

CENIZA HILLS

Campus Improvement Plan

2024/2025

*Este plan de mejoramiento del campus está disponible en español a pedido.
Por favor, póngase en contacto con la oficina de la escuela. 830-778-4770*

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CENIZA HILLS

Mission

Mission: Ceniza Hills Elementary provides a safe and inclusive environment with a focus on educating the whole child. Through innovative and collaborative opportunities, students are empowered to achieve excellence every day.

Vision

Vision: Ceniza Hills Elementary will embrace diverse learners and prepare them to become future leaders by instilling innovative, emotional and cultural intelligence. Students will excel today to prepare for tomorrow.

Nondiscrimination Notice

CENIZA HILLS 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.

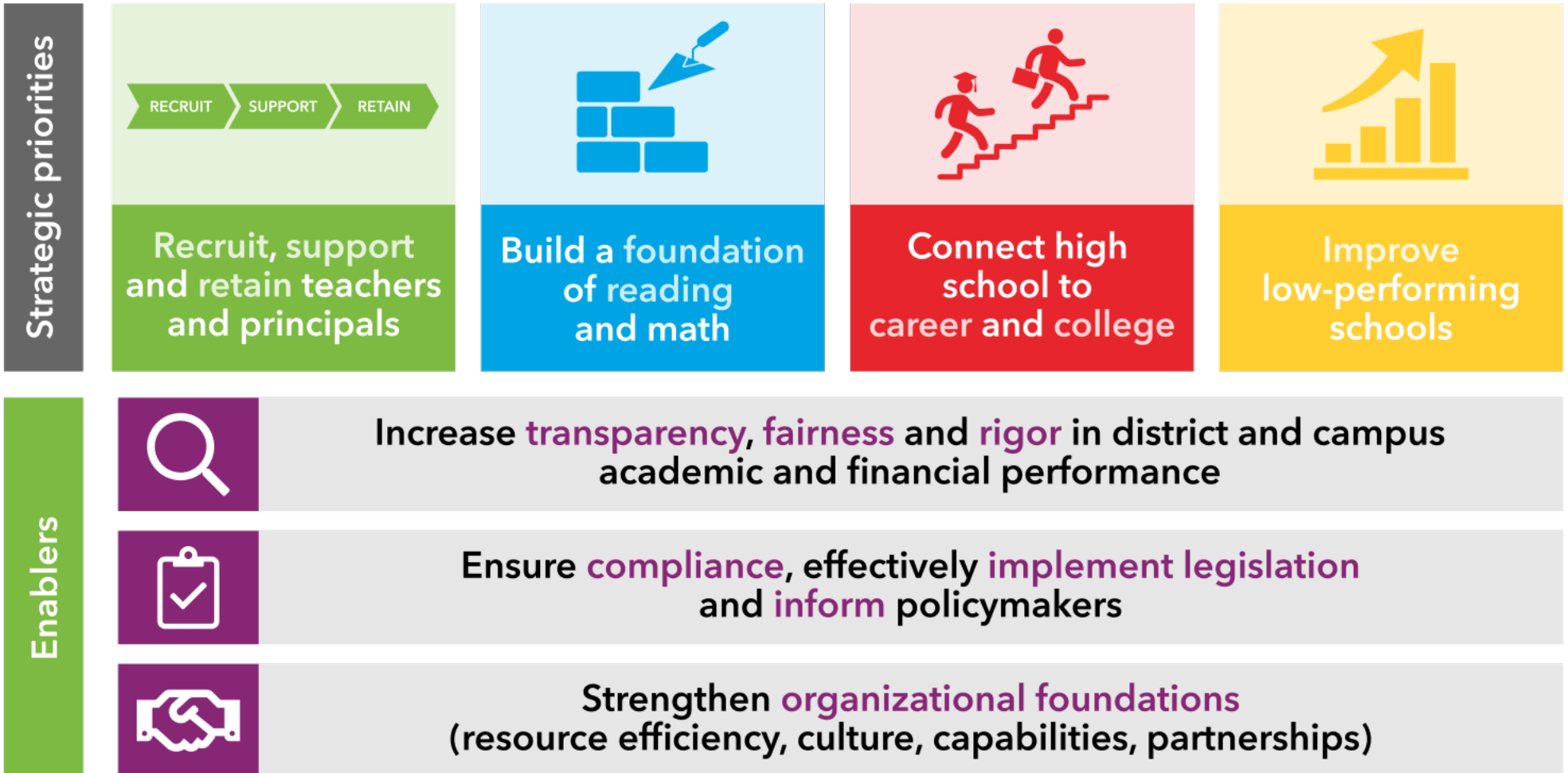
District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

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.

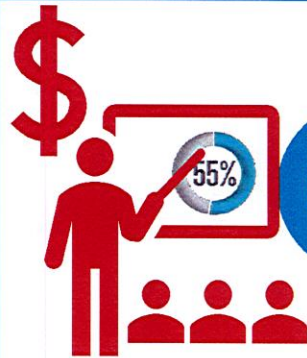


**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

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



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**adapted from TEA State Compensatory Education*

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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. By January 2025, Ceniza Hills Elementary will have trained 100% of staff on safety protocols, discipline procedures and campus expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the campus discipline plan (PPD Demerit System) to create cohesiveness and consistency for all discipline actions; Monitor and adjust as necessary based on data and discipline committee input. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 3,3.1,3.2)	Campus Administrators, Counselors, Teachers	Daily	(F)Title IV SSAEP	06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Teachers will attend trainings on PPD Demerit System and effective classroom management and restorative discipline techniques for all populations (emphasizing special education student supports) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.2,5.1)	Campus Administrators, Counselors, Teachers	Quarterly	(F)Title IV SSAEP	Formative - Sign in sheets for PD opportunities Campus-wide discipline plan & committee meetings 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
3. Implement Del Rio Cares with fidelity (campus-wide) to promote leadership skills that support positive behavior and create an atmosphere of mutual respect while maintaining a safe, clean and orderly learning environment. (Title I SW Elements: 1.1) (Target Group: All,ECD,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 3,3.1,3.2)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Weekly/Grading Periods	(S)Local Funds	Formative - SOP for DR Cares Training sign in sheets PD opportunities (sign in sheets) Monthly Discipline Reports/Skyward Reports 06/30/25 - Completed 03/14/25 - On Track 11/22/24 - On Track
4. 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: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Health, Safety & Nutrition Coordinator, Teachers	August-May	(F)Title IV SSAEP	Criteria: Lesson plans, data usage. 06/30/25 - Significant Progress (S) 03/14/25 - On Track 02/14/25 - On Track 11/22/24 - On Track

CENIZA HILLS

- 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.** By May 2025, Ceniza Hills Elementary will have obtained the top 3 highest attendance rates per six weeks amongst all elementary schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ceniza Hills Elementary will commit to our system for tracking attendance through folders and making connections with families daily to ensure clear expectations for attendance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August - May	(F)Title I, (O)Local Districts	Criteria: Attendance folder documentation, Tracking system for 3rd, 5th, 7th and 10th absence, documentation for parent referrals; six weeks reports to show growth in attendance 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Teachers will promote attendance within their class creating celebrations for students on an individual basis. Grade level recognitions for classes with the highest attendance will continue. The leadership team will celebrate classes that are able to have "X" amount of days in a row of perfect attendance. (Title I SW Elements: 1.1) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.4)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	Daily, Weekly, Grading Period	(L)Principal Account	Formative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

