

DR FERMIN CALDERON ELEMENTARY

Campus Improvement Plan

2023/2024

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

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

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DR FERMIN CALDERON ELEMENTARY

Mission

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

Vision

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

Nondiscrimination Notice

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

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

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support
and retain teachers
and principals



Build a foundation
of reading
and math



Connect high
school to
career and college



Improve
low-performing
schools

Enablers



Increase **transparency**, **fairness** and **rigor** in district and campus
academic and financial performance



Ensure **compliance**, effectively **implement legislation**
and **inform** policymakers



Strengthen **organizational foundations**
(resource efficiency, culture, capabilities, partnerships)

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

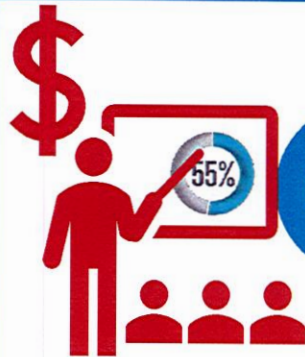
State Compensatory Education Program

STATE FUNDS

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

ANALYSIS

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



GOAL-

Target funds to close the achievement gap.



PURPOSE -

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



TEC, §29.081

TEC, §48.104



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**adapted from TEA State Compensatory Education*

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 1.** (STAAR HB3 Reading) By May 2024, 37% of 3rd grade students will be at meets or higher in Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide job embedded professional development through implementation of planning protocol including technology, engaging hands on lesson, to meet instructional understanding of the TEKS. (intervention and small group reading, Education Service Center 15, common planning periods for alignment, Technology training, teacher coaching, training on new math program, Implementation of Literacy block, Google Classroom components training, Text Help Read/Write, Pear Deck, new online resources: Lone Star, Brain Pop, Lone Star, Renaissance Learning, Reading Eggs, READ grant, TTESS) (Title I SW: 1,3,4,5) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,H,W,AA,ECD,Migrant,EB,SPED,GT,AtRisk, Dys,504,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (ESF: 4,4.1)	Campus Administrators, Teachers	August -June	(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory - \$15,369.08	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
2. Highly qualified teachers in kinder through 5th grade, plus, paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet campus performance goals and objectives. (1 Kindergarten paraprofessionals-will work daily with their supervising teachers for success of all students and use research-based strategies, Human Resources department, AppliTrack, SBEC, TTESS, lesson design and implementation, Mentor program for new teachers, common planning periods for alignment, planning protocol sessions, learning walks, DMAC, Google certification, READ grant) (Title I SW: 1,3,5,10) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2,2.1)	Campus Administrators	September -June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	06/12/24 - Completed (S) 03/28/24 - Some Progress 11/17/23 - On Track
3. Provide intensive instruction focused on reframing instruction and learning. (Guided	Campus Administrators, Curriculum Coordinators,	August -June	(F)Federal Grant, (F)Title V RLIS, (S)State Compensatory -	Criteria: Improved cycle grades, reduced failure rate, Improved

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- Objective 1.** (STAAR HB3 Reading) By May 2024, 37% of 3rd grade students will be at meets or higher in Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Instruction and intervention sessions to assist struggling students, master schedule, Google classroom, progress monitoring in reading and math, progress monitoring results in Aim Hi). Interventions/tutorials after school (ACE). Instructional staff, counselors and administration will implement district programs and initiatives such as Balanced Literacy, RTI, GT, Special Education, 504, Dyslexia with training, student testing, homebound services to identify and support students including students with special needs. (NCS Pearson, Pro Ed, Lexia Learning Systems) (Title I SW: 1,2,3,9) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3)	Teachers		\$685.95	STAAR results 06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
4. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research based, rigorous and aligned with state academic content to meet system safeguards. Literacy block schedule, curriculum dashboard, planning protocol sessions-collaborative lesson development/technological equipment for students, progress monitoring formatives, Progress monitoring in Aim Hi, revised road maps, revised ELA planning guides). (Title I SW: 1,3,4,8) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 5,5.1,5.3)	Campus Administrators, Teachers	August -June	(F)Title I, (F)Title V RLIS	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
5. Provide time for collaboration on development of lesson plans and data disaggregation. (planning protocol sessions, master schedule) (Title I SW: 1,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 5,5.2,5.3)	Campus Administrators, Teachers	August -June	(F)Title I	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
6. Implement academic vocabulary journals, anchor charts, K-W-L Charts, and Think-Pair-Share strategies as part of the planning	Campus Administrators, Teachers	August -June	(F)Title I	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 1.** (STAAR HB3 Reading) By May 2024, 37% of 3rd grade students will be at meets or higher in Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
process throughout content areas in Kinder - 5th grade. (Planning protocol) (Title I SW: 1,3,9) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3)				

