

# BUENA VISTA EL

## Buena Vista Campus Improvement Plan 2024/2025

*"Lead, Learn & Leave a Legacy!"*



Jorge Jurado  
100 Echo Valley Dr.  
830-778-4609  
jorge.jurado@sfd-r-cisd.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 80

Date Approved:

8/20/2025

# BUENA VISTA EL

## **Mission**

*At Buena Vista Elementary, all students are encouraged to reach their own genius by providing a rich, rigorous, and individualized education.*

### Nondiscrimination Notice

BUENA VISTA EL 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.

# BUENA VISTA EL

## **Vision**

*Lead, Learn and Leave a Legacy!*

### Nondiscrimination Notice

BUENA VISTA EL 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.

## **DISTRICT GOALS:**

District Goal 1-School Safety: The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

District Goal 2 - Student Performance: The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

District Goal 3 -Results-Driven Accountability: The District will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

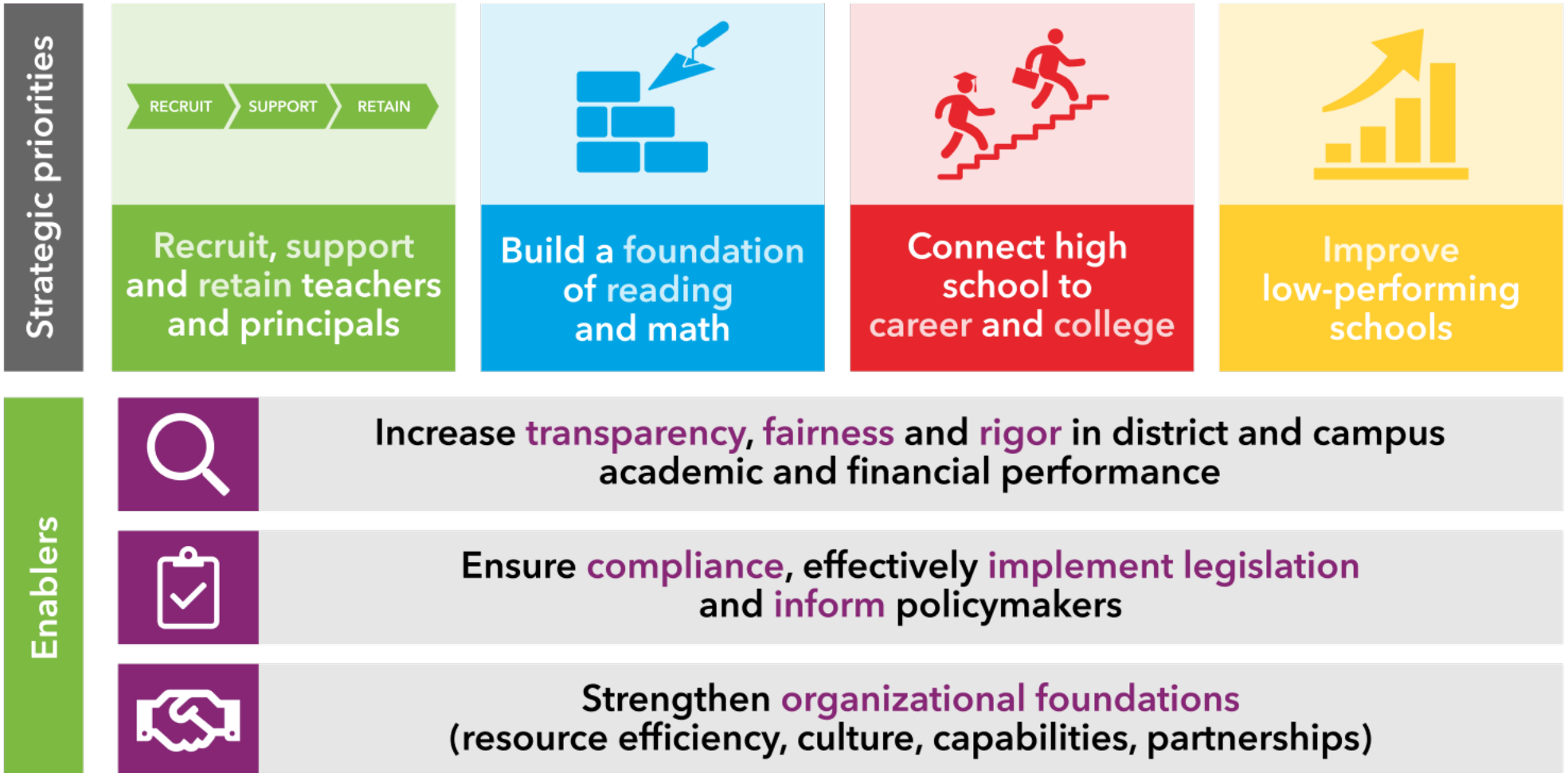
District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

District Goal 5– Communication: The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

District Goal 6 – Del Rio Middle School: The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

District Goal 7 – Reading & Writing: The District shall prioritize reading and writing as a skill for lifelong learning.

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



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

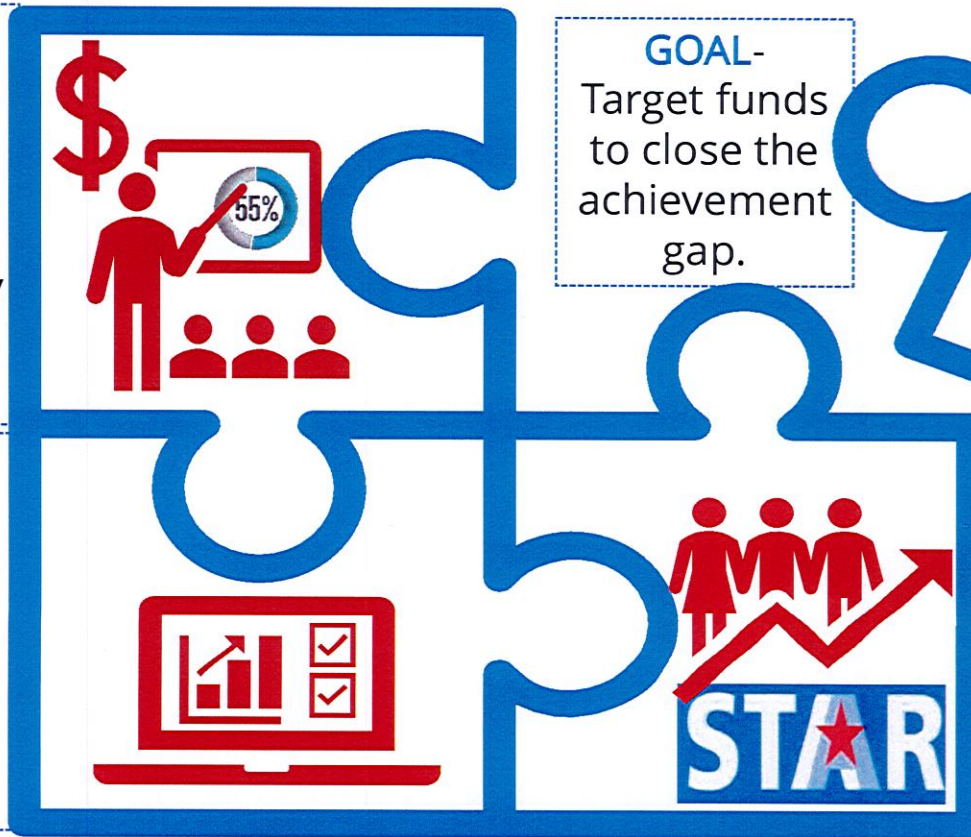
# State Compensatory Education Program

**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

**TEA**



3

*\*adapted from TEA State Compensatory Education*

# BUENA VISTA EL Site Base

Name	Position
Jurado, Jorge	Principal
Tims, Kayme	Asst. Principal
Hernandez, Annabel	Counselor
Bradford, Lauren	Librarian
Chavarria, Isabella	5th Cluster Leader
Calderon, Olga	4th Cluster Leader
Limon, Giselle	3rd Cluster Leader
Cortinas, Julissa	2nd Cluster Leader
Limon, Selina	1st Cluster Leader
Carta, Amber	Kinder Cluster Leader
Paredes, Laura	SPED Resource
Vargas, Adrian	Parent
Quinones, Randy	Community
Jurado, Ignacio	Business

# BUENA VISTA EL

**Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

**Objective 1.** (Safety Requirements) Buena Vista will meet state safety requirements to ensure a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will train, conduct and monitor monthly drills that support and ensure student/staff safety that are state mandated (Fire, Shelter in Place, Lockdown, Secure, and Hold) with Rapter Alert. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators	August-May	(O)Local Districts	Criteria: Documentation logs 05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Campus administration will complete weekly door sweeps to ensure building safety and to address any mechanical/human errors that may compromise student/staff safety. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators	August-May	(O)Local Districts	Criteria: Documentation Logs 06/01/25 - Completed (S) 03/14/25 - On Track 03/14/25 - On Track 11/22/24 - On Track
3. Campus administration will ensure that there is an armed peace officer on campus for safety of all students and stakeholders on campus. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators	August-August	(O)Local Districts	05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

