

IRENE C CARDWELL ELEMENTARY

Campus Improvement Plan

2021/2022

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

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

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Date Reviewed:

Date Approved:

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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.

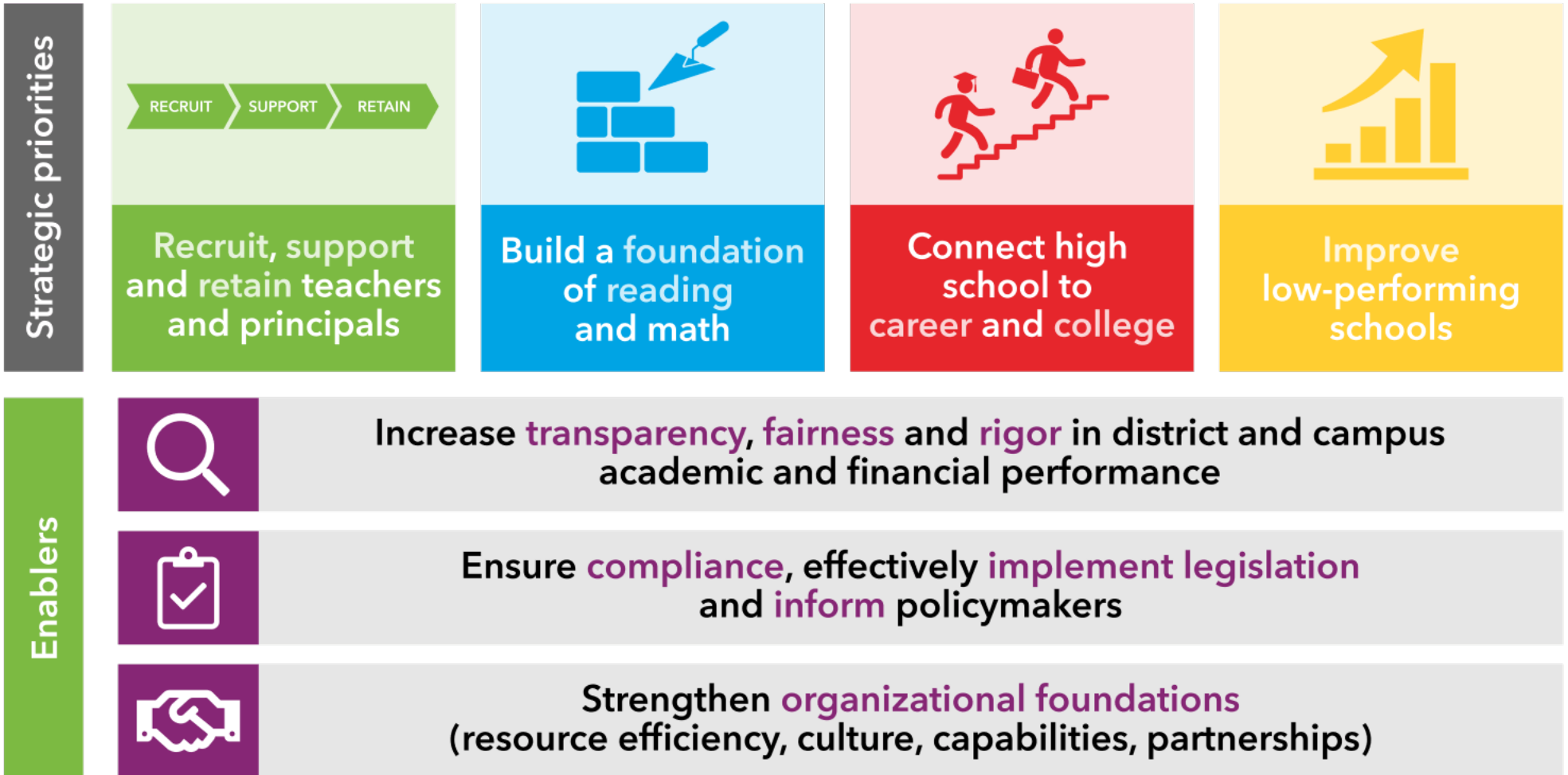
Vision

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>*

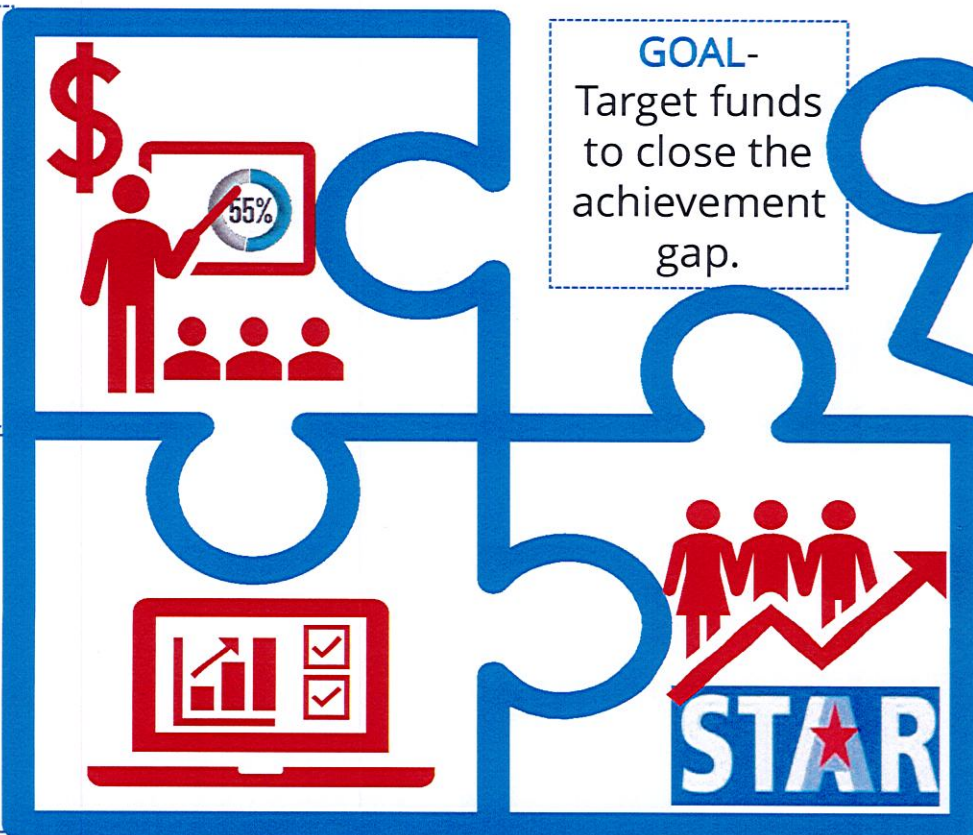
State Compensatory Education Program

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.