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** (STAAR HB3 Math) By May 2024, 29% of 3rd grades will be at meets or higher in Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan collaboratively for three hours weekly to: plan, reflect, analysis data, obtain new learning and evaluate student progress (Title I SW Elements: 2.1) (Target Group: All, SPED, GT, M, F, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th) (ESF: 5, 5.1, 5.2, 5.3)	Campus Administrators, Cluster/Department Leaders	August - May	(O)Local Districts	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
2. Teachers will provide small group intervention time during Coyote Time at least four times a week for tier 3 students. (Title I SW Elements: 1.1) (Target Group: All, SPED, M, F, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th) (ESF: 5, 5.4)	Campus Administrators, Cluster/Department Leaders	August - May	(F)Title I	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
3. Teachers will hold Guided Math sessions daily for tier 2 students. (Title I SW Elements: 2.2) (Target Group: M, F, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th) (ESF: 5, 5.4)	Campus Administrators, Cluster/Department Leaders	Aug - May	(F)Title I, (O)Local Districts	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** (STAAR HB4545) By May 2024, 70% of our 4th and 5th grade students will show significant growth on STAAR when compared to 2023 STAAR performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Target and actively engage instruction for all students, including at risk/economically disadvantaged students, Special education, EL and Hispanic students in Reading, Math, Writing, and Science. (STAAR math materials, curriculum dashboard, common planning periods for alignment, planning protocol sessions, instructional playbook, journaling, resources, assessment/benchmark data, teacher/student coaching, Literacy block schedule, new math program, DMAC) (Title I SW: 1,2,3,4,8,9) (Target Group: All,H,ECD,EB,SPED) (Strategic Priorities: 1,2,4) (ESF: 5,5.1,5.2)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers	August -June	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL	Criteria: Improved cycle grades, reduced failure rates, STAAR results 06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
2. Utilize math program and math block components during the school day to increase student levels in math. (Target Group: All,H,ECD,EB,SPED,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (ESF: 4,4.1)	Campus Administrators, Teachers	August -June	(F)Title I, (O)Local Districts	Criteria: Improved cycle grades, reduced failure rates 06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
3. Implement the use of journals in all grade levels to increase math vocabulary and academic language.(Instructional playbook) (Title I SW: 1,2,3,4,9,10) (Target Group: All,H,ECD,EB,SPED) (Strategic Priorities: 1,2,4) (ESF: 5,5.1)	Campus Administrators, Teachers	August -June	(F)Title I, (O)Local Districts	Criteria: Improved cycle grades, reduced failure rates 06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
4. Utilize guided instruction to provide intense interventions in targeted subject areas based on data (DMAC, STAAR formatted resources, New math program, Lead4ward). (intervention during and after school interventions). (Title I SW: 1,2,3,9,10) (Target Group: All,H,ECD,EB,SPED) (Strategic Priorities: 2,4) (ESF: 5,5.1)	Campus Administrators, Instructional Aides, Teachers	August -June	(F)Title I, (O)Local Districts	Criteria: Improved cycle grades, reduced failure rates 06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** (Leadership) By May 2024, 80% our leadership team will continue to plan and develop as leaders as demonstrated by meeting minutes, walk-through feedback and establishment of norms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Proactively teaches, practices, and reinforces behavioral expectations with all staff that are aligned to the mission, vision, values and goals. (Title I SW Elements: 1.1) (Target Group: All,ECD,EB,SPED,M,F,AtRisk,504,K,1st,2nd,3rd,4th,5th) (ESF: 1,1.1,1.2)	Campus Administrators, Counselors	August -June	(O)Local Districts	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
2. Implements and executes the code of conduct as routine practice. (Title I SW Elements: 2.4) (Target Group: All,SPED,M,F,504,K,1st,2nd,3rd,4th,5th) (ESF: 1,1.1)	Campus Administrators, Counselors	August -June	(O)Local Districts	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
3. Supports teachers in implementing rewards and consequences at the classroom and school levels. (Title I SW Elements: 1.1) (Target Group: All,ECD,SPED,GT,M,F,504,K,1st,2nd,3rd,4th,5th,6th) (ESF: 1,1.1,1.2)	Campus Administrators, Counselors	August -June	(L)Principal Account, (O)Local Districts	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
4. Regularly tracks and analyzes data. (Title I SW Elements: 2.2) (Target Group: All,EB,SPED,M,F,AtRisk,504,K,1st,2nd,3rd,4th,5th) (ESF: 5,5.3)	Campus Administrators, Counselors	August -June	(O)Local Districts	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 5.** (TELPAS) By May 2024, 70% of our ELL's will improve by one level on their composite score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Group students by proficiency levels for bilingual instruction. (Curriculum dashboard, DMAC, TELPAS data, ELA textbook adoption (ELL intervention), master schedule, teacher recommendation). (Title I SW: 1,3,4,9,10) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 1,1.2)	Campus Administrators, ELPAC Committee, Teachers	August -June	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
2. Provide intensive interventions in any needed content area.(Tutorials during and after school). (RTI, assessment data, short term intervention with data analysis, planning protocol sessions, teacher coaching, Accelerated Reader, TPRI, STAAR formatted resources, released STAAR questions, Lead4ward). (Title I SW: 1,3,4,8,9,10) (Target Group: EB) (Strategic Priorities: 1,2,4) (ESF: 1,1.2)	Campus Administrators, Teachers	August -June	(F)Title I, (F)Title III Bilingual / ESL	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
3. Ensure that highly qualified teachers will serve LEP/ELL students in all grades. (master schedule, Human Resources, Bilingual certification) (Title I SW: 1,3,4,10) (Target Group: EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,4) (ESF: 2,2.1)	Campus Administrators, Teachers	August -June	(F)Title I, (S)Local Funds, (S)State Compensatory	06/12/24 - Completed (S) 03/28/24 - Completed 11/17/23 - On Track