# BUENA VISTA EL

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 2.** (Social-Emotional) By the end of the 2024-2025 school year, Buena Vista Elementary will have a strong and effective initiative in place that integrates social-emotional learning to educate students and prevent bullying.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The principal will conduct weekly exterior door checks to ensure safety and security, documenting any findings and reporting them to the appropriate personnel, ensuring any necessary maintenance or concerns are addressed promptly. (Title I SW Elements: 1.1,2.2) (Target Group: All)	Campus Administrators	August-May	(O)Local Districts	Criteria: Door logs (Sentinel System) or records of the weekly door checks, confirming that the checks are conducted every week without significant gaps  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track
2. BVE staff will implement classroom and campus-wide management plans (Student Choice Tracker) to establish and maintain consistent behavioral expectations throughout the school. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All)	Campus Administrators, Counselors, Instructional Aides, Teachers	August-May	(F)Title IV SSAEP	Criteria: The number of disciplinary reports (e.g., office referrals, suspensions, or behavior-related incidents) decreases due to consistent implementation of the Student Choice Tracker and adherence to behavioral expectations.  05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
3. Students will receive health education lessons through Catch Health Education Journey curriculum and software licenses. It address the physical, emotional and mental well-being of students through its Mind-Heart-Body approach and coordinated framework. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2)	Family Community & Engagement Coordinator, Teachers	August-May	(F)Title IV SSAEP	Criteria: Lesson plans, data usage  05/26/25 - Completed (S) 03/24/25 - On Track 03/24/25 - On Track 11/22/24 - On Track 11/22/24 - On Track
4. BVE counselors will consistently deliver Del Rio Cares guidance lessons weekly, tailored to grade-level needs and incorporating the Six Pillars of Character for students in grades K-5. (Title I SW Elements: 1.1,2.6) (Target Group: All)	Counselors	August-May	(O)Local Districts	Criteria: Calendar tracking of completion of lessons  05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

# BUENA VISTA EL

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 3.** (Attendance) Increase attendance to a yearly average of 96% at Buena Vista by May 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance committee will use the folder and call out system established to call home daily from 8:05-9:30 and the parental liaison will makes home visits as allowable. (Title I SW: 1,6) (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Attendance Staff, Campus Administrators, Parental Aides	August -May	(F)Title I	Criteria: Six week attendance report to track improvements or declines in attendance.  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track

# BUENA VISTA EL

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 4.** (Planning Protocol) BVE Teachers will engage in a weekly 3-hour Planning Protocol to develop and refine rigorous Tier 1 instructional activities that align with curriculum standards and support student success. The planning will focus on differentiated instruction, ensuring all students are provided with appropriately challenging content and learning opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BVE teachers will deepen their understanding of the TEKS by participating in a weekly TEKS breakdown (Know/Show) during the 3-hour Planning Protocol sessions, ensuring that lessons are aligned with specific content standards and promoting a clear understanding of what students are expected to know and demonstrate. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August-May	(O)Local Districts	Criteria: 1. Teachers consistently participate in weekly TEKS breakdown sessions, demonstrating engagement and contribution.  05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. BVE teachers will tailor their weekly lesson plans during the Planning Protocol sessions to include evidence of differentiated instruction, ensuring that all students receive appropriately challenging content and learning opportunities based on their individual needs and abilities. (Title I SW Elements: 1.1) (Target Group: All,3rd) (Strategic Priorities: 2,4)	Campus Administrators, Parental Aides, Parents, Special Ed Teacher, Strategists, Teachers	August-May	(F)Title I, (S)Local Funds	Criteria: 1. Review of lesson plans that demonstrate differentiation in content, process, and product, including scaffolding, varied instructional strategies, and accommodations for diverse learners. 2. Observations or student work samples showing higher levels of student participation and achievement, especially for students who are struggling or excelling, indicating the success of the differentiation strategies.  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track

# BUENA VISTA EL

**Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

**Objective 1.** (Academic Growth) To achieve academic growth for 4th and 5th-grade students, the school will ensure that 80% of students demonstrate categorical growth in STAAR Reading and STAAR Math by tracking progress, setting personalized goals, and providing targeted support through data-driven strategies and action plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The school will establish a data-driven culture by utilizing campus data walls, classroom data walls, student tracker folders, and a STAAR Categorical Data Tracker to monitor and track student progress in STAAR Reading and STAAR Math. This will enable continuous evaluation and adjustment of instruction to support students' academic growth. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Librarian, Teachers	August - May	(F)Title IV SSAEP, (O)Local Districts	Criteria: 1. Review of data tracking tools (data walls, student folders, trackers) to ensure they are up-to-date, regularly updated, and being actively used to monitor progress for all students.  05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Teachers will conduct one-to-one student conferences to set, review, and adjust individual growth goals for STAAR Reading and STAAR Math, ensuring that each student has a clear, personalized plan for achieving categorical growth by the end of the year. (Title I SW Elements: 1.1) (Target Group: 4th,5th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August -May	(F)Title I, (S)Local Funds	Criteria: 1. Conference logs or schedules showing the frequency of student conferences, along with documented adjustments to growth goals based on the discussions during the conferences.  05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
3. Teachers will create and implement individualized action plans to support every student in reaching their categorical growth goals for STAAR Reading and STAAR Math, utilizing data from assessments and student conferences to provide targeted instructional strategies and interventions. Students will have access to reading platforms through Renaissance Smart Start. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 4th,5th) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August-May	(S)State Compensatory - \$12,425.76	Criteria: Review of action plans that are tailored to each student's needs, with evidence that teachers are providing additional support or enrichment to help students meet their growth goals.  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track

# BUENA VISTA EL

**Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

**Objective 2.** (Academic Achievement-3rd Grade) To improve academic achievement in 3rd grade, the school will ensure that students demonstrate a 10 percentage point increase in the Approaches, Meets, and Masters performance levels in both Reading and Math on the STAAR assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement targeted instructional strategies in Reading and Math that are aligned with STAAR readiness standards, providing differentiated support to students in order to increase performance across all levels (Approaches, Meets, and Masters). (Title I SW Elements: 2.1,2.4,2.5,2.6,3.1) (Target Group: 3rd) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides, Parents, Teachers	August-April	(F)Title I	Criteria: 1. STAAR assessment results showing at least a 10 percentage point improvement in each of the performance levels (Approaches, Meets, and Masters) for 3rd grade students in both Reading and Math.  05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Students will receive regular formative assessments (Blue and White Assessments) and targeted feedback on their performance in Reading and Math, with teachers using data from these assessments to adjust instruction and provide additional support for students in need of growth. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: 3rd) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Teachers	August-April	(L)Principal Account	Criteria: 1. Evidence of formative assessments (Blue and White Assessments) and follow-up actions, such as instructional adjustments or additional support provided to students. 2. Review of data tracking tools (data walls, student folders, trackers) to ensure they are up-to-date, regularly updated, and being actively used to monitor progress for all students. 3. Review of action plans that are tailored to each student's needs, with evidence that teachers are providing additional support or enrichment to help students meet their growth goals.  05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
3. Teachers will create and implement individualized action plans to support every student in reaching their categorical growth goals for STAAR Reading and STAAR Math,	Campus Administrators, Teachers	August-April	(F)Title IV SSAEP, (F)Title V RLIS	Criteria: 1. Review of action plans that are tailored to each student's needs, with evidence that teachers are providing additional

# BUENA VISTA EL

**Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

**Objective 2.** (Academic Achievement-3rd Grade) To improve academic achievement in 3rd grade, the school will ensure that students demonstrate a 10 percentage point increase in the Approaches, Meets, and Masters performance levels in both Reading and Math on the STAAR assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
utilizing data from assessments and student conferences to provide targeted instructional strategies and interventions. (HB4545, Fluency Tracker, Canvas, Zoom, AimHi, Navigate 360, Nearpod, etc.) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: 3rd) (Strategic Priorities: 2,4)				support or enrichment to help students meet their growth goals.  05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

# BUENA VISTA EL

**Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

**Objective 3.** (HB 1416) To ensure that 80% of HB 1416 students receive accelerated instruction and demonstrate categorical growth on the STAAR Reading and STAAR Math assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HB 1416 students will receive targeted accelerated instruction in both Reading and Math, based on their individual learning needs, with a focus on STAAR readiness standards to foster academic growth (Tier 1, Small Group, Focus Time, After School Tutorials). Refer students to ACE program for additional support/tutoring as needed. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: AtRisk,4th,5th)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Instructional Aides, Parental Aides, Teachers	August-May	(F)Title I, (S)State Grant	Criteria: 1. At least 80% of HB 1416 students will show categorical growth in both STAAR Reading and STAAR Math by the end of the school year.  05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Teachers will regularly monitor and track the progress of HB 1416 students using formative assessments (Blue and White Assessments), Data Wall/Student Trackers, and individualized action plans to ensure they are making sufficient progress toward achieving categorical growth in STAAR Reading and STAAR Math. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All,4th,5th) (Strategic Priorities: 2,4)	Campus Administrators, Librarian, Parental Aides, Special Ed Teacher, Strategists, Teachers	August - May	(F)Title I, (F)Title IV SSAEP	Criteria: 1. Teachers will use regular formative assessments to track student progress and adjust instruction based on data to ensure that students are on track to meet growth targets. 2. Teachers will create and implement action plans for each HB 1416 student, providing additional support and resources to help them achieve their growth goals in STAAR Reading and STAAR Math.  05/26/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