TEC, §29.081

TEC, §48.104



**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



Introduction

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

Organizational Structure

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

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

Using this template

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

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

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



Site Based Committee Sign In

District: Cardwell Head Start/Pre-K

Date: 6/23/2021

Role	Name	Signature
Parent	Desiree De Luna	Zoom
Community	Roland Andrade	Zoom
Business Representative	Guadalupe Ortiz	Zoom
Teacher	Cindy Cardenas	Zoom
Teacher	Jessica Longo	Zoom
Teacher	Wendy Torres	Zoom
PFCE	Antoinella Rodriguez	Zoom
Secretary	Velma Galvan	Zoom
District Personnel	Patricia Dixon	Zoom
District Personnel	Valerie Garcia	Zoom
District Personnel	Alanna Talamantez	Zoom
District Personnel	Antoniela Rodriguez	Zoom
District Personnel	Pamela Padilla	Zoom

** Refer to local policies for specific attendance/role requirements for a site-based committee.*

*** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.*

Comprehensive Needs Assessment Summary – 2021-2022 Cardwell Head Start/Pre-K

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Curriculum Based Assessments Surveys, Outcomes, Registration Teacher evaluation results Walk-Through observations Records of home visits Parent Family Community Engagement	Formative Assessments Professional Development Principal/Teacher self evaluation Staff Perception data Number of parent conferences held PFE meeting sign ins/agendas	Portfolios Teacher leader input Parent /Community data Community involvement Number of activities/workshops for parents LAP 3

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	Multiple assessment report systems including OWL progress monitoring assessments. LAP-3 grouping and individualization for classroom and by student, BOY, MOY, EOY. Nine week progress monitoring report card. Student portfolios progress Kinder Readiness Monthly parent trainings with surveys, via zoom Curriculum team provides annual lesson plans.	Increase instructional time schedule for academic success. Tracking of students progress within district including Bilingual students. Age appropriate lesson activities and manipulatives. Build solid background knowledge. Increase differentiated instruction in all classrooms. Before and after school tutorials.	Differentiated Instruction Professional Development Parent Make and Take Quick Assessments
	Professional support including T-TESS, CLASS and Coach/Mentor Training for Practice Based Coaching (PBC) mentoring new employees.	Provide staff development opportunities for culturally aware/multicultural needs. Specialized professional development opportunities for special education for instructional staff.	CDA credentials Walk Thrus

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	<p>School Readiness Committee collaboration with Kinder teachers for alignment of TEKS</p> <p>Instructional assistants have 60 college hours and or CDA, 19 T.A.s CDA certification</p> <p>Parent engagement in weekly committee planning meetings.</p> <p>Ongoing professional development opportunities in Early Childhood. Mental Health Wellnes, Project Restore</p>	<p>Continue classroom management/ discipline professional development for all staff.</p> <p>Mentoring for new para professional staff.</p> <p>Head Start training for all new employees including Head Start Standards.</p> <p>Offer employees support groups (ex. Dealing with cancer, divorce, etc.)</p>	<p>RTI days</p> <p>Data Walls</p>
School Climate/ Safe & Healthy Schools	<p>CLASS observations by colleagues and mentors</p> <p>Variety of parental engagment opportunities monthly and ongoing communication with parents.</p> <p>All area staff weekly committee planning meetings.</p> <p>Staff team building activites including monthly mental health activities and recognition.</p> <p>Student Support Team to address family needs. Follow CDC, CPR certified, 1 point of entry and exit.</p> <p>Active Policy Council composed of parents, community reps, with participation by school board members.</p>	<p>Analyze the data from parent surveys to address family needs on a timely basis.</p> <p>Provide additional training opportunities for parent volunteers.</p> <p>Improvement of school facility for safety of students, parents, and staff.</p> <p>Increase parents to volunteer and recognition, including those who volunteer at home.</p> <p>Increase mental health events for parents.</p>	<p>Professional Development</p> <p>Climate Survey</p> <p>Walk Thrus</p> <p>Social and Mental Health</p> <p>Retreats</p> <p>Meet and Greet</p>
College & Career Readiness/ Graduation/ Dropout	<p>Wear a college T-shirt</p> <p>Senior Walks</p> <p>Zoom with community members</p>	<p>Promote career and technology education</p> <p>College awareness, banners, zoom meeetings</p> <p>College Adoption</p>	<p>Zoom with college students</p> <p>College Visits</p>

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?
Reduction	Sul Ross tour	Promote education after high school	
Family and Community Involvement	<p>Many parent engagement opportunities and activities on weekly basis. 8 parent trainings per month</p> <p>Monthly literacy trainings, kinder readiness trainings for families.</p> <p>On-site trainings on many topics from community agencies weekly/monthly (zoom).</p> <p>Community interagency agreements with agencies and businesses in our community.</p> <p>Parent home visits conducted by teachers 2x per year and conferences 2x per year and as needed (zoom).</p> <p>Parent trainings and documents are translated in Spanish (notes, calendars, flyers, agendas, trainings)</p>	<p>Create an on-site parent resource center.</p> <p>Updating information of campus activities on school website regularly.</p> <p>Incentives / recognition for parents</p> <p>Provide parent survey analysis information to staff on a timely basis.</p> <p>Increase outreach in community to promote program awareness.</p>	<p>Family Engagement</p> <p>Parent Make and Take</p> <p>Parent Volunteers</p> <p>Class presentations</p>
District/Campus Commitments	<p>Student Growth</p> <p>LAP 3, OWL Data show's student growth</p> <p>Highly Qualified ECE teachers</p> <p>Online Reading Program</p> <p>Summer Enrichment Program</p>	<p>Facilities (Repairs)</p> <p>Recruitment</p> <p>Parent Volunteers</p>	<p>Safety</p> <p>Recruitment</p>

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

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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)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. EARLY LITERACY - Implement comprehensive research-based early literacy strategies to primarily promote School Readiness & STEAM initiative including STEAM, O.W.L., vocabulary grammar/letter walls, library books, journals, shared reading & writing, whole/small group instruction, circle time, phonemic awareness & 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 **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 -----</p> <p>05/11/22 - On Track 04/05/22 - On Track 02/16/22 - On Track 10/27/21 - 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, 100 Days of school, Families in Action,</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>All Year</p>	<p>(F)E-Grant</p>	<p>Criteria: Lesson plans, class schedules, pictures, sign-in sheets</p> <p>05/11/22 - On Track 04/05/22 - On Track 10/27/21 - On Track</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
transitional flash cards, ABC-123 Saturday, Math manipulative kits and Outdoor interactive classroom.) Use allowable methods under CDC guidelines to maximize student achievement. ----- Resources **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)				
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 & water exploration, Science Enrichment Lab vocabulary & 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 . ----- Resources **O.W.L. Curriculum, books, enhance Science center furniture, lesson enrichment videos, Science vocabulary, Science lab telescope, classroom telescopes, cameras, more Starfall	Campus Administrators, Cluster/Department Leaders, Teachers	All Year	(F)E-Grant	Criteria: Lesson plans, class schedules, pictures, sign up sheets ----- 05/11/22 - On Track 04/05/22 - On Track 10/27/21 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
software, sand & water tables, Science 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)				
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). Resources **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)	Campus Administrators, Cluster/Department Leaders, Teachers	All Year	(F)Federal Grant	Criteria: Lesson plans, class schedules, Technology Lab Log, pictures, sign in sheets ----- 05/11/22 - On Track 03/08/22 - On Track 10/27/21 - On Track
5. ENRICHMENT LABS- Throughout the school year, the program will implement the use of weekly enrichment labs to increase students' Fine Arts, Math, Science,	Cluster/Department Leaders, Teachers	October - May	(F)Federal Grant	Criteria: Master schedule, pictures, sign-in sheets -----

