**RESERVATION OF FUNDS**

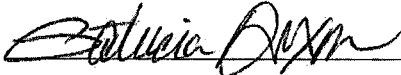
- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

**ADOPTION**

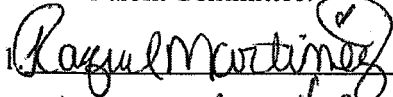
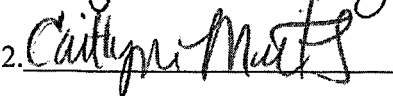

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Irene C. Cardwell** on 9/10/22 and will be in effect 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.

  
\_\_\_\_\_  
(Signature of Authorized) Principal

9-10-22  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1.  \_\_\_\_\_
2.  \_\_\_\_\_
3.  \_\_\_\_\_

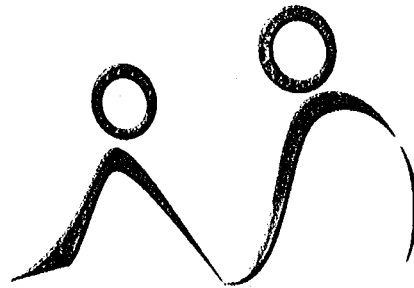
San Felipe Del Rio CISD Irene C. Cardwell Head Start and PK

McKinney Vento/Families in Transition

Staff Training September 26, 2022

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

## Staff Training

### Sign In Sheet

Irene C. Cardwell HS and PK

9/26/22

Campus

Date

| Staff Name         | Position                 | Signature          |
|--------------------|--------------------------|--------------------|
| Maria Garcia       | Aide Life Skills         | Maria Garcia       |
| Maria C. Gonzalez  | Life Skills Aide         | Maria C. Gonzalez  |
| Winnie J. Foster   | Bilingual Teacher        | Winnie J. Foster   |
| Yahaira Favela     | Instructional Aide       | Yahaira Favela     |
| Julie Ortiz        | Family Advocate          | Julie Ortiz        |
| Valerie Garcia     | Nurse ABG                | Valerie Garcia     |
| Claudia Trevino    | Family Advocate          | Claudia Trevino    |
| Sandra George      | T.A.                     | Sandra George      |
| Kassandra Venes    | PRCE                     | Kassandra Venes    |
| Aleida C. Ochoa    | Monitor                  | Aleida C. Ochoa    |
| Jessica Rodriguez  | PRCE                     | Jessica Rodriguez  |
| Mari Rios          | FA                       | Mari Rios          |
| Santa Sandoval     | FA                       | Santa Sandoval     |
| Andrea G. Martinez | Bus Monitor              | Andrea G. Martinez |
| Rebecca Lopez      | FA                       | Rebecca Lopez      |
| Araceli Galindo    | Speech Aide              | Araceli Galindo    |
| Mariana Ramirez    | Bus Monitor              | Mariana Ramirez    |
| Antonela Rodriguez | Administrative Secretary | Antonela Rodriguez |
| Gabriella Vaqueria | Principal Secretary      | Gabriella Vaqueria |

# McKinney-Vento/Families in Transition

## Staff Training

### Sign In Sheet

Irene C. Cardwell HS and PK

9/26/22

Campus

Date

| Staff Name               | Position      | Signature              |
|--------------------------|---------------|------------------------|
| Veronica Ortiz           | TA            | <i>[Signature]</i>     |
| Socorro Zapata           | TA            | <i>[Signature]</i>     |
| Blanca Dominguez         | TA            | <i>[Signature]</i>     |
| Alva E. Nieto            | Teacher       | <i>[Signature]</i>     |
| Delia Garcia             | TA            | <i>[Signature]</i>     |
| Sandra Gaviria           | Teacher       | <i>[Signature]</i>     |
| Vanessa Salinas          | Teacher       | <i>[Signature]</i>     |
| Yolanda McNamara         | TA            | <i>[Signature]</i>     |
| Nancy Garcia             | Teacher       | <i>[Signature]</i>     |
| Analia Barrera           | TA            | <i>[Signature]</i>     |
| NOE AMAYA                | Teacher       | <i>[Signature]</i>     |
| PALOWS                   | TA            | <i>[Signature]</i>     |
| Flore Romo               | Teacher       | <i>[Signature]</i>     |
| Tess Verdusco            | Teacher       | <i>[Signature]</i>     |
| Socorro Zarazua          | TA            | <i>[Signature]</i>     |
| Vanessa Luna             | Teacher       | <i>[Signature]</i>     |
| <del>Grego M. Luna</del> | <del>TA</del> | <del>[Signature]</del> |
| Melinda M. Brijalba      | Teacher       | <i>[Signature]</i>     |
| Nora Rodriguez           | T.A.          | <i>[Signature]</i>     |
| ESCU ESCARERO            | TA            | <i>[Signature]</i>     |