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** (Attendance) By May 2024, the campus will increase student attendance rate to 90% for each six weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish an attendance committee to identify students with excessive absences. (Attendance records, parent documents, guest speaker, meeting documentation, mentor involvement from community, daily phone calls with logs) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August -June	(O)Local Districts	Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages 06/12/24 - Completed (S) 03/28/24 - Some Progress 11/17/23 - On Track
2. Increase awareness of the compulsory attendance law among the school community and families via parent orientations, PTO meetings, presentations and newsletters. (Notes sent home, DoJo messages, family orientation, parental workshops to include motivation and attendance notices) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Campus Administrators, Counselors, Parental Aides, Teachers	August -June	(F)Title I, (O)Local Districts	Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages 06/12/24 - Completed (S) 03/28/24 - Some Progress 11/17/23 - On Track
3. Implement an attendance daily log to ensure parent communication for non-attendance. (attendance binder, calling system) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August -June	(F)Title I, (O)Local Districts	Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages 06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 7.** (Instructional Strategies) By May 2024, 80% of teachers will use effective instructional strategies as seen in walkthroughs and planning conversations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Facilitates and supports the implementation of high leverage instructional strategies and routines that are modeled and practiced with fidelity in all classrooms. (Title I SW Elements: 1.1) (Target Group: All,ECD,EB,SPED,M,F,AtRisk,K,1st,2nd,3rd,4th,5th) (ESF: 5,5.1)	Campus Administrators, Cluster/Department Leaders	August -June	(F)Title I, (F)Title IIA Principal and Teacher Improvement	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
2. Use observation and other data to deliver targeted professional development that is research based and addresses staff and students learning and achievement needs. (Title I TA: 5,6) (Target Group: All,ECD,EB,SPED,M,F,K,1st,2nd,3rd,4th,5th) (ESF: 5,5.1,5.2)	Campus Administrators, Cluster/Department Leaders	August -June	(F)Title I, (F)Title IIA Principal and Teacher Improvement	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
3. Develops calendars for professional development that are modified based on data and teacher / students needs. (Title I SW Elements: 1.1) (Target Group: EB,SPED,M,F,AtRisk,K,1st,2nd,3rd,4th,5th) (ESF: 5,5.2)	Campus Administrators, Cluster/Department Leaders	August -June	(F)Title IIA Principal and Teacher Improvement	06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
4. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1) (ESF: 2,2.1)	Campus Administrators, Chief Instructional Officers	June -June	(S)State Compensatory	Criteria: Payroll/HR Documentation 06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track