CENIZA HILLS

- 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.** By December 2024, 100% of Ceniza Hills students will receive instruction utilizing the Del Rio Cares Curriculum to continue to build bully awareness, character education, and health awareness through the five pillars of character.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHE will collaborate and create an atmosphere of mutual respect built around student activities that promote health, character and bully awareness. (monthly calendar of events, Del Rio Cares, family fun nights, etc.) (Title I SW Elements: 2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August - May	(F)Title I, (S)Local Funds	Formative - Campus Highlights Parent Involvement sign in sheets Calendar of events Surveys for parent, teachers, students Ceniza Hills Committees mtgs minutes (staff) 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Implement activities that will target college and career readiness focusing on our campus HB5 student engagement evaluation. (i.e. career fair, community activities, guidance lessons) (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.4)	Counselors, Teachers	Quarterly	(F)Title I, (F)Title IV SSAEP, (S)Local Funds	06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
3. Physical education teachers will participate in staff development/training in areas including Fitness Gram, classroom management with large groups, and sessions relating to increased lessons on "Care"/health and physical fitness needs. They will lead campus-wide participation in District health events. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.4)	Campus Administrators, Cluster/Department Leaders, Teachers	Annually	(F)Title IV SSAEP, (O)Local Districts	Trainings are in place and well on their way. 06/30/25 - Completed 03/14/25 - On Track 11/22/24 - On Track

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- 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.** Campus administration will complete weekly door sweeps to ensure building safety and to address any mechanical/human errors that may compromise student/staff safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All weekly door sweeps will be logged into a live document created by district level administration to document when doors are being checked and completed by the campus principal. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators	August - August	(O)Local Districts, (S)Local Funds	Criteria: Completion of weekly door sweeps Logging the sweeps in a Google Live Document 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. The weekly door sweep log will be downloaded and then uploaded to the TEA Sentinel platform for state level documentation (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators	August - August	(O)Local Districts, (S)Local Funds	Criteria: Uploading of document to TEA Sentinel platform 07/03/25 - Completed 03/14/25 - On Track 11/22/24 - On Track

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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 5. Campus administration will conduct and monitor monthly drills that support and ensure student/staff safety that are state mandated (Fire, Shelter in Place, Lockdown, Secure, and Hold)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilization of Raptor School Safety application/platform to monitor, document, and conduct drills. This will allow administration to document when drills occur and also monitor students/staff that are accounted for during drills. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Counselors, Teachers	August - August	(S)Local Funds	Criteria: Drills are logged in the Raptor System Students are accounted for in terms of percent 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Schedule and execute two state mandated drills each month at Ceniza Hills Elementary. (Rapter Alert) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Counselors, Teachers	August - August	(O)Local Districts, (S)Local Funds	Criteria: Administrative calendar of events Drill completion 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

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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 6. District and campus administration ensure that there is an armed peace officer on campus to ensure the safety of all stakeholders on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. An armed peace officer employed by the district is on the campus. In the event the peace officer is out, the district contracts an outside peace officer to ensure the safety of everyone on campus (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Security	August - August	(O)Local Districts	Criteria: Peace Officer Present 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

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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. Transition opportunities for students attending early childhood programs will occur prior to the end of the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHE will foster a collaborative approach to transition and curriculum with Cardwell Head Start by having a representative attend collaborative meetings. (Title I SW Elements: 2.2,2.6) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 3,3.3)	Cluster/Department Leaders, Counselors	May	(F)Title I, (O)Local Districts	Formative - sign in sheets, Cardwell correspondence, progress of students in Kindergarten 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. A campus tour will be established for all students who transition as our school closes in 2025-26. (Title I SW Elements: 2.3,2.6) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 3,3.3)	Campus Administrators, Counselors	Annually	(O)Local Districts	Criteria: Providing dates to Cardwell and posting dates to district social media. 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
3. District wide Attendance SOP will be followed with fidelity; staff will be trained on procedures and attendance folders will be utilized daily; ongoing communication between parental, teacher, student and school. (Title I SW Elements: 2.2,3.1,3.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.2,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	Annual Training/Daily Support	(F)Title I, (O)Local Districts	Criteria: Daily reports for 3, 5, 7, 10th absences assigned to each individual in our office team. Formative - Parental Aides mileage chart/home visit log Daily attendance check of folders, phone call logs, emails, District attendance report Weekly monitoring of attendance checks; submit logs 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
4. Parent trainings will include information on academic supports from home for students, transitions, college and career readiness, attendance priority, incentive discussions and celebrations of campus successes. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.3,3.4)	Campus Administrators, Parental Aides, Parents	Annually	(F)Title I, (O)Local Districts	Formative - Sign in sheets Parent feedback forms 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

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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. By May 2025, Ceniza Hills Elementary will ensure evidence of data tracking to show a projected B in the state accountability system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase student achievement by monitoring teachers' delivery of lesson (tier 1 instruction) to grow from student engagement to student ownership of learning. (Look Fors: evidence of planning transferred into classrooms) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Special Ed Teacher, Teachers	August - August	(F)Title I, (S)Local Funds	Criteria: Usage Reports Curriculum Dashboard Walkthrough Data Formative - Progress Monitoring, daily grades, exit tickets Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results 06/30/25 - Completed 03/14/25 - On Track 11/22/24 - On Track
2. Ongoing PD driven by teacher feedback, student data and Planning Protocol feedback to continue to grow teacher's fidelity to planning, teaching and learning. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Special Ed Teacher, Teachers	August - August	(F)Title IIA Principal and Teacher Improvement, (F)Title V RLIS	Criteria: Teacher Feedback Student Data Planning Protocol Feedback 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
3. Create a strategic student driven intervention plan for each child to ensure fidelity to progress monitoring through WIN Time/Small Group Interventions (Customized lessons using online platforms to measure student growth on grade level TEKS) and monitor data to continue to customize student plans. (HB4545, Fluency Tracker, Nearpod, Canvas, Zoom, AimHi, etc.) (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Librarian, Special Ed Teacher, Teachers	Every Grading Cycle	(F)Title IV SSAEP, (F)Title V RLIS	Criteria: WIN Time trackers/anecdotal notes, Online Platform Data Reports, Progress Monitoring 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
4. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements:		August - August	(S)State Compensatory	Criteria: Academic Data Drop-Out data 07/03/25 - Completed (S) 03/14/25 - On Track

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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. By May 2025, Ceniza Hills Elementary will ensure evidence of data tracking to show a projected B in the state accountability system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.4,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 1,2)				11/22/24 - On Track

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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. By May 2025, 100% of teachers in grades K-5 will be trained and given 2-3 coaching opportunities to ensure fidelity to Planning Protocol and evidence of its actions in the classroom. (Growth in Student Ownership of Learning)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure Master Schedule is designed to prioritize planning with limited interruptions. Seek supports from all stake holders in the design and implementation. Set clear expectations for all to support teaching and learning. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2024	(F)Title I, (S)Local Funds	Criteria: Completed Master Schedule; Implementation in the first three weeks. 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Ensure teachers have clear, written roles and responsibilities through Planning Protocol and are supported with data to keep the end goal in mind. Create a calendar to visualize the learning focus for teacher development and to plan for student ownership of learning. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Student Growth Data (Local/State Assessment Data) 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
3. Collaborates with staff (cluster leaders) to monitor implementation of Planning Protocol that consistently maximize learning time and operations that enable student learning. Teachers will participate in learning walks for professional development, focused on NIET strategies to grow in Tier 1 instruction in varied learning models, and to grow teachers in developing lessons that target student ownership. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	Monthly	(F)Title IIA Principal and Teacher Improvement	Criteria: Quarterly review of CIP Goal 1 & Coaching feedback in DMAC 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
4. Utilize DMAC to provide written feedback and to track weekly conferences for formal and informal observations. Utilize the Get Better Faster model along with Region 15 supports to ensure coaching captures data trends and tracks progress over time (See It, Name It, Do It model) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Region 15, Teachers	August - August	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Coaching feedback from Region 15. Coaching documentation in DMAC. 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

