DR FERMIN CALDERON ELEMENTARY
Campus Improvement Plan
2020/2021

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

Jane M. Villarreal

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(830) 778-4620

jane.villarreal@sfdr-cisd.org

DR FERMIN CALDERON ELEMENTARY

Mission

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

Vision

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

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

Strategic priorities

Recruit, support and retain teachers and principals

RECRUIT → SUPPORT → RETAIN

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

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

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

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

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

Site Base List

Name	Position
Perez, Diamantina	Counselor
Rodriguez, Brenda	Kinder Teacher
Guajardo, Graciela	3rd grade teacher
Cortinas, Martha	PE teacher
Villarreal, Jane M	Principal
Torres Saldua, Olga	Asst. Principal
Pena, Gloria	Library
Hernandez, Jessica	4th grade teacher
Fierro, Frances	Special Ed teacher
Cervantez, Michelle	Parent representative
Torres, Diana	Community Representative
Sanders, Deborah	1st grade teacher
Diaz, Rosalinda	2nd grade teacher
Ortiz, Nelda	5th grade teacher
Gallegos, Juan	Business Representative
Martinez, Ana	Bilingual Representative

Dr. Fermin Calderon Elementary School – Tuesday, May 12, 2020

Campus Needs Assessment Committee Assignments

Information about the 2019-2020 school year/continuation of program/services:
1. ELA (Reading/Writing) must be taught by 1 teacher
2. CDC Reopening guidelines due to COVID19 – all classes self-contained or possible team-teach approach – limited transitions – No Rugs – De Clutter class – no group work – scheduling of PE classes – year round school with longer breaks in between or remote learning in between – am/pm classes
3. Student Progress Tracking through the school year
4. Planning Protocol
5. RTI Data Days
6. Assignment to committees
7. Continuations of ELA textbook program
8. Continuation of New Math program
9. <mark>Small Group Guided Instruction/Intervention with work centers</mark>
10. Student dialogue with Questioning
11. Checks for understanding with feedback
12. Lesson plans to Dashboard

Each Sub-committee will meet Thursday, May 14, 2020 (or sooner if agreed by committee) through Zoom led by assigned committee leader. Prior to the zoom meeting, the committee members will review probing questions and data sources to help create a summary of strengths and a summary of needs. The committee leader will complete Summary of strengths and Summary of Need areas in respective sections in https://sanfelipedelriocisd-my.sharepoint.com/:x:/g/personal/jane_villarreal_sfdr-cisd_org/EXXQ1Kn1vblHlMCJ803K7oUB6xfZ3QnayMja7_xIxTulbw?e=PuMCzf
This is a working document and any entries will update automatically in the shared document. Signature page

Academic Achievement Committee – Considerations on student growth and progress, special populations, social-economic status, ethnicity, gender
Committee leader: Nelda Ortiz
G. Culpepper, L. White, E. Barrera, G. Guajardo, A. Martinez, N. Ortiz, F. Fierro, E. Chavarria, K. Smith, M. Garcia, G. Pena

Staff Quality Committee – teacher retention and recruitment of education professionals and para-professionals, professional development opportunities to meet the changing academic needs of students
Committee leader: Brenda Rodriguez
D. Gallegos, Y. Obregon, V. Garza, A. Castro, E. Valero, Coach Y. Cortinas, B. Gallegos, M. Garcia, M. Guerrero

School Climate: Safe & Healthy Schools Committee – overall feeling and culture of the learning environment, students feeling safe in the classroom, campus security measures, positive and safe learning environments that allow students to grow in confidence, take risks, and learn from mistakes.
Committee leader: Jessica Hernandez
Y. Zuniga, D. Sanders, N. Sauceda, N. Delgado, T. Serrano, L. Gamez, S. Guerra, J. Agüero, L. Barrientos

College and Career/Graduation/Dropout Reduction Committee – giving students tools to be successful beyond high school, address barriers to secondary graduation, consider the rapidly changing workforce
Committee leader: Diana Jimenez
C. Jimenez, S. Zavala, K. Labbe, M. De Hoyos, I. Elizondo, D. Trevino, R. Garza, M. Garcia

Family and Community Engagement Committee – meaningful communication between home and school, consider the various home structures found within a community, organizations in local community that can help parents and families overcome barriers to academic success
Committee leader: Rosalinda Diaz

A. Castillo, L. Calderon, Narce Escareno, J. Meza, A. Perez, L. Martinez, L. Serrano

District/Campus Commitments Committee – effectiveness and efficiency of operating costs in maintaining facilities that foster academic achievement, technology, facilities, operations, transportation. Consider campus processes and procedures
Committee leader: Angelita Fraga
E. Guadalajara, Coach C. Juarez, T. Garza, D. Arreola, C. Valenzuela, V. Martinez, R. Samudio

Sign in Sheet

Committee member printed name	Signature and Date Sub-Committee met	Position	Sub-Committee
Jane M. Villarreal	Jane M. Villarreal	Principal	
Olga Torres Saldua	Olga L Torres Saldua	Asst. Principal	
Amor Perez	Diamantina Amor Perez 5/15/20	Counselor	Family & Community
Sonia Ramon		Principal Secretary	
Adriana Juarez		Attendance Secretary	
Lorena Martinez	Lorena C Martinez 5/28/20	Parental Aide	Family & Community
Claudia Jimenez	Claudia Jimenez	Kindergarten Teacher	College & Career
Brenda Rodriguez	Brenda Rodriguez 5.15.20	Kindergarten Teacher	Staff Quality
Yazmin Zuniga	Yazmin Zuniga 5/15/20	Kindergarten Teacher	School Climate
Gloria Culpepper	Gloria Culpepper 5-13-20	Kindergarten Teacher	Academic Achievement
Dariela Gallegos	Dariela gallegos 5/15/20	1st grade Teacher	Staff Quality
Deborah Sanders	Deborah Sanders 5/15/2020	1st grade Teacher	School Climate
Lynette White	Lynette White 5-13-20	1st grade Teacher	Academic Achievement
Angelita Fraga	Angelita Fraga 5/14/2020	1st grade Teacher	Dist./Campus Commitment
Sylvia Zavala	Sylvia Zavala 5/15/2020	1st grade Teacher	College & Career
Erika Barrera	Erika Barrera 5-14-2020	2nd grade Teacher	Academic Achievement
Rosalinda Diaz	Rosalinda Diaz 5-15-20	2nd grade Teacher	Family & Community
Ytsary Obregon	Ytsary Obregon 5/15/2020	2nd grade Teacher	Staff Quality
Jo Nicole Sauceda	Jo Nicole Sauceda 5/15/2020	2nd grade Teacher	School Climate
Kristina Labbe	Kristina Labbe 5/15/2020	2nd grade Teacher	College & Career
Diana Jimenez	Diana Jimenez 5/15/2020	3rd grade Teacher	College & Career
Velma Garza	Velma Garza 5/15/2020	3rd grade Teacher	Staff Quality
Nicolasa Delgado	Nicolasa Delgado 5/18/20	3rd grade Teacher	School Climate
Graciela Guajardo	Graciela C. Guajardo 5/13/20	3rd grade Teacher	Academic Achievement
Jessica Hernandez	Jessica A. Hernandez 5/15/20	4th grade Teacher	School Climate
Ashlee Castro	Ashlee Castro 5/15/2020	4th grade Teacher	Staff Quality
Melva De Hoyos	Melva N. De Hoyos 5/15/2020	4th grade Teacher	College & Career
Ana Martinez	Ana Martinez 5/13/20	4th grade Teacher	Academic Achievement
Elizabeth Guadalajara	Elizabeth Guadalajara 5/14/2020	4th grade Teacher	Dist./Campus Commitment
Nelda Ortiz	Nelda Ortiz 5/13/20	5th grade Teacher	Academic Achievement