# BUENA VISTA EL

**Goal 3.** (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

**Objective 1.** (Bilingual) To improve academic outcomes for English Learner (EL) students, the school will provide K-5 bilingual teachers with ongoing professional development, enabling them to implement effective instructional strategies that support both language acquisition and content mastery for EL students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. K-5 bilingual teachers will participate in ongoing staff development (Region 13) focused on techniques to support both language acquisition and content learning strategies for English Language Learners (ELLs), improving instructional practices to better support ELL students' academic success. (Title I SW Elements: 1.1,2.5) (Target Group: BI,EB) (Strategic Priorities: 4)	Bilingual Department, Campus Administrators, Teachers	August-May	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: 1. Records showing participation in all scheduled professional development sessions. 2. Improved performance in ELL scores on Blue and White Assessments.  03/14/25 - Completed 11/22/24 - On Track

# BUENA VISTA EL

**Goal 3.** (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

**Objective 2.** (TELPAS) To support English Beginner (EB) students in making categorical growth on their TELPAS assessment, the school will ensure that EB students practice Listening, Reading, Writing, and Speaking.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. EB students will engage in weekly practice of Listening, Reading, Writing, and Speaking skills using the Summit K-12 program for 45 minutes, designed to align with TELPAS assessment requirements and support language development. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: BI,EB) (Strategic Priorities: 2,4)	Campus Administrators, Strategists, Teachers	August-May	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Criterion: EB students complete 45 minutes of weekly practice on the Summit K-12 program, focusing on improving their Listening, Reading, Writing, and Speaking skills. Measurement: Monitoring data from the Summit K-12 platform showing student engagement and completion of weekly practice sessions in the designated areas.  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track
2. Teachers will plan and incorporate Tier 1 instructional activities that promote purposeful discussions and writing opportunities throughout the school day, enabling EB students to practice and refine their language skills in real-world contexts. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: BI,EB) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August-May	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Criterion: Teachers consistently integrate purposeful discussions and writing activities across the curriculum to provide EB students with opportunities to engage in language practice throughout the day. Measurement: Review of lesson plans, classroom observations, and student work samples to ensure that purposeful discussions and writing activities are included and support language development.  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track

# BUENA VISTA EL

**Goal 4.** (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.

**Objective 1.** (Finance) To maximize the impact of financial resources on student achievement, the school will ensure effective management and allocation of funds to support initiatives that enhance educational outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The school will conduct quarterly reviews of the local budget to assess resource allocation, identify areas for improvement, and make adjustments as needed to ensure funds are being used effectively to support student achievement. (Title I SW Elements: 1.1,2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators	August-May	(O)Local Districts	<p>Criteria: Review of budget allocation reports showing that financial resources are prioritized for initiatives like academic support programs, professional development, and student enrichment activities</p> <p>05/26/25 - Completed  03/14/25 - On Track  03/14/25 - On Track  11/22/24 - On Track</p>

# BUENA VISTA EL

**Goal 5.** (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

**Objective 1.** (Parent Communication) To empower and engage parents in supporting their children's education and well-being, the Parental Liaison will provide bilingual training sessions on a variety of topics, offering both English and Spanish sessions to ensure accessibility and encourage active participation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Parental Liaison will organize and deliver regular bilingual training sessions for parents, covering key topics such as DR Cares, Positive Parenting, Nutrition, Childhood Obesity, Oral Hygiene, Academic Support (e.g., Gradebook, Science Experiments), Health and Safety (e.g., Diabetes, Internet Safety, Drug and Alcohol Abuse), and Career/Education Opportunities, to enhance parental involvement and support student success. (Title I SW Elements: 1.1,2.1,2.2,3.1,3.2) (Target Group: All)	Parental Aides	August-May	(F)Title I, (O)Local Districts	Criteria: 1. Attendance logs or schedules that demonstrate ongoing monthly or quarterly training sessions, ensuring consistent opportunities for parent engagement.  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track
2. To enhance communication between the school and parents, the campus will utilize multiple platforms to keep parents informed about important events and activities, ensuring all communication is accessible in both English and Spanish to promote greater parental engagement. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All)	Campus Administrators, Parental Aides, Teachers	August-May	(F)Title I, (O)Local Districts	Criteria: 1. The campus will distribute monthly calendars highlighting key school events, use DOJO for timely, real-time communication with parents, and send regular reminders through the School Messenger System to keep parents informed and engaged.  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track

# BUENA VISTA EL

**Goal 6.** (Del Rio Middle School) The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

**Objective 1.** (Middle School Ready) To ensure a smooth and successful transition for 5th-grade students into middle school, the school will implement a comprehensive support program that focuses on academic, social, and emotional preparedness, ensuring students are ready for the challenges of middle school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The school will provide 5th-grade students with targeted activities and resources, including academic workshops (Pre-Registration), orientation sessions, social-emotional learning, and (SEL) opportunities to equip them with the skills and confidence needed for their transition to middle school. (Title I SW Elements: 2.6) (Target Group: 5th) (Strategic Priorities: 3)	Campus Administrators, Counselors	April-May		Criteria: 1. All 5th-grade students participate in transition-focused activities such as Pre-Registration and Orientation sessions, academic workshops, and SEL lessons.  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track

# BUENA VISTA EL

**Goal 7.** (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

**Objective 1.** (Improve Reading Across K-5) To improve reading achievement across grades K-5, students will actively participate in the Accelerated Reader (AR) program, engaging in independent reading, earning rewards, and receiving recognition each grading period. Additionally, students will be encouraged to participate in the Million Word Reader program, fostering a culture of reading and motivating students to reach ambitious reading milestones.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students in grades K-5 will participate in the Accelerated Reader (AR) program, set individual reading goals, and earn rewards based on their progress. Throughout the school year, students will be recognized for meeting their goals each grading period, and those who achieve the Million Word Reader status will be celebrated for their dedication to reading. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Librarian, Teachers	August-May	(O)Local Districts, (S)Local Funds	Criteria: 1. AR participation records showing the number of students enrolled, their quiz completions, and their progress towards set reading goals. 2. Data from the AR program tracking students who reach the Million Word Reader level, including the number of students reaching this goal and the overall word count across grade levels.  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track
2. To improve writing skills across grades 1-5, the school will implement and vertically align the APES (Answer, Prove, Explain, and Summarize) writing strategy across all grade levels. Teachers will provide multiple writing opportunities each week, and writing performance will be regularly monitored using Blue and White assessments for grades 3-5 to track student progress and ensure consistent development. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Special Ed Teacher, Teachers	August-May	(F)Title IV SSAEP	Criteria: 1. Review of lesson plans and observations showing the integration of the APES strategy in writing instruction across grades 1-5. 2. Review of curriculum maps or planning documents that show alignment of writing objectives and strategies (e.g., APES) across grade levels. 3. Teachers regularly reflect on student writing progress and use Blue and White assessment data to adjust instruction to meet students' needs.  05/26/25 - Completed 03/14/25 - On Track 11/22/24 - On Track

# Buena Vista Elementary School

## Comprehensive Needs Assessment Summary – 2024-2025

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Staffing/Supports	Benchmarks Data/PMs	K-12 Summit/TELPAS
Special Populations Reports	Teacher certifications	Paraprofessional Staff
Professional development	#REF!	Demerit System
Parent & community involvement	Raptor System	Staff perception data/Climate survey
DMAC/Curriculum Dashboard	Benchmark/STAAR Data	Technology and Software programs
Lesson Development	Google Forms	Parental Liaison & Trainings
Social Media Communication	Content Outreach Nights/Club events	Budget
Transportation support	Principal Meetings/Dept. Meetings	0

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	Planning Protocol	Emphasis on special populations in planning protocol/Training	Specialized training for ELL/SPED
	Afterschool Tutorials HB1416	New clubs/organizations to increaese student participation	T-Tess Rubric Training
	Devices & Technology for students to use	Learning walks (T-Tess Look Fors)	Science Materials/Supplies for Training
	Special Education Instruction/SOAR	Science Planning Time Increased	Data Tracking Folders/Materials
	Parent events/trainings/Award Assemblies	Data Tracking Sheets/Folders - Students & Teachers	Vertical Alignment TEK Planning
		Verical alignment for teachers	Student engagement in clubs

