

# DR LONNIE GREEN JR ELEMENTARY

## Campus Improvement Plan

### 2024/2025

*As a Panther I believe in myself and in my ability to do my best at all times. I will be responsible, respectful and kind.  
With a positive attitude I will listen, learn and lead. Today I choose to have a great day.*

*Principal: Mrs. Cheryl Pond*

Maryvel Flores  
905 Cantu  
8307784750  
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Date Reviewed:

Date Approved:

# DR LONNIE GREEN JR ELEMENTARY

## **Mission**

*At Dr. Lonnie Green Elementary, our mission is to invest in our future by providing an enriching education and build a culture of kindness. Our goal is to create a positive and caring community where students grow and thrive.*

## **Vision**

*Lonnie Green Panthers demonstrate excellence in all that they do.*

### Nondiscrimination Notice

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

## **DISTRICT GOALS:**

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

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

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

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

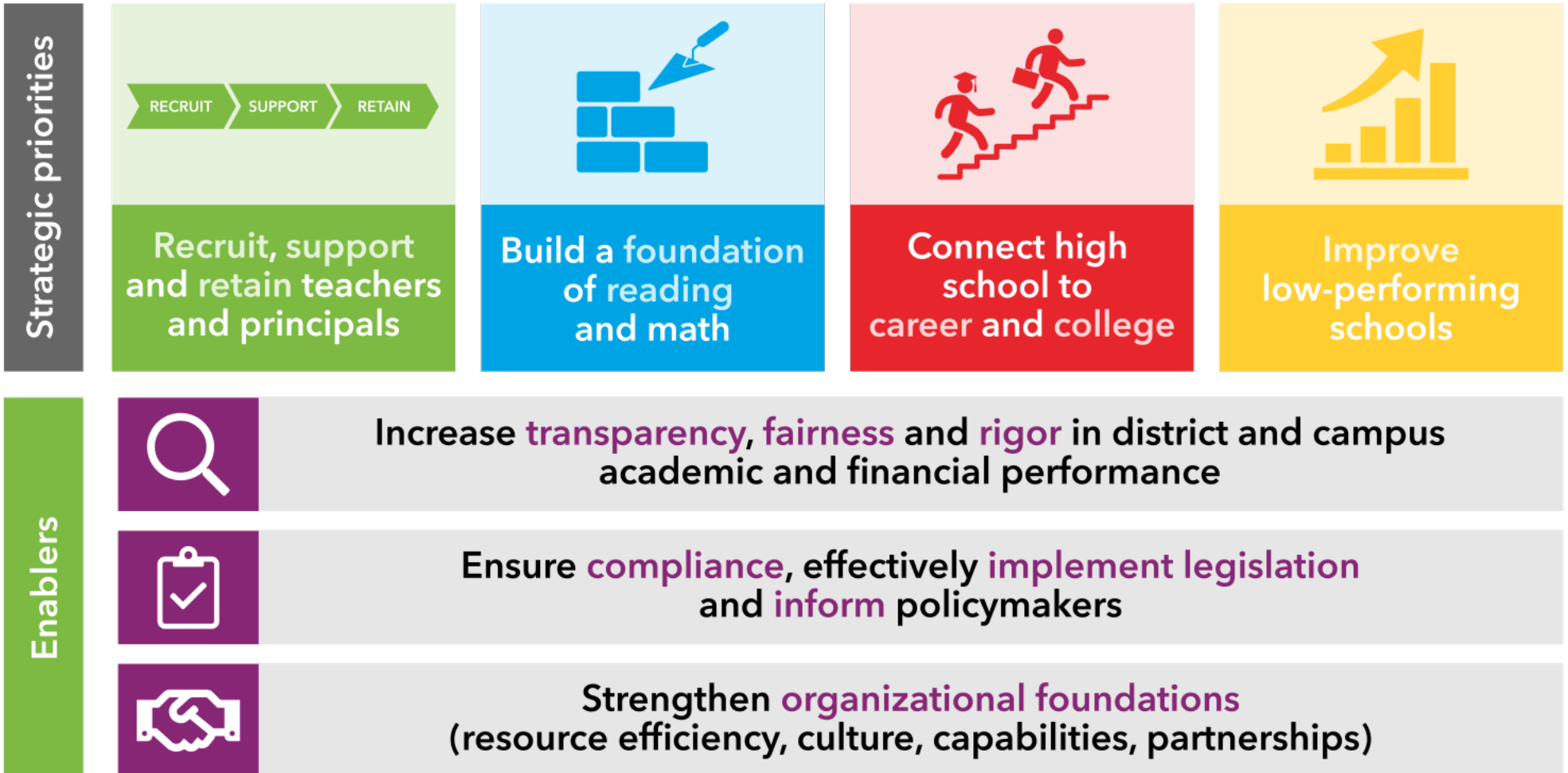
District Goal 5– Communication: The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