Erika Valero	*Erika H Valero 5/15/2020*	5th grade Teacher	Staff Quality
Tanya Serrano	*Tanya Serrano*	5th grade Teacher	School Climate
Angel Castillo	*Angel G. Castillo*	5th grade Teacher	Family & Community
Frances Fierro	*Frances Fierro 5/13/20*	Special Education Teacher	Academic Achievement
Kathy Smith	*Kathy Smith 5/13/20*	Master Reading Teacher	Academic Achievement
Claudia Juarez	*Claudia Juarez 5/14/2020*	PE Teacher	Dist./Campus Commitment
Yvette Cortinas	*Martha Y. Cortinas 5/15/2020*	PE Teacher	Staff Quality
Timothy Garza	*Timothy Garza 5/14/2020*	Strings Teacher	Dist./Campus Commitment
Lillie Gamez		Music Teacher	School Climate
Dora Trevino	*Dora Trevino 5/15/2020*	Art Teacher	College & Career
Lucy Calderon	*Lucy Calderon 5/15/20*	Life Skills Special Education Teacher	Family & Community
Laura Serrano	*Laura Serrano*	School Nurse	Family & Community
Carmen Valenzuela	*Carmen Valenzuela 05/14/2020*	Life Skills Nurse	Dist./Campus Commitment
Diana Arreola	*Diana N. Arreola 5/14/2020*	Dyslexia Therapist	Dist./Campus Commitment
Jovita Aguero	*Jovita R. Aguero 5/15/2020*	Kinder Instructional Aide	School Climate
Gloria Pena	*Gloria E. Pena 5/14/2020*	Resource/Library Aide	Academic Achievement
Maria Guerrero		Library Aide	Staff Quality
Luz Barrientos	*Luz Barrientos 5/15/2020*	Computer Lab Aide	School Climate
Monica Guzman		Computer Lab Aide	College & Career
Eileen Chavarria	*Eileen Chavarria 5/14/2020*	Special Education Aide	Academic Achievement
Belinda Gallegos	*Belinda Gallegos 5/15/2020*	Special Education Aide	Staff Quality
Isela Elizondo	*Isela Elizondo 5/15/2020*	PE Aide	College & Career
Veronica Hernandez	*Veronica Martinez Hernandez 5/14/2020*	Special Education Aide	Dist./Campus Commitment
Narcedelia Escareno	*Narcedalia Escareno 5/15/2020*	Special Education Aide	Family & Community
Monyca Garcia	*Monyca Garcia 5/15/2020*	Special Education Aide	Academic Achievement
Rebecca Samudio	*Rebecca c Samudio 5/14/2020*	Critical Needs Aide	Dist./Campus Commitment
Romelia Garza		Critical Needs Aide	College & Career
Sandra Guerra	*Sandra Guerra 5/15/2020*	Critical Needs Aide	School Climate
Monica Garcia	*Monica Garcia 5/13/2020*	Critical Needs Aide	Staff Quality
Jasmin Meza	*Jasmin Meza - 5/14/2020*	Critical Needs Aide	Family & Community

Introduction

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

Organizational Structure

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

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

Using this template

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

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

▪ Ensure that membership is an appropriate representation of the community's diversity

▪ At least 2/3 of the elected staff must be classroom teachers

▪ At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities

▪ The frequency of planning meetings is determined by the board

Site Based Committee Sign In

District: SFDRCISD-Dr. Fermin Calderon Elementary School

Date: 5/28/2020

Role	Name	Signature
Parent	Michelle Cervantez	*Michelle Cervantez*
Parent		
Business Representative	Juan Gallegos	*Juan Gallegos*
Business Representative		
Community Representative	Diana Torres	*Diana Torres*
Community Representative		
Teacher	Brenda Rodriguez	*Brenda Rodriguez*
Teacher	Deborah Sanders	*Deborah Sanders*
Teacher	Rosalinda Diaz	*Rosalinda Diaz*
Teacher	Graciela Guajardo	*Graciela Guajardo*
Teacher	Jessica Hernandez	*Jessica Hernandez*
Teacher	Nelda Ortiz	*Nelda Ortiz*
Teacher	Frances Fierro	*Frances Fierro*
Teacher	Ana G. Martinez	*Ana G. Martinez*
Teacher	Martha Cortinas	*Martha Cortinas*
Teacher	Alexandria Calderon	*Alexandria Calderon*
District Personnel	Olga Torres Saldua	*Olga Torres Saldua*
District Personnel	**Diamantina Perez**	***Diamantina Perez***
District Personnel	Jane M. Villarreal	*Jane M. Villarreal*
Staff	Gloria E. Pena	*Gloria E. Pena*

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

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

Comprehensive Needs Assessment Summary –
2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
2019-2020 Benchmark Results	Curriculum Dashboard and Assessments	2018-2019 TEA School Report Card
Staff Listing and Projected Teams for 2020-2021 and Budget for 2020-21	2019-2020 Benchmark Results	DFC Staff Listing and Projected Teams for 2020-2021
2018-2019 TEA School Report Card	Professional Development input and 2020-2021 Budget	Attendance Data and Special Populations counts
Extra Curricular and Community involvement	Discipline and Referral Data	Campus Cleanliness and Budget for 2020-21
2019-2020 Benchmark Results	Curriculum Dashboard and Assessments	2018-2019 TEA School Report Card and Special population counts
GT Enrollment and Budget for 2020-21	Meeting overview for year	Yearly calendar
Home Visit records	HBI rates	Facility needs
Instructional Materials inventory	Technology needs	Budget for 2020-2021

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?
	Sandra Garza Math cirriculum implemented in 2nd grade (2019-2020) and will be implemented in 1st grade classes for 2020-2021. This allows for veritcal alignment beginning in 1st grade in this content area. Leadership meetings allow for teachers to have a voice and team leaders to troubleshoot and collaborate with the school admin team in areas important to student achievement.	Computer based instruction availability on a daily basis along with parental trainings to support programs at home. Also suggested is a BOY technology questionaire, to know how well our students are prepared to handle online instruction, if needed, or support at home. Greater variety of literature and novels in our library to develop a love of reading and lifelong learners. Students need a more modern selection of material for making connections and comprehension.	Computer based instruction availability on a daily basis along with parental trainings to support programs at home. Also suggested is a BOY technology questionaire, to know how well our students are prepared to handle online instruction, if needed, or support at home. Greater variety of literature and novels in our library to develop a love of reading and lifelong learners. Students need a more modern selection of material for making connections and comprehension.

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	Summative testing, benchmarks, Aim High, TPRI tests used in disagregating data on Data/ RTI days has shown to be valuable information. Bi-weekly reading progress monitoring for students provides prompt data for teachers. Also relevant, is kindergarten implemetation of progress monitoring as a tool for measuring progress on Fridays at our school. Lexia program for Special Education population promises growth for this population when used faithfully. Low teacher and administrator turn around on our campus. Early implementation of tutorial program(teachers, computer lab) with transportation.	Computer based programs to support enrichment in Gifted and Talented students and meet the needs of our EL student population. A knowledgeable point of contact in curriculum department to help monitor and suggest computer based programs with consistency, to ensure programs are utilized district wide with fidelity and are curriculum based. This includes programs from the textbook adoptions, Edmentum, and free resources available (such as Prodigy and Freckle Math) to engage students in multimodal learning. Specifically for lower grades, the ability to delete tests in AR Star Renaissance in which students were read a book aloud. The inability to do this limits the titles available to students at a 1st grade or below reading level in the library, limiting motivation and growth.	Computer based programs to support enrichment in Gifted and Talented students and meet the needs of our EL student population. A knowledgeable point of contact in curriculum department to help monitor and suggest computer based programs with consistency, to ensure programs are utilized district wide with fidelity and are curriculum based. This includes programs from the textbook adoptions, Edmentum, and free resources available (such as Prodigy and Freckle Math) to engage students in multimodal learning. Specifically for lower grades, the ability to delete tests in AR Star Renaissance in which students were read a book aloud. The inability to do this limits the titles available to students at a 1st grade or below reading level in the library, limiting motivation and growth.
	Communal place for planning for K-2nd Content based and communal planning for 3rd-5th	Digiatal component training for My View/Wonders and Envision (K) for classroom use and home intergrarion CDC Reopening Guidelines for Phases 1-3 with emphasis on Hygiene Practices Safety Actions Signs and Symptoms Maintaining a Healthy Operations	Digital component training for My View/Wonders and Envision (K) for classroom use and home integrartion CDC Reopening Guidelines for Phases 1-3 with emphasis on Hygiene Practices, Safety Actions, Signs and Symptoms, Maintaining a Healthy Operations, hand washing stations in hall

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality	RTI Days effective for targeted student intervention and student tracking	Staff Development on Characteristics of Dyslexia and Characteristics of ADHD A GT program which provides high level exploratory learning for students Bilingual strategies for all teachers/ More time and research based curriculum for Science and Social Studies Training student level of Questioning and Check for Understanding/ Inclusion services for life skills students being serviced in upper grades to include more learned appropriate dialogue and activities (when possible)	Staff Development on Characteristics of Dyslexia, Characteristics of ADHD, math program, ELA adoptions A GT program which provides high level exploratory learning for students Bilingual strategies for all teachers/ More time and research based curriculum for Science and Social Studies Training student level of Questioning and Check for Understanding/ Inclusion services for life skills students being serviced in upper grades to include more learned appropriate dialogue and activities (when possible)
School Climate/ Safe & Healthy Schools	Teachers planning and communicating during planning protocol for improved classroom instruction. Great teacher involvement in afterschool activiies such as Loteria Nights and A.R. Nights. Creating more parent involvement with PTO such as Fall Festival, A.R. nights, and A.R. raffles. Creating a safe and bully free learining environment for students.	Keyless entry through teacher parking lot. Impletmenting a uniform behavior system for all grade levels while enforcing the same consequences and reward system.Also using the same behavior chart and discipline plan in all classrooms . For eduactors and students to have a common language for expectations. Fun Fridays to reward students with good behavior and attendance. Staff celebrations per six weeks instead of monthly.	Keyless entry through teacher parking lot. Impletmenting a uniform behavior system for all grade levels while enforcing the same consequences and reward system.Also using the same behavior chart and discipline plan in all classrooms . For eduactors and students to have a common language for expectations. Fun Fridays to reward students with good behavior and attendance per grade level. Provide family A.R. nights once evry six weeks instead of twice a year. Each grade level to host one.