# Buena Vista Elementary School

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?
<b>Staff Quality</b>	Teachers are highly qualified	Cluster Leader Training/Coaching	Retreat for Cluster Leaders
		Teacher Mentoring for staffing changes (Grade Level)	Mentor time allotment for new teachers to grade or profession
	Planning dashboard available for teachers to use at school/home	Teachers need more resources - manipulatives/centers	TIA coaching
	Professional development provided for STAAR/TELPAS/K-12 Summitt/New Teachers	Instructional aides to support the master schedule	TEK Awareness training - Math
		1:1 Teacher Support for TIA	Cross Curricular resources Learning Walks - Subs
<b>School Climate/ Safe &amp; Healthy Schools</b>	All adults on campus wear a color lanyard which identifies them	Transition procedures updated/enforced to prevent discipline concerns	
	Automatic locking doors/badge readers	Security system for all visitors for large events (graduation/award assemblies)	Labels, Lanyards, extra security for evening events
	Visitor license scanner in office	Practice drills from various events to ensure emergency response when needed	EOP - practice and training
	Family Engagement Activities	Raptor update - additional training required	Raptor Training for teacher usage
	Collaborative activities/groups between clusters (students and teachers)	Restroom cleanliness - especially tile and walls	Restroom Upgrade - old and damaged


# Buena Vista Elementary School

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?
			Awards, party supplies, venue funding, decorations, food/beverages, plaques, shirts, backdrops, cameras.
<b>College &amp; Career Readiness/ Graduation/ Dropout Reducation</b>	<p>Planning Protocol lesson development aligned to the TEKS</p> <p>Data used to track and support student achievement</p> <p>Curriculum dashboard allows for lessons, resources, reference materials</p> <p>1:1 devices and numerous technology programs used with students daily</p>	<p>GT/Enrichment activities for high performing students</p> <p>Cluster development in leadership to develop stronger content aptitude</p> <p>Consistent use of Data Trackers</p> <p>Special population teachers training on increasing academic achievement</p> <p>Increase in writing resources and training to support low student performance</p>	<p>Enrichment resources: training, resources, materials, guest speakers</p> <p>Venue, meals, mentors, beverages</p> <p>Folders, anchor charts, Markers, Training on data trackers, parent awareness of data tracker meetings</p> <p>SpecPop Training - de-escalation, autism, ED, ELL strategies. Materials and resources and subs if needed</p> <p>Writing portoflios, afterschool training and collaboratives (TELPAS/STAAR correlated)</p>
<b>Family and</b>	<p>DOJO is used 100% to communicate information on campus</p> <p>Teachers assigned to various school wide events</p>	<p>Combine parental meeting nights/surveys into a classroom AR themed night once per 6 weeks to incerase positivity and participation.</p> <p>Outreach to the parentns for those unable to attend programs in the evenings on campus</p>	<p>Meals, Surveys, Parent Meetings, giveaways</p> <p>Community Outreach to improve parent involvement</p>

# Buena Vista Elementary School

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?
<b>Community Involvement</b>	<p>High parent involvement on committees/event attendance/volunteers</p> <p>Monthly Calendar sent out to parents</p> <p>Facebook/marquee/DOJO outlets used to communicate with parents &amp; families on school</p>	<p>Increased substitutes on campus</p> <p>Program performance nights for extracurricular/clubs on campus where STAAR/Campus information is also delivered</p> <p>Proper equipment to reach all parents (sound system is broken)</p>	<p>Sub training done at BV to increase sub allocations to ensure covered classrooms</p> <p>Flyers, advertisements/food/prizes to capture parent attention to increase participation in academic nights.</p>
<b>District/Campus Commitments</b>	<p>Breakfast and lunch is provided for free to all students on campus</p> <p>Transportation is provided to students who live outside of a 2 mile radius</p> <p>Principal meetings done biweekly to discuss concerns/efforts across the district</p> <p>Budget is based on student enrollment Google forms are used district wide to ensure quicker turn around time in responses</p>	<p>Campus infustructure updates are needed (cameras, floors)</p> <p>Cafeteria updates needed</p> <p>Outdoor recess areas and equipment are in poor shape need new equipment and maintance</p> <p>Improved communication between the custodian supervisor and the custodians Restroom Updates</p>	<p>Campus painted in halls/restrooms</p> <p>Restroom Upgrade - old and damaged</p> <p>Outdoor Recess areas are in need of updates and playground equipment</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.



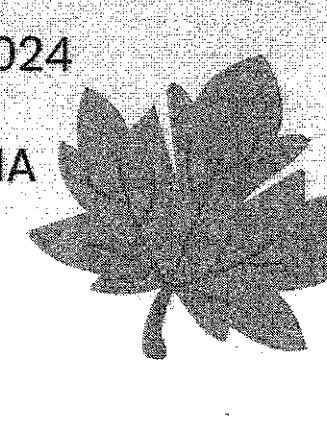
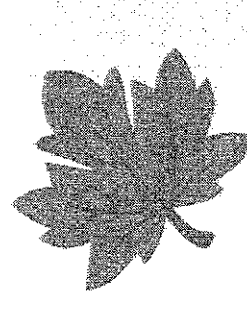
Come Join Us at  
Buena Vista  
Elementary



TITLE 1 PARENT  
MEETING

HOSTED BY: MR. J. JURADO-SPANISH  
MRS. K. TIMS-ENGLISH

DATE: SEPTEMBER 12, 2024  
TIME: 4:30 PM  
LOCATION: CAFETERIA



PARENTAL LIAISON: MRS. JANIE COLUNGA



**SNACKS AND DRINKS  
WILL BE PROVIDED.**



**2024-2025**

**Annual Title I Parent Training**

**Buena Vista Elementary**

**September 12, 2024 at 4:30 pm**

**Agenda**

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



# Topic: Title 1 Parent Meeting - English

## **Minutes**

Date: September 12, 2024

Time: 4:30 pm

Place: BVE CAFETERIA

Duration: 60 minutes

## **Agenda**

A Title 1 Parent Meeting was held on September 12, 2024, at 4:30 pm, in English. It was held at the BVE Cafeteria, Mrs. K. Timms was the presenter and explained what Title 1 consisted of. Only 6 parents attended the meeting. One main concern was the playground by a parent, but others shared in the same concern and suggested some form of fundraising.

# Title I Parent Training

Sign-In Sheet

Campus

Buena Vista Elementary

Date

9-12-24  
Thursday

Parent's Name	Child's Name	Phone	Request Conference
Janice Van Zee	Jennifer Van Zee	7654041854	
Reina Salgado	Ariana Herrera	(830) 308-0584	
Cynthia Delafra	Emiliano De la Paz	830 765-1444	
Noelia Galindo	Jose Nino	830 488 3383	
Cathalia Felix	Sandra Yance	432-270-1416	
Sara Nooner	Gabby Nooner	541-301-5022	

Staff Member's Name	Position

# Topic: Title 1 Parent Meeting – Spanish- J.Jurado

## **Minutes**

Date: September 12, 2024

Time: 4:30 am

Place: BVE Teacher's Lounge

Duration: 60 minutes

## **Agenda**

A Title 1 Parent Meeting was held on September 12, 2024, at 4:30 pm in Spanish by Mr. Jurado. It was held at the BVE teacher's lounge. Mr. Jurado was the presenter however no Spanish speaking parents arrived , he joined in the cafeteria with Tims.

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

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

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

### Jointly Developed

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

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

## Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Keep an eye for flyers and information located on our school and district website. Please consider joining our faculty and some of the following events and programs throughout the school year: [Such as district tutorials, after school ACE program, extracurricular activities such as LEGO Club, UIL, Student Council, Choir, and Art.](#)

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

## Communication is Key

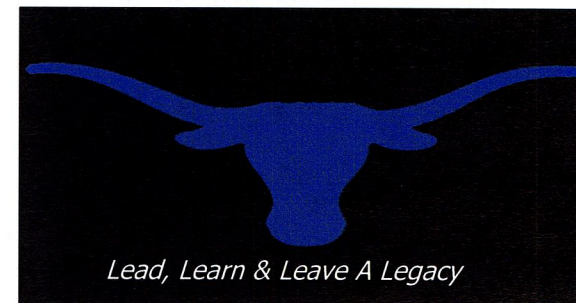
We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

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

**For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our Buena Vista school office @ 830-778-4600.**

## BUENA VISTA ELEMENTARY SCHOOL

### School-Teacher Parent-Student Compact 2024-2025



## EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

***Jorge Jurado,***  
PRINCIPAL

**100 Echo Valley Dr.  
Del Rio, Texas 78840**

**830-778-4600**

## **SFDRCID District Vision**

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

## **SFDRCID District Mission**

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

## **SFDRCID Shared Beliefs**

We believe:

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

## **School Agreement**

As a school, we agree to:

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

## **Teacher Agreement**

As a teacher, I agree to:

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

## **Student Agreement**

As a student, I agree to:

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

## **Parent Agreement**

As a parent, I agree to:

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

## **Development and Distribution**

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children by posting on school website, distributing during Open House, have hard copies available in our front office.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

---

**Buena Vista Elementary**

**Title I**

**Parental Liaison**

**Janie Colunga**

**830-778-4600**

**[juana.colunga@sfdrcisd.org](mailto:juana.colunga@sfdrcisd.org)**

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

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

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

## Desarrollado Conjuntamente

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

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

## Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Esté atento a los folletos y la información que se encuentran en el sitio web de nuestra escuela y distrito. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar: [Such as district tutorials, after school ACE program, extracurricular activities such as LEGO Club, UIL, Student Council, Choir, and Art](#)

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre

Título I.