# McKinney-Vento/Families in Transition

## Staff Training

## Sign In Sheet

Irene C. Cardwell HS and PK

9/26/22

Campus

Date

| Staff Name          | Position         | Signature           |
|---------------------|------------------|---------------------|
| Amanda Castro       | CNA Lifeskills   | Amanda Castro       |
| Kelsey Hill         | Teacher          | Kelsey Hill         |
| Marybeth Pate       | teacher          | M Pate              |
| Veronica Dominguez  | Assistant        | Veronica Dominguez  |
| Josephina Capetillo | Assistant        | J Capetillo         |
| Eva Perez           | Life skills Aide | Eva Perez           |
| Rocio Rodriguez     | Teacher          | Rodriguez           |
| Sofia Arroyo        | Teacher          | Sofia Arroyo        |
| JOELDA Esquivel     | TA               | Joel Esquivel       |
| Adrian Hd 2         | TA               | Adrian Hd 2         |
| Tania De Leon       | Teacher          | Tania De Leon       |
| Mayra Retana        | teacher          | Mayra Retana        |
| Cely Perez          | TA               | Cely Perez          |
| Guadalupe H. Ortiz  | Teacher          | Guadalupe H. Ortiz  |
| Mely Castillo       | Teacher          | Mely Castillo       |
| Aracely Yañez       | Mental Health.   | Aracely Yañez       |
| Jessica Longo       | Teacher          | Jessica Longo       |
| Astid Kaler         | Assistant        | Astid Kaler         |
| Patricia A. Barrera | Data Entry Sec.  | Patricia A. Barrera |
| Carla Santos        | Data Clerk       | Carla Santos        |

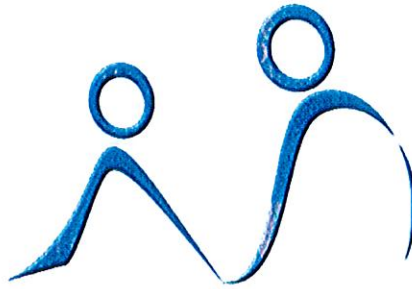
San Felipe Del Rio CISD Irene C. Cardwell Head Start and PK

McKinney Vento/Families in Transition

Staff Training September 26, 2022

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  
Staff Training  
Sign In Sheet**

**Irene C. Cardwell HS and PK**

**9/26/22**

Campus

Date

| Staff Name         | Position              | Signature          |
|--------------------|-----------------------|--------------------|
| Maria Garcia       | Aide Life Skills      | Maria Garcia       |
| Maria C. Gonzalez  | Life Skills Aide      | Maria C. Gonzalez  |
| Winnie J. Forester | Bilingual Teacher     | Winnie J. Forester |
| Yahaira Favela     | Instructional Aide    | Yahaira Favela     |
| Julie Ortiz        | Family Advocate       | Julie Ortiz        |
| Valene Garcia      | Nurse ASD             | Valene Garcia      |
| Cleridia Trevino   | Family Advocate       | Cleridia Trevino   |
| Sandra George      | T.A.                  | Sandra George      |
| Kassandro Venes    | PRCE                  | Kassandro Venes    |
| Aleida C. Ochoa    | Monitor               | Aleida C. Ochoa    |
| Jessica Rodriguez  | PRCE                  | Jessica Rodriguez  |
| Mari Rios          | FA                    | Mari Rios          |
| Santa Sandoval     | FA                    | Santa Sandoval     |
| Andrea Q. Martinez | Bus Monitor           | Andrea Q. Martinez |
| Rebecca Neri       | FA                    | Rebecca Neri       |
| Ancel Galindo      | Speech Aide           | Ancel Galindo      |
| Mariana Ramirez    | Bus Monitor           | Mariana Ramirez    |
| Antonela Rodriguez | Educational Secretary | Antonela Rodriguez |
| Gabriella Vaqueria | Principal Secretary   | Gabriella Vaqueria |
|                    |                       |                    |

# McKinney-Vento/Families in Transition

## Staff Training

### Sign In Sheet

Irene C. Cardwell HS and PK

9/26/22

Campus

Date

| Staff Name                     | Position           | Signature              |
|--------------------------------|--------------------|------------------------|
| Veronica Ortiz                 | TA                 | <i>[Signature]</i>     |
| Socorro Zapata                 | TA                 | <i>[Signature]</i>     |
| Blanca Dominguez               | TA                 | <i>[Signature]</i>     |
| Alva E. Nieto                  | Teacher            | <i>[Signature]</i>     |
| Delia Garcia                   | TA                 | <i>[Signature]</i>     |
| Sandra Gavirio                 | Teacher            | <i>[Signature]</i>     |
| Vanessa Salinas                | Teacher            | <i>[Signature]</i>     |
| Iolanda McNamara               | TA                 | <i>[Signature]</i>     |
| Nancy Cervera                  | Teacher            | <i>[Signature]</i>     |
| Analia Barrera                 | TA                 | <i>[Signature]</i>     |
| NOE AMAYA                      | Teacher            | <i>[Signature]</i>     |
| PA Laws                        | TA                 | <i>[Signature]</i>     |
| Flore Romo                     | Teacher            | <i>[Signature]</i>     |
| Tess Vardusco                  | Teacher            | <i>[Signature]</i>     |
| Socorro Zarazua                | TA                 | <i>[Signature]</i>     |
| Vanessa Luna                   | Teacher            | <i>[Signature]</i>     |
| <del>Melinda M. Brijalba</del> | <del>Teacher</del> | <del>[Signature]</del> |
| Melinda M. Brijalba            | Teacher            | <i>[Signature]</i>     |
| Nora Rodriguez                 | T.A.               | <i>[Signature]</i>     |
| Elsa Escareno                  | TA                 | <i>[Signature]</i>     |