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- Goal 2.** The District shall be a good steward of the community's resources-financial, human, facilities- and explore new opportunities for organizational efficiency and effectiveness.
- Objective 1.** (Funding Use) By June 2024, Dr. Fermin Calderon Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop local campus budget that will be aligned to campus improvement plan. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1)	Campus Administrators, Cluster/Department Leaders, Teachers	August -June	(O)Local Districts	Criteria: Evaluation from district office, campus budget worksheet 06/12/24 - Completed (S) 03/28/24 - Completed 11/17/23 - On Track

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- Goal 2.** The District shall be a good steward of the community's resources-financial, human, facilities- and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** (Head Start Participation) By June 2024, Dr. Fermin Calderon Elementary will develop a partnership with Cardwell Elementary to foster early childhood transitions by providing one visit in the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide visits from Irene Cardwell Elementary to campus to provide an easier transition for next school year. (Title I SW: 1,7) (Target Group: PRE K) (Strategic Priorities: 4) (ESF: 3,3.3)	Campus Administrators, Counselors, Parental Aides, Teachers	March - June	(S)Local Funds	Criteria: security and confidence attending school, awareness of campus facility 06/12/24 - Completed (S) 03/28/24 - On Track 11/17/23 - No Progress
2. Will participate at Cardwell Elementary by having one person from the leadership team attend parent orientation. (Title I SW: 1,6,7,10) (Target Group: PRE K) (Strategic Priorities: 4) (ESF: 3,3.4)	Counselors	March -June	(S)Local Funds	Criteria: sign in sheets, security and confidence attending school, awareness of campus facility 06/12/24 - Completed (S) 03/28/24 - On Track 11/17/23 - No Progress

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

Objective 1. (Parent Participation) By June 2024, parent participation will increase by 25% and will be measured by parents signing in at parent trainings and campus parent events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Conduct monthly parent meetings/trainings on Title 1 requirements, social and academic themes, including parent orientations for new CDC guidelines for educational institutions.</p> <p>(Finger foods, snacks, facilities, guest speakers at various grade levels, salary for parental aide- will encourage teacher-parent relations, Family Literacy Night, Make-n-Take, parent trainings, information in English and Spanish, ISS, school parent compact, ECI awareness poster, Zoom, Google classroom meets, Classroom dojo) (Title I SW: 1,2,6,9,10) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.4)</p>	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August -June	(F)Title I	<p>Criteria: parent participation logs, surveys, increased student performance</p> <p>06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track</p>
<p>2. Increase and encourage parental communication/involvement from all parents. (school facilities, Parental annual professional development, Open Houses, student work showcases/exhibits, art exhibits, choir/string performances, parent surveys returned, science fair, parent Make and Takes, calendar, master schedule, common planning times, Math Training, Literacy block, PTO, Festival, Google classroom) (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	Campus Administrators, Counselors, Parental Aides, Teachers	August -June	(F)Title I	<p>Criteria: parent participation logs, surveys, increased student performance</p> <p>06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track</p>
<p>3. Utilize common forms of media to communicate events and disseminate information effectively in both English and Spanish. (skyward message center, written notes, marquee, district facebook/webpage home visits, notes home, newsletters, surveys, website, telephone calls/logs, emails, monthly calendars, classroom dojo, google classroom) (Title I SW: 1,6,9,10) (Target Group: All)</p>	Campus Administrators, Counselors, Parental Aides, Teachers	August -June	(F)Title I	<p>Criteria: parent participation logs, surveys, increased student performance</p> <p>06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track</p>

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

Objective 1. (Parent Participation) By June 2024, parent participation will increase by 25% and will be measured by parents signing in at parent trainings and campus parent events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 4) (ESF: 3,3.4)				
4. Make parent portals available to all parents (Skyward gradebook). (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Counselors, Parental Aides, Parents	August -June	(F)Title I, (S)Local Funds	Criteria: parent participation logs, surveys, increased student performance 06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
5. Providing on going mechanisms for family and community engagement. (Zoom, Dojo, parent training/supplies, monthly meetings/presentations, student art exhibits, student showcases/exhibits, choir/string performances, Open Houses, Science Fair Make-n-takes, Fine Arts Extravaganza, Family Literacy Nights, parent training on academic issues). (Title I SW: 1,2,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Parental Aides, Parents, Teachers	August -June	(F)Title I	Criteria: Improved cycle grades, reduction of failure rates, improved parent awareness 06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track
6. Implement the use of Classroom Dojo to facilitate teacher to parent communication. (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Teachers	August -June	(F)Title I	Criteria: increased parent communication and student participation and performance 06/12/24 - Completed (S) 03/28/24 - Significant Progress 11/17/23 - On Track