## La Comunicación es clave

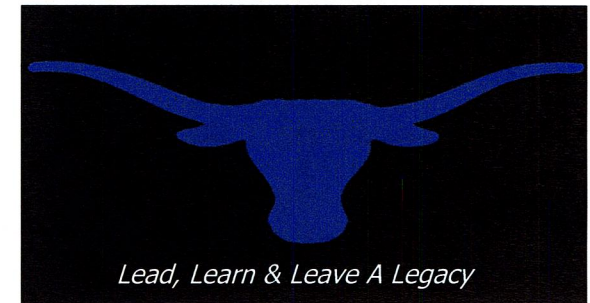
Estamos comprometidos con la comunicación bidireccional frecuente con los estudiantes y las familias con respecto al aprendizaje de los estudiantes. Nuestra escuela reconoce la importancia de compartir información consistente y específica con los padres. [Por ejemplo tutorías del distrito, ACE programa despues de escuela, extracurricular actividades como el LEGO Club, UIL, Student Council, Choir, and Art](#)

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Boletín Mensual

**Para obtener información sobre cómo proporcionar comentarios o para obtener acceso a nuestro Plan de mejora del campus, comuníquese con la oficina de nuestra escuela Buena Vista al 830-778-4600.**

## BUENA VISTA ELEMENTARY SCHOOL

### Acuerdo entre Escuela- Maestro-Padre-Alumno



## EMPODERAR A LOS NIÑOS PARA OBTENER SU MAXIMA

## POTENCIA

**Jorge Jurado,**  
PRINCIPAL

100 Echo Valley Dr.

Del Rio, Texas 78840

830-778-4600

## Visión del Distrito SFDR CISD

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

## Misión del Distrito SFDR CISD

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

## Creencias Compartidas

Nosotros creemos:

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

## Acuerdo Escolar

Como escuela, aceptamos:

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

## Acuerdo del maestro

Como maestro, acepto:

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

## Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.

## Acuerdo de los Padres

Como padre, acepto:

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

## Desarrollo y Distribución

- Este pacto ha sido desarrollado conjuntamente y acordado con los padres de los niños que participan en los Programas Título I, Parte A.

---

**Buena Vista Elementary**  
**Parental Liaison**  
**Janie Colunga**  
**830-778-4600**

[juana.colunga@sfdrcisd.org](mailto:juana.colunga@sfdrcisd.org)

**Buena Vista Elementary**  
**PARENT AND FAMILY ENGAGEMENT POLICY**  
**2024-2025**

**STATEMENT OF PURPOSE**

- I. **Buena Vista Elementary** administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and a School – Parent Compact. The policy shall set expectations and establish a framework for quality parental engagement. This shall be achieved as part of the Campus Improvement Plan process. The school values the role parents play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). The Title 1, Parent and Family Engagement Policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School District.

**PARENT AND FAMILY ENGAGEMENT POLICY DEVELOPMENT**

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

**SCHOOL-PARENT COMPACT**

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision of the compact, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process of each campus. A copy of the campus Parent and Family Engagement Policy and School-Parent Compact will be distributed to all parents during the first six weeks of school and available at each school’s front office.

**PARENT INVOLVEMENT OPPORTUNITIES**

- IV. The campuses’ capacity to build a 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 presented at Campus Improvement Plan (CIP) meetings, Campus Comprehensive Needs Assessment (CNA) meetings, and special called meetings. Two Title I parent meetings will be held on two different dates and times to provide parents with information pertaining to Title 1 programs. In addition, parent skills workshops, campus volunteer trainings, school readiness trainings pertaining to pre-school programs, and literacy and technology trainings shall be provided to parents in order to foster parental involvement. Opportunities include materials for parents to work with children at home for increased student achievement, awards ceremonies, student performances, special events, and parent-teacher conferences held either in person or via Zoom. Additionally, teachers, specialized instructional support staff, principals, and other school leaders, with the assistance of parents, shall be trained in the Value and Utility of Contributions of parents/families.
- Parent**
- Forum monthly meetings, Educational support ACE program/tutorials, extracurricular activities such as Lego, UIL, Student Council, Choir, Art.**

## STAFF AND PARENT COMMUNICATION

- V. **Buena Vista Elementary**, will make every effort to communicate with parents the information concerning Title I Part A programs, descriptions and explanation of the curriculum, state and local academic assessments, language proficiency levels students are expected to meet, how to work with teachers to improve the achievement of their children, and how to monitor student progress. These efforts will take place during various forms of communication including but not limited to phone calls, home visits, parent conferences, and when necessary, via Zoom meetings.

Parents and families shall be provided information about school programs in a timely manner through avenues such as monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, Zoom meetings, district email, district website, district Facebook page, and written notices. These means 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 English and Spanish.

## EVALUATION

- VI. Parents will be notified and invited to participate in the annual evaluation of the content and effectiveness of the Campus Parent and Family Engagement Policy. They will also consider:

- The academic quality of Title I, Part A Schools
- Ways to identify and overcome barriers which may limit parent participation
- Reviewing and revising the School-Parent Compact
- Methods to increase parent involvement
- Parent comments on the Title I Parent and Family Engagement Policy

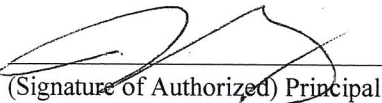
The findings in the ESSA Title I Annual Evaluation will be utilized to revise and design parent policy practices and strategies that will improve parental involvement at the district and campus level. Feedback on the above mentioned can also be provided by calling SFDRCISD Federal and State Programs Department at 830-778-4153.

## RESERVATION OF FUNDS

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

## ADOPTION

- VIII. This school Parent and Family Engagement Policy has been developed jointly, and agreed upon with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Buena Vista Elementary** on September and will be in effect for the 2024-2025 school year. Electronic and/or written notification of this policy will be distributed in English and Spanish for the benefit of parents and community members.

  
(Signature of Authorized) Principal

11/22/24  
(Date)

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

Parent Committee:

1. Diana Machuca
2. Lestee Palacios
3. Veronica Hernandez

# BVE Parent Committee

	Student Name (or preferred nickname)	Parent Name Please Print	Homeroom Teacher	Parent Phone Number
1	Laylee Briones	Nelly Briones	Guerra <sup>3rd</sup>	734-4622
2	Mason Flores	Bridget Flores	Chavarria <sup>5th</sup>	210 861 8135
3	Ava Chapman	Cynthia Chapman	Limon <sup>3rd</sup>	915 373 7932
4	Damon Willard	Lisa Willard	Guerra <sup>3rd</sup>	830 734 6362
5	Caio, Gavin & Uniah Andrews	Nereida Findley	Calderon, Limon <sup>S</sup>	830 282 5760
6	Kasen + Dylan Dettayes	Alyson Dettayes	Guerra, Limon <sup>6</sup>	325-8226-3078
7	Reed Whitten	Amy Whitten	Guerra	281-923-0357
8	Juan Lopez	Deya Lopez	Osorio	830-765-6061
9	Jasmine Leija	Stephanie Leija	Calderon	830-719-0609
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

# PARENT & FAMILY ENGAGEMENT POLICY

	Student Name (or preferred nickname)	Parent Name Please Print	Homeroom Teacher	Parent Phone Number
1	Damon Willard	Lisa Willard	Guerra	830 734 6362
2	Philippe Leclaire	A-M Roy	Ms. Smith	830-422-6304
3	Patrick Reagan	A-M Roy	Ms. G. Rodriguez	830-422-6304
4	Katherine Reagan	A-M Roy	Ms. Pena	830-422-6304
5	Jose Gonzalez	Joe Gonzalez	Ms. Gallardo	432-803-9080
6	Olympia Almeda	Sophia al	Peimbert	737-386-1869
7	Layla Trevino	Echen	Del campo	210 608 0753
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

# THE VALUE AND UTILITY OF PARENTAL AND FAMILY ENGAGEMENT STAFF TRAINING



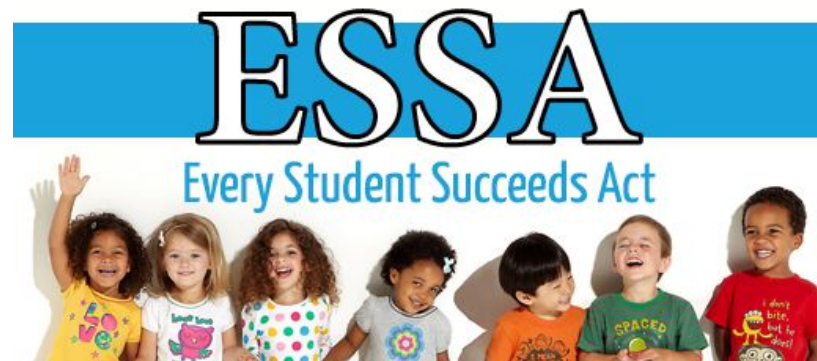
---

**Federal and State  
Programs  
2024-2025**



# ESSA TITLE I REQUIREMENTS

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





# What is Parental and Family Engagement?

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



# The Importance of Parent and Family Engagement

- ❑ Parents/families play an important role in assisting their child's learning.
- ❑ Parents/families are encouraged to be actively involved in their child's education at school.
- ❑ Parents/families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.
- ❑ Students and families in special population programs including McKinney-Vento, Migrant, Bilingual, Special Education, Military, and Foster Care may need additional guidance and/or assistance.