# McKinney-Vento/Families in Transition

## Staff Training

### Sign In Sheet

Irene C. Cardwell HS and PK

9/26/22

Campus

Date

| Staff Name          | Position         | Signature           |
|---------------------|------------------|---------------------|
| Amanda Castro       | CNA Lifeskills   | Amanda Castro       |
| Kelsey Hill         | Teacher          | Kelsey Hill         |
| Margaret Rusk       | teacher          | M Rusk              |
| Veronica Dominguez  | Assistant        | Veronica Dominguez  |
| Joselyn Capetillo   | Assistant        | Joselyn Capetillo   |
| Eva Perez           | Life skills Aide | Eva Perez           |
| Rocio Rodriguez     | Teacher          | Rodriguez           |
| Sofia Arroyo        | Teacher          | Sofia Arroyo        |
| JOEL Esquivel       | TA               | Joel Esquivel       |
| Adrian Hd 2         | TA               | Adrian Hd 2         |
| Tania De Leon       | Teacher          | Tania De Leon       |
| Mayra Retana        | teacher          | Mayra Retana        |
| Cecy Perez          | TA               | Cecy Perez          |
| Guadalupe H. Ortiz  | Teacher          | Guadalupe H. Ortiz  |
| Mely Castillo       | Teacher          | Mely Castillo       |
| Aracely Yañez       | Mental Health.   | Aracely Yañez       |
| Jessica Longo       | Teacher          | Jessica Longo       |
| Astrid Kaler        | Assistant        | Astrid Kaler        |
| Patricia A. Barrera | Data Entry Sec.  | Patricia A. Barrera |
| Carla Santos        | Data Clerk       | Carla Santos        |

# McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs Department



## Key Provisions of McKinney-Vento Federal Law:

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA-title I, Part A-Improving Basic Programs:

- Immediate enrollment/eliminate barriers
- Choice of schools in the best interest of the child
- Transportation services upon parent request
- Educational resources/supplies, clothing, hygiene products
- Free reimbursable meals (breakfast, lunch)
- Academic support and tutoring

## 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.

## How do people become homeless?

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

## 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/lardiness
- 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)

## Questions/Concerns



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



## The Value and Utility of Parental and Family Engagement Staff Training

SFDRCSID Federal and State Programs Department


### 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 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.



## 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

"It doesn't matter how many structured activities a school creates, parents must feel welcomed, accepted, respected and validated at their school and by school leaders. That atmosphere is something that has to be ingrained rather than something contrived by events that are primarily intended to be scored or counted."

• Unknown Principal



## QUESTIONS?

Have a successful, positive and engaging school year!



SFDRICSD Federal and State Programs

**McKinney-Vento/Value and Utility of Parent Engagement  
Staff Training Sign-In Sheet**

Campus Dr. Lonnie Green

Date/Time 11/7/22 3:15pm

| Staff Name                 | Position | Signature           |
|----------------------------|----------|---------------------|
| E Peña                     | Teacher  | E Peña              |
| J. Flores                  | Teacher  | J. Flores           |
| H Cardenas                 | teacher  | H Cardenas          |
| J. Segura                  | teacher  | J. Segura           |
| <del>R. Castro Lopez</del> |          |                     |
| Leticia Varquez            | teacher  | L. Varquez          |
| J. Sorrell                 | teacher  | J. Sorrell          |
| N. Rivera                  | teacher  | N. Rivera           |
| C. Arnaldo                 | teacher  | C. Arnaldo          |
| D. Ortega-Ford             | teacher  | D. Ortega-Ford      |
| Y. Zuniga                  | teacher  | Y. Zuniga           |
| M. Barrjentes              | teacher  | Michelle Barrjentes |
| H. Perez                   | teacher  | H. Perez            |
| J. Dewitt                  | teacher  | J. Dewitt           |
| A. Franco                  | teacher  | A. Franco           |
| Patricia Burgos            | Aide     | Patricia Burgos     |
| H. Dominguez               | teacher  | H. Dominguez        |
| Norma Seize                | Aide     | Norma Seize         |
| S. Alfaro                  | Aide     | S. Alfaro           |
| C. Orzano                  | teacher  | C. Orzano           |