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

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



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



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

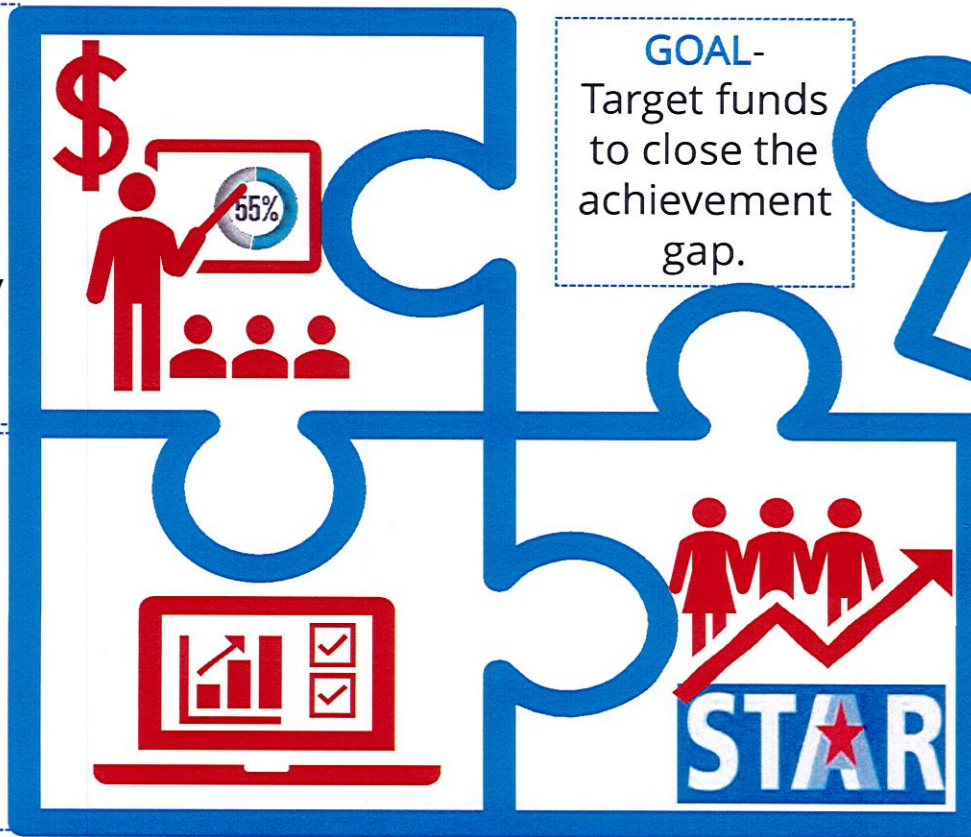
# State Compensatory Education Program

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

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

**GOAL-**  
Target funds to close the achievement gap.

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



TEC, §29.081

TEC, §48.104

**TEA**



3

*\*adapted from TEA State Compensatory Education*

## DR LONNIE GREEN JR ELEMENTARY Site Base

Name	Position
Zuniga, Yazmin	Assistant Principal
Flores, Maryvel	Principal
Vasquez, Leticia	3rd Grade Reading Teacher
Barrientez, Michelle	4th Grade Reading Teacher
Dominguez, Harmandina	1st Grade Teacher
Hill, Kelcey	Counselor
Quintero, Noemi	Kindergarten
Segura, Janice	5th Grade Teacher
Vallejo, Perla	Art Teacher
Valdez, Lilliana	Parent
Amezcuca, Eddie	Business
Flores, Lupita	Community