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?
	Open collaboration amoung administratioon and school faculty. Support diversity and equalities amoung our socioeconomic disadvantaged families.	Creating a behavior manaagement slip to improve communiation from admininstration and office personal to teachers by comminacting what situations and actions were taken for behavior referrerals. Provide family A.R. nights once evry six weeks instead of twice a year,	Staff celebrations per six weeks instead of monthly. Sunshine committee/Lighthouse committee to help with rewards programs and celebrations on the Friday at the end of every grading cycle (ring the bell, reading rock stars, Friday song). Creating a behavior manaagement slip to improve communiation/increase communication from admininstration and office personal to teachers by comminacting what situations and actions were taken for behavior referrerals.
College & Career Readiness/ Graduation/ Dropout Reducation	Parent involvement in school (volunteers) Raffles and incentives for good grades and attendance teacher plan and open communication and involvement. Teachers buld relationships with students Track student improvement or lack of and create a plan to help them get back on track. career fair, PTO commitee TTESS feedback for teacher improvement CTE program	GT enrichment, grammar materials for K-2 Incentives for good behavior , community service as a form of discipline, Glass door Kinder hallway-security guard community mentoring program, parent trainings on structure at home, motivatiing students, discipline Workforce presentation to parents, CTE programs presentation to parents/families, options for career developments presentation grade appropriate College day presenations for students, virtual college tours, college shirt day	Incentives for good behavior , community service as a form of discipline, Glass door Kinder hallway-security guard community mentoring program, parent trainings on structure at home, motivatiing students, discipline, partnership with LAFB - promote positive behaviors Workforce presentation to parents, CTE programs presentation to parents/families, options for career developments presentation during school events such as literacy nights, AR nights, attendance loteria nights grade appropriate College day presenations for students, virtual college tours, college shirt day College banners - feature ex-Calderon alumni GT enrichment, grammar materials for K-2

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Family and Community Involvement	AT DFC we as a campus maintain positive communication with parents. The communication begins in the classroom with teachers, staff, and administration. The transparency and communication among all staff has a positive influence in the outcome of our campus environment.	Maintaining Briana's Blessings.	Student family interaction through school events.
	Parental involvement activities/ PTO, attendance loteria, AR night, and Fall Festival.	Increasing parent participation in school activities.	Maintaining Briana's Blessings.
	DFC Home base instruction participation was at an overall high percentage district wide; ranging between the 90 and 89 percentile.	Student access to technology.	Increasing parent participation in school activities.
	DFC collaborated with BCFS in a family support group for 8 weeks. The classes provided families in English and Spanish, techniques, information and ideas on how to communicate among the family.	Student family interaction through school events.	Access to after school programs . Transportation for afterschool activities. Transportation for extracurricular district events such as UIL, Robotics, track and field, and cross country events.
	At DFC, a mentor program with military personnel was provided to students to implement a positive role model in their academic achievments.	Access to after school programs .	Student access to technology.
	Brianan's Blessings provided assistance to critical families in need with a food bag, hygiene products, clothes, backpacks, school supplies and various winter essential clothing items.		Evening trainings with meals to entice parents and volunteers to attend trainings and family event nights. Incorporate training with events.
	Suitable transportation for students to and from school, including after school tutorial transportation.	Blended learning opportunities incorporated at the BOY. Ensure there is a consistency across the district with a computer-based program for all or most grade levels.	Blended learning opportunities incorporated at the BOY. Ensure there is a consistency across the district with a computer-based program for all or most grade levels.

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District/Campus Commitments	All students provided free meals during school. Tardy procedures in place for students to obtain breakfast bag. Instructional resources are available with processes in place for check-out and check-in process to run smoothly. Inventory is maintained by school librarian and Instruction Student Support (ISS). Ensuring strategies for homeless students initiated by the Mckinney-Vento Federal Law are being follow to meet students' needs. Students who are homeless along with low income students, have educational resources, transportation, clothing (Brianna's Blessing), jacket drive, available washer/dryer, and shower on campus. Implementation of tutorial in 2 computer labs before school. Implementation of Lexia program for Special Education population.	Survey of students' available technology at home and survey of parents' technology proficiency conducted at BOY. Preventative maintenance needed for current technology and increase availability of devices for student use. Include age appropriate apps on all devices for student use. Stricter policies for transfers and students attending schools out of their school zone to help increase attendance. School security to establish a presence on campus to help create a safer environment. Procedures for students who miss the bus or have a broken down vehicle to get pick up from home.	Survey of students' available technology at home and survey of parents' technology proficiency conducted at BOY. Preventative maintenance needed for current technology and increase availability of devices for student use. Include age appropriate apps on all devices for student use. Stricter policies for transfers and students attending schools out of their school zone to help increase attendance. School security to establish a presence on campus to help create a safer environment. Procedures for students who miss the bus or have a broken down vehicle to get pick up from home.

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.

Introduction

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Date: 5/28/2020

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Business Representative		
Community Representative	Diana Torres	*Diana Torres*
Community Representative		
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12. Lesson plans to Dashboard

Each Sub-committee will meet Thursday, May 14, 2020 (or sooner if agreed by committee) through Zoom led by assigned committee leader. Prior to the zoom meeting, the committee members will review probing questions and data sources to help create a summary of strengths and a summary of needs. The committee leader will complete Summary of strengths and Summary of Need areas in respective sections in https://sanfelipedelriocisd-my.sharepoint.com/:x:/g/personal/jane_villarreal_sfdr-cisd_org/EXXQ1Kn1vblHlMCJ803K7oUB6xfZ3QnayMja7_xIxTulbw?e=PuMCzf
This is a working document and any entries will update automatically in the shared document. Signature page

Academic Achievement Committee – Considerations on student growth and progress, special populations, social-economic status, ethnicity, gender
Committee leader: Nelda Ortiz
G. Culpepper, L. White, E. Barrera, G. Guajardo, A. Martinez, N. Ortiz, F. Fierro, E. Chavarria, K. Smith, M. Garcia, G. Pena

Staff Quality Committee – teacher retention and recruitment of education professionals and para-professionals, professional development opportunities to meet the changing academic needs of students
Committee leader: Brenda Rodriguez
D. Gallegos, Y. Obregon, V. Garza, A. Castro, E. Valero, Coach Y. Cortinas, B. Gallegos, M. Garcia, M. Guerrero

School Climate: Safe & Healthy Schools Committee – overall feeling and culture of the learning environment, students feeling safe in the classroom, campus security measures, positive and safe learning environments that allow students to grow in confidence, take risks, and learn from mistakes.
Committee leader: Jessica Hernandez
Y. Zuniga, D. Sanders, N. Sauceda, N. Delgado, T. Serrano, L. Gamez, S. Guerra, J. Agüero, L. Barrientos

College and Career/Graduation/Dropout Reduction Committee – giving students tools to be successful beyond high school, address barriers to secondary graduation, consider the rapidly changing workforce
Committee leader: Diana Jimenez
C. Jimenez, S. Zavala, K. Labbe, M. De Hoyos, I. Elizondo, D. Trevino, R. Garza, M. Garcia

Family and Community Engagement Committee – meaningful communication between home and school, consider the various home structures found within a community, organizations in local community that can help parents and families overcome barriers to academic success
Committee leader: Rosalinda Diaz

A. Castillo, L. Calderon, Narce Escareno, J. Meza, A. Perez, L. Martinez, L. Serrano

District/Campus Commitments Committee – effectiveness and efficiency of operating costs in maintaining facilities that foster academic achievement, technology, facilities, operations, transportation. Consider campus processes and procedures
Committee leader: Angelita Fraga
E. Guadalajara, Coach C. Juarez, T. Garza, D. Arreola, C. Valenzuela, V. Martinez, R. Samudio