CENIZA HILLS

- 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 4.** By June of 2025, 85% of 3rd, 4th & 5th grade SpEd students will obtain growth measure success on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous RLA/math lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. (Look Fors: evidence of planning transferred into classrooms) Collaborate with ACE Program for added support and tutoring for at-risk students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,SPED) (Strategic Priorities: 2)	Campus Administrators, Teachers	August - May	(F)Title I	Criteria: Progress Monitoring/Summatives, Star Renaissance data, Benchmark/STAAR performance 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. All students will receive weekly academic interventions in ELA/Math based on needs during WIN Time (previous grade level TEKS through HB1416 goals, closing the gap supports for current grade level TEKS, enrichment to grow learners (Renaissance Learning, Lexia Learning) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,SPED) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Instructional Aides, Librarian, Teachers	August - May	(S)State Compensatory - \$14,826.01	Criteria: WIN Time data, Star Renaissance, Formatives and Summatives 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

CENIZA HILLS

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 5. Attendance interventions will be provided to all students who have three or more absences during a four week period to include case study sheets for monitoring, tracking and support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district-wide system for tracking attendance will be implemented with fidelity to include home visits, phones calls, Skyward Messenger and written communication to target chronic absenteeism. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August - August	(F)Title I, (O)Local Districts	Criteria: Attendance logs, Case Study sheets, Attendance folders 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Use of the Aim Hi Dashboard and/or Skyward will document and track student learning time on campus. (Late arrivals, early checkouts, etc.) (Title I SW Elements: 1.1) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	August - August	(F)Title IV SSAEP	Criteria: Skyward is used to track students who leave early or arrive late. These reports allow us to make personal contact with families to discuss academic needs and loss of learning. 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

CENIZA HILLS

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. In collaboration with the Bilingual Department, Ceniza Hills will support Emergent Bilingual Learners in their language acquisition.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In collaboration with the Bilingual Department, all bilingual students will be supported by a language acquisition platform (K-12 Summit) and by targeted interventions by the bilingual strategist. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: BI)	Bilingual Department, Campus Administrators, Teachers	August 2024 - May 2025	(F)Title III Bilingual / ESL	Criteria: Bilingual Students will show growth in the different tested domains in TELPAS. 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

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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. By April 2025, Ceniza Hills Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus budget will align to the campus needs assessment and the campus improvement plan. (i.e. hands-on learning activities, increase in science/writing needs, student engagement increase) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators	August - August	(L)Principal Account, (O)Local Districts, (S)Local Funds	Criteria: Balance of campus budget at the end of the school year. 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. The campus budget will be set up to include individualized accounts for each grade level/department. Monies will be allocated to these individual accounts based on needs documented in the CNA and CIP. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators	Annual	(O)Local Districts	Criteria: Budget account reports/accounts created list 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
3. CHE will collaborate with PTO for the academic year to ensure a plan of action for funding campus needs beyond our budget requests. (Title I SW Elements: 2.2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Parental Aides, PTO	Monthly	(S)Local Funds	Criteria: Notes taken from meetings with PTO and Campus Administration 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

CENIZA HILLS

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. CHE will ensure communication with all stakeholders about student academics, behaviors and campus updates. Various forms of media will be utilized to increase parent and community involvement and optimize the campus climate and culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will update the campus webpage on a consistent basis by designating a liaison and also reach out to more stakeholders on a more frequent basis using Facebook and social media. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Teachers	Weekly/Monthly	(F)Title I, (S)Local Funds	Criteria: website visits, parent surveys 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Monthly calendars will be used to inform parents of campus events. A suggestion box for parents and adults will be placed in the main office for suggestions and input collections. All communication will be shared in both English and Spanish. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	Monthly	(F)Title I, (S)Local Funds	Criteria: Participation in events (sign in sheets) 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
3. Photos and publications will be published on social media to share CHE success and upcoming events with parents. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Parental Aides	Weekly	(F)Title I, (S)Local Funds	Criteria: Likes/Shares on FB Comments 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

CENIZA HILLS

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 2. CHE will collaborate with PTO to ensure active involvement for parents to get to know the organization, campus needs and ways to be involved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PTO will develop a plan of action to host meetings to bring awareness of organization, needs and projects in both English and Spanish as needed. (Title I SW Elements: 2.1,2.3,3.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Parents	August - August	(L)Principal Account, (S)Local Funds	Criteria: Increase in PTO participation & parent volunteers, supports for classrooms. 06/30/25 - Significant Progress 03/14/25 - On Track 11/22/24 - On Track
2. Teachers, in collaboration with PTO will recruit a classroom parent; dedicating a targeted parent per classroom to increase the number of parents volunteering and participating in classroom/campus supports. (develop a teacher recruit plan for parent volunteers) (Title I SW Elements: 2.1,2.3) (Target Group: All)	Parental Aides, Parents, PTO	Monthly	(L)Principal Account, (S)Local Funds	Criteria: classroom involvement; virtual parent supports 06/30/25 - Significant Progress (S) 03/14/25 - Some Progress

CENIZA HILLS

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 #. No objectives defined.

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

CENIZA HILLS

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

Objective #. No objectives defined.

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

CENIZA HILLS Site Base

Name	Position
Hubbard, Allison	Kindergarten Teacher
Campos, Brenda	3rd Grade Teacher
Solis, Jessica	2nd Grade Teacher
Voss, Jessica	Assistant Principal
Duran, Luisa	Counselor
Garza, Yolisma	Librarian
Soliz, Maytte	Principal
Velazco, Daniela	5th Grade Teacher
Lopez, Sobie	Resource Aide
Simental Torres, Lizet	Parent Liasion
Ramirez, Rosalinda	SpEd Teacher
Zaragoza, Angie	Dyslexia Therapist
Johnson, Cindy	1st Grade Teacher
Bay-Valle, Dana	4th Grade Teacher
Bowman, Domenica	Specials Teacher
De Leon, Tania	Admin Intern

Comprehensive Needs Assessment Summary – Ceniza Hills 2024-2025

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

TPRI/TX KEA	Formatives/Summatives	STAAR
IEPs/Student Data	TTESS Appraisals	Grade Level Data
Teacher Leader Input	Teacher Retention	Demerit System
Discipline Data	Campus Wide Events	Climate/Culture Survey
STAAR	Formatives/Summatives	TXKEA/TPRI
GT/Discipline	School Dojo Interaction	Flyers/Announcements of Events
PTO Meetings	Parent/ Conference Notes	Transportation Data
Food Supply	Instructional Materials Inventory	Technology Infrastructure

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	Artifacts and targeted lesson planning (PP), Know Show Form Data Wall/Teacher & Student Data Binders WIN Time Supports	Cohesive data walls K-5 Include support staff for planning Data binders all levels All year A/B honor roll at EOY Grade levels work together to make an intervention toolkit; enrichment program Train all support staff/Parent volunteers to assist students with reading	Cohesive Data Walls/Binders K-5 Collaboration & Inclusion of Support Staff for Planning Grade Level Intervention Toolkits