# Comprehensive Needs Assessment

## Introduction

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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

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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

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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))

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- 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

School: Dr. Lonnie Green Elementary School

Date: 19-May-25

Role	Name	Signature
Parent	Denise Soto	
Parent		
Business Representative	Ruben Flores Jr.	
Business Representative		
Community Representative		
Community Representative		
Teacher	Amor Cardenas	
Teacher	Sabrina Gomez	
Teacher	Melva Perez	
Teacher	Noemi Quintero	
Student (Secondary Only)		
Student (Secondary Only)		
Para-Professional	Esli Martinez	
Para-Professional	Sonia Reyna	
District Personnel	Karina Moreno	
District Personnel	Jose Castorena	
Campus Administrator	Yazmin Zuniga	
Campus Administrator	Maryvel Flores	
Other		



# Comprehensive Needs Assessment

## Academic Achievement

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When evaluating student academic achievement, an LEA or campus should keep in mind that one data source will not encompass the totality of student academic growth and progress. Moreover, LEAs and campuses should disaggregate student data according to ethnicity, gender, socio-economic status, special programs, and other categories in order to see how various populations measure. Further, data sources may provide different insight across the content-areas, giving districts and schools a foundation for prioritizing focus for the upcoming school year.

## Probing Questions

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These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their data.

- What are growing enrollment populations? What is the LEAs/campus mobility rate?
- How is this data different than previous years?
- What is the enrollment in [special program]?
- How does this data change over time as students exit from [special program]?
- What are the teacher/student ratios? How do these correlate with performance?
- How does testing data disaggregate across demographics (ethnicity, gender, socioeconomic status, special program, etc)?
- How does demographic academic data change across the content areas?
- Which students are reaching their goals? How does this compare across programs/content areas/campuses?
- Are there Comprehensive/Targeted Support campuses? What does the data suggest about their specific needs?
- How does the LEA/campus provide an enriched, accelerated, and well-rounded curriculum?
- How does the LEA/campus increase the amount and quality of learning time?

## Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. STAAR/EOC results                  | 10. Computer Software Reports  |
| 2. Texas Academic Performance Reports | 11. Individual Education Plans |
| 3. TELPAS Results                     | 12. Tutoring reports           |
| 4. Curriculum-Based Assessments       | 13. Graduation rate            |
| 5. Formative Assessments              | 14. SAT/ACT scores             |
| 6. Student self-tracking/goal setting | 15. Dual credit                |
| 7. Tutoring reports                   | 16. Surveys                    |
| 8. Portfolios                         |                                |
| 9. AP/IB data                         |                                |



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

DLG TAPR Report

(Insert data source)

STAAR Disaggregated Data

(Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

DLG teachers and staff hold high expectations for all students within the school.

DLG teachers and staff collaborate and advocate for one another to ensure student success.

DLG teachers value student learning and work to ensure they know content knowledge and data.

### Summary of Needs

Increase parental involvement to help promote student academic achievement.

Balance class rosters as evenly possible across all demographics.



# Comprehensive Needs Assessment

## Staff Quality

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Maintaining quality administrators, teachers, and paraprofessionals in an LEA and school is essential to academic success. The CNA process allows teachers to express to district personnel concerns that may factor into future teacher retention and recruitment. Further, LEAs and schools can monitor other sources of data to determine areas of need in terms of recruitment and retention of education professionals. Finally, LEAs and schools can utilize available data to improve professional development opportunities for staff in order to match the changing academic needs of students.