Sign in Sheet

Committee member printed name	Signature and Date Sub-Committee met	Position	Sub-Committee
Jane M. Villarreal	Jane M. Villarreal	Principal	
Olga Torres Saldua	Olga L Torres Saldua	Asst. Principal	
Amor Perez	Diamantina Amor Perez 5/15/20	Counselor	Family & Community
Sonia Ramon		Principal Secretary	
Adriana Juarez		Attendance Secretary	
Lorena Martinez	Lorena C Martinez 5/28/20	Parental Aide	Family & Community
Claudia Jimenez	Claudia Jimenez	Kindergarten Teacher	College & Career
Brenda Rodriguez	Brenda Rodriguez 5.15.20	Kindergarten Teacher	Staff Quality
Yazmin Zuniga	Yazmin Zuniga 5/15/20	Kindergarten Teacher	School Climate
Gloria Culpepper	Gloria Culpepper 5-13-20	Kindergarten Teacher	Academic Achievement
Dariela Gallegos	Dariela gallegos 5/15/20	1st grade Teacher	Staff Quality
Deborah Sanders	Deborah Sanders 5/15/2020	1st grade Teacher	School Climate
Lynette White	Lynette White 5-13-20	1st grade Teacher	Academic Achievement
Angelita Fraga	Angelita Fraga 5/14/2020	1st grade Teacher	Dist./Campus Commitment
Sylvia Zavala	Sylvia Zavala 5/15/2020	1st grade Teacher	College & Career
Erika Barrera	Erika Barrera 5-14-2020	2nd grade Teacher	Academic Achievement
Rosalinda Diaz	Rosalinda Diaz 5-15-20	2nd grade Teacher	Family & Community
Ytsary Obregon	Ytsary Obregon 5/15/2020	2nd grade Teacher	Staff Quality
Jo Nicole Sauceda	Jo Nicole Sauceda 5/15/2020	2nd grade Teacher	School Climate
Kristina Labbe	Kristina Labbe 5/15/2020	2nd grade Teacher	College & Career
Diana Jimenez	Diana Jimenez 5/15/2020	3rd grade Teacher	College & Career
Velma Garza	Velma Garza 5/15/2020	3rd grade Teacher	Staff Quality
Nicolasa Delgado	Nicolasa Delgado 5/18/20	3rd grade Teacher	School Climate
Graciela Guajardo	Graciela C. Guajardo 5/13/20	3rd grade Teacher	Academic Achievement
Jessica Hernandez	Jessica A. Hernandez 5/15/20	4th grade Teacher	School Climate
Ashlee Castro	Ashlee Castro 5/15/2020	4th grade Teacher	Staff Quality
Melva De Hoyos	Melva N. De Hoyos 5/15/2020	4th grade Teacher	College & Career
Ana Martinez	Ana Martinez 5/13/20	4th grade Teacher	Academic Achievement
Elizabeth Guadalajara	Elizabeth Guadalajara 5/14/2020	4th grade Teacher	Dist./Campus Commitment
Nelda Ortiz	Nelda Ortiz 5/13/20	5th grade Teacher	Academic Achievement

Erika Valero	*Erika H Valero 5/15/2020*	5th grade Teacher	Staff Quality
Tanya Serrano	*Tanya Serrano*	5th grade Teacher	School Climate
Angel Castillo	*Angel G. Castillo*	5th grade Teacher	Family & Community
Frances Fierro	*Frances Fierro 5/13/20*	Special Education Teacher	Academic Achievement
Kathy Smith	*Kathy Smith 5/13/20*	Master Reading Teacher	Academic Achievement
Claudia Juarez	*Claudia Juarez 5/14/2020*	PE Teacher	Dist./Campus Commitment
Yvette Cortinas	*Martha Y. Cortinas 5/15/2020*	PE Teacher	Staff Quality
Timothy Garza	*Timothy Garza 5/14/2020*	Strings Teacher	Dist./Campus Commitment
Lillie Gamez		Music Teacher	School Climate
Dora Trevino	*Dora Trevino 5/15/2020*	Art Teacher	College & Career
Lucy Calderon	*Lucy Calderon 5/15/20*	Life Skills Special Education Teacher	Family & Community
Laura Serrano	*Laura Serrano*	School Nurse	Family & Community
Carmen Valenzuela	*Carmen Valenzuela 05/14/2020*	Life Skills Nurse	Dist./Campus Commitment
Diana Arreola	*Diana N. Arreola 5/14/2020*	Dyslexia Therapist	Dist./Campus Commitment
Jovita Aguero	*Jovita R. Aguero 5/15/2020*	Kinder Instructional Aide	School Climate
Gloria Pena	*Gloria E. Pena 5/14/2020*	Resource/Library Aide	Academic Achievement
Maria Guerrero		Library Aide	Staff Quality
Luz Barrientos	*Luz Barrientos 5/15/2020*	Computer Lab Aide	School Climate
Monica Guzman		Computer Lab Aide	College & Career
Eileen Chavarria	*Eileen Chavarria 5/14/2020*	Special Education Aide	Academic Achievement
Belinda Gallegos	*Belinda Gallegos 5/15/2020*	Special Education Aide	Staff Quality
Isela Elizondo	*Isela Elizondo 5/15/2020*	PE Aide	College & Career
Veronica Hernandez	*Veronica Martinez Hernandez 5/14/2020*	Special Education Aide	Dist./Campus Commitment
Narcedelia Escareno	*Narcedalia Escareno 5/15/2020*	Special Education Aide	Family & Community
Monyca Garcia	*Monyca Garcia 5/15/2020*	Special Education Aide	Academic Achievement
Rebecca Samudio	*Rebecca c Samudio 5/14/2020*	Critical Needs Aide	Dist./Campus Commitment
Romelia Garza		Critical Needs Aide	College & Career
Sandra Guerra	*Sandra Guerra 5/15/2020*	Critical Needs Aide	School Climate
Monica Garcia	*Monica Garcia 5/13/2020*	Critical Needs Aide	Staff Quality
Jasmin Meza	*Jasmin Meza – 5/14/2020*	Critical Needs Aide	Family & Community

DR FERMIN CALDERON ELEMENTARY

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

Objective 1. By May 2021, all students will increase 15% on all portions of STAAR core area assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide job embedded professional development through implementation of planning protocol including technology, engaging hands on lesson, to meet instructional understanding of the TEKS. (intervention and small group reading, Education Service Center 15, common planning periods for alignment, Technology training, teacher coaching, training on new math program, Implementation of Literacy block, Google Classroom components training, Text Help Read/Write, ScreenCastify, Pear Deck, new online resources: TexQuest, Epic books, MyOn, Lone Star, Brain Pop, Renaissance, Flocabulary, District wide Math planning sessions in Zoom, READ grant, TTESS) (TSI) (TI) (Title I SW: 1,3,4,5) (Target Group: All,H,W,AA,ECD,Migrant,LEP,SPED,GT,AtRisk,Dys,504,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)	Campus Administrators, Curriculum Coordinators, Teachers	August 2020-June 2021	(S)Local Funds - $5,000	Summative - Improved cycle grades/Reduced failure rate 09/30/20 - On Track
2. Highly qualified teachers in kinder through 5th grade, plus, paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet campus performance goals and objectives. (1 Kindergarten paraprofessionals-will work daily with their supervising teachers for success of all students and use research-based strategies,Human Resources department, AppliTrack, SBEC, TTESS, lesson design and implementation, Mentor program for new teachers, common planning periods for alignment,planning protocol sessions, learning walks, DMAC, participation in TEA Resilient School support program, Partnership with NIET to improve Remote learning, Google	Campus Administrators	September 2020-June 2021	(S)Local Funds - $200	Campus demographic reports and rosters 09/30/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 1. By May 2021, all students will increase 15% on all portions of STAAR core area assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
certification, READ grant) (TSI) (TI) (Title I SW: 1,3,5,10) (Target Group: All) (Strategic Priorities: 1,4)				
3. Provide intensive interventions in Reading, Writing, Math and Science, focused on reframing instruction and learning in all subjects (Reading, Math, Writing, and Science). (Tutorials before, during and after school for in-person, Tutorials during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines).(Guided Instruction and intervention sessions to assist struggling students, master schedule, Google classroom, Zoom, progress monitoring in reading and math, progress monitoring results in Aim Hi). (TSI) (TI) (Title I SW: 1,2,3,9) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Curriculum Coordinators, Teachers	August 2020-June 2021	(S)Local Funds - $4,400	Criteria: Improved cycle grades, reduced failure rate, Improved STAAR results 09/30/20 - On Track
4. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research based, rigorous and aligned with state academic content to meet system safeguards in Reading, Math, Writing and Science. (new math curriculum, Literacy block schedule, curriculum dashboard, planning protocol sessions-collaborative lesson development/technological equipment for students, progress monitoring formatives, Progress monitoring in Aim Hi, revised road maps, revised ELA planning guides). (TSI) (Title I SW: 1,3,4,8) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2020-June 2021		Lesson plans, walk through data, formative and summative data, STAAR results, growth measure 09/30/20 - On Track
5. Provide time for collaboration on development of lesson plans and data disaggregation. (planning protocol sessions, master schedule, RTI data day, Zoom) (TSI)	Campus Administrators, Teachers	August 2020-June 2021		Schedules, lesson plans, walk through data 09/30/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 1. By May 2021, all students will increase 15% on all portions of STAAR core area assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW: 1,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,2,4)				
6. Implement academic vocabulary journals, anchor charts, K-W-L Charts, and Think-Pair-Share strategies as part of the campus Instructional Playbook throughout content areas in Kinder - 5th grade. (Instruction campus playbook, Planning protocol) (TSI) (Title I SW: 1,3,9) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August 2020-June 2021		Summative - Lesson plans, walk through data, reduced failure rates, improved cycle grades 09/30/20 - Some Progress
7. Increase of assessments at Approaches, Meets and Masters grade level in Reading and Math 3-5th grade, Writing 4th grade and Science 5th grade by 15%. (State accountability monitoring - Increase of student learning time, fidelity to literacy block implementation, planning protocol, professional development sessions, READ cohort participation, campus instructional playbook, RTI data days, understanding of accountability domains and ratings, writing and science collaboratives, knowing and planning for all students including Hispanic, EL, special education and special education subgroups.) (TI) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Dyslexia Teacher, Instructional Aides, Instructional Coaches, Master Reading Teachers, Special Ed Teacher, Teachers	August 2020-May 2021		Criteria: Improved STAAR accountability ratings 09/30/20 - On Track
8. By May 2021 to meet expectations for Domain 3, closing the gap, all students including Hispanic, Economically disadvantaged, Special education and EL subgroups will be monitored and tracked using DMAC/RTI for achievement and growth in Reading and math. (Identification of Schools for Improvement - Academic Achievement - % at Meets grade level or above and Student Success - Student Achievement Domain score).(TI) (Target Group:	ARD Committee, Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Instructional Aides, Instructional Coaches, Master Reading Teachers, Teachers	August 2020-May 2021		Criteria: Improved STAAR accountability ratings for 2021 09/30/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 1.   By May 2021, all students will increase 15% on all portions of STAAR core area assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4)				
9. Increase of student academic achievement by 15% for all students and Hispanic, Economically disadvantaged, Special education and EL subgroups in Reading and math. (Increase of student learning time, fidelity to literacy block implementation, planning protocol, professional development sessions, READ cohort participation, campus instructional playbook, RTI data days, understanding of accountability domains and ratings, writing and science collaboratives, knowing and planning for all students including Hispanic, EL, special education and special education subgroups.)(TI) (Target Group: H,ECD,LEP,SPED) (Strategic Priorities: 2,4)	ARD Committee, Campus Administrators, Counselors, Teachers	August 2020-May 2021		Criteria: Improved STAAR accountability ratings 09/30/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 2.   By May 2021, a variety of extra curricular opportunities will be offered to all students to support, motivate and increase student participation by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide co/extra curricular opportunities virtually as allowed for the school year due to CDC guidelines. (UIL, Choir, Strings, Science Fair, YE club, Coyote Leadership team, guest speakers, Art Club, school clubs, Robotics club,mentoring program, field trips, STUCO, Cardio Drumming, DFC Diamond Dancers, L.A.F.B. Mentor.) (Title I SW: 1,6,10) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2020-June 2021	(S)Local Funds - $1,900	Criteria: Improved cycle grades, reduced failure rates 09/30/20 - No Progress
2. Conduct Fitnessgram assessments for all students to monitor physical activity. (Title I SW: 8,10) (Target Group: All)	Campus Administrators, Teachers	August 2020-June 2021	(S)Local Funds - $0	Summative - Fitness gram results, improved health assessment data 09/30/20 - On Track
3. Participate in the community as allowable per CDC/District guidelines.(city partnership, Boys and Girls Club, Andale Del Rio) (Title I SW: 1,6,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August 2020-June 2021	(S)Local Funds - $100	Criteria: Improved cycle grades, reduction in failure rates 09/30/20 - Pending
4. Participate in the annual elementary cross country, track meet, and school sports night as allowable per CDC/District guidelines. (Title I SW: 1,6,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020-June 2021	(S)Local Funds - $100	Criteria: Increased student performance, improved cycle grades, reduction in failure rates 09/30/20 - Pending
5. Provide recess before lunch to ensure adequate physical activity and time to eat lunch. Ten minutes of Health P. E. was added as allowable per CDC/District guidelines. (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020-June 2021		Criteria: Improved health assessment data 09/30/20 - Pending