Staff Quality	Teacher & support staff communication and collaboration Teacher reliability Teacher adaptability	Special pops training or planning with general education teachers and support teachers. Time sensitive feedback and goal monitoring of GSPD plans. Vertically aligned planning and collaborating with other grade levels. Support Staff needs a safe and secure place for their belongings. Training needs by region.	Time sensitive feedback & goal monitoring Vertical aligned mtgs. Training for special pops
School Climate/ Safe & Healthy Schools	Cafeteria Behavior System Demerit System Raptor System Campus specific security officer Parent/Visitor Sign Ins, Lanyards Quick response time, involvement for behavior issues (by admin)	Cameras in common areas (dismissal areas, parking lot) Badge readers don't always work, door jamming, doors don't always latch Raptor System Check in before entering the library doors Student IDs Radios for all staff that assist with duty during those times.	Library entry Student IDs Continued checks on systems
	Stem Program Student Data Folders	GT Program-Enrichment	GT focus and supports

College & Career Readiness/ Graduation/ Dropout Reducation	Progress Learning Stars Challenge Career Day Grants awarded College Wednesdays Lego League/Robotics Tutorials to close the gap Roving Chef	Writing Initiative Back- Students lack writing skills College Days to include activity- Students take time to research a college and a banner and shirt will be made Entrepeanuer Club Motivational Speakers/Spotlight a Career (Could be from different job sites to interest students) Different awards for Attendance, Honor Roll (bike raffle, coupon raffles, lunch on stage)	Writing Initiative Exposure in speakers, clubs for students
Family and Community Involvement	Family Involvement- Data Night, Read Across America (Parent Volunteers), Fall Festival, Spring Festival, Make and Take Night, AR Night, Career Day, Workout w/ your fave bear Military Child Awareness (Clap In, Breakfast, and Mini- Military Ball) Community Partnerships (The Spot- Skate Night, Perfect Attendance Rewards- Teriyaki Maddness, Fundrasiers with local resturants	Translotors for different languages as the need increases Parent Dances/Family Nights (STEM/Escape Rooms) Need community supports in volunteer rather than just staff; Outside the box approach to fundraisers More STEM career visits Community led organizations	Famiy events in the fall Volunteer training & needs Community invites for school events

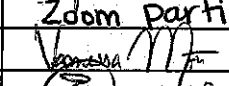
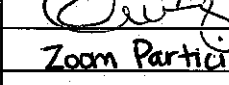
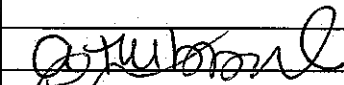
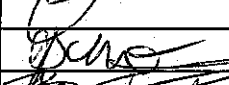
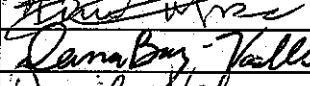
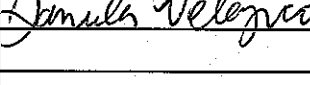
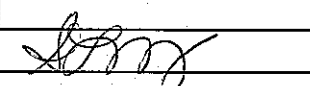
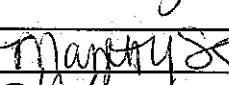
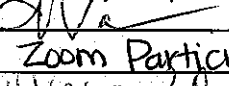
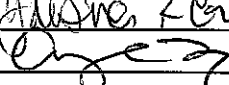
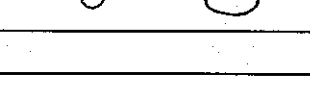
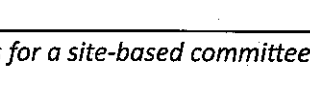
District/Campus Commitments	All students receive breakfast and lunch for free. Effective system for tracking and supplying materials. Technology is available for all students and teachers. Safety is priority.	Review options for staff to receive food choice. More transportation for after-school tutorials to our zoned area. Financial stability. Ongoing needs for our campus' facilities (roof leaks, air conditioner) Computers need to be updated regularly Storage Space and Extra room for the multi use classrooms	Revisit transportation needs in after school program Food options for staff Updates for technology
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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.

Site Based Committee Sign In

Campus Ceniza Hills Elementary

Date: June 11, 2024

Role	Name	Signature
Parent	Stephanie Leverett	
Parent	Kerri McClendon	Zoom Participant
Parent	Vanessa Martinez	
Business Representative	Elisabeth Ruiz	
Business Representative	Erika Gomez	Zoom Participant
Community Representative	Catherine Ponce	
Community Representative	Porfirio Saucedo	
Teacher	Allison Hubbard	
Teacher	Cindy Johnson	
Teacher	Jessica Solis	
Teacher	Brenda Campos	
Teacher	Dana Bay-Valle	
Teacher	Daniela Velazco	
Student (secondary)		
Student (secondary)		
Para-Professional	Sobeida Lopez	
Para-Professional	Marla Sanchez	
Campus Administrator	Maytte Y. Soliz	
Campus Administrator	Jessica Voss	
District Administration	Gabreila Toerrescano	Zoom Participant
Specialized Staff	Yolisma Garza	
Specialized Staff	Angela Zaragoza	

* 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.

***Specialized Instr. Support: counselor, SLP, librarian, school nurse, school psychologist, school social worker & other prof. staff providing assessment, diagnosis, counseling, therapeutic & other necessary services

San Felipe Del Rio Consolidated Independent School District



Ceniza Hills Elementary Leadership Committee

4/18/24 3:30 PM

#	Name	Grade Level	Signature
1	Bay-Valle, Dana -- Brittany West	4th Grade Teacher	Brittany West
2	Bowman, Domencia	Art	
3	Campos, Brenda	3rd Grade Teacher	
4	De Leon, Tania	Administrative Intern	Tania De Leon
5	Duran, Luisa	Counselor	Luisa Duran
6	Garza, Yolisma	Librarian	Yolisma Garza
7	Hubbard, Allison	Kinder STEM Teacher	Allison Hubbard
8	Johnshon, Cindy	1st Grade Teacher	
9	Lopez, Sobeida	Resource Aide	Sobeida Lopez
10	Ramirez, Rosalinda	Special Ed. Teacher	Rosalinda Ramirez
11	Solis, Jessica	2nd Grade Teacher	Jessica Solis
12	Soliz, Maytte	Principal	Maytte Soliz
13	Velazco, Daniela	5th Grade Teacher	Daniela Velazco
14	Voss, Jessica	Asst. Principal	Jessica Voss
15	Zaragoza, Angie	Dyslexia	Angie Zaragoza
16	M Sanchez	2nd	M Sanchez
17			
18			
19			
20			
21			
22			
23			
24			
25			

Ceniza Hills Elementary Leadership Team Meeting

Thursday, April 18, 2024

3:10 PM - Planning Protocol Room

Vision – Ceniza Hills Elementary will embrace diverse learners and prepare them to become future leaders by instilling innovative, emotional and cultural intelligence. Students will excel today to prepare for tomorrow.

Mission – Ceniza Hills Elementary provides a safe and inclusive environment with a focus on educating the whole child. Through innovative and collaborative opportunities, students are empowered to achieve excellence every day.