## Probing Questions

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These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their data.

- What does the data reflect regarding teacher effectiveness, experience, and appropriate certification for teaching assignments?
- What is the rate of recruitment for the district? What is the district's retention rate?
- What recruitment strategies does the district utilize to attract quality teachers? Results?
- How do [special program] teachers interact with other staff on campus/throughout district?
- Does the district have a teacher mentor program? How does this reflect in campus data?
- What has been the impact of [district initiative] on staff development?
- How is the implementation of staff development monitored? What is the follow through?
- How can staff provide feedback on administrative support? What is the impact of staff feedback? Are these opportunities anonymous? How does this effect academic
- What support is given to campus and district leadership personnel?

## Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |  |                                       |
|--|---------------------------------------|
| 1. STAAR/EOC results   | 7. Teacher leader input               |
| 2. Texas Academic Performance Reports  | 8. Principal evaluation results       |
| 3. Teacher retention   | 9. Teacher evaluation results         |
| 4. Teacher attendance  | 10. Exit interviews                   |
| 5. Professional development feedback (including implementation and monitoring) | 11. Principal/teacher self-evaluation |
| 6. Staff surveys   |                                       |



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ DLG TAPR Report

\_\_\_\_\_ (Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

The campus has a high teacher retention rate and teachers with numerous years of experience.

The campus fosters a strong commitment to learning and high expectations of all students.

The campus fosters positive and strong structured classroom environments.

### Summary of Needs

The campus needs more bilingual certified staff, especially in fifth grade.

There is a need for professional development to support the evolving needs of students academically.

Improve the current process of the mentor process to support new and novice teachers.



# Comprehensive Needs Assessment

## School Climate/Safe & Healthy Schools

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School climate encompasses the overall feeling and culture of the learning environment, from students feeling safe in the classroom, to ensuring specific security measures are followed by office staff. Positive and safe school environments allow students to grow in confidence, take risks, and learn from mistakes. When reviewing data, an LEA or school should take into account the various aspects of school climate and safety in order to holistically approach identified strengths and needs.

### Probing Questions

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- How do students describe the school climate? How does this compare to staff?
- What does the data regarding student behaviors/referrals reflect?
- Do our students feel safe? Does our staff feel safe?
- What do staff say about behavioral expectations? What do they say about how referrals are handled by administration?
- What does teacher observation data indicate about classroom management?
- How does classroom management reflect on student achievement data?
- What is the data regarding gangs, substance abuse, violence, weapons, and other safe-school areas?
- Who are the students involved in extracurricular activities? What are some barriers for underrepresented students in extracurricular involvement?
- What strategies are used to reduce unnecessary disciplinary classroom removals? How does the data reflect implementation of these strategies?
- Does the data reflect a disproportionate rate of disciplinary action towards specific demographics?

### Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1. Teacher retention rate             | 11. Walk-through observations |
| 2. Student perception data            | 12. Campus cleanliness/upkeep |
| 3. Staff perception data              | 13. Community involvement     |
| 4. Parent/community perception data   | 14. Discipline referral data  |
| 5. Discipline data                    |                               |
| 6. Attendance data                    |                               |
| 7. PEIMS data                         |                               |
| 8. PBIS activities and impact data    |                               |
| 9. Teacher attendance                 |                               |
| 10. Extra-curricular involvement data |                               |





# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

The campus facilitates a safe environment through a shared vision of safety across all staff.

There are efforts to create opportunities to participate in activities on and off campus to sustain & improve morale.

School PD is always vigilant and ensuring the safety of the campus by conducting frequent door checks.

### Summary of Needs

The campus needs to implement a beatification activity periodically so students take pride in their campus.

The campus needs to work to improve student attendance rates.

Continue to implement and modify the Del Rio Cares lessons to adapt to the needs of students.