Site Base List

Name	Position
Aguirre, Erica	Counselor
Jimenez, Claudia	Kinder Teacher
Sauceda, Jo	3rd grade teacher
Juarez, Claudia	PE teacher
Salas, Santiaga	Principal
Cavazos, Alma	Asst. Principal
Sanchez, Wendy	Attendance Secretary
Hernandez, Jessica	4th grade teacher
Fierro, Frances	Special Ed teacher
Acosta, Marisela	Parent representative
Taylor, Danya	Community Representative
Diaz, Rosalinda	2nd grade teacher
Guadalajara, Elizabeth	5th grade teacher
Coplan, Mike	Business Representative
Jimenez, Diana	Bilingual Representative / 1st grade teacher

Comprehensive Needs Assessment Summary – Dr. Fermin Calderon 2023-2024

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Benchmark Data	TPRI / TxKEA	STAR Renaissance
Progress Monitoring / Summmatives	Teacher Leader Meetings	Staff Surveys
Professional Development Feedback	STAAR results	Climate Survey
Discipline Referrals	Intruder / Security Logs	Drill Log
Early Literacy Reports	Intervention Logs	STAAR Renaissance
Progress Monitoring / Summatives	Event sign in sheets	Event flyers
Do Jo logs	DFC Calendar	Campus Master Schedules
DFC Campus Procedures	McKinney Vento Data	District Programs (Tech)

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	STAR Renaissance and Progress Learning Data Tutorial Program Coyote Time Planning Protocol Classroom Climate AR points (focus on AR)	More parent involvement Improve attendance and tardies Incentives for AR Student growth in special populations Counselor to monitor students (data tracking for students failing) Professional development	Student growth in spec pops Improve attendance / tardies Professional development
	Three hours of planning per week Cluster Leaders are in the interview process Great communication with staff	Bilingual supports Intervention supports Supports for behavior interventions / behavior testing (to take place faster)	Bilingual supports Intervention supports Staff incentives

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality	Good teacher retention, learning walks, new teacher meetings B Rated Campus Focus on district technology programs (AR, Lexia)	Sunshine Committee After school meetings end at a certain time Staff Incentives	Sunshine Committee After school meetings end at a certain time Staff incentives
School Climate/ Safe & Healthy Schools	Planning Protocol Del Rio Cares (Mondays) Family Fridays (library) Acedemic Nights (literacy, math, science) Safety Procedures (locked doors, colored badges) Celebrations (awards, parties)	Incentives (attendance / AR) Behavior Plans Intruder Training, response training, sensors for doors, classroom door knobs Badge readers for all doors Make school look better Daily open lunch for parents	Behavior plans Incentives AR / attendance Daily open lunch for parents
College & Career Readiness/ Graduation/ Dropout Reducation	Del Rio Cares Coyote Time Career Day Technology use in the classrooms CTE visits Ex activities (coding, Diamond Dancers, Garden Club)	Embedded career awareness through guidance lessons Alumni college wall with flags and Tshirt days for staff CTE visits from High School and DR Middle School Community Reader Calderon Alumni as speakers Exposure to middle school extracurricular (football, cheer)	Alumni college wall Exposure to middle school Embedded career awareness

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Family and Community Involvement	Class DoJo Attendance folders Parental aide support Monthly Calendar Facebook Page (pictures, events, etc.) Awards Ceremony	Increase parent participation (loteria nights, have a committee) Print report cards (at semester) More activity from PTO (fall festivals, etc.) Increase Parent Vounteers (quanity) More education foundation grants Open House (more than just first of year)	Increase parent participation at all trainings and meetings Open House Print report cards
District/Campus Commitments	Technology in the classroom Breakfast for all and bags for tardy students Rezoning notices sent proactively McKinney Vento training done early in the school year Leadership Trainings (3-5) READ Academy (upper grades)	More rigourous instructional programs (Generation Genuis, Lower grade science technology) More support for underrepresented families Training and schedule adjustments for campus aides Alarms and announcements not heard in all areas of the campus More support and training for first year teachers More training for staff on special populations	More rigourous programs More support for families training and schedule adjustments

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
- SFDRCISD District and School Website

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

DR. FERMIN CALDERON ELEMENTARY SCHOOL

**School-Teacher
Parent-Student
Compact
2023-2024**



EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

**Santiago Salas,
PRINCIPAL**

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

830-778-4620

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

SFDR CISD 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.