Motto – Growing Greatness

1. Welcome/Sign In

2. Campus Needs Assessment (CNA)/Campus Improvement Plan (CIP)

- o Sections will be assigned to each grade level team
 - i. Academic Achievement **3rd & Zaragoza (Padilla, Galindo, Jurado)**
 - ii. Staff Quality **1st & Ramirez (SPED Team)**
 - iii. School Climate - Safe & Healthy **Kinder & Garza/Lopez(Support Staff)**
 - iv. College and Career - Graduation **2nd**
 - v. Family and Community Engagement **4th- Bowman (Specials)**
 - vi. District - Campus Commitments **5th**
- o We will review the sections at the next staff meeting through a gallery walk

3. Events to Finalize

- o Academic Night/Marquee Night **Thurs. May 16th 5:15 - 6:15 PM**
- o Field Days **Wed. May 22nd K-2nd and Thurs. May 23rd 3rd-5th 8:15 AM - 10:30 AM**
- o Graduation Dates
 - i. **Tues. May 28th Kinder during the school day; 3 classes AM & 2 classes PM**
 - ii. **Wed. May 29th 5th grade 5:30 PM**

3. Follow Up/Questions/Pending Items to Address

- **Verified all events/dates in May. Soby will begin to put our calendar together.**
- **Communicate with support staff for assistance with art showcase .**
- **Planning protocol potential PD?**

San Felipe Del Rio Consolidated Independent School District



Ceniza Hills Elementary

Faculty Meeting

May 2, 2024 3:15PM

#	Name	Grade Level	Signature
1	Aguilar, Lauro	Support Aide (WIN)	<i>[Signature]</i>
2	Alcantara, Merary	3rd Grade Teacher	<i>[Signature]</i>
3	Almaraz, Vicky	2nd Grade Teacher	<i>[Signature]</i>
4	Balderas, Anna	Support Aide	<i>[Signature]</i>
5	Bay-Valle, Dana	4th Grade Teacher	<i>[Signature]</i>
6	Bowman, Domenica	Art Teacher	<i>[Signature]</i>
7	Bryant, Melissa	4th Grade Teacher	<i>[Signature]</i>
8	Campos, Brenda	3rd Grade Teacher	<i>[Signature]</i>
9	Cardenas, Esmeralda	Kinder Teacher	<i>[Signature]</i>
10	Cardenas, Leticia	Kinder Instructional Aide	<i>[Signature]</i>
11	Castaneda, Jecleen	Critical Needs Aide	
12	Cerda, Nohemi	Critical Needs Aide	<i>[Signature]</i>
13	Contreras, Yvonne	Computer Lab Aide	<i>[Signature]</i>
14	Coronado, Liz	2nd Grade Teacher	<i>[Signature]</i>
15	De Leon, Tania	Administrative Intern	<i>[Signature]</i>
16	Dovalina, Cynthia	2nd Grade Teacher	<i>[Signature]</i>
17	Duran, Luisa	Counselor	
18	Eaton, Sofia	Computer Lab Aide	<i>[Signature]</i>
19	Espinoza, Genoveva	Critical Needs Aide	
20	Espinoza, Laura	Bilingual Aide	<i>[Signature]</i>
21	Flores, MaryLou	1st Grade Teacher	<i>[Signature]</i>
22	Galindo, Carolina	Sp. Ed. Diagnostician	
23	Galindo, Marc	Critical Needs Aide	
24	Garcia, Angelica	Critical Needs Aide	<i>[Signature]</i>
25	Garza, Ralph	Bilingual Strategist	
26	Garza, Yolisma	Librarian	<i>[Signature]</i>
27	Gomez, Taylor	1st Grade Teacher	<i>[Signature]</i>
28	Gurley, Clara	Nurse	<i>[Signature]</i>
29	Hassel, Riley	Support Aide (WIN)	<i>[Signature]</i>
30	Hernandez, Kylie	Attendance Secretary	
31	Hernandez, Marivel	2nd Grade Teacher	<i>[Signature]</i>
32	Hesse, Angeles	Kinder Teacher	

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

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

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

Jointly Developed

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

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

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Keep an eye for flyers and information located on our school and district website. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Science fair take and make

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
- SFDRCS District and School Website

**CENIZA HILLS
ELEMENTARY**

**School-Teacher
Parent-Student**



**EMPOWERING
CHILDREN TO
REACH THEIR**

FULL POTENTIAL

JESUS R SOTO PRINCIPAL

401 PITAYA LN

Del Rio, Texas 78840

830-778-4770

SFDRICISD District Vision

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

SFDRICISD District Mission

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

SFDRICISD Shared Beliefs

We believe:

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

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

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

Student Agreement

As a student, I agree to:

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

Parent Agreement

As a parent, I agree to:

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

Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children 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.

Ceniza Hills Elementary

Title I

Parental Liaison

Lizet Torres

830-778-4770

lizet.simental@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-Estudiante.

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

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Especiales en la Escuela

La Comunicación es clave

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

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

CENIZA HILLS ELEMENTARY

Acuerdo entre Escuela-



**EMPODERAR A
LOS NIÑOS PARA
OBTENER SU
MAXIMA**

POTENCIA

JESUS R SOTO, PRINCIPAL

401 PITAYA LN

Del Rio, Texas 78840

830-778-4770

Visión del Distrito SFDRCISD

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 SFDRCISD

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.
- Compartir 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.

CENIZA HILLS ELEMENTARY Title I

Parental Liaison

Lizet Torres

830-778-4770

lizet.simental@sfdrcisd.org

TITLE ONE MEETING



SEPTEMBER 9, 2024



9:00AM



CENIZA HILLS ELEMENTARY CAFETERIA

**Presenter: Mr. Soto, CHE
Principal**

***English Session ***



CENIZA HILLS ELEMENARY

TITTLE ONE MEETING

KINDER-5TH GRADE

SEPTEMBER 9TH, 2024

AGENDA

- 1. WELCOME- MR. SOTO GREETED OUR FAMILIES**
- 2. PRESENTATION- MR. SOTO**
- 3. QUESTIONS- PARENTS**
- 4. MEETING ADJOURNED**

THANK YOU FOR JOINING US!

CENIZA HILLS ELEMENARY

MINUTES

**MR. SOTO WENT OVER THE TITTLE ONE
PRESENTAION AND EXPLAINED TO
PARENTS WHAT IS TITTLE 1, HOW TITTLE 1
WORKS, AND HOW WE GET FUNDS.**

[illegible]

[illegible]

Ceniza Hills elementary
PARENT AND FAMILY ENGAGEMENT POLICY
2024-2025

STATEMENT OF PURPOSE

- I. **Ceniza Hills 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.

STAFF AND PARENT COMMUNICATION

- V. **Ceniza Hills 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 1 Parent and Family Engagement Policy

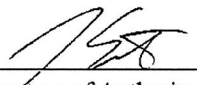
The findings in the ESSA Title I Annual Evaluation will be utilized to revise and design parent policy practices and strategies that will improve parental involvement at the district and campus level. Feedback on the above mentioned can also be provided by calling SFDRCSID Federal and State Programs 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 **Ceniza Hills Elementary** on _____ 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.



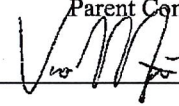
(Signature of Authorized) Principal

9/12/24

(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1.  _____

2. _____

3. _____

NAME OF SCHOOL
POLÍTICA DE PARTICIPACION DE PADRES Y FAMILIAS
2024-2025

DECLARACIÓN DE PROPOSITO

- I. CENIZA HILLS ELEMENTARY** la administración, el personal docente, el personal de apoyo, los padres y los miembros de la comunidad desarrollarán, acordarán, y distribuirán a los padres una política escrita de Participación de Padres y Familias y un Acuerdo Entre Escuela y Padres. La política establecerá expectativas y un marco para la participación de calidad de los padres. Esto se logrará como parte del proceso del Plan de Mejora de la Escuela. La escuela valora el papel que desempeñan los padres como primeros maestros de sus hijos y la influencia de su apoyo continuo para permitir que sus hijos cumplan con los estándares estatales de desempeño estudiantil.