DR FERMIN CALDERON ELEMENTARY

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

Objective 3. By May 2021, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on MATH STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Target and actively engage instruction for all students, including at risk/economically disadvantaged students, Special education, EL and Hispanic students in Reading, Math, Writing, and Science. (STAAR math materials, curriculum dashboard, common planning periods for alignment, planning protocol sessions, instructional playbook, journaling, resources, assessment/benchmark data, teacher/student coaching, Literacy block schedule, new math program, DMAC) (TSI)(TI) (Title I SW: 1,2,3,4,8,9) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers	August 2020-June 2021	(S)Local Funds - $1,775	Criteria: Improved cycle grades, reduced failure rates, STAAR results 10/01/20 - On Track
2. Utilize new math program and math block components during the school day to increase student levels in math. (TSI)(TI) (Target Group: All,H,ECD,LEP,SPED,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2020-June 2021	(S)Local Funds - $1,000	Criteria: Improved cycle grades, reduced failure rates 10/01/20 - On Track
3. Utilize Lone Star Math in kindergarten to increase math levels and the new Math program. (TSI)(TI) (Title I SW: 1,3,4,9) (Target Group: All,H,ECD,LEP,SPED,K,1st) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2020-June 2021	(F)FOCUS Group Grant - $400, (S)Local Funds - $400	Criteria: Improved cycle grade, reduced failure rates 10/01/20 - On Track
4. Implement the use of math journals in all grade levels to increase math vocabulary and academic language.(Instructional playbook) (TSI)(TI) (Title I SW: 1,2,3,4,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2020-June 2021	(S)Local Funds - $500	Criteria: Improved cycle grades, reduced failure rates 10/01/20 - On Track
5. Utilize guided instruction to provide intense interventions in targeted subject areas based on data (DMAC, STAAR formatted resources, New math program, Lead4ward). (intervention before, during and after school for in-person,	Campus Administrators, Instructional Aides, Teachers	August 2020-June 2021		Criteria: Improved cycle grades, reduced failure rates 10/01/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 3.   By May 2021, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on MATH STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
interventions during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines).(TSI)(TI) (Title I SW: 1,2,3,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4)				

DR FERMIN CALDERON ELEMENTARY

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

Objective 4.   By May 2021, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on READING STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Target and actively engaged instruction for all students, including at-risk/economically disadvantaged students to increase reading levels. (STAAR reading materials, curriculum dashboard, ELA adoptions (Wonders/My View), journals, textbooks, benchmark/ assessment data, common planning periods for alignment, planning protocol sessions, progress monitoring formative testing, summative data, Saturday camp (as allowable per CDC/District guidelines), teacher coaching, literacy block, DMAC) (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-June 2021	(O)Local Districts - $8,500, (S)Local Funds - $1,200	Summative - Improved cycle grades/ reduced failure rates, STAAR results, Benchmark testing results 10/01/20 - On Track
2. Incorporate specific guided and reading strategies to be used to improve student reading levels (TPRI, ELA adoptions (Wonders/My View), STAAR formatted resources, Lone Star Reading). (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August 2020-June 2021	(S)Local Funds - $800	Summative - Improved cycle grades/ reading levels, reduced failure rates, benchmark results, STAAR results 10/01/20 - On Track
3. Utilize the Renaissance Accelerated Reader and MyOn program to track reading levels. Awards will be given on a six weeks basis for accrued points. (student AR goals, class AR goals, highest GE) (TSI) (Title I SW: 1,3,4,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4)	Campus Administrators, Counselors, Librarian, Teachers	August 2020-June 2021	(S)Local Funds - $1,400	Improved cycle grades/ reading level, reduced failure rate, STAAR results 10/01/20 - No Progress
4. Utilize guided instruction to improve reading levels with a targeted skill and practice with leveled readers based on TPRI data along with progress monitoring results from textbook adoption.(Interventions before, during and after school for in-person, Interventions during the	Campus Administrators, Computer Aides, Librarian, Master Reading Teachers, Parents, Teachers	August 2020-June 2021	(S)Local Funds - $500	Summative - Improved cycle grades/ reading levels, reduced failure reports, STAAR results 10/01/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 4. By May 2021, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on READING STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
school day virtually outside of content area instruction/ as allowable by CDC/district guidelines). (TSI)(TI) (Title I SW: 1,3,4,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4)				
5. Distribute certificates/awards to the top ten readers in each grade level and classroom each six weeks (as allowable by CDC/District guidelines). (Title I SW: 1,6,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4)	Campus Administrators, Librarian, Teachers	August 2020- June 2021	(S)Local Funds - $500	End of the grading cycle star renaissance reports, grading cycle grades 10/01/20 - Pending
6. Implement the use of journals in all grade levels. (Instructional playbook)(TI) (Title I SW: 1,3,4,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020- June 2021	(S)Local Funds - $200	Summative - Improved reading levels, improved reading grades 10/01/20 - On Track
7. Follow the Literacy Block schedule into curriculum and lessons. (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2020- June 2021	(S)Local Funds - $1,000	Summative - Improves cycle grades/ reading levels, reduced failure rates 10/01/20 - On Track
8. Implement district curriculum in all subjects and grade levels. (RTI, district curriculum dashboard, Accelerated Reader program, benchmarks, bus transportation if needed, short term interventions with data analysis, DMAC, common planning periods for alignment, planning protocol sessions, teacher and student coaching) (TSI)(TI) (Title I SW: 1,3,4,8,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2020- June 2021	(S)Local Funds - $1,213.32	Summative - Improved cycles grades/ reading levels, reduced failure rates 10/01/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 5.   By May 2021, reclassification rates will increase for EL students to 30% and have a 85% annual mobility rate within proficiency levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Group students by proficiency levels for bilingual instruction. (Curriculum dashboard, DMAC, TELPAS data, ELA textbook adoption (ELL intervention), master schedule, teacher recommendation). (Title I SW: 1,3,4,9,10) (Target Group: LEP) (Strategic Priorities: 2,4)	Campus Administrators, ELPAC Committee, Teachers	August 2020-June 2021	(S)Local Funds - $0	Summative - improved cycle grades/ reading levels, reduced failure rates, TELPAS ratings, reclassification rates