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>Technology, and Literacy skills to support School Readiness goals. ----- Resources **Curriculum supplemental binders & 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>05/11/22 - On Track 03/08/22 - On Track 10/27/21 - 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. ----- Resources 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 ----- 05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - 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. ----- Resources LAP-3 data aggregation & analysis reports,</p>	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	All Year		<p>Criteria: All LAP-3 reports including dual language learner checklist, lesson plans, student portfolios----- -- 05/11/22 - On Track 04/05/22 - On Track 10/27/21 - On Track</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
LAP-3 kit, license & software, test booklets & 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 & Gross Motor, Health & 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>----- Resources 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 & 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 - \$0	<p>Criteria: GoSignMeUp reports, staff development plan, sign-in sheets, Form 9 Report, Occupational Therapist evaluation.</p> <p>05/11/22 - On Track 04/05/22 - On Track 03/10/22 - On Track</p>
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	Campus Administrators, Cluster/Department Leaders, Reliable Staff (CLASS)	All Year	(F)Federal Grant	<p>Criteria: GoSignMeUp, Professional Development Plan, SST Documentation, Walk through documentation</p> <p>-----</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>standards for all students.</p> <p>-----</p> <p>Resources **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>				<p>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - On Track</p>
<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.</p> <p>-----</p> <p>Resources **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>	<p>Campus Administrators, Cluster/Department Leaders, Reliable Staff (CLASS)</p>	<p>September, January, April</p>	<p>(F)Federal Grant</p>	<p>Criteria: ChildPlus, Completed CLASS forms, Education Action Plans, Feedback forms</p> <p>-----</p> <p>05/11/22 - On Track 04/05/22 - On Track 10/27/21 - On Track</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)</p>	<p>Campus Administrators, Chief Instructional Officers</p>	<p>June 2021-June 2022</p>	<p>(S)State Compensatory</p>	<p>Criteria: Payroll/HR Documentation</p> <p>05/11/22 - On Track (S) 02/16/22 - On Track 10/27/21 - On Track</p>

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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)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 1)				

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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>----- Resources 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 & 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>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - 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>----- Resources 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 & 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>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - On Track</p>

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Objective 3. By May 2022, 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>-----</p> <p>Resources **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</p> <p>-----</p> <p>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - 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
1. Student instruction is provided by teachers and staff remotely working from home as needed with materials and supplies provided. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Teachers	Sept. 2020-Sept. 2021		Criteria: Attendance logs, lesson plans, student packets. 2021-2022 face/face instruction is the only method of teaching. 05/11/22 - Completed 04/05/22 - On Track 10/28/21 - Completed
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All)	Campus Administrators, Transportation Coordinator	Sept. 2020-Sept. 2021		Criteria: Distribution logs 2021-2022 Face to Face 05/11/22 - Completed 04/05/22 - On Track 10/28/21 - Completed
3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2020-Sept. 2021		Criteria: Inventory and distribution logs. IPADs will be provided to all 3 and 4 year old students. 05/11/22 - Completed 04/05/22 - On Track 10/28/21 - Completed
4. Health and safety measures provided with necessary materials for all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Health, Safety & Nutrition Coordinator	Sept. 2020-Sept. 2021	(F)Federal Grant	Criteria: Inventory and distribution logs. Follow CDC guidelines. 05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - On Track

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 2022, 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 & 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 & 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 **Presentation material, Fine Motor staff training, Head Start Outcome Framework Early Learning binder, CLASS DVDs & 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</p> <p>-----</p> <p>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - 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>05/11/22 - Significant Progress 05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - 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)</p>	Campus Administrators	Ongoing	(F)Title IIA Principal and Teacher Improvement	<p>Criteria: HQ Report</p> <p>-----</p> <p>05/11/22 - Significant Progress</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 1.** By June 2022, 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
(Target Group: PRE K) (Strategic Priorities: 1)				04/05/22 - On Track 10/27/21 - On Track
4. Utilize TExES Generalist Study Aid located in the library to help teachers study and pass certification exams. (Title I SW: 5) (Title I SW Elements: 1.1) (Target Group: PRE K) (Strategic Priorities: 1)	Librarian, Teachers	Ongoing	(F)Title IIA Principal and Teacher Improvement	Criteria: HQ Report ----- 05/11/22 - On Track 03/24/22 - On Track 10/27/21 - On Track
5. Teachers will complete CDA/CLI increasing teaching capacity in Early Childhood education and complete 90-120 hours and pay for CDA certification. (Title I SW: 4) (Title I SW Elements: 1.1) (Target Group: PRE K) (Strategic Priorities: 1,2)	Campus Administrators	All year	(F)Federal Grant	Criteria: CDA/CLI summary reports 05/11/22 - On Track 04/05/22 - On Track 10/27/21 - On Track
6. Parent Family and Community Engagement staff will have an opportunity to receive family service credentials through Region XX for certification as required by Head Start Act and procedures. Resources: Certificate of completion (Title I SW: 6) (Title I SW Elements: 1.1) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,M,F,AtRisk,PRESK) (Strategic Priorities: 4) (CSFs: 5)	Campus Administrators	All year	(F)Federal Grant	Criteria: Certificate 05/11/22 - On Track 04/05/22 - On Track 10/27/21 - On Track

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 2022, 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 & 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 & Logic curriculum, Early bird classroom activities. Via remote access</p> <p>-----</p> <p>Resources **Newsletters, special guests, reminder notes, events calendar, marquee, cordless mic, canvas, paints, music, brushes, stands, smocks, watercolors, parent computers & 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, (S)Local Funds</p>	<p>Criteria: School/Family Compact, In-Kind, Visitor's Log</p> <p>-----</p> <p>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - 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 & 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</p>	<p>Criteria: Library In-Kind, Class Check-Out Rosters</p> <p>-----</p> <p>05/11/22 - On Track 04/05/22 - On Track 10/27/21 - 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 2022, various opportunities will have been made available for parents to reinforce student educational outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>number of books read.</p> <p>-----</p> <p>Resources **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 & 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 & Engagement Coordinator, Parents</p>	<p>All Year</p>	<p>(F)Federal Grant</p>	<p>Criteria: In-kind, Planning Notes, Pictures, Committee Meeting Planning Form</p> <p>-----</p> <p>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - 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 **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 & 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 & 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 ----- 05/11/22 - Significant Progress 04/05/22 - On Track 10/12/20 - 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 **Head Start standards, background checks, confidentiality statement, TB test results,</p>	<p>Campus Administrators, Family Community & Engagement Coordinator, Teachers</p>	<p>October</p>	<p>(F)Federal Grant</p>	<p>Criteria: Finished handbooks, sign-in sheets, volunteer training log, pictures ----- 05/11/22 - On Track 04/05/22 - On Track 10/27/21 - On Track</p>

IRENE C CARDWELL ELEMENTARY

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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 & Logic parent curriculum, as well as ongoing Head Start trainings for PFCE framework (Family Outcome Framework).</p> <p>-----</p> <p>Resources **Presentation materials, credential trainings, HS FCE training suite, Region XV, Family Outcome Survey results, T&TA Plan, School Readiness Plan, Teaching & Learning training, Love & 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	<p>Criteria: Sign-in sheets, pictures, certificates</p> <p>05/11/22 - On Track 04/05/22 - On Track 10/27/21 - 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 **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>05/11/22 - On Track 04/05/22 - On Track 10/27/21 - 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	Criteria: Sign-in sheets, pictures -----