La siguiente política cumple con los requisitos legales de La Ley Todo Estudiante Triunfa, Sección 1116(d). La Política de Participación de Padres y Familias de Título 1 estará disponible para todos los padres del Distrito Escolar Independiente Consolidado de San Felipe Del Río.

DESARROLLO DE POLÍTICAS DE PARTICIPACIÓN DE PADRES Y FAMILIAS

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

PACTO ENTRE ESCUELA Y PADRES

- III.** El Acuerdo Entre Escuela y Padres describirá los medios por los cuales los padres y la escuela compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Un repaso y revisión anual del pacto, según sea necesario, será parte del proceso del Plan de Mejora Escuela de la Escuela y de la Evaluación Integral de Necesidades. Se distribuirá una copia de la Política de Participación de Padres y Familias y del Pacto Entre Escuela y Padres a todos los padres durante las primeras seis semanas de clases y estará disponible en la oficina principal de cada escuela.

OPORTUNIDADES DE PARTICIPACION PARA LOS PADRES

- IV.** La capacidad de la escuela para construir una asociación sólida con los padres se logrará ofreciendo oportunidades para que los padres proporcionen opiniones y hagan recomendaciones sobre los programas de Título I. Estas oportunidades se presentarán en las reuniones del Plan de Mejora de la Escuela, en las reuniones de Evaluación Integral de Necesidades y en reuniones especiales que sean convocadas. Se llevarán a cabo dos reuniones de padres de Título I en dos fechas y horarios diferentes para proveer información pertinente a los programas de Título I. Además, se proporcionarán talleres de habilidades para padres, capacitaciones para voluntarios de la escuela, capacitaciones de preparación escolar relacionadas con programas preescolares, y capacitaciones en alfabetización y tecnología. Estas oportunidades, dedicadas para fomentar la participación de los padres y aumentar rendimiento estudiantil, incluyen entrenamientos y materiales para que los padres trabajen con sus niños en casa, ceremonias de premios, presentaciones estudiantiles, eventos especiales y conferencias entre padres y maestros realizadas en persona o vía Zoom. Adicionalmente, maestros, el personal especializado de apoyo a la instrucción, directores, y otros líderes escolares, con la asistencia de los padres, deberán recibir capacitación sobre el Valor y la Utilidad de las Contribuciones de los padres/familias.

- V. **CENIZA HILLS ELEMENTARY** hará todo lo posible para comunicar a los padres la información sobre los programas de Título I, Parte A, incluyendo descripciones y explicaciones del plan de estudios, las evaluaciones académicas estatales y locales, las expectativas de niveles de dominio del idioma inglés, cómo trabajar con los maestros para mejorar el rendimiento de sus hijos, y cómo monitorear el progreso de los estudiantes. Estos esfuerzos se llevarán a cabo durante visitas domiciliarias, conferencias de padres y, cuando sea necesario, a través de reuniones vía Zoom.

Los padres y las familias recibirán información sobre los programas escolares de manera oportuna y a través de medios como boletines mensuales, menús, calendarios, notas de los maestros, la marquesina de la escuela, visitas a domicilio, conferencias de padres, contactos personales, llamadas telefónicas, reuniones vía Zoom, correo electrónico del distrito, sitio web del distrito, página de Facebook del distrito y avisos escritos. Estos medios se utilizarán para establecer y mantener líneas abiertas de comunicación con los padres. Toda la información, oral o escrita relacionada con los programas de la escuela y los padres, se proporcionará en inglés y en español.

EVALUACION

- VI. Los padres serán informados e invitados a participar en la evaluación anual del contenido y la efectividad de la Política de Participación de Padres y Familias de la escuela. También considerarán:

- La calidad académica de las escuelas participando en Título 1, Parte A
- Formas de identificar y superar barreras que pueden limitar la participación de los padres
- Repasar y revisar el Acuerdo Entre Escuela y Padres
- Cómo aumentar la participación de los padres
- Comentarios de los padres sobre la Política de Participación de Padres y Familias de Título 1

Los hallazgos de la evaluación anual se utilizarán para revisar y diseñar prácticas y estrategias de políticas para mejorar la participación de los padres a nivel del distrito y de la escuela. Se pueden proporcionar comentarios sobre los requisitos del Título I de La Ley Todo Estudiante Triunfan mencionados anteriormente llamando al Departamento de Programas Federales y Estatales de SFDRCS al 830-778-4153.

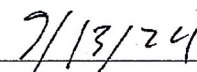
RESERVA DE FONDOS

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

ADOPCIÓN

- VIII. La Política de Participación de Padres y Familias de la escuela ha sido desarrollada conjuntamente y acordada con los padres de niños que participan en los programas de Título 1, Parte A, como lo demuestran los padres, directores y consejeros. Esta política fue aprobada por **CENIZA HILLS ELEMENTARY** en y estará vigente para el año escolar 2024-2025. La notificación electrónica y/o escrita de esta política se distribuirá en inglés y en español para el beneficio de los padres y miembros de la comunidad.


(Firma Del Autorizado) Director


(Fecha)

(Firma Del Autorizado) Director/Asistente Designado

Comité de Padres:

1. 
2. 
3. _____

McKinney-Vento/Families in Transition Foster Care Staff Training 2024-2025

Ceniza Hills Elementary
Campus

8/27/24 3:30pm
Date/Time

[illegible]

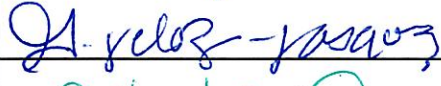
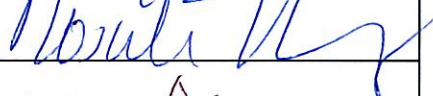
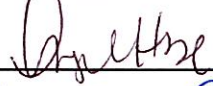
McKinney-Vento/Families in Transition

Foster Care Staff Training

2024-2025

Caniza Hills Elementary
Campus

8/29/24 3:30pm
Date/Time

Staff Name	Position	Signature
Domenica Bowan	Art teacher	
Clara Gundy	nurse	
Cindy Johnson	1st	
Lynette White	1st	
Daniela Velasco	5th	
Gabriela Velazco-Vasquez	4th	
Allison Hubbard	K	
Delilah Kay	K	
Rosalinda Ramirez	Sp Ed	
Adrian Ochoa	5th	
Angeles Hesse	K	
Esmeralda Cardenas	K	
Justine Perkins	Sp ed aide	
Maria Koehler	sped aide	
Monica Sanchez	P.E aide	

McKinney-Vento/Families in Transition Foster Care Staff Training 2024-2025

Ceniza Hills Elementary
Campus

8/29/24 3:30pm
Date/Time

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McKinney-Vento/Families in Transition

Foster Care Staff Training

2024-2025

Ceniza Hills Elementary
Campus

8/27/24 3:30pm
Date/Time

Staff Name	Position	Signature
Ada Trevino	Teacher	Ada Trevino
Anna Balderas	Instructional aide	Anna Balderas
Kathryn Neal	aide	Kathryn Neal
Angie Garcia	Special needs aide	Angie Garcia
Lacarra Espinoza	Special needs aide	Lacarra Espinoza
Jessica Solis	Teacher	Jessica Solis
Amaris Mtz	1st STEM	Amaris Mtz
Claudia R	5th	Claudia R
Yvonne Contreras	Computer Lab aide	Yvonne Contreras
Melissa Bryant	4th	M. Bryant
Sobeida Lopez	Library Resource Aide	Sobeida Lopez
Marla Sanchez	SpEd Aide	Marla Sanchez
Philley Kassel	CNA	Philley Kassel
Rosa Huerrero	CNA	Rosa Huerrero
J Est ^{Staff} Eaton	Computer Lab	J Est