10/01/20 - On Track |
| 2. Provide intensive interventions in any needed content area.(Tutorials before, during and after school for in-person, Tutorials during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines).
(RTI, assessment data, short term intervention with data analysis, planning protocol sessions, teacher coaching, Accelerated Reader, TPRI, STAAR formatted resources, released STAAR questions, Lead4ward). (TSI)(TI) (Title I SW: 1,3,4,8,9,10) (Target Group: LEP) (Strategic Priorities: 1,2,4) | Campus Administrators, Teachers | August 2020-June 2021 | (O)Local Districts - $5,000, (S)Local Funds - $4,000 | Summative - improved cycle grade/ reading levels, reduced failure rates (disaggregated by ethnicity, gender, ED, at risk, LEP, migrant, special education, 504, dyslexia, speech)

10/01/20 - On Track |
| 3. Ensure that highly qualified teachers will serve LEP/ELL students in all grades. (master schedule, Human Resources, Bilingual certification) (Title I SW: 1,3,4,10) (Target Group: LEP,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,4) | Campus Administrators, Teachers | August 2020-June 2021 | (S)Local Funds - $0 | Summative - improved cycles grades/ reading levels, reduced failure rates

10/01/20 - On Track |

DR FERMIN CALDERON ELEMENTARY

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

Objective 6. By May 2021, all students in 4th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on WRITING STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Target and highly engaged instruction for all students including at-risk/economically disadvantaged students based on specific staff development, Writing Initiative, Writing curriculum initiative, 4 square writing. (STAAR formatted resources, curriculum dashboard, journals, ELA textbook adoption, Daily writing resource, benchmark/summative data, teacher coaching, tutorials before and after school for in-person, Tutorials during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines). (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All,H,ECD,LEP,4th) (Strategic Priorities: 1,2,4)	Campus Administrators, Curriculum Coordinators, Teachers	August 2020-June 2021	(O)Local Districts - $5,000, (S)Local Funds - $2,500	Summative - Improved cycles grades/ reading levels, reduced failure rates, STAAR results 10/01/20 - On Track
2. Implement the use of journals in all grade levels throughout all subject areas. (Instructional campus playbook) (TSI)(TI) (Title I SW: 1,2,3,4,9,10) (Target Group: All,H,ECD,4th) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2020-June 2021	(S)Local Funds - $500	Summative - Improved cycle grades, reduced failure rates, STAAR results, improved writing pieces 10/01/20 - On Track
3. Continue to implement the District project in collaboration with new ELA literacy block and adopted textbook. (Pearson My View, McGraw Hill Wonders) (TSI)(TI) (Title I SW: 1,3,4,8,9,10) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2020June 2021	(S)Local Funds - $300	Summative - Improved writing grades/scores, improved writing pieces 10/01/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 7. By May 2021, RTI strategies will be implemented for 100% of identified Tier 2 and Tier 3 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide intervention time for struggling students during the daily schedule and extended school day (Tutorials before, during and after school for in-person, Tutorials during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines). (Reading program, STAAR formatted resources, RTI staff development, District RTI Plan, Dyslexia teacher, guided and shared reading, DMAC, ELA textbook adoption, new math program, TPRI resource) (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All,H,ECD,LEP,AtRisk) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2020-June 2021	(O)Local Districts - $15,000, (S)Local Funds - $3,000	Summative - Improved cycle grades and reduced failure rates 10/01/20 - Some Progress
2. Ensure that highly qualified teachers use early intervention strategies for identified students and differentiated instruction. (Scheduling, guided and shared reading, planning protocol sessions, District RTI plan, progress monitoring, literacy block, new math program, data walls, DMAC)(Intervention before, during and after school for in-person, Interventions during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines).(TI) (Title I SW: 1,2,3,4,5,9,10) (Target Group: All,AtRisk) (Strategic Priorities: 1,2,4)	Campus Administrators, Counselors, Curriculum Coordinators, Teachers	August 2020-June 2021	(S)Local Funds - $1,500	Summative - Improved cycle grade, reduced failure rates, STAAR results 10/01/20 - Some Progress
3. Interventions provided during small group instruction and intervention times. (Interventions before, during and after school for in-person, Interventions during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines).(TSI)(TI) (Title I SW: 1,2,3,4,9,10) (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,3rd,4th,5th) (Strategic Priorities: 1,2,4)	Campus Administrators	August 2020-June 2021		Summative - Improved cycle grade, reduction in failure rates, STAAR results 10/01/20 - Some Progress

DR FERMIN CALDERON ELEMENTARY

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

Objective 8. By May 2021, all students in 5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on SCIENCE STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Design science hands on manipulative lessons and carry out inquiry based learning experiences that will invite all students into science. (Science equipment, Archaeology Fair, Lessons on the Lake, Amistad Park Service, nature trail, planning protocol sessions, AR, common planning periods for alignment, short term interventions, use of science lab materials and equipment, community involvement to reopen nature trail)(as allowable per CDC/District guidelines) (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2020-June 2021	(O)Local Districts - $7,000, (S)Local Funds - $2,000	Summative - Improved cycle grades, reduced failure rates, STAAR results 10/01/20 - Some Progress
2. Implement the use of science journals in all grade levels. (Campus instructional playbook) (TSI)(TI) (Title I SW: 1,2,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Teachers	August 2020-June 2021	(S)Local Funds - $825	Summative - Improved cycle grades, reduced failure rates, STAAR results 10/01/20 - On Track
3. Implement Lone Star Science in all grade levels to meet system safeguards.(TI) (Title I SW: 1,2,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Teachers	August 2020-June 2021		Summative - Improved cycles grades, reduction in failure rates, STAAR results 10/01/20 - Some Progress
4. Implement the use of technological equipment(Google classroom, Pear Deck, MyOn, TextQuest, Stemscopes, Brain Pop). (TI) (Title I SW: 1,2,3,4,9,10) (Target Group: H,W,AA,ECD,ESL,Migrant,SPED,GT,5th) (Strategic Priorities: 1,4)	Campus Administrators, Teachers	August 2020-June 2021		Summative - Improved cycles grades, reduction in failure rates, STAAR results 10/01/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 9. By May 2021, the campus will increase student attendance rate to 97% for each six weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish an attendance committee to identify students with excessive absences. (Attendance records, parent documents, guest speaker, meeting documentation, mentor involvement from community, daily phone calls with logs) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2020-June 2021	(S)Local Funds - $200	Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages 09/30/20 - Some Progress
2. Increase awareness of the compulsory attendance law among the school community and families via parent orientations, PTO meetings, presentations and newsletters. Zero absence days (Notes sent home with report cards, newspaper articles, family orientation, parental workshops to include motivation and attendance notices) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2020-June 2021	(S)Local Funds - $250	Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages 09/30/20 - Some Progress
3. Celebrate student/classes with perfect attendance every 3 weeks. (Movie matinee, Attendance incentives, certificates, trophies, other incentives, celebration of consecutive class days awarded) (as allowable by CDC/District guidelines) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2020-June 2021	(S)Local Funds - $1,500	Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages 09/30/20 - Pending
4. Implement an attendance daily log to ensure parent communication for non-attendance. (attendance cards, calling system) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2020-June 2021	(S)Local Funds - $500	Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages 09/30/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 10. By May 2021, the campus will provide activities that promote social, cultural, and interpersonal skills and experiences to 100% of the students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a high level of respect for the grounds and school building by maintaining a safe, clean and orderly environment. (Traffic safety cones, Signage for social distancing, proper handwashing and proper wearing of masks, adequate supervision, tape for hallway markers, trash cans in various areas on school grounds, district maintenance schedule, custodial, rolling recycling bins, vinyl lettering for restrooms and hallways, max occupancy signage, hooks for lanyard/name tags.) (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2020-June 2021	(S)Local Funds - $2,000	Criteria: Reduction in office referrals, increased student performance 09/30/20 - On Track
2. Continue Del Rio Cares Curriculum/character education program for all students. (Campus wide discipline plan, crisis core team, leadership team, STUCO, UIL, reading materials, character building literature for social skills, book a day) (Title I SW: 1,2,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-June 2021	(S)Local Funds - $3,000	Criteria: Reduction in office referrals, increased student performance 09/30/20 - Pending
3. Initiate activities and lessons that will be customized to meet the needs of a positive classroom environment. (Anti-bullying lessons, cyberbullying lessons,counselor professional development, Atomic learning, CPI and TBSI training, anti-drug lessons) (Title I SW: 1,2,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August 2020-June 2021	(S)Local Funds - $1,000	Criteria: Reduction in office referrals, increased student performance, reduction in counseling referrals 09/30/20 - Some Progress
4. Participate in Red Ribbon Week. (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	Fall 2020	(S)Local Funds - $1,008	Criteria: Reduction in office referrals, increased student performance, reduction in counseling referrals 09/30/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 10. By May 2021, the campus will provide activities that promote social, cultural, and interpersonal skills and experiences to 100% of the students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Instill College Awareness in student body by having students and staff wear college attire once a week. Teacher display flag outside door of college they attended. (Wednesdays, school calendar) (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August 2020-June 2021	(S)Local Funds - $0	Criteria: Reduction in office referrals, increased student performance, reduction in counseling referrals 09/30/20 - On Track
6. Ensure the safety and security of all students and personnel through monthly emergency drills. (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Teachers	August 2020-June 2021	(S)Local Funds - $0	Criteria: Monthly drill times, increase in safety awareness 09/30/20 - On Track
7. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs. (Title I SW: 1,2,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August 2020-June 2021		Criteria: Reduction in office referrals, increased student performance, reduction in counseling referrals 09/30/20 - On Track
8. Ensure that student participate in the annual Career Day Fair and career awareness modules. Career interest inventory (Title I SW: 1,2,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August 2020-June 2021		Criteria: Reduction in office referrals, increased student performance, reduction in counseling referrals, increased awareness of occupational opportunities, graduation attainment 09/30/20 - No Progress