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.
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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 **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>04/05/22 - Completed 10/27/21 - 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 & 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 **Head Start Act & Standards, Implementation Plans, Head Start Monitoring System, CLASS Minisuites, Conscious Discipline, T&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 & Engagement Coordinator, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant</p>	<p>Criteria: GoSignMeUp, certificates, sign-in sheets</p> <p>-----</p> <p>05/11/22 - On Track 04/05/22 - Significant Progress 10/27/21 - 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. ----- Resources **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)				----- 05/11/22 - On Track 04/05/22 - Significant Progress 10/27/21 - 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 2022, 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 **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, Cluster/Department Leaders, Counselors, Family Community & Engagement Coordinator, 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 -----</p> <p>05/11/22 - On Track 04/05/22 - Significant Progress 10/27/21 - 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 **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, Cluster/Department Leaders, Counselors, Family Community & Engagement Coordinator, Librarian</p>	<p>October, November, January, February, April, May</p>	<p>(F)Federal Grant</p>	<p>Criteria: Evaluation survey</p> <p>05/11/22 - On Track 04/05/22 - Significant Progress 10/27/21 - 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 SFDRCID 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>----- Resources **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 & Engagement Coordinator, Health, Safety & Nutrition Coordinator</p>	<p>October, January, April</p>	<p>(F)Federal Grant</p>	<p>Criteria: Sign-in sheets, Meeting minutes, Pictures ----- 05/11/22 - On Track 04/05/22 - Significant Progress 10/27/21 - 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>----- Resources **Head Start binder, Program Governance training manuals & DVDs, webinars, webmasters, multimedia equipment, counselor, T&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 & Engagement Coordinator</p>	<p>September, December, March</p>	<p>(F)Federal Grant</p>	<p>Criteria: Sign-in sheets, pictures, meeting agenda, volunteer training log, certificate of training 05/11/22 - On Track 04/05/22 - Significant Progress 10/27/21 - 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</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). ----- Resources **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			----- 05/11/22 - On Track 04/05/22 - On Track 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. ----- Resources **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		Criteria: Sign-in sheets, committee meeting agendas, meeting minutes ----- 05/11/22 - Significant Progress 04/05/22 - On Track 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. ----- Resources **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		Criteria: Signed planning form, completed lesson plans, completed forms as needed ----- 05/11/22 - On Track 04/05/22 - On Track 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 **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 & Engagement Coordinator, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant</p>	<p>Criteria: Student folders, flyers & brochures, TV advertisements, public service announcements, school marquee -----</p> <p>05/11/22 - Significant Progress 04/05/22 - Significant Progress 10/27/21 - 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 **Pre-LAS Assessment & 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</p>	<p>Criteria: Enrollment cards, Woodcock-Munoz Assessment, Class Rosters -----</p> <p>05/11/22 - Significant Progress 04/05/22 - Significant Progress 10/27/21 - 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 2022 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 SFDRICISD elementary campuses. Examples: Transition trips, transition pep rally, transition 3 year olds to 4 year old classrooms.</p> <p>-----</p> <p>Resources **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</p>	<p>Criteria: Lesson plans, Permission slips, ARD minutes, IEP's, Pictures, Language experience activities, Field trip schedules</p> <p>-----</p> <p>05/11/22 - On Track 04/05/22 - Significant Progress 10/27/21 - 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 **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</p>	<p>Criteria: Home visit and parent conference half sheets</p> <p>-----</p> <p>05/11/22 - On Track 04/05/22 - On Track 10/27/21 - 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 2022, 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 **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>	<p>Health, Safety & Nutrition Coordinator</p>	<p>All Year</p>	<p>(F)Federal Grant</p>	<p>Criteria: All completed health forms, health committee meeting minutes</p> <p>05/11/22 - On Track 04/05/22 - On Track 10/27/21 - 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 **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>	<p>Health, Safety & Nutrition Coordinator</p>	<p>All Year</p>	<p>(F)Federal Grant</p>	<p>Criteria: Required health reports, health committee meeting minutes, referral forms</p> <p>-----</p> <p>Quarterly Compliance Review</p> <p>05/11/22 - On Track 04/05/22 - On Track 01/25/21 - On Track</p>
<p>3. Provide all students with in-school vision, hearing, height, weight, blood pressure. (Student dentals & physicals administered out of school once a year.)</p> <p>-----</p> <p>Resources Screening reports, paper eye covers, Child plus monitor and referrals (Title I SW: 10)</p>	<p>Health, Safety & Nutrition Coordinator</p>	<p>All Year</p>	<p>(F)Federal Grant</p>	<p>Criteria: Required health reports</p> <p>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - 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 2022, 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 & health hygiene including tooth brushing and hand washing along with the daily classroom safety checklist.</p> <p>-----</p> <p>Resources **Health & 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 & checklists</p> <p>-----</p> <p>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - 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 **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>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - 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 **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 & 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>05/11/22 - Significant Progress 04/05/22 - Completed 10/27/21 - On Track</p>
<p>2. Maintain documentation to monitor reported injuries and dispensation of medications under lock and key.</p> <p>-----</p> <p>Resources **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 & 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>05/11/22 - On Track 04/05/22 - On Track 10/27/21 - 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) (Strategic Priorities: 1)</p>	<p>Health, Safety & Nutrition Coordinator</p>		<p>(F)Federal Grant</p>	<p>Criteria: Parent Communication Log, Sign-in sheet</p> <p>05/11/22 - Some Progress 04/05/22 - On Track 10/27/21 - 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 2022, 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, Teachers</p>	<p>All year</p>	<p>(F)Federal Grant</p>	<p>Criteria: Sign in sheets, agendas, School Readiness Plan</p> <p>05/11/22 - On Track 04/05/22 - On Track 10/27/21 - 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, Teachers</p>	<p>all year</p>	<p>(F)Federal Grant</p>	<p>Criteria: Sign in sheets, learning walk forms, agendas</p> <p>05/11/22 - Significant Progress 04/05/22 - On Track 10/27/21 - On Track</p>



Irene Cardwell Head Start 2021 - 2022 Program Goals Program Data- Year 3

Program Goal (BROAD)	Program Objective (SMART)	Program Support	Program Expected Outcomes	Measure	Data Resource
<i>What does the program want to accomplish? Long Term</i>	<i>What does the program plan to do to meet the goal?</i>	<i>What action does the program plan to take to support the goal?</i>	<i>Which Program Outcomes from PFCE and SR Plans are related to this goal?</i>	<i>Effort or Effect</i>	<i>What data will be used to show progress?</i>
GOAL (1) The Irene Cardwell Head Start Program will enhance children's language development.	The ICHS Program will continue to implement a high quality state-adopted curriculum that focuses on early literacy, numeracy, and oral language development.	The ICHS Program teachers will implement the OWL curriculum with fidelity to increase student vocabulary, letter and letter sound knowledge. Use recommended strategies such as Building Voc., Letter Knowledge, Early Math & Children's Talk as documented in T/TA Plan.	SRG(5-6) Child will speak in complete sentences using conversational rules of spoken language while increasing ability to use more complex sentences with proper syntax order (adverbs, adjectives, etc.). SRG(7) Children will show progress in naming at least 20 uppercase and 20 lowercase letters, associating 8-12 sounds and identifying at least 10 sight words. SRG(8) Children will name numerals 1-20 and count to 50 . (SRP Impacts- Literacy, Oral Lang. Dev. & Mathematics)	Effect	LAP-3 Data OWL Review and Check Progress Monitoring Data Practice Based Coaching Data Curriculum Fidelity Assessment
	The ICHS Program will design and implement a training plan to include virtual and in-person parent trainings focused on early literacy, numeracy, and oral language development.	The ICHS Program will encourage parent participation in all special events that focus on early literacy, numeracy, and oral language development such as Literacy & Math Festivals, Family Literacy Program, Science Expo, Families Reading Together, Kinder Readiness Academy,	SRG-PFCE(2) 10% of enrolled students' families will engage in the program's monthly ivirtual/ in-person trainings and activities throughout the year that focus on the promotion of family well being through community support. (PFCE Impacts- Families as Lifelong Educators & Learners)	Effort & Effect	Parent Surveys, Event sign-in logs, event flyer.
<p>Current Challenges experienced by the program in achieving these goals were:</p> <ol style="list-style-type: none"> 1. Hands on learning opportunities very limited. 2. Assessments not consistantly presented due to parent concerns for pandemic infections. <p>Justification for modifications to objectives: Due to COVID19 Pandemic CDC guidelines both virtual and in-person opportunities will continue to allow for</p>					