SFDR CISD 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.

SFDR CISD Shared Beliefs

We believe:

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

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

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

Student Agreement

As a student, I agree to:

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

Parent Agreement

As a parent, I agree to:

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

Development and Distribution

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

Dr. Fermin Calderon Elementary

Title I

Parental Liaison












Lorena Martinez

830-778-4633

Lorena.martinez@sfdrcisd.org

Dr. Fermin Calderon Elementary 830-778-4620

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	MONDAYS Wear your School Spirit Shirts. Coyote Day!	 Go Queens Go	WEDNESDAYS College Day <i>Wear your favorite College shirt</i>	 Go Rams Go	FRIDAYS Rams/Queens Spirit Day	
PAWS Parents of awesome students Group will begin this month and meet Wednesdays in room 1 from 8-10am. These parents will help out our teachers with items they need for their classrooms. If you are interested please contact our Parental Ms. L. Martinez to sign up.	4 No School	5	6 	7	8 Office Staff Principal: S. Salas Asst. Principal: A. Cavazos Attendance Secretary: W. Sanchez Principal Secretary A. Juarez Parental: L. Martinez Counselors: E. Aguirre & D. Luna	9
3 	4 LABOR DAY	5	6	7	8	9
11 	11 Patriot Day Dress up in your school best with red, white and blue	12	13 DFC Title 1 Parent Meeting @ 8:30 	14 Skate Night 5:30pm - 7:45pm 	15	16
17	18	19	20 Skyward Parent Meeting 2:00-3:00pm In room 1	21	22 End of the 1st Six Week	23
25 M-F 7:30-3:30pm BOOK FAIR THIS WEEK!	26 Beginning of the 2nd Six weeks	26 B.O.Y. Assessments 3rd-5th	27	28 DEL RIO  Open house K-5th 5:15-6:15pm	29  September Birthday Celebrations @ 2:30	Awards will be in October for the 1st six weeks

Events on Calendar, may be subject to change due to unforeseen circumstances. Thank you DFC!
 No signing out students after 2:30pm

Annual Title I Parent Training

Dr. Fermin Calderon

August 24, 2023 @ 2:15pm

Agenda

- I. What is Title I and ESSA Grant**
- II. Parent and Family Engagement Policy**
- III. School-Parent Compacts**
- IV. Parents Right to Know**
- V. Curriculum and Instruction**
- VI. How can parents get involved?**
- VII. Questions/Answers**



August 24, 2023

Title 1 Parent meeting

Went over with parents what Title 1 ad how it effects our schools.

Title 1 Parent Engagement

Let parents know how they can become more involved with the school and the statement of purpose.

Title 1 Parent compact

The agreements between campus, teacher and parents and how we can all work together.

September Meetings

9/13/23

Title 1 Parent meeting

8:30-9:00a

Went over with parents what Title 1 ad how it effects our schools.

Title 1 Parent Engagement

9:00-9:15a

Let parents know how they can become more involved with the school and the statement of purpose.

Title 1 Parent compact

9:15-9:30a

The agreements between campus, teacher and parents and how we can all work together.

9/20/23

Skyward Meeting

2:00-3:00p

Teaching parents how to login to skyward and access grades, do forms, and update emergency information.