# Outdated thinking of Parent and Family Engagement:

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



# A welcoming atmosphere involves:

- ❑ the physical environment: parking areas, office, classrooms, lobby, hallways, classrooms, cafeteria, playground, etc.
- ❑ written materials: newsletters, student and school activity calendars, parent handbook, flyers and other materials distributed by the school in a language parents can understand. Attractive, current, and informative campus website and informative and polite telephone communication.
- ❑ procedures and policies including the polite and informative communication of events, open house, conferences, etc.
- ❑ staff is visible throughout the entire day with a welcoming smile.



# Parent and Family Engagement benefits:

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

# Barriers to Family Engagement:

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





# Overcoming Barriers



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

# Staff Reflections:

- ☐ Why are some teachers more successful than others in engaging parents?
- ☐ For what reasons do parents currently visit your campus?
- ☐ Reflect and share the parental and family engagement level at your campus and in individual classrooms. On a scale from 1-10, where are you?
- ☐ What is one goal you have set to improve your parent communication?
- ☐ How can you help make your school more inviting?
- ☐ What can I do to improve my relationship with my parents?

•



# Positive School Climate



# QUESTIONS?

Have a successful, positive and  
engaging school year!



SFDRCSISD Federal and State Programs

# McKinney-Vento ✨ Foster Care



Students in Transition  
and Housing Insecure



SFDR CISD TRAINING 2024-2025



# LEA Requirements McKinney-Vento Act

- ▶ Ensure school personnel receive professional development and other support to ensure identification of MV eligible students.
- ▶ Identify students experiencing homelessness.
- ▶ Enroll students experiencing homelessness immediately, even without required records.
- ▶ Make student records available in a timely manner.
- ▶ Provide services to students experiencing homelessness that are comparable to those offered to other students.
- ▶ Remove barriers to the enrollment of students experiencing homelessness.
- ▶ Continue the student's education in their school of origin.
- ▶ Provide transportation as needed.
- ▶ Provide written notice to parents, guardians, and unaccompanied youth related to the appeal process if the LEA sends the student to a school other than the school requested.



## The McKinney-Vento Act

- Subtitle VII-B of the McKinney-Vento Homeless Assistance Act; reauthorized by Title X, Part C of NCLB
- Main themes of the McKinney-Vento Act:
  - ✓ School access
  - ✓ School stability
  - ✓ Support for academic success
  - ✓ Child-centered, best interest decision making
  - ✓ Critical role of the local homeless education liaison



# Who is considered homeless?

- ▶ Children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth:
  - ▶ Sharing the housing of other persons due to the loss of housing, economic hardship, or similar reason.
  - ▶ Living in
    - ▶ motels, hotels, trailer parks, or camping grounds, due to the lack of alternative adequate accommodations.
    - ▶ emergency or transitional shelters, or are abandoned in hospitals.
    - ▶ a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
    - ▶ cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- ▶ Migratory children living in the above circumstances. [42 U.S.C. § 11434a(2)]
- ▶ Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. [42 U.S.C § 11434a(6)]

Students experiencing homelessness live in any of these situations:



Doubled-up  
with other people



Homeless Shelter



Hotel/Motel



Car, park, empty building,  
bus, or train station

# How do people become homeless?

- ▶ Poverty
- ▶ Loss of job/income/disability/incarceration
- ▶ Lack of affordable housing
- ▶ Natural disasters: hurricanes, floods, tornadoes, fire
- ▶ Insect or mold infestations
- ▶ Domestic violence/disputes
- ▶ Intolerable home environment
- ▶ Every case is different



# Reactions/statements by parent, guardian or child:

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



# Warning Signs: Poor Nutrient and Hygiene

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



# Possible reactions of homeless/foster children to stressful situations:

- ▶ May be restless and leave projects unfinished
- ▶ May fight for control at school
- ▶ May be easily frustrated and act out
- ▶ May cling to what they have and might be aggressive in trying to claim something for themselves
- ▶ May fall asleep frequently in class
- ▶ May hoard food to take home
- ▶ Consistent lack of preparation for school
- ▶ Incomplete or missing homework
- ▶ Lack of basic school supplies
- ▶ Concern for safety of belongings
- ▶ Refusing invitations from classmates



# Warning Signs: Social and Emotional Concerns

- ▶ Poor self-esteem
- ▶ Extreme shyness
- ▶ Unwilling to risk forming relationships
- ▶ Difficulty socializing at recess
- ▶ Difficulty trusting people
- ▶ Aggression, “old” beyond years
- ▶ Protective of parents
- ▶ Clingy behaviors
- ▶ Fear of abandonment
- ▶ Anxiety late in the school day
- ▶ Need for immediate gratification



# Warning Signs: Education, Transportation and Attendance

## Lack of Educational Continuity

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

## Transportation and Attendance Concerns

- ▶ Erratic attendance/tardiness in all schools
- ▶ Numerous absences
- ▶ Lack of participation in after school activities
- ▶ Lack of participation in school field trips
- ▶ Absences on days when students are to bring special treats from home
- ▶ Inability to contact parent(s) with wrong numbers, disconnected phones, no addresses

# Foster Care & Student Success

<https://tea.texas.gov/academics/special-student-populations/foster-care-and-student-success/2022-fcss-resource-guide.pdf>

## FOSTER CARE & STUDENT SUCCESS:



TEXAS SYSTEMS WORKING TOGETHER TO TRANSFORM EDUCATION OUTCOMES OF STUDENTS IN FOSTER CARE



### **LAW:** Federal Education and Child Welfare Provisions

**Child Welfare Law:** Fostering Connections to Success and Increasing Adoptions Act of 2008 includes:

- Emphasis on the importance of school stability, maintaining the school in which the child was enrolled at the time of placement, and the need for coordination between state and regional child welfare and state and local educational agencies.
- Assurance that the residential placement of the child in foster care takes into account the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement.
- If remaining in the same school is not in the child's best interest, the child welfare and local educational agencies will work together to ensure immediate and appropriate enrollment and provide ALL of the child's educational records to the new school.

**Education Law:** Every Student Succeeds Act (ESSA) of December 2015 includes:

- Mandatory collaboration between child welfare and educational agencies at both the local and state level to ensure school of origin protections, transportation, best interest decision-making, and dispute resolution processes are jointly established and followed.
- Designation of state and local level points of contact at both the educational and child welfare agencies to support implementation of ESSA education stability provisions for children in the foster care system.
- Collaboration on the best interest decision-making processes between educational and child welfare agencies to determine factors that influence whether remaining in the school of origin is in the best interest of the child.
- Education and child welfare joint development of local written transportation procedures and "additional cost" sharing of transportation when it is in the best interest for children in foster care to remain in their school of origin.
- Development of dispute resolution processes for disagreements between child welfare and educational agencies on how to cover costs of transportation to sustain school of origin attendance.
- Reporting of disaggregated data by state and local educational agencies on the academic achievement and graduation rates of students in foster care.

# Who is considered Foster Care?

- ▶ Foster care, or out-of-home care
  - ▶ System a child enters when a child cannot live safely at home; and
  - ▶ Court of law grants legal custody to the State of Texas.
- ▶ A child “in foster care” can be in either conservatorship of temporary or permanent DFPS.

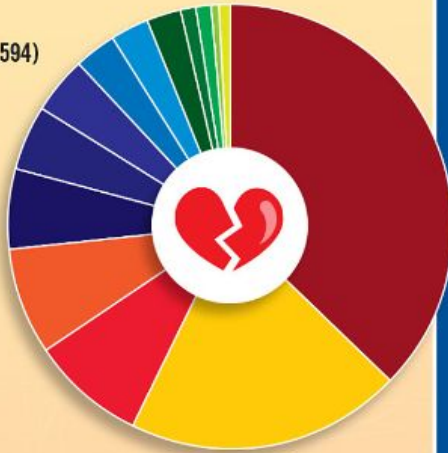
**Foster care is meant to be temporary until a permanent living arrangement is found and DFPS no longer has legal conservatorship of the child.**



# Foster Care Children and Families

## REASONS CHILDREN WERE REMOVED FROM THEIR HOMES:

- Neglect 63% (158,258)
- Drug Abuse (Parent) 34% (86,694)
- Caretaker Inability To Cope 14% (34,594)
- Physical Abuse 13% (32,008)
- Housing 10% (25,658)
- Child Behavior Problem 8% (20,871)
- Parent Incarceration 7% (17,669)
- Alcohol Abuse (Parent) 5% (13,637)
- Abandonment 5% (11,424)
- Sexual Abuse 4% (9,782)
- Drug Abuse (Child) 2% (5,500)
- Child Disability 2% (3,969)
- Relinquishment 1% (2,350)
- Parent Death 1% (2,141)
- Alcohol Abuse (Child) 0% (991)



#ChildAbusePreventionMonth



SOURCE: AFCARS FY 2019. Note: The percentages are not mutually exclusive and children can be removed for more than one reason.