SAN FELIPE DEL RIO
Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

**Ceniza Hills Elementary
Staff Meeting – August 29, 2024
3:20 pm Cafeteria**

1. T-TESS Refresher
2. Teacher Incentive Allotment
3. Title I / McKinney-Vento
4. IEP's
5. Raptor Training
 - a. Lt. Mendoza
6. Fire Drill
 - a. Friday, 8/30
 - b. Map/Routes
7. Attendance Incentives
 - a. Students
 - b. Teachers
8. Labor Day
 - a. No School Monday, 9/2

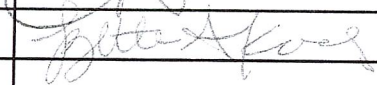
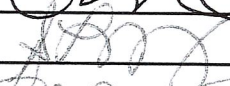
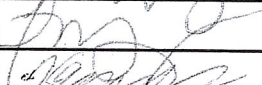
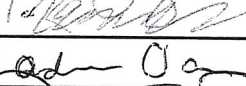
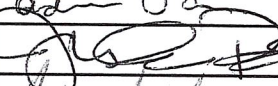
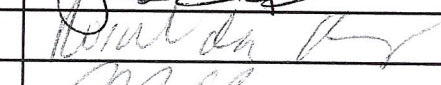
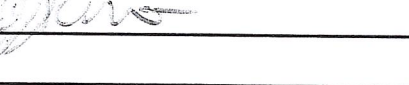
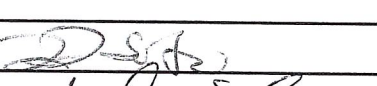
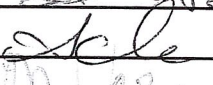
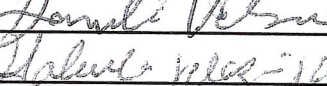
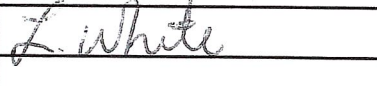
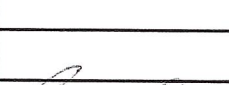
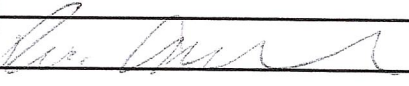
San Felipe Del Rio Consolidated Independent School District



Ceniza Hills Elementary Faculty Meeting August 29, 2024 3:20PM

Raptor Training
Lt. mendoca

#	Name	Grade Level	Signature
1	Alcantara, Merary	3rd Grade Teacher	<i>[Signature]</i>
2	Almaraz, Vicky	2nd Grade Teacher	<i>V. Almaraz</i>
3	Balderas, Anna	Support Aide	<i>[Signature]</i>
4	Bay-Valle, Dana	4th Grade Teacher	
5	Bowman, Domenica	Art Teacher	<i>[Signature]</i>
6	Bryant, Melissa	4th Grade Teacher	<i>[Signature]</i>
7	Campos, Brenda	3rd Grade Teacher	
8	Cardenas, Esmeralda	Kinder Teacher	<i>Emmie Cardenas</i>
9	Cardenas, Leticia	Kinder Instructional Aide	
10	Contreras, Yvonne	Computer Lab Aide	<i>[Signature]</i>
11	Coronado, Elizabeth	2nd Grade Teacher	<i>Elizabeth Coronado</i>
12	Dovalina, Cynthia	2nd Grade Teacher	<i>[Signature]</i>
13	Duran, Luisa	Counselor	<i>[Signature]</i>
14	Eaton, Sofia	Computer Lab Aide	<i>[Signature]</i>
15	Espinoza, Genoveva	Critical Needs Aide	<i>[Signature]</i>
16	Espinoza, Laura	Bilingual Aide	<i>Laura Espinoza</i>
17	Faz, Paloma	Counselor Intern	<i>[Signature]</i>
18	Flores, MaryLou	1st Grade Teacher	<i>Mary Lou Flores</i>
19	Galindo, Carolina	Sp. Ed. Diagnostician	
20	Garcia, Angelica	Critical Needs Aide	<i>[Signature]</i>
21	Garza, Yolisma	Librarian	<i>[Signature]</i>
22	Gomez, Taylor	1st Grade Teacher	<i>[Signature]</i>
23	Gurley, Clara	Nurse	<i>Clara Gurley</i>
24	Hassel, Riley	Critical Needs Aide	<i>Riley Hassel</i>
25	Hernandez, Kylie	Attendance Secretary	
26	Hernandez, Marivel	2nd Grade Teacher	<i>Marivel Hernandez</i>
27	Hesse, Angeles	Kinder Teacher	<i>[Signature]</i>
28	Hubbard, Allison	Kinder STEM Teacher	<i>[Signature]</i>
29	Jenkins, Lee	P.E. Coach	
30	Johnson, Cindy	1st Grade Teacher	<i>[Signature]</i>
31	Juarez, Jennifer	3rd Grade Teacher	<i>[Signature]</i>
32	Jurado, Carliz	Asst. SLP	<i>[Signature]</i>

33	Kay, Delilah	Kinder STEM Teacher	
34	Koehler, Maria	Sp. Ed. Aide	
35	Koog, Lizette	3rd Grade Teacher	
36	Leonor, Angela	Music	
37	Lomas-Zambrano, Crystal	Principal Secretary	
38	Lopez, Soby	Resource Aide	
39	Martinez-Salinas, Amaris	1st Grade STEM Teacher	
40	Mead, Kathryn	Support Aide	
41	Ochoa, Adrian	5th Grade Teacher	
42	Perkins, Justine	Sp. Ed. Aide	
43	Ramirez, Rosalinda	Sp. Ed. Teacher	
44	Rivera, Mariela	Bilingual Aide	
45	Ruan, Claudia	5th Grade Teacher	
46	Sanchez, Mariella	3rd Grade Teacher	
47	Sanchez, Marla	Sp. Ed. Aide	
48	Sanchez, Monica	P.E. Aide	
49	Simental, Lizet T.	Parental Aide	
50	Solis, Jessica	2nd Grade Teacher	
51	Soto, Jesus R.	Principal	
52	Soto, Thelma	4th Grade Teacher	
53	Trevino, Ada	5th Grade Teacher	
54	Vazquez, Carmen	Kinder Teacher	
55	Velazco, Daniela	5th Grade Teacher	
56	Velazco-Vasquez, Gabriela	5th Grade Teacher	
57	Voss, Jessica	Asst. Principal	
58	White, Lynette	1st Grade STEM Teacher	
59	Zaragoza, Angie	Dyslexia	
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62	Lisa Guerrero	CNA	
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What is a School-Teacher-Parent-Student Compact?

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

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

Jointly Developed

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

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

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Keep an eye for flyers and information located on our school and district website. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Science fair take and make

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
- SFDRCS District and School Website

CENIZA HILLS ELEMENTARY

**School-Teacher
Parent-Student**



**EMPOWERING
CHILDREN TO
REACH THEIR
FULL POTENTIAL**

JESUS R SOTO PRINCIPAL

401 PITAYA LN

Del Rio, Texas 78840

830-778-4770

SFDRICISD District Vision

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

SFDRICISD District Mission

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

SFDRICISD Shared Beliefs

We believe:

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

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

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

Student Agreement

As a student, I agree to:

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

Parent Agreement

As a parent, I agree to:

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

Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children 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.