Irene Cardwell Head Start 2021 - 2022 Program Goals Program Data- Year 3

Program Goal (BROAD)	Program Objective (SMART)	Program Support	Program Expected Outcomes	Measure	Data Resource
<i>What does the program want to accomplish? Long Term</i>	<i>What does the program plan to do to meet the goal?</i>	<i>What action does the program plan to take to support the goal?</i>	<i>Which Program Outcomes from PFCE and SR Plans are related to this goal?</i>	<i>Effort or Effect</i>	<i>What data will be used to show progress?</i>
GOAL (2) The Irene Cardwell Head Start Program will enhance the health, mental health and well being of the families and children served by the program.	(A) The ICHS Program will design, implement and monitor a training plan to include virtual and in-person events for parents, staff, and children that focuses on mental health, health & safety, and family well being.	The ICHS Program will provide specialized classroom lessons that focus on health and dental hygiene, nutrition, and safety to staff, families, and children. The program will contract with a local nutritionist or dietician to provide services.	SRG(13) Children will demonstrate a growing awareness of being able to follow basic health, nutrition, and safety rules, fire safety, pedestrian, and traffic safety, and be able to recognize potentially harmful objects, substances, and activities. (PFCE Impact- Family Well Being & Families as Learners)	Effort and Effect	Lap-3 Data Child Plus Reports T/TA Plan & MOU's Training Surveys and Sign in Logs Training Handouts/ Agendas/ Minutes
	(B) 100% of the ICHS program families will receive appropriate recommended services that correlate to health, safety, and family well being. As needs arise and become identified through the monitoring process.	Through the Student Support Team process the ICHS program will refer families to appropriate agencies to ensure that needs are being addressed. Abriendo Puertas Parental Curriculum Implementation. Adoption and implementation of a Fatherhood Curriculum.	SRG-PFCE(2) 10% of enrolled students' families will engage in the program's monthly trainings and activities throughout the year that focus on the promotion of family well being through community support. (PFCE Impacts- Families as Lifelong Educators; Families Connections to Peers and Community)	Effort	SST- Doc. Referral Forms PFCE Data Reports Family Outcomes Form
			Current Challenges experienced by the program in achieving these goals were: 1. Technology & Computer Literacy limited participation and feedback. 2. Need for adopting parenting curriculum relevant to population. Justification for modifications to objectives: Parent feedback revealed that curriculum was not relevant to needs of younger parents. Specialized PFCE data reports required to identify specific needs.		



Irene Cardwell Head Start 2021 - 2022 Program Goals Program Data- Year 3

Program Goal (BROAD)	Program Objective (SMART)	Program Support	Program Expected Outcomes	Measure	Data Resource
<p><i>What does the program want to accomplish? Long Term</i></p>	<p><i>What does the program plan to do to meet the goal?</i></p>	<p><i>What action does the program plan to take to support the goal?</i></p>	<p><i>Which Program Outcomes from PFCE and SR Plans are related to this goal?</i></p>	<p><i>Effort or Effect</i></p>	<p><i>What data will be used to show progress?</i></p>
<p>GOAL (3) The Irene Cardwell Head Start Program will enhance the quality of relationships within families.</p>	<p>(A) The ICHS Program will create a training plan to deliver monthly trainings to parents in Eng. / Span. using the appropriate curriculums and resources.</p> <p>(B) The ICHS Program will implement its monthly training plan to include both virtual and in-person trainings to encourage high quality positive interactions between the child and their family throughout the year.</p>	<p>The ICHS Program's Fatherhood Council will schedule and implement planned trainings for fathers that focus on Literacy, High Quality Relationships, and Family Fitness.</p> <p>The program will provide parents with specialized training focusing on discipline and parenting as needed.</p>	<p>SRG-PFCE(2) 10% of enrolled students' families will engage in the program's monthly trainings and activities throughout the year that focus on the promotion of family well being through community support.</p> <p>(PFCE Framework- Parent and Child Relationships) (PFCE Framework- Families Connections to Peers and Community)</p>	<p>Effort and Effect</p>	<p>Parent Surveys & Testimonials</p> <p>Child Plus Tracking Reports</p> <p>Campus Improvement Plan</p> <p>Training Surveys and Sign in Logs</p> <p>Training Handouts/ Agendas/ Minutes</p>
<p>Challenges experienced by the program in achieving the goal were:</p> <p>1. Limited engagement as a result of internet availability and computer illiteracy.</p> <p>Justification for creating an additional objective. Objective (B). Increase opportunities for parents to engage appropriately in learning opportunities.</p>					



Irene Cardwell Head Start 2021 - 2022 Program Goals Program Impact - Year 3

Program Goal (BROAD)	Program Five Year Impact
<p><i>What does the program want to accomplish? Within Five Year Period</i></p>	<p><i>What possible impact will your program achieve at the conclusion of the five year grant period and what difference will it have made for children, families, and the community?</i></p>
<p>GOAL (1) The Irene Cardwell Head Start Program will enhance children's language development.</p>	<p>As a result of accomplishing this goal,</p> <ul style="list-style-type: none"> * Children will continue to become more confident in expressing their feelings, and improve their communication with peers, adults, and their families thus improving the quality of relationships they have. * Children will continue to improve their communication skills as they transition from year to year into kindergarten and subsequent grades thereafter, demonstrating use of highly enriched oral language skills. * Children will continue to improve in reading fluency and comprehension, speakers, and leaders as they progress into higher grades such as third grade.
<p>GOAL (2) The Irene Cardwell Head Start Program will enhance the health, mental health and well being of the families and children served by the program.</p>	<p>As a result of accomplishing this goal,</p> <ul style="list-style-type: none"> * Children's school attendance will continue to improve as they will demonstrate healthier habits, feel more confident in their relationships, and become more fit further enhancing their physical activity. The school environment will become a more positive, secure and safe place to learn on a daily basis. * Families will continue to become healthier participants of their community as they become more responsible in advocating for healthy family nutrition, and a safe and nurturing home environment for their family. * Families will become more knowledgeable about managing finances and be able to reach financial security as they will have more time available to search for a job as well as maintain one since their children will be able to attend school regularly and consistently.
<p>GOAL (3) The Irene Cardwell Head Start Program will enhance the quality of relationships within families.</p>	<p>As a result of accomplishing this goal,</p> <ul style="list-style-type: none"> * Stability and unity in the families will continue to improve as parent and child relationships improve. High quality interactions will continue to enhance children's experiences therefore improving their overall development including oral language, social emotional, and physical development. * Children will continue to benefit from the high quality learning opportunities that come from their engagement in their families. As their interactions improve so will their sense of security and well-being which will improve their overall development.