## Ways you can help a foster family



Create a meal train for each new placement that a foster family receives



CPR

Get certified to babysit by taking a CPR class, getting background checked and fingerprinted



Ask the foster family if they need clothes, toys, diapers, bedroom furniture, etc.



Provide emotional and prayer support for the foster family



Engage each new member of the family with open arms and hearts

# Top Things Educators Should Know About Students in Foster Care

- 1. STUDENTS COME INTO FOSTER CARE THROUGH NO FAULT OF THEIR OWN AND MAY HAVE EXPERIENCED CHAOTIC, ABUSIVE, OR NEGLECTFUL ENVIRONMENTS.** Some concerns may include prenatal exposure to drugs or alcohol, witnessing domestic violence involving one or more of the student's parents or caregivers, or exposure to other abusive behavior.
- 2. STUDENTS OFTEN ENTER FOSTER CARE WITH GAPS IN THEIR EDUCATION.** For a variety of reasons some students may not be prepared to enter their age-appropriate grade. Additionally, school moves, delays in transferring educational records from school to school, and loss of course credits can contribute to gaps in a student's education.
- 3. TRAUMA AND ADVERSE EXPERIENCES MAY IMPACT STUDENT LEARNING, BEHAVIOR, AND SOCIALIZATION.** As a result of trauma and adverse childhood experiences, students in foster care may show signs of depression or anxiety and may have trouble socializing with their peers or trusting new adults. Students in foster care may also present challenging behavior at school. School staff may benefit from additional training on the impact of trauma, how to implement trauma-informed practices in the classroom, and solution-focused alternatives to suspension and disciplinary school placements.
- 4. STUDENTS IN FOSTER CARE ARE OFTEN HIGHLY MOBILE.** Due to a variety of external circumstances, students may have to relocate to new homes and communities. A student may experience several residential or school moves while in care. Residential changes and school moves may happen quickly and leave students unable to say "goodbye" to their current school, supportive adults, and peers. If school withdrawal procedures are not followed, there may be additional challenges with school transitions.
- 5. STUDENTS IN FOSTER CARE HAVE EXPERIENCED TREMENDOUS LOSS.** Students are often separated from siblings, family members, friends, pets, and personal belongings. Loss of important education, social, cultural, and family connections are common and compound the trauma experienced. Celebratory seasonal events such as school holiday festivities and related classroom activities or assignments may inadvertently reignite feelings of loss and trigger grief for students in out-of-home care.

# Types of Abuse and Neglect Investigated

## ► Abuse:

- Emotional Abuse
- Forced or Coerced Marriage Abuse
- Physical Abuse
- Sex and Labor Trafficking
- Sexual Abuse



## ► Neglect:

- Abandonment
- Neglectful Supervision
- Medical Neglect
- Physical Neglect
- Refusal to Assume Parental Responsibility (RAPR)

# Typical stressful experiences of children in McKinney-Vento/Foster Care

15

- ▶ Health Problems
- ▶ Low self-esteem
- ▶ Malnutrition
- ▶ Sleeping Problems
- ▶ Lags in language skills
- ▶ Learning disabilities
- ▶ Developmental delays
- ▶ Physical, sexual or emotional abuse or neglect



# Reporting Child Abuse and Neglect:

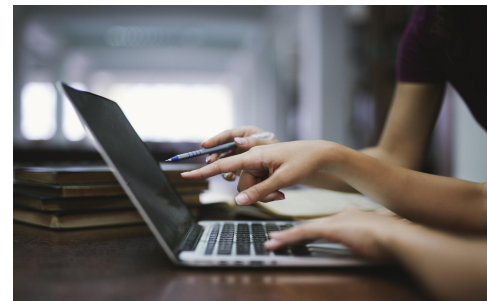
## REPORTING CHILD ABUSE AND NEGLECT

If you suspect child abuse or neglect, make a report by calling **1-800-252-5400** or visiting the Texas Abuse Hotline Website at [www.txabusehotline.org](http://www.txabusehotline.org).

Call **911** if it is an emergency.

(An emergency is a situation where a child faces an immediate risk of abuse or neglect that could result in death or serious harm.)

**\*\*If human trafficking is suspected, also contact local law enforcement or the Texas Department of Public Safety (DPS).**



# Belong serves children and families of Texas who have been affected by abuse, neglect or trauma.

17

SFDRCSID works collaboratively in assisting our Foster Care students and families through BELONG.

BELONG serves children and families of Texas who have been affected by abuse, neglect, or trauma.

A CHANCE FOR CHILDREN  
TO FIND WHERE THEY



Nicole Cody  
Regional Director- West  
Belong, a division of SJRC Texas  
C: 940.395.8991  
[sjrctexas.org](http://sjrctexas.org) | [sjrcbelong.org](http://sjrcbelong.org)



# McKinney-Vento Foster Care: Where do I fit in?

18

## ALL SCHOOL PERSONNEL

are an important part of the identification and monitoring process!

## HOW...

Hear

Observe

Willing to help

Principal

Front Office Staff

Coach

Crosswalk Volunteer

Educational Aides

Assistant Principal

Bus Driver

Teacher

Cafeteria Staff

Counselor

At-Risk Coordinator

Custodian

Attendance Clerk

Social Worker

# McKinney-Vento Foster Care Resources

19

### Information for School-Age Youth



**If you live in any of the following situations:**

-  A homeless shelter
-  Doubled-up with other people
-  Car, park, empty building, bus or train station
-  Motel or campground

**Eligible students have the right to:**

- ☒ Receive a free, appropriate public education.
- ☒ Enroll in the local school; or continue attending their school of origin if that is your preference.
- ☒ Enroll in school immediately, even if lacking documents normally required for enrollment.
- ☒ Receive transportation to and from the school of origin, if requested.
- ☒ Enroll in school and attend classes while the school gathers needed documents.
- ☒ Receive educational services comparable to those provided to other students, according to the student's needs.

**IF YOU BELIEVE...**  
you may be eligible, contact the local liaison listed below for more information and assistance when appropriate.

**IF THE SCHOOL DISTRICT BELIEVES...**  
that the school you selected is not in the best interest of your children, the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.

Local Liaison:

**TEA** Texas Education for Homeless Children and Youth Support Center  
1 800 446 3142 | tehcy.tea.texas.gov

### Information for Parents of School-Age Youth



**If your family lives in any of the following situations:**

-  A Homeless Shelter
-  Doubled-up with other people
-  Car, park, empty building, bus or train station
-  Motel or campground

**Your eligible children have the right to:**

- ☒ Receive a free, appropriate public education.
- ☒ Enroll in the local school; or continue attending their school of origin if that is your preference.
- ☒ Enroll in school immediately, even if lacking documents normally required for enrollment.
- ☒ Receive transportation to and from the school of origin, if requested.
- ☒ Enroll in school and attend classes while the school gathers needed documents.
- ☒ Receive educational services comparable to those provided to other students, according to your children's needs.


**IF YOU BELIEVE...**  
your children may be eligible, contact the local liaison listed below to find out what services and supports may be available. There also may be supports available for your preschool-age children.

**IF THE SCHOOL DISTRICT BELIEVES...**  
that the school you selected is not in the best interest of your children, the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.