# Comprehensive Needs Assessment

## College and Career/Graduation/Dropout Reduction

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In order to give students the tools to be successful beyond high school, LEAs and schools must address barriers to secondary graduation and post-secondary achievement. Throughout the CNA process, stakeholders should take into account the rapidly changing workforce. Community and business members may provide specific insight into the changing economic demographics of the community, presenting a realistic backdrop by which an LEA or school can base future college and career readiness programs.

## Probing Questions

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- What does data suggest about the alignment of curriculum, instruction, and assessment?
- Does instruction challenge all students? What does the data suggest?
- How does curriculum, instruction, and assessment align with current workforce needs?
- What are valuable 21st century skills?
- How does instruction encourage a positive learning environment, critical thinking, problem solving, and innovation?
- Who is dropping out? What barriers may have prevented their graduation?
- What processes are in place to help students transition into post-secondary life?
- What career training does the school provide? Are there a variety of paths available to students for post-secondary success?

## Suggested Data Sources

---

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. STAAR/EOC results                  | 11. CTE enrollment                    |
| 2. Texas Academic Performance Reports | 12. Student surveys                   |
| 3. Writing samples                    | 13. Graduation rate                   |
| 4. Curriculum-Based Assessments       | 14. SAT/ACT scores                    |
| 5. Formative Assessments              | 15. Dual credit                       |
| 6. Student self-tracking/goal setting | 16. Community/business member surveys |
| 7. Discipline records                 |                                       |
| 8. GT enrollment                      |                                       |
| 9. AP/IB data                         |                                       |
| 10. Extracurricular enrollment        |                                       |





# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

The campus has high expectations of students.

Teachers actively work to engage students with their school community.

The campus held a successful Career Day.

### Summary of Needs

The campus should have weekly or monthly events to showcase college and career.

All professional staff can showcase the colleges they attended in their classrooms or outside their doors.



# Comprehensive Needs Assessment

## Family and Community Engagement

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Districts and schools know that students are more likely to stay in school and succeed in the classroom when there is meaningful communication between home and school. In order to improve family and community engagement, LEAs and schools should take into account the various family structures found within a community. Moreover, the site-based committee should consider how coordination with various organizations in the local community could help parents and families overcome barriers to academic success for their students.

### Probing Questions

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- How are families and community members involved in meaningful activities that support student academic achievement?
- What activities welcome family and community input? Who are the parents and community members involved in these activities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- What is the district's policy on providing translation for those families that speak languages other than English?
- What community partnerships exist to support parent and family participation?

### Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |   |   |
|---|---|
| 1. Family and community perception survey                       | 7. Translated documents                     |
| 2. Number of parent conferences held                            | 8. PFE* meeting sign-in sheets              |
| 3. Notes from parent conferences                                | 9. PFE* meeting agendas                     |
| 4. Number of activities/workshops held for parents and families | 10. Number of community partners            |
| 5. Records of home visits/transportation support services       | 11. Participation data from PFE* activities |
| 6. Parent/teacher communication logs                            |   |

\* PFE = Parent and Family Engagement



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

(Insert data source)

(Insert data source)

(Insert data source)

(Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

The campus effectively and efficiently utilizes Class Dojo to communicate with parents.

The ACE programs supports both family and students in engaging with the campus.

The campus had activities beyond the school day for students to participate in (field trips, Book or Treat, etc).

### Summary of Needs

The campus would benefit from additional parent -student activities beyond the instructional day.

Increase the number of parental meetings available to parents monthly.

Inform and support parents in their understanding of the importance of student attendance.



# Comprehensive Needs Assessment

## District/Campus Commitments

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Districts and campuses should evaluate the effectiveness and efficiency of the other operating costs that go into maintaining facilities that foster academic achievement. These costs include, but are not limited to, technological infrastructure, facilities maintenance, operations management, and transportation.