IRENE C. CARDWELL HEAD START & PRE-K

Parent Training

Title I Annual Parent Meeting

Please Join Us

Thursday, September 09, 2021

10:30 a.m. (Via ZOOM)

or

1:30 p.m. (Via ZOOM)



ZOOM Link

[https://sfdr-cisd-org.zoom.us/j/85639776532?
pwd=UDJlZz1lZVpxYy9lKQZlU4Ym4wak9vZz09](https://sfdr-cisd-org.zoom.us/j/85639776532?pwd=UDJlZz1lZVpxYy9lKQZlU4Ym4wak9vZz09)

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Passcode: 051235

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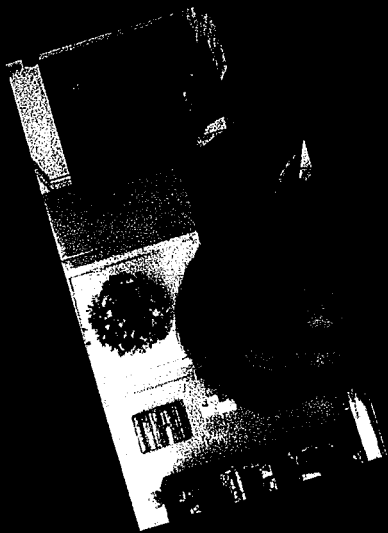
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TITLE I PARENT MEETING 9/9/21 AT 10:30 AM



10:19:17 From Carla Santos : Title I Parent meeting 9/9/21 @ 10:30 Am
10:19:41 From Marisela Verastegui : Marisela Verastegui
10:33:43 From Jennifer Martinez : Jennifer Martinez/ Logan Pursley
10:33:43 From Monica Hernandez : Monica Hernandez Parent of Everardo
Hernandez- Mrs. De Leon
10:34:02 From Lizeth H : Lizeth Hernandez, Student:Ariel Ortiz Mrs. Nieto
10:34:05 From Janet Miranda : Janet Miranda/ Huntet Miranda / Mrs.
Escanuela
10:34:26 From Ms.Ovalle : Candelaria Ovalle / Estella Obregon- Mrs.Salinas
10:34:32 From ALBERTO RODRIGUEZ : Irene Rodriguez /Isabella Rodriguez
10:34:45 From Rosalba Esquivel : Rosalba Esquivel-student Gael Calderon-
Miss Nieto
10:34:54 From Alexandra garcia : Alexandra Garcia_ Parent, Alice Garcia
Garcia Student. Ms. Brijalba
10:35:10 From Anna Ramos : Anna Ramos, student Talia Rivera---Ms. Padilla
10:35:48 From Galaxy A32 5G : Araceli Muñoz, student Angelique T.. Mr.
Forester
10:58:26 From Laura's A32 : ms luna- jose alvarez
10:58:47 From Jennifer Martinez : Logan Pursley/ Ms. Romo
10:59:07 From Bryanna barton : Khason Barton - Ms. Romo
10:59:21 From Xo Galaxy S9 : xochitl romero- student Lucia Flores-miss Romo
10:59:24 From ALBERTO RODRIGUEZ : Irene Rodriguez/ Isabella Rodriguez -Mrs
foster
11:00:53 From Lizeth H : Thank you!

IRENE C. CARDWELL HEAD START & PRE-K

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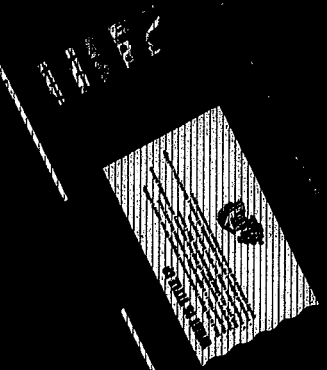
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Meeting ID: 856 3977 6532

Passcode: 051235

TITLE I PARENT MEETING 9/9/21 AT 1:30 PM



Prof. Dr. Daniels

Prof. Dr. Daniels

Prof. Dr. Daniels

Y

13:33:19
13:33:21
13:34:13
13:34:33
13:34:46
13:35:37
13:36:48

From Loyda Zaldaña : Estudiante: Andres Gonzalez
From Carla Santos : Title I parent meeting 9/9/21 PM
From J : Aitana I. Canales-Mrs. Flores
From Loyda Zaldaña : Andres Gonzalez - Ms. Brijalba
From Yissel Huacuja : Sophelia Huacuja - Miss Romo
From M@ry Chuy : Student: Alan Ramirez - Mrs. Nieto
From berenize mendoza : Student: David Mendoza III - Miss Yañez.

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

Irene C. Cardwell

STATEMENT OF PURPOSE

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

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

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

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

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

SCHOOL- PARENT COMPACT

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

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

PARENTAL INVOLVEMENT OPPORTUNITIES

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

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

STAFF AND PARENT COMMUNICATION

- V. **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 District Parent and Family Engagement Policy and practices. They will also consider:
 - Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

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


RESERVATION OF FUNDS

- VII. 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

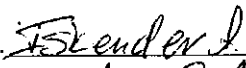
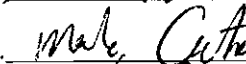

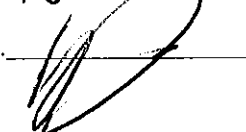
This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Cardwell** on September 2021 and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 19, 2021. Cardwell notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.


(Signature of Authorized) Principal


(Signature of Authorized) Principal / Asst. Designee

November 8, 2021
(Date)

Parent Committee:

1. 
2. 
3. 
4. 

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

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

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

Jointly Developed

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

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

Building Partnerships

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

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

Communication is Key

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

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

IRENE C. CARDWELL ELEMENTARY SCHOOL

School-Teacher Parent-Student Compact



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

SFDRCID District Vision

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

SFDRCID Shared Beliefs

We believe:

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

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

SFDRCID District Goals

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

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

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

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

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

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

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

Parent Agreement

As a parent, I agree to:

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

Student Agreement

As a student, I agree to:

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



Irene C, Cardwell Title I

Parental Liaison

Antoniela Rodriguez

830-778-4647

antoniela.rodriguez@sfdr-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 discutió 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 nuestro pacto entre la escuela, los padres y los estudiantes.

- 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 la reunión del Título I.
- El Pacto asegura que los estudiantes tengan la mejor oportunidad para el logro académico por parte de la escuela y la familia trabajando juntos.

Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. 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 Speciales en la Escuela
- Platicas/Reuniones con los Principales

La Comunicacion 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 SFDR-CISD

IRENE C. CARDWELL ELEMENTARY SCHOOL

Acuerdo entre Escuela- Maestro-Padre-Alumno



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 abraza la creencia en el desarrollo de una cultura sólida de valentía, colaboración, innovación y autodirección. Estamos comprometidos a garantizar altas expectativas y altos estándares que equiparán y producirán estudiantes que sobresaldrán académicamente, en la vida y en su carrera.

Creencias Compartidas SFDR CISD

Nosotros creemos:

- Se necesita una comunidad unida para producir ciudadanos con habilidades del siglo XXI.
- Nuestra comunidad debe proporcionar un entorno seguro, enriquecedor y de confianza.
- Cada individuo debe inspirarse e inspirar a otros a superar sus propias expectativas.
- Cada individuo debe estar motivado para apropiarse de su propio aprendizaje.

Debemos proporcionar a TODOS los recursos para satisfacer las necesidades individuales de todos los estudiantes.