Ceniza Hills Elementary

Title I

Parental Liaison

Lizet Torres

830-778-4770

lizet.simental@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-Estudiante.

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

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Especiales en la Escuela

La Comunicación es clave

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

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

CENIZA HILLS ELEMENTARY

Acuerdo entre Escuela-



EMPODERAR A LOS NIÑOS PARA OBTENER SU MAXIMA

POTENCIA

JESUS R SOTO, PRINCIPAL

401 PITAYA LN

Del Rio, Texas 78840

830-778-4770

Visión del Distrito SFDRCSID

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 SFDRCSID

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.

CENIZA HILLS ELEMENTARY Title I

Parental Liaison

Lizet Torres

830-778-4770

lizet.simental@sfdrcisd.org

- V. **CENIZA HILLS ELEMENTARY** hará todo lo posible para comunicar a los padres la información sobre los programas de Título I, Parte A, incluyendo descripciones y explicaciones del plan de estudios, las evaluaciones académicas estatales y locales, las expectativas de niveles de dominio del idioma inglés, cómo trabajar con los maestros para mejorar el rendimiento de sus hijos, y cómo monitorear el progreso de los estudiantes. Estos esfuerzos se llevarán a cabo durante visitas domiciliarias, conferencias de padres y, cuando sea necesario, a través de reuniones vía Zoom.

Los padres y las familias recibirán información sobre los programas escolares de manera oportuna y a través de medios como boletines mensuales, menús, calendarios, notas de los maestros, la marquesina de la escuela, visitas a domicilio, conferencias de padres, contactos personales, llamadas telefónicas, reuniones vía Zoom, correo electrónico del distrito, sitio web del distrito, página de Facebook del distrito y avisos escritos. Estos medios se utilizarán para establecer y mantener líneas abiertas de comunicación con los padres. Toda la información, oral o escrita relacionada con los programas de la escuela y los padres, se proporcionará en inglés y en español.

EVALUACION

- VI. Los padres serán informados e invitados a participar en la evaluación anual del contenido y la efectividad de la Política de Participación de Padres y Familias de la escuela. También considerarán:

- La calidad académica de las escuelas participando en Título 1, Parte A
- Formas de identificar y superar barreras que pueden limitar la participación de los padres
- Repasar y revisar el Acuerdo Entre Escuela y Padres
- Cómo aumentar la participación de los padres
- Comentarios de los padres sobre la Política de Participación de Padres y Familias de Título 1

Los hallazgos de la evaluación anual se utilizarán para revisar y diseñar prácticas y estrategias de políticas para mejorar la participación de los padres a nivel del distrito y de la escuela. Se pueden proporcionar comentarios sobre los requisitos del Título I de La Ley Todo Estudiante Triunfan mencionados anteriormente llamando al Departamento de Programas Federales y Estatales de SFDRCSID al 830-778-4153.

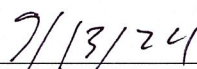
RESERVA DE FONDOS

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

ADOPCIÓN

- VIII. La Política de Participación de Padres y Familias de la escuela ha sido desarrollada conjuntamente y acordada con los padres de niños que participan en los programas de Título 1, Parte A, como lo demuestran los padres, directores y consejeros. Esta política fue aprobada por **CENIZA HILLS ELEMENTARY** en y estará vigente para el año escolar 2024-2025. La notificación electrónica y/o escrita de esta política se distribuirá en inglés y en español para el beneficio de los padres y miembros de la comunidad.


(Firma Del Autorizado) Director


(Fecha)

(Firma Del Autorizado) Director/Asistente Designado

Comité de Padres:

1. 
2. 
3. _____

NAME OF SCHOOL
POLÍTICA DE PARTICIPACION DE PADRES Y FAMILIAS
2024-2025

DECLARACIÓN DE PROPOSITO

- I. CENIZA HILLS ELEMENTARY** la administración, el personal docente, el personal de apoyo, los padres y los miembros de la comunidad desarrollarán, acordarán, y distribuirán a los padres una política escrita de Participación de Padres y Familias y un Acuerdo Entre Escuela y Padres. La política establecerá expectativas y un marco para la participación de calidad de los padres. Esto se logrará como parte del proceso del Plan de Mejora de la Escuela. La escuela valora el papel que desempeñan los padres como primeros maestros de sus hijos y la influencia de su apoyo continuo para permitir que sus hijos cumplan con los estándares estatales de desempeño estudiantil.

La siguiente política cumple con los requisitos legales de La Ley Todo Estudiante Triunfa, Sección 1116(d). La Política de Participación de Padres y Familias de Título 1 estará disponible para todos los padres del Distrito Escolar Independiente Consolidado de San Felipe Del Río.

DESARROLLO DE POLÍTICAS DE PARTICIPACIÓN DE PADRES Y FAMILIAS

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

PACTO ENTRE ESCUELA Y PADRES

- III.** El Acuerdo Entre Escuela y Padres describirá los medios por los cuales los padres y la escuela compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Un repaso y revisión anual del pacto según sea necesario, será parte del proceso del Plan de Mejora Escuela de la Escuela y de la Evaluación Integral de Necesidades. Se distribuirá una copia de la Política de Participación de Padres y Familias y del Pacto Entre Escuela y Padres a todos los padres durante las primeras seis semanas de clases y estará disponible en la oficina principal de cada escuela.

OPORTUNIDADES DE PARTICIPACION PARA LOS PADRES

- IV.** La capacidad de la escuela para construir una asociación sólida con los padres se logrará ofreciendo oportunidades para que los padres proporcionen opiniones y hagan recomendaciones sobre los programas de Título I. Estas oportunidades se presentarán en las reuniones del Plan de Mejora de la Escuela, en las reuniones de Evaluación Integral de Necesidades y en reuniones especiales que sean convocadas. Se llevarán a cabo dos reuniones de padres de Título I en dos fechas y horarios diferentes para proveer información pertinente a los programas de Título I. Además, se proporcionarán talleres de habilidades para padres, capacitaciones para voluntarios de la escuela, capacitaciones de preparación escolar relacionadas con programas preescolares, y capacitaciones en alfabetización y tecnología. Estas oportunidades, dedicadas para fomentar la participación de los padres y aumentar rendimiento estudiantil, incluyen entrenamientos y materiales para que los padres trabajen con sus niños en casa, ceremonias de premios, presentaciones estudiantiles, eventos especiales y conferencias entre padres y maestros realizadas en persona o vía Zoom. Adicionalmente, maestros, el personal especializado de apoyo a la instrucción, directores, y otros líderes escolares, con la asistencia de los padres, deberán recibir capacitación sobre el Valor y la Utilidad de las Contribuciones de los padres/familias.

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 1 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 **Ceniza Hills Elementary** on _____ 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.



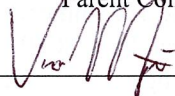
(Signature of Authorized) Principal

9/12/24

(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1.  _____

2. _____

3. _____

Ceniza Hills elementary
PARENT AND FAMILY ENGAGEMENT POLICY
2024-2025

STATEMENT OF PURPOSE

- I. Ceniza Hills 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.

STAFF AND PARENT COMMUNICATION

- V. Ceniza Hills 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