DR FERMIN CALDERON ELEMENTARY

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

Objective 11. Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers and staff remotely working from home as needed with materials and supplies provided. (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers, Teachers	August 2020-June 2021		Criteria: Attendance logs, lesson plans, student packets 09/01/20 - On Track
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Transportation Coordinator	August 2020-June 2021		Criteria: Distribution logs 09/01/20 - On Track
3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers	August 2020-June 2021		Criteria: Distribution logs 09/01/20 - On Track
4. Health and safety measures provided with necessary materials for all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Health, Safety & Nutrition Coordinator	August 2020-June 2021		Criteria: Inventory and distribution logs 09/01/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 1. By the end of 2021, Dr. Fermin Calderon Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop local campus budget that will be aligned to campus improvement plan. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020- June 2021	(O)Local Districts - $0	Criteria: Evaluation from district office, campus budget worksheet 09/30/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 2. By June 2021, Dr. Fermin Calderon Elementary will develop a partnership with Cardwell Elementary to foster early childhood transitions by providing one visit in the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide visits from Irene Cardwell Elementary to campus to provide an easier transition for next school year as allowable by CDC/District guidelines. (Title I SW: 1,7) (Target Group: PRE K) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	March 2021 - June 2021	(S)Local Funds - $0	Criteria: security and confidence attending school, awareness of campus facility 09/30/20 - No Progress
2. Will participate at Cardwell Elementary by attending parent orientation virtually or in-person as allowable by CDC/District guidelines. (Title I SW: 1,6,7,10) (Target Group: PRE K) (Strategic Priorities: 4)	Counselors	March 2021-June 2021	(S)Local Funds - $0	Criteria: sign in sheets, security and confidence attending school, awareness of campus facility 09/30/20 - No Progress

DR FERMIN CALDERON ELEMENTARY

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

Objective 1. By June 2021, parent participation will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct virtual, or as allowable by CDC/district guidelines, monthly parent meetings/trainings on Title 1 requirements, social and academic themes, including parent orientations for new CDC guidelines for educational institutions. (Finger foods, snacks, facilities, guest speakers at various grade levels, salary for parental aide- will encourage teacher-parent relations, Family Literacy Night, Make-n-Take, parent trainings, information in English and Spanish, ISS, school parent compact, ECI awareness poster, Zoom, Google classroom meets, Classroom dojo) (Title I SW: 1,2,6,9,10) (Target Group: All) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August 2020- June 2021	(F)Title I - $19,500, (S)Local Funds - $200	Criteria: parent participation logs, surveys, increased student performance 09/30/20 - On Track
2. Increase and encourage parental communication/involvement from all parents virtually or as allowable by CDC/District guidelines. (school facilities, family loteria nights, Parental annual professional development, Open Houses, student work showcases/exhibits, art exhibits, choir/string performances, parent surveys returned,science fair, parent Make and Takes, calendar, master schedule, common planning times, New Math Training, Literacy block, PTO, Festival, Zoom, Google classroom meets) (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2020- June 2021	(S)Local Funds - $100	Criteria: parent participation logs, surveys, increased student performance 09/30/20 - On Track
3. Utilize common forms of media to communicate events and disseminate information effectively in both English and Spanish. (automated calling system as permitted, skyward message center, written notes,	Campus Administrators, Counselors, Parental Aides, Teachers	August 2020- June 2021	(S)Local Funds - $1,500	Criteria: parent participation logs, surveys, increased student performance 09/30/20 - On Track

DR FERMIN CALDERON ELEMENTARY

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

Objective 1. By June 2021, parent participation will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
marquee, district facebook/webpage home visits, notes home, newsletters, surveys, website, telephone calls/logs, emails, monthly calendars, Coyote Community Connection, classroom dojo, zoom, google classroom) (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4)				
4. Make parent portals available to all parents (Skyward gradebook). (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents	August 2020-June 2021	(S)Local Funds - $0	Criteria: parent participation logs, surveys, increased student performance 09/30/20 - On Track
5. Providing on going mechanisms for family and community engagement virtually or as allowable by CDC/District guidelines). (Zoom, Google meets, Dojo, parent training/supplies, monthly meetings/presentations, student art exhibits, student showcases/exhibits, choir/string performances, Open Houses, Science Fair Make-n-takes, Fine Arts Extravaganza, Family Literacy Nights, parent training on academic issues). (Title I SW: 1,2,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Parents, Teachers	August 2020-June 2021	(F)Title I, (O)Local Districts - $1,000, (S)Local Funds - $200	Criteria: Improved cycle grades, reduction of failure rates, improved parent awareness 09/30/20 - On Track
6. Continue with the PAWsome Parents Club. (volunteer for campus/teacher needs)(as allowable per CDC/Guidelines). (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides	August 2020-June 2021	(S)Local Funds	Criteria: Increased parent volunteer hours 09/30/20 - No Progress
7. Implement the use of Classroom Dojo to facilitate teacher to parent communication. (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020-June 2021		Criteria: increased parent communication and student participation and performance 09/30/20 - On Track

Campus Improvement Plan Presentations

Aida V. Gomez, Chief Instructional Officer
Maytte Soliz, NHE Principal
Jane Villarreal, DFC Principal
Denise Rubio, Garfield Principal

October 21, 2019

State Intervention Requirements TEC §39.101

- Campuses with an overall rating of C or better, and a final performance rating of D in at least one of the three domains:
  - Required to develop an improvement plan to target the identified areas of concern
  - Imbed the strategies in the Campus Improvement Plan
  - Present the plan of action to the board
  - Attain board approval

- Plans are not to be submitted to TEA

Campuses Receiving a D in any Domain

Campus	D in Domain	D in Domain
North Heights Elem	Domain 1 (60)	Domain 2 Part B (63)
Dr. Fermin Calderon	Doman 1 (60)	Domain 2 Part B (65)
Garfield Elem	Domain 1 (69)	

Accountability Ratings

Texas Education Agency
2019 Accountability Ratings Overall Summary
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		75	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 80.1%)	35	63	D
Closing the Gaps	66	75	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency
2019 Accountability Ratings Overall Summary
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		76	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 85.2%)	35	65	D
Closing the Gaps	64	74	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency
2019 Accountability Ratings Overall Summary
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		69	D
STAAR Performance	40	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	75	80	B
Relative Performance (Eco Dis: 86.7%)	40	75	C
Closing the Gaps	64	74	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

DOMAIN 1: Student Achievement
*NHE and DFC: Received a **60**
*Garfield: Received a **69**

Domain 2 Part A: Academic Performance
*NHE and DFC: Received a **75** and **77**
*Garfield: Received an **80**