Metas del Distrito SFDR CISD

Meta del Distrito 1 – Rendimiento del estudiante

El distrito mantendrá un ambiente seguro, utilizará un plan de estudios transformador y diversas oportunidades de instrucción para garantizar la socialización y el rendimiento de los estudiantes con los más altos estándares de excelencia.

Meta del Distrito 2 – Finanzas

El Distrito será un buen administrador de los recursos de la comunidad - financieros, humanos, instalaciones - y explorará nuevas oportunidades para la eficiencia y efectividad organizacional.

Metas del Distrito 3 - Comunicación.

El Distrito proporcionará una comunicación significativa de manera oportuna a todos los padres, estudiantes, personal y socios del Distrito.

Metas del Distrito 4 – Del Rio Middle School

El Distrito estudiará el nivel actual de satisfacción que conducirá a un plan de mejoramiento en la Escuela Intermedia Del Rio.

Meta del Distrito 5 – Literatura

El Distrito dará prioridad a la lectura como una habilidad para el aprendizaje permanente.

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 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.

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.



Irene C, Cardwell Title I

Parental Liaison

Antoniela Rodriguez

830-778-4647

antoniela.rodriguez@sfdrcisd.org

Agenda Item Input [McKinney-Vento Staff Training] Meeting	
Date Submitted: November 1, 2021 2:15-3:15 P.M	Submitted by: Dr. Alanna Talamantez-Elizondo

Agenda Item (Short Title): McKinney-Vento Staff Training
Time Allotment: 60 minutes
 Information Item
 Discussion Item
 Action Item

Background Information:
Title | McKinney-Vento Staff Training

Additional Information/Notes:
McKinney-Vento Families in Transition Education Assistance Act

Attachments: No Yes If yes, title of attachment:

Agenda Item (Short Title):
Time Allotment: _____ minutes
 Information Item
 Discussion Item
 Action Item

Background Information:

Additional Information/Notes:

Attachments: No Yes If yes, title of attachment:



Topic : McKinney Vento

2021-2022


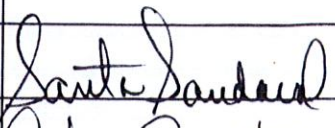
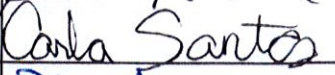
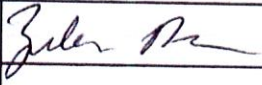
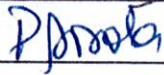

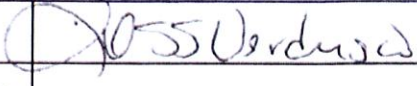
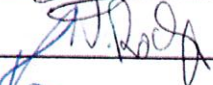


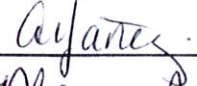
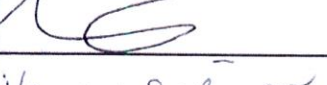
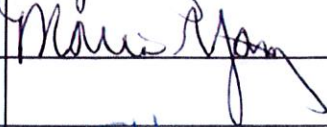
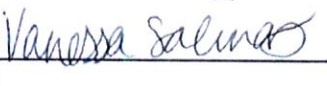

Presenters: Alanna Talamantez-Elizondo

Date : November 1, 2021

Head Start Staff

Talamatez, Alanna		Galvan, Velma	
Amaya, Noe	<i>Noe Amaya</i>	Garcia, Valerie	<i>Valerie Garcia</i>
Antu, Delia		Garza, Nancy	<i>Nancy Garza</i>
Barrera, Analia		Gavirio, Sandra	<i>Sandra Gavirio</i>
Barrera, Patricia		George, Sandra	<i>Sandra George</i>
Brijalba, Melinda	<i>Melinda Brijalba</i>	Guadiana, Viola	
Buffone, Angelica	<i>Angelica Buffone</i>	Hernandez, Melissa	<i>Melissa Hernandez</i>
Capetillo, Isabel	<i>Isabel Capetillo</i>	Herrera, Jessica	<i>Jessica Herrera</i>
Capetillo, Josefina	<i>Josefina Capetillo</i>	Kaler, Astrid	<i>Astrid Kaler</i>
Castillo, Melissa	<i>Melissa Castillo</i>	Longo, Jessica	
Charles, Flor		Lowe, Rose	<i>Rose Lowe</i>
De Leon , Tania	<i>Tania De Leon</i>	Luna, Vanessa	<i>Vanessa Luna</i>
Dixon, Patricia		McNamara, Yolanda	<i>Yolanda McNamara</i>
Dominguez, Veronica	<i>Veronica Dominguez</i>	Mendez, April	
Escanuela, Melinda	<i>Melinda Escanuela</i>	Molano, Roger	
Escareno, Elsa	<i>Elsa Escareno</i>	Moreno, Yulissa	<i>Yulissa Moreno</i>
Esquivel, JoElda	<i>JoElda Esquivel</i>	Nieto, Alva C	<i>Alva Nieto</i>
Estrada, Robert	<i>Robert Estrada</i>	Ocada, Martha	<i>Martha Ocado</i>
Flores, Yuridia	<i>Yuridia Flores</i>	Olivo, Donald	
Forester, Winnie		Ortiz, Guadalupe	<i>Guadalupe Ortiz</i>
		Ortiz, Julie	<i>Julie Ortiz</i>

Head Start Staff

Ortiz, Veronica		Sandoval, Santa	
Padilla, Amanda		Santos, Carla	
Penaloza, Zulema		Sorola, Paulina	
Pruneda, Cindy		Torres, Wendy	
Puente, Magdalena		Vaquera, Gabriella	
Rios, Mari		Vengas, Yessica	
Rodriguez, Antonieta		Verdusco, Tess	
Rodriguez, Nora		Verastegui, Marisela	
Romo, Flor		Villanueva, Sobeida	
Rubio, Pricilla ^{Prixilla}		Yanez, Aracely	
Salas, Selina		Yanez, Maria	
Salinas, Vanessa		Zapata, Socorro	
		Zarazua, Socorro	

PPCD Staff

Hill, Kelcy		Perez, Eva	
Castro, Amanda		Maria (Marisa) Galindo	
Gonzalez, Maria			

Special Education Staff

Venero, Denisse		Kelly, Donna (AI)	
Galindo, Araceli		Ramirez, Maria (VI)	

Custodian Staff

Ramirez, Ana		Morales, Reynaldo	
Ortega, Magarita		Resendiz, Marcos	
Chavez, Rolando			

Bus Monitors

Adena, Maria	<i>Maria Adena</i>	Ramirez, Mariana	
Cantu, Aleida	<i>Aleida C. Octo</i>	Ramirez, Pastora	<i>Pastora A. Ruiz</i>
Correa, Araceli	<i>Araceli Correa</i>	Ramos, Soraida	<i>S Ramos</i>
Espinoza, Marisol	<i>Marisol Espinoza</i>	Sandoval, Liliana	<i>Liliana Sandoval</i>
Longoria, Juanita	<i>J Longoria</i>	Vasquez, Jacinta	<i>Jacinta Vasquez</i>
Morales, Imelda	<i>Imelda Morales</i>	Zertutce, Maria G	<i>Maria G Zertutce</i>
Quirino, Andrea	<i>Andrea Quirino</i>		

Cafeteria Staff

Johnson, Cynthia		Leija, Dolores	
Angiano, Dora		Mancha, Maria	
Chavez, Aracley		Vasquez, Karina	