Sign-In Sheet

8/24/23
Date

Staff Member's Name	Position

Sign-In Sheet

Campus

Date _____

Parent's Name	Child's Name	Phone	Request Conference
Esther Ruiz Garcia	IAN Mateo Valadez	R. 325.315	01/88
Kristel Tracheta	Andres Tracheta	719-7319.	
Cherik Lopez	Jenni Lopez	273-5067	
Luz E Luna	Ariel E Luna	(830)308-1109	
Maria Garcia	Juan Ibarra	(210)601-3135	
Veronica Olivarri	Noah Olivarri	541-627-9000	
Cindy Diaz	Brayden Kristabella Diaz	8307105-7698	
Daisy Antonia Garcia	Mia G. Contreras	469-988-0728	
Brenda Vazquez	Juan Zamarrin Marlene Zamarrin Christina Zamarrin	8304614330 / nt	
Reynaldo Lopez	Alyssa Hernandez	830-3081676	

Staff Member's Name	Position

**Title I Parent-School
Compact Meeting
Sign-In Sheet**

CAJALDERON
Campus

8/24/23
Date

Parent's Name	Child's Name	Phone	Request Conference
Esther Ruiz Gar	IAJ. Mateo val	325-315-0188	
Kristel Tracheta	Andres Tracheta	714-7319	
Chark Lopez	Jenni Lopez	273-5667	
Luz E Luna	Ariel E Luna	(830)308-1107	
Maria Garcia	Ivan Tharra	(210)601-3135	
Veronica Olvarri	Adalyn Salomon	254-627-9000	
Cindy Diaz	Prayden Kristabella Diaz	830-765-7696	
Daisy Antopia G.	Mia G. Contreras	469-988-0728	
Diana Santana	Romina Medina	830-359-482	
Maria Aguirre	MANDAMTZ	830-308-2795	

Staff Member's Name	Position

Title I Parent Training

Sign-In Sheet

Calderson
Campus

8/24/23
Date

Parent's Name	Child's Name	Phone	Request Conference
17 parents total to all three meetings.			
I was not able to stay in to ask all			
parents to sign in. I was pulled to help			
cover kinder.			
Thank you,			
Lorena			



























Staff Member's Name	Position

Dr. Fermin Calderon Elementary

Visitors

























Currently Signed In

☐ Enable Multi-Sign Out

<u>Sign Out</u>	<u>Photo</u>	<u>First Nam...</u>	<u>Last Nam...</u>	<u>Destinati...</u>	<u>Signed In...</u>	<u>Options</u>
Sign Out		Reyna	Aguirre	Meeting	08/24/23 2:19 PM	 
Sign Out		Carla	Aguirre	Meeting	08/24/23 2:26 PM	 
Sign Out		Cesar	Amaya	Classroom	08/24/23 2:25 PM	 
Sign Out		Daisy	Antopia Garcia	Meeting	08/24/23 2:10 PM	 
Sign Out		Cindy	Diaz	Meeting	08/24/23 2:09 PM	 
Sign Out		Maria	Garcia	Meeting	08/24/23 2:00 PM	 
Sign Out		Melissa	Garcia	Meeting	08/24/23 2:17 PM	 
Sign Out		Kristel	Iracheta	Meeting	08/24/23 1:57 PM	 
Sign Out		Cherik	Lopez	Meeting	08/24/23 1:58 PM	 
Sign Out		Jose	Lopez Moreno	Meeting	08/24/23 2:20 PM	 
Sign Out		Luz	Luna	Meeting	08/24/23 2:01 PM	 

8/24/23, 3:42 PM

Sign In/Sign Out

<u>Sign Out</u>	<u>Photo</u>	<u>First Nam...</u>	<u>Last Nam...</u>	<u>Destinati...</u>	<u>Signed In...</u>	<u>Options</u>
Sign Out		Veronica	Olivarri	Meeting	08/24/23 2:02 PM	 
Sign Out		Jaime	Pimentel	Meeting	08/24/23 2:18 PM	 
Sign Out		Harry	Rowley	Meeting	08/24/23 2:00 PM	 
Sign Out		Esther	Ruiz Garcia	Classroom	08/24/23 1:52 PM	 
Sign Out		Elsa	Salazar	Classroom	08/24/23 10:52 AM	 
Sign Out		Diana	Salinas	Meeting	08/24/23 2:13 PM	 
Sign Out		Diana	SANTANA DE LA ROSA	Meeting	08/24/23 2:20 PM	 
Sign Out		B	Vazquez	Meeting	08/24/23 2:12 PM	 

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Title I Parent Training

Sign-In Sheet

CAUDERON

Campus

9/13/2023

Date

Parent's Name	Child's Name	Phone	Request Conference
Monica Ramirez	Aleric Rmz	2107445529	
Rose Ladd	Roselyn & Naomi	830-422-4314	
Wendy Sanchez	Samuel Espinoza	830-734-6196	
Perla Vallejo	Santiago Gonzalez	(830) 699-0128	