## Probing Questions

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- How is the district situated financially?
- Is the technological infrastructure of the district/campus up to date?
- How do campuses maintain inventory of instructional resources? Technology?
- What is the shape of the district's facilities? Are they up to date? How is the security of these facilities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- Is the district's operations management effective and efficient?
- What is the system of communication between campus administrators and maintenance/custodial staff?
- Is breakfast provided for all students? If so, is there an effective system in place to ensure that child-nutrition policies and procedures are being followed? What is the procedure for students who are tardy?
- Do we have enough transportation for students?
- What are the policies for intra- and inter- district transfers? How does this reflect on student mobility rates? How do campuses implement the policy?
- What are the district/campus strategies for providing services to foster students? Homeless? Students residing in neglected or delinquent facilities?

## Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                      |  |
|--------------------------------------|--|
| 1. Current/projected facility needs  | 8. PEIMS data                          |
| 2. Technology infrastructure         | 9. Enrollment data                     |
| 3. Transportation data               | 10. School Service Worker contact data |
| 4. Census data                       |  |
| 5. Educational materials inventory   |  |
| 6. Instructional materials inventory |  |
| 7. Technology inventory              |  |



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

\_\_\_\_\_  
(Insert data source)

\_\_\_\_\_  
(Insert data source)

\_\_\_\_\_  
(Insert data source)

\_\_\_\_\_  
(Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

Students and staff have access to technology such as personal devices with 1:1 initiative.

Student transfer process is effective and efficient.

Campus facilities are mostly well kept.

### Summary of Needs

Some technology, such as desktops and projectors, are out-dated and need to be replaced.

The campus would benefit from a full-time library aide or librarian.

The campus would benefit from attention on the outdoor track and field.

# Comprehensive Needs Assessment Summary – Dr. Lonnie Green 2025-2026

Utilized Data Sources: These will automatically populate from your CNA worksheets	
DLG TAPR Report	STAAR Disaggregated Data
DLG TAPR Report	

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	<p>DLG teachers and staff hold high expectations for all students within the school.</p> <p>DLG teachers and staff collobarate and advocate for one another to ensure student success.</p> <p>DLG teachers value student learning and work to ensure they know content knowledge and data</p>	<p>Increase parental involvement to help promote student academic achievement.</p> <p>Balance class rosters as evenly possible across all demographics.</p>	<p>The campus will hold more parental involvement opportunitites such as literacy nights.</p> <p>The campus will use funds to purchase high-quality materials to meet the needs of all students.</p>
Staff Quality	<p>The campus has a high teacher retention rate and teachers with numerous years of experience.</p> <p>The campus fosters a strong commitment to learning and high expectations of all students.</p>	<p>The campus needs more bilingual certified staff, especially in fifth grade.</p> <p>There is a need for professional development to support the evolving needs of students academically.</p>	<p>Plan for professional development to support bilingual students.</p> <p>Work to improve the mentor program to ensure mentees have more time with their mentor.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	The campus fosters positive and strong structured classroom environments	Improve the current process of the mentor process to support new and novice teachers	
<b>School Climate/ Safe &amp; Healthy Schools</b>	<p>The campus facilitates a safe environment through a shared vision of safety across all staff.</p> <p>There are efforts to create opportunities to participate in activities on and off campus to sustain &amp; improve morale</p> <p>School PLTs always vigilant and ensuring the safety of the campus by conducting frequent door</p>	<p>The campus needs to implement a beautification activity periodically so students take pride in their campus.</p> <p>The campus needs to work to improve student attendance rates.</p> <p>Continue to implement and modify the Del Rio Cares lessons to adapt to the needs of students</p>	<p>Engage student council in a beautification activity for the campus on a monthly basis.</p> <p>Continue to implement Del Rio Cares lessons.</p>
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	<p>The campus has high expectations of students.</p> <p>Teachers actively work to engage students with their school community.</p> <p>The campus held a successful Career Day.</p>	<p>The campus should have weekly or monthly events to showcase college and career.</p> <p>All professional staff can showcase the colleges they attended in their classrooms or outside their doors</p>	<p>Showcase colleges and universities in classrooms.</p> <p>Incorporate career exploration into social studies lessons.</p>
<b>Family and Community Involvement</b>	<p>The campus effectively and efficiently utilizes Class Dojo to communicate with parents.</p> <p>The ACE programs supports both family and students in connection with beyond the school day</p> <p>The campus had activities beyond the school day for students to participate in (field trips Book or</p>	<p>The campus would benefit from additional parent - student activities beyond the instructional day.</p> <p>Increase the number of parental meetings available to support parents in their understanding of the importance of student attendance</p>	<p>Plan for more literacy nights or other activities that engage parents beyond the ACE program.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>District/Campus Commitments</b>	Students and staff have access to technology such as personal devices with 1:1 initiative.  Student transfer process is effective and efficient.  Campus facilities are mostly well kept.	Some technology, such as desktops and projectors, are out-dated and need to be replaced.  The campus would benefit from a full-time library aide or librarian.  The campus would benefit from attention on the outdoor track and field.	Review and prioritize all technology work orders for teachers