Domain 2 Part B: Relative Performance:
*NHE and DFC received a **63** and **66**
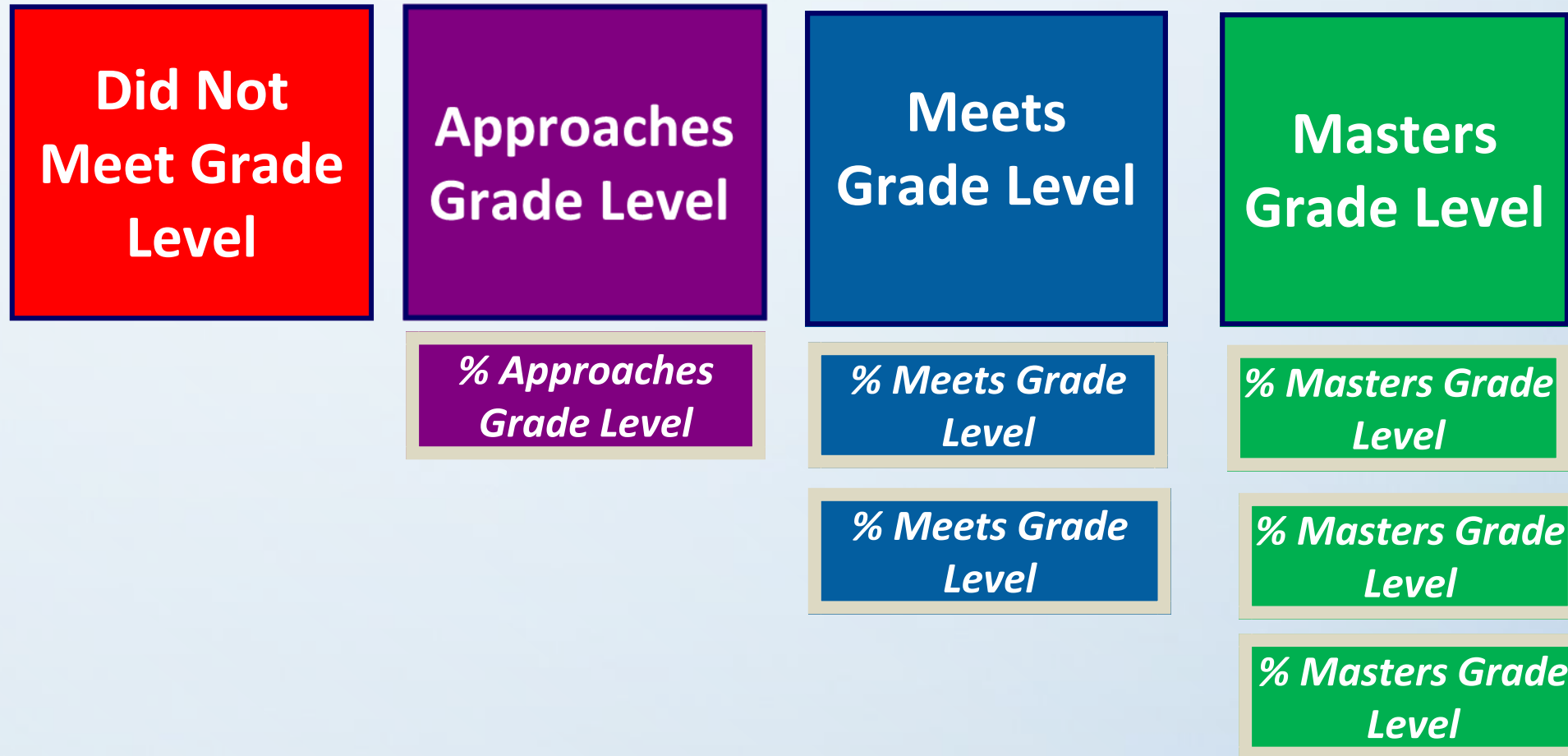*Garfield received a **75**

Domain 3: Closing the Gap
*All 3 campuses received a C

Student Achievement Domain 1

- Evaluates performance across all subjects for all students, on both general and alternate assessments

    - *3rd-5th Grade Reading, 4th Grade Writing and 5th Grade Science*

- STAAR assessments are scored at the Approaches, Meets and Masters performance standards

- The Student Achievement Domain for elementary campuses is calculated by adding the three campus performance percent scores for all tests at a given campus and divided by three. The domain score is then scaled to an alpha grade.

% Approaches + % Meets + % Masters / 3 = Student Achievement Score

How Are the Assessments Calculated?

| Did Not Meet Grade Level | Approaches Grade Level | Meets Grade Level | Masters Grade Level |

% Approaches Grade Level

% Meets Grade Level

% Meets Grade Level

% Masters Grade Level

% Masters Grade Level

% Masters Grade Level

% Approaches + % Meets + % Masters / 3 = Student Achievement Score

Example of Domain 1 Calculation

STAAR Performance	Reading	Math	Writing	Science	Totals	Percentages
# of Assessments	480	430	100	105	**1115**	
Approaches	300	300	50	60	710	67%
Meets	200	170	25	30	425	38%
Masters	100	70	10	10	190	17%
Total Percentage Points						**122**
Student Achievement Domain STAAR Component Score (Total Percentage Points divided by 3)						**41**

Table 1: STAAR Compor

STAAR Component Score	Elementary
45	73
44	72
43	72
42	71
41	70
40	69
39	67
38	65
37	64
36	62
35	60
34	59
33	58
32	57
31	56

What is the Focus for 3rd-5th Grades?

- Increase student achievement in Reading and Math at the Approaches, Meets and Masters levels
  - Utilize 2018-2019 STAAR Data for 4th and 5th graders
  - Utilize Baseline assessment in Reading and Math for 3rd graders

- Monitor subgroups: Hispanic and Eco Disadvantaged in both Math and Reading

- Monitor subgroups: ELs and Special Education in both Math and Reading

- Maintain the success acquired in Student Growth
  - Continue to utilize Aim Hi

- Implement the Literacy Block with fidelity
  - All components and Guided Reading Instruction

- Continue the success in Math

- Identify targeted groups of students needing intervention

3rd- 5th Grade Teacher Support

Continuing Support

- Vertical Planning with 3rd-5th grade teachers

- Continued Accountability Training

- RtI Data Days
  - Utilize Specific DMAC Reports
  - Child Study Referrals

- Aim Hi Dashboard for Student Growth

- Second Year of Sandra Garza Math Implementation

- Lone Star Online Daily Review

- Strategists assist Bilingual Teaches during planning and class instructional delivery

New Support

- New ELAR Adoption

- Revised ELAR Curriculum Documents

- 150 minute ELAR Literacy Block

- Daily Planning Protocol Allotted time for 3rd-5th grade teachers

- Instructional Playbooks

- TEA READ Cohort Participation
  - READ Coach provides trainings for Cohort and Administrators
  - READ Coach meetings with principals to discuss observed practices and strategy implementation

- New Intervention Online Programs
  - Exact Path (All learners)
  - Lexia (Special Ed and Dyslexia)
  - Flocabulary

- Writing and Science Collaboratives during RTI days

- Baseline Assessment administered to all 3rd Graders in Math and Reading (Data to be shared in a board communique upon completion)

- Aim Hi Meets and Masters Dashboard in progress

Student and Parent Support

Student

- Target students identified who have failed a STAAR assessment in 3rd or 4th Grade with focused interventions.

- Create intervention groups based on the student needs.
    - During the day interventions
    - After School

- Students attend 30 minutes of daily intervention in 3rd-5th grade.

- Guided Instruction Targeting TEKS gaps for all groups (low-middle-high – new adoption provides differentiated resources)

- Ensure accommodations are practiced throughout the year for all qualifying students
    - Allowable resources
    - New McGraw Hill Online Assessments

Parent

- Meet with parents whose child failed Reading in 3rd or 4th grade (current 4th and 5th graders)

- Hold informational sessions on how to assist children:
    - TEA Website Resources
    - Gradebook
    - Importance of daily reading

Campus Focus: Reading

Campus	Grade	# Tested	# Failed	# Failed by 5 or less Questions	# Failed by 6+ Questions	# Missed "Meets" by 4 Questions
NHE	4th	111	38	18	20	19
	5th	106	46	22	24	17
DFC	4th	100	35	19	16	20
	5th	103	36	15	21	18
Garfield	4th	94	44	23	21	14
	5th	104	29	19	10	15

Campus Focus: Math

Campus	Grade	# Tested	# Failed	# Failed by 5 or less Questions	# Failed by 6+ Questions	# Missed "Meets" by 4 Questions
NHE	4th	111	43	26	17	27
	5th	106	53	25	28	15
DFC	4th	100	44	28	16	22
	5th	103	44	29	15	21
Garfield	4th	94	41	23	18	14
	5th	104	33	21	12	21

Foundational Support K-2nd

- Implementation of 150 minute Literacy Block

- New ELAR Pearson Adoption

- New ELAR Curriculum Documents

- Staff Development sessions on all of the literacy block components

- (36) K-2 teachers participating the READ cohort

- New Online Resource:
    - Reading Eggs
    - Flocabulary

- Instructional Support Specialist assist with planning and modeling

- Sandra Garza Math implementation in all 2nd Grade classrooms

Student Reading Level Monitoring

CAMPUS	1st 6-Weeks GE 8.23 - 10.4		CAMPUS	1st 6-Weeks GE 8.23 - 10.4
Buena Vista			**Lamar**	
1st Grade	1.5		1st Grade	0.3
2nd Grade	2.2		2nd Grade	2.1
3rd Grade	3.2		3rd Grade	3.0
4th Grade	3.8		4th Grade	3.6
5th Grade	4.3		5th Grade	4.7
Calderon			Ruben Chavira	
1st Grade	0.7		1st Grade	0.3
2nd Grade	2.4		2nd Grade	2.0
3rd Grade	3.0		3rd Grade	2.8
4th Grade	3.6		4th Grade	3.0
5th Grade	4.3		5th Grade	4.3
Lonnie Green			**North Heights**	
1st Grade	1.4		1st Grade	1.0
2nd Grade	2.1		2nd Grade	2.1
3rd Grade	3.2		3rd Grade	2.9
4th Grade	3.6		4th Grade	3.7
5th Grade	4.3		5th Grade	3.8
Garfield			**Laughlin**	
1st Grade	0.4		1st Grade	Did not test
2nd Grade	2.0		2nd Grade	Did not test
3rd Grade	2.8		3rd Grade	Did not test
4th Grade	3.5		4th Grade	Did not test
5th Grade	3.9		5th Grade	Did not test

Questions?