Staff Member's Name	Position

**Title I Parent
Engagement Policy
Meeting
Sign-In Sheet**

CALDERÓN

Campus

9/13/2023

Date

Parent's Name	Child's Name	Phone	Request Conference
Monica Ramirez	Aleric Ramirez	2107445524	
Rosa Ladd	Roselyn & Naomi	830-422-4344	
Wendy Sanchez	Samuel Espinoza	8307346198	
Perla E. Vallejo	Santiago Gonzalez	8306990128	

Staff Member's Name	Position

**Title I Parent-School
Compact Meeting**
Sign-In Sheet

CAUDERON

Campus

9/13/2023
Date

Parent's Name	Child's Name	Phone	Request Conference
Monica Ramirez	Aleric Rmz	2107445529	
Rosa Ladd	Roselyn & Naomi	830 422-4314	
Wendy Sanchez	Samuel Espinosa	830 734 6198	
Perla R. Vallojo	Santiago Gonzalez	830 6990178	

Staff Member's Name	Position

Dr. Fermin Calderon
PARENT AND FAMILY ENGAGEMENT POLICY
2023-2024
STATEMENT OF PURPOSE

- I. Dr. Fermin Calderon administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the school improvement plan process.

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

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the Campus Parent and Family Engagement Policy and practices. They will also consider:

- Academic quality of Title I, Part A Schools
- Identifying way to overcome barriers which may limit participation by parents
- Review and revision of Campus School – Parent Compact
- Increase parent involvement

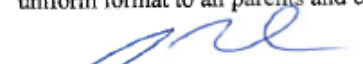
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCISD Federal and State Programs Department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

RESERVATION OF FUNDS

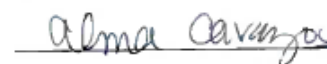
- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION




This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Dr. Fermin Calderon** on **August 24, 2023** 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

8/25/23
(Date)


(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. 
2. 
3. 

DR FERMIN CALDERON
POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES
2023-2024

DECLARACIÓN DE PROPÓSITO

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

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

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

PARTICIPACIÓN DE PADRES Y FAMILIARES EN EL DESARROLLO DE POLÍTICAS

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

ESCUELA - PACTO DE PADRES

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

OPORTUNIDADES DE PARTICIPACIÓN DE LOS PADRES

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

COMUNICACIÓN DEL PERSONAL Y LOS PADRES

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

EVALUACIÓN

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

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

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

RESERVA DE FONDOS


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




ADOPCIÓN

Esta Política de participación de los padres y la familia de la escuela ha sido desarrollada y acordada en conjunto con los padres de los niños que participan en los programas Título I, Parte A, como lo demuestran los padres, administradores y consejeros. Esta política fue aprobada por **DR FERMIN CALDERON** el 24 de agosto de 2023 y estará vigente para el período 2023-2024. La notificación electrónica y/o escrita de esta política se distribuirá en un formato comprensible y uniforme a todos los padres y miembros de la comunidad, en un idioma que todos puedan entender.


(Firma de Autorizado) Principal

8/25/23
(Fecha)


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

1. 
2. 
3. 



San Felipe Del Rio Consolidated Independent School District

Dr. Fermín Calderon Elementary, STAFF MEETING 11-13-23

NAME	POSITION
Cindy T. Cardenas	Principal
Frances Fierro	Superintendent
Rosa Ladd	3rd grade
Elena Gomez	3rd grade
Augustine Garza	4th grade
Lipien Chavante	5th grade
Paula Dwyer	6th grade
Natalli U. Albrete	7th grade
Larmer Valenzuela	8th grade
Isabel Gomez	9th grade
Cindy Cardenas	10th grade
Isabel Dwyer	11th grade
Brenda Rodriguez	12th grade
Carina De los Reyes	13th grade
Almaraz Alvarado	14th grade
Isabel Rodriguez	15th grade
Daniela Cruz	16th grade
Isabel Gomez	17th grade
Diana Jimenez	18th grade
Adri Padilla	19th grade
Natalli Garza	20th grade
Isabel Gomez	21st grade
Diana Tallejos	22nd grade
Isabel Gomez	23rd grade