Other Vistors

Name	Signature

Agenda Item Input

[The Value and Utility of Parental and Family Engagement Staff Training] Meeting

Date Submitted: November 8, 2021
2:15-3:15 P.M

Submitted by: Dr. Alanna Talamantez-Elizondo

Agenda Item (Short Title): The Value and Utility of Parental and Family Engagement Staff Training

Time Allotment: 60 minutes

Information Item

Discussion Item

Action Item

Background Information:

The Value and Utility of Parental and Family Engagement Staff Training

Additional Information/Notes:

Parent/Family Engagement

Attachments: No Yes If yes, title of attachment:

Agenda Item (Short Title):

Time Allotment: _____ minutes

Information Item

Discussion Item

Action Item

Background Information:

Additional Information/Notes:

Attachments: No Yes If yes, title of attachment:

Topic : The Value and Utility of Parental Engagement
Staff Training

Presenters: Dr. Alanna Talamantez- Elizondo

Date : November 8, 2021

Head Start Staff

Talamatez, Alanna		Galvan, Velma	
Amaya, Noe		Garcia, Valerie	
Antu, Delia		Garza, Nancy	
Barrera, Analia		Gavirio, Sandra	
Barrera, Patricia		George, Sandra	
Brijalba, Melinda		Guadiana, Viola	
Buffone, Angelica		Hernandez, Melissa	
Capetillo, Isabel		Herrera, Jessica	
Capetillo, Josefina		Kaler, Astrid	
Castillo, Melissa		Longo, Jessica	
Charles, Flor		Lowe, Rose	
De Leon , Tania		Luna, Vanessa	
Dixon, Patricia		McNamara, Yolanda	
Dominguez, Veronica		Mendez, April	
Escanuela, Melinda		Molano, Roger	
Escareno, Elsa		Moreno, Yulissa	
Esquivel, JoElda		Nieto, Alva C	
Estrada, Robert		Ocada, Martha	
Flores, Yuridia		Olivo, Donald	
Forester, Winnie		Ortiz, Guadalupe	
		Ortiz, Julie	

Head Start Staff

Ortiz, Veronica		Sandoval, Santa	
Padilla, Amanda		Santos, Carla	
Penaloza, Zulema		Sorola, Paulina	Absent
Pruneda, Cindy		Torres, Wendy	
Puente, Magdalena		Vaquera, Gabriella	
Rios, Mari	Absent	Vengas, Yessica	Absent
Rodriguez, Antoniaela		Verdusco, Tess	
Rodriguez, Nora		Verastegui, Marisela	
Romo, Flor		Villanueva, Sobeida	Absent
Rubio, Pricilla		Yanez, Aracely	
Salas, Selina		Yanez, Maria	
lillas, Vanessa		Zapata, Socorro	
		Zarazua, Socorro	ABSENT

PPCD Staff

Hill, Kelcy		Perez, Eva	
Castro, Amanda		Maria (Marisa) Galindo	
Gonzalez, Maria			

Special Education Staff

Venero, Denisse		Kelly, Donna (AI)	
Galindo, Araceli		Ramirez, Maria (VI)	

Custodian Staff

Ramirez, Ana		Morales, Reynaldo	
Ortega, Magarita		Resendiz, Marcos	
Chavez, Rolando			

Bus Monitors

Adena, Maria	Absent	Ramirez, Mariana	Absent
Cantu, Aleida	Aleida Cantu	Ramirez, Pastora	Pastora A.R.
Correa, Araceli	Araceli Correa	Ramos, Soraida	Soraida
Espinoza, Marisol	Marisol Espinoza	Sandoval, Liliana	Liliana Sandoval
Longoria, Juanita	Juanita Longoria	Vasquez, Jacinta	Jacinta Vasquez
Morales, Imelda	Imelda Morales	Zertutce, Maria G	Maria G
Quirino, Andrea	Andrea Quirino		

Cafeteria Staff

Johnson, Cynthia		Leija, Dolores	
Angiano, Dora		Mancha, Maria	
Chavez, Aracley		Vasquez, Karina	

Other Vistors

Name	Signature
Aracely Yañez	Aracely Yañez
Astrid Kaler	Astrid Kaler
Dela P. Garcia	Dela P. Garcia

Texas Education Agency
2021 Federal Report Card
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (i): Description of State Accountability System

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

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

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

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

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

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

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

There is no data for this campus.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

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There is no data for this campus.

Part (iv): English Language Proficiency

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

There is no data for this campus.

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

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

There is no data for this campus.

Part (vi): Goal Meeting Status

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

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

Part (vii): STAAR Participation

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

There is no data for this campus.

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Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Out-of-School Suspensions												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Expulsions												
With Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Without Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Under Zero Tolerance Policies	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
School-Related Arrests												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Referrals to Law Enforcement												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Students With Disabilities												
In-School Suspensions												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Out-of-School Suspensions												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Expulsions												
With Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Without Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Under Zero Tolerance Policies	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
School-Related Arrests												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Referrals to Law Enforcement												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
All Students												
Chronic Absenteeism												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Male		-	-	-	-	-	-	-	-	-	-	-
Female		-	-	-	-	-	-	-	-	-	-	-
Total		-	-	-	-	-	-	-	-	-	-	-

												Total
Incidents of Violence												
Incidents of rape or attempted rape												0
Incidents of sexual assault (other than rape)												0
Incidents of robbery with a weapon												0
Incidents of robbery with a firearm or explosive device												0
Incidents of robbery without a weapon												0
Incidents of physical attack or fight with a weapon												0
Incidents of physical attack or fight with a firearm or explosive device												0
Incidents of physical attack or fight without a weapon												0
Incidents of threats of physical attack with a weapon												0
Incidents of threats of physical attack with a firearm or explosive device												0
Incidents of threats of physical attack without a weapon												0
Incidents of possession of a firearm or explosive device												0
Allegations of Harassment or bullying												
On the basis of sex												-9
On the basis of race												-9
On the basis of disability												-9
On the basis of sexual orientation												-9
On the basis of religion												-9

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

												Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs																					

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	258	4	237	12	0	2	0	3	64	25
	Female	236	3	220	11	0	2	0	0	57	12
	Total	494	7	457	23	0	4	0	3	121	37
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

Part (ix): Teacher Quality Data

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

	High Poverty School	
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	4.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	8.8%

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

Part (x): Per-pupil Expenditure

Part (xi): STAAR Alternate 2 Participation

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

There is no data for this campus.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1

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

* Indicates reporting standards not met.

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

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

Part (xiii): Post-Secondary Enrollment

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

There is no data for this campus.

Part (xiv): Additional Information – Chronic Absenteeism

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

There is no data for this campus.

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Accountability Rating

Not Rated: Declared State of Disaster

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

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 377
Grade Span: EE - PK

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

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about IRENE C CARDWELL EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	-	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.5%	0.7%	12.7%
Hispanic	95.5%	93.6%	52.9%
White	2.9%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.8%	0.4%	4.7%
Pacific Islander	0.3%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	94.2%	71.3%	60.3%
Special Education	18.6%	13.0%	11.1%
Emergent Bilingual/EL	23.3%	17.3%	20.7%
Mobility Rate (2019-20)	0.0%	9.6%	13.8%

School Financial Information (2019-20)

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

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

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,180	\$10,349	\$10,406
Instruction	\$5,981	\$5,401	\$5,929
Instructional Leadership	\$532	\$205	\$173
School Leadership	\$366	\$507	\$620

STAAR Outcomes

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

There is no STAAR performance data for this campus.