Local Liaison:

**TEA** Texas Education for Homeless Children and Youth Support Center  
1 800 446 3142 | tehcy.tea.texas.gov

## FOSTER CARE & STUDENT SUCCESS:



TEXAS SYSTEMS WORKING TOGETHER TO TRANSFORM EDUCATION OUTCOMES OF STUDENTS IN FOSTER CARE



**TEA** Texas Education Agency

**TEXAS** Department of Family and Protection Services

**Children's Commission** TEXAS CHILDREN'S COMMISSION

# Questions/Concerns

Please contact MV Liaisons:

**Rufina (Ruby) Adams**

Federal and State Programs Director

(830)778-4153

[rufina.adams@sfdrcisd.org](mailto:rufina.adams@sfdrcisd.org)



# Buena Vista Elementary

**Staff Sign In:** Value and Utility Staff Training & McKinney-Vento Foster Care Staff Training

**Date: December 18, 2024**

Principal: Jorge Jurado

Asst. Principal: Kayme Tims

Counselor: Karla Roman

Counselor: Annabel Hernandez

Principal Secretary: Connie Arranaga




Attendance Secretary: Michelle De La Garza

Parental Liaison: Janie Colunga

## TEACHERS

Arellano, Susana	Susana Arellano
Arrañaga, Yolanda	Yolanda Arrañaga
Berain, Margaret	Margaret Berain
Bradford, Lauren	Lauren Bradford
Calderon, Olga	Olga Calderon
Carta, Amber	Amber Carta
Carranco, Claudia	Claudia Carranco
Carrillo, Aracely	Aracely Carrillo
Chavarria, Isabella	Isabella Chavarria
Cortinas, Julissa	Julissa Cortinas
De La Paz, Cynthia	Cynthia De La Paz
Gallardo, Carolina	Carolina Gallardo
Gomez, Anissa	Anissa Gomez
Guerra, Jessica	Jessica Guerra
Hernandez, Yasmin	Yasmin Hernandez
Hinojosa, Alfredo	Alfredo Hinojosa
Joe-Monday, Alexandra	Alexandra Joe-Monday
Leonor, Angela	Angela Leonor
Limon-Rodriguez, Giselle	Giselle Limon-Rodriguez
Limon, Laura	Laura Limon
Limon, Selina	Selina Limon
MartinDelCampo, Fatima	Fatima MartinDelCampo
Ojeda, Particia	Particia Ojeda
Osorio, Elizabeth	Elizabeth Osorio
Paredes, Laura	Laura Paredes

	Peimbert, Olivia	
	Peña, Karyna	
	Peña, Veronica	
	Perez, Juliana	
	Poe, Amber	
	Rodriguez, Esperanza	<i>Eladinas</i>
	Rios, Norma	
	Salas, Sydney	
	Solis, Lori	
	Wardlaw, Walter	
	White, Alison	
	<b>PARAPROFFESIONALS</b>	
	Arreola, Myrella	
	Bejarano, Grace	
	Cortez, Bianca	<i>Bianca Cortez</i>
	De Los Santos, Diana	<i>Diana De Los Santos</i>
	Flores, Julieta	
	Fuentes, Zulma	
	Galindo, Noelia	
	Gaytan, Juanita	
	Ibarra, Hector	
	Lira, Brenda	
	Mata, Juanita	
	Martinez, Dolores	
	Nooner, Sara	
	Padroin, Solangel	
	Reveles, Diana	
	Salgado, Reina	
	Smith, Kathleen	

Peimbert, Olivia	
Peña, Karyna	Karyna Peña
Peña, Veronica	
Perez, Juliana	
Poe, Amber	Amber
Rodriguez, Esperanza	
Rios, Norma	Norma Rios
Salas, Sydney	Sydney Salas
Solis, Lori	
Wardlaw, Walter	
White, Alison	Alison White
<b>PARAPROFESIONALS</b>	
Arreola, Myrella	Myrella Arreola
Bejarano, Grace	Grace Bejarano
Cortez, Bianca	
De Los Santos, Diana	
Flores, Julieta	Julieta Flores
Fuentes, Zulma	Zulma Fuentes
Galindo, Noelia	Noelia Galindo
Gaytan, Juanita	
Ibarra, Hector	
Lira, Brenda	
Mata, Juanita	
Martinez, Dolores	Dolores Martinez
Nooner, Sara	
Padroin, Solangel	
Reveles, Diana	
Salgado, Reina	
Smith, Kathleen	
Vega, Jamie	Jamie Vega
Govea, Tammy	Tammy



**SAN FELIPE DEL RIO**  
*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

**BVE Staff Meeting**  
**Agenda**

December 18, 2024, @ 3:30 p.m.

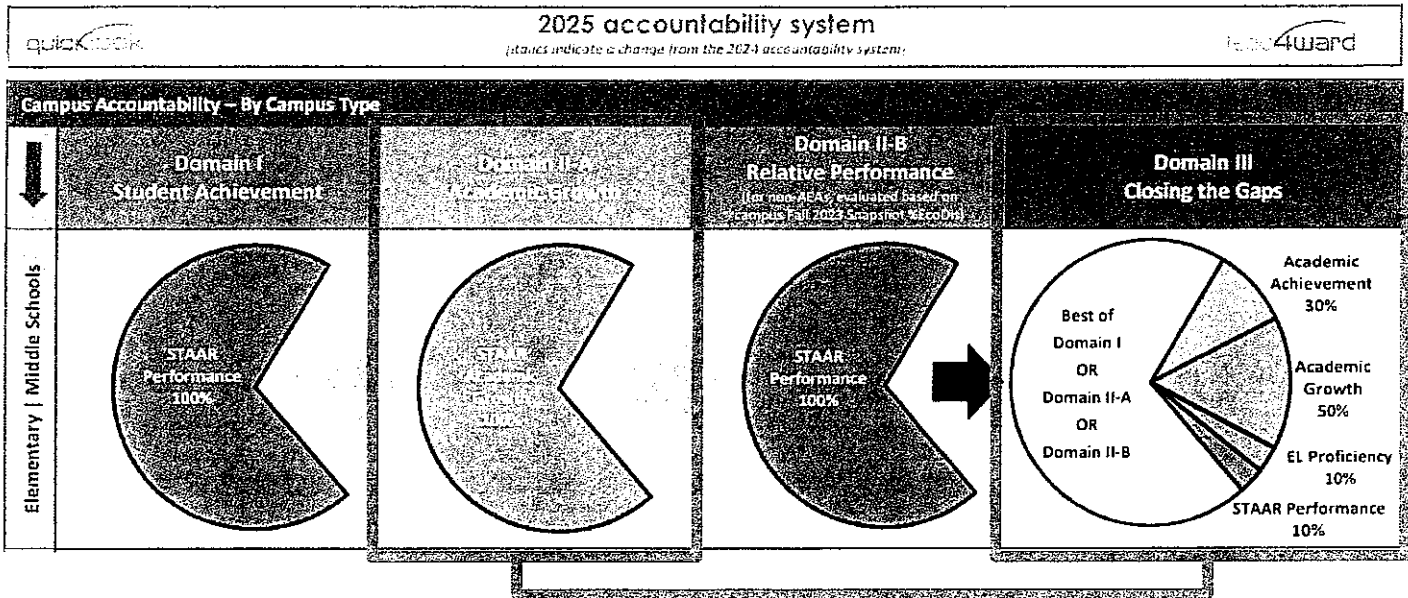
1. Accountability Update:
  - a. Growth 2-A (4th & 5th)
  - b. Domain 3
2. Campus-Wide Support
  - a. Data Culture- Building a K-5 Data Culture
  - b. Planning Protocol Rotations
    - i. Library - (Building Academic Vocabulary and Background Knowledge)
    - ii. Computers - (SCR/ECR typing, Summit K-12, Progress Learning)
    - iii. Counselor Rotations - (Data Talks DNM students)
    - iv. Parent Liasion - (Monitor DNM students' attendance)
  - c. Specials
    - i. PE - Math Flashcards
    - ii. ART - Pending
3. Special Education
  - a. Resource
  - b. Teacher Feedback (Accommodations, Inclusion versus Resource)
4. After School Tutorials
  - a. Target Restart Date - January 14th
5. Management
  - a. Review Routines & Procedures with Students January 7th (Teacher Hub)
  - b. Family Engagement and McKinney Vento Act Training (Teacher Hub)
  - c. T-TESS Evaluations
  - d. Trading Cards (Pokemon)

**Calendar:**

1. January 6th- Teacher Workday
2. January 13th- STAAR Training



# School Accountability



## Growth Part II-A: Academic Growth

1. Purpose: This part measures the academic progress of students from one year to the next, evaluating their performance on the State of Texas Assessments of Academic Readiness (STAAR) tests.
2. Calculation:
  - Growth Measure: Each student's STAAR results are compared from one year to the next to determine if they have maintained, improved, or declined in their performance levels.
  - Performance Levels: The STAAR performance levels are Did Not Meet (Low & High), Approaches (Low & High), Meets, and Masters. Growth is calculated based on how students move between these levels.
3. Categorical Growth:
  - Definition: Categorical growth refers to the movement of students between performance categories (Low Did Not Meet, High Does Not Meet, Low Approaches, High Approaches, Meets, Masters).
4. Transition Tables:
  - Purpose: Transition tables are used to track and quantify student progress between performance levels.
  - Structure: These tables show the possible transitions a student can make from one year to the next and the corresponding points awarded for each transition.
  - Example: A student moving from "High Approaches" to "Meets" will earn 1 point,



while a student moving from "Masters" to "Meets" will earn 0 points.

Annual Growth: STAAR		2025 Performance					
		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
2024 Performance	Low Does Not Meet GL	0	1	1	1	1	1
	High Does Not Meet GL	0	1/2	1	1	1	1
	Low Approaches GL	0	0	1/2	1	1	1
	High Approaches GL	0	0	0	1/2	1	1
	Meets Grade Level	0	0	0	0	1	1
	Masters Grade Level	0	0	0	0	0	1

lead4ward. (2024). *Accountability Quicklook 2025*. Retrieved from <https://lead4ward.com/resources/>