**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.



## CNA Process Description

A description of your CNA process should be included in your D/CIP. Use the probing questions below to articulate your CNA process.

### Probing Questions

- When is the CNA conducted? What month or time of the school year do you schedule the CNA?
- How are CNA stakeholders chosen and invited? How does the campus ensure stakeholders are representative of the student population district?
- How are CNA meetings conducted? How does the campus gain input from stakeholders?
- How do you gather data from stakeholders who cannot attend meetings?
- How is data analyzed in the CNA meetings? Who is responsible for gathering data?
- Does your campus distribute surveys to gather data? How are they distributed? How is the data aggregated for the CNA?
- Is the CNA updated once final assessment scores are received? Who is responsible for contributing to those updates?

Use the space below to draft your CNA process description. Remember to include your CNA process description in your D/CIP.

For this academic school year, the process of the campus needs assessment was conducted in early May. Data was collected from the TAPR report that best suits each individual category. Additionally, stakeholders are chosen based on how they best can contribute to each category. A Google Form was provided this year to those in each group to ensure all stakeholders had equal opportunity and representation to provide their feedback. Once the feedback was collected, common themes were identified and listed under respective summaries.

# DR LONNIE GREEN JR ELEMENTARY

**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.** Dr. Lonnie Green will meet state safety requirements to ensure a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will train, conduct and monitor monthly drills that support and ensure student/staff safety that are state mandated (Fire, Shelter in Place, Lockdown, Secure, and Hold) through Rapter Alert. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators	August-May	(O)Local Districts	06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
2. Campus administration will complete weekly door sweeps to ensure building safety and to address any mechanical/human errors that may compromise student/staff safety. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators	August-May	(O)Local Districts	06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
3. Campus administration will ensure that there is an armed peace officer on campus for safety of all students and stakeholders on campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators	August-August	(O)Local Districts	06/11/25 - Completed (S) 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) (Target Group: All) (Strategic Priorities: 1,2)	Health, Safety & Nutrition Coordinator, Teachers	August-August	(F)Title IV SSAEP	06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track

# DR LONNIE GREEN JR ELEMENTARY

**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.** By June 2025, 70% of all students tested on STAAR will meet the state passing standard (approaches/meets/masters) in Reading at Dr. Lonnie Green Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and Blue and White assessments. During Planning Protocol teachers and administration will ensure that assessments are aligned to the standards at the expected level of rigor and allow for students to demonstrate conceptual and procedural understanding of the content utilizing strategies. Corrective instruction and spiraling will be built into teaching and learning. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(F)Title IV SSAEP, (O)Local Districts	06/11/25 - Completed (S) 03/31/25 - Significant Progress 11/22/24 - On Track
2. All students will participate in Renaissance Accelerated reading program to set and meet individual goals for reading. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(S)State Compensatory - \$13,735.44	Criteria: Data usage  06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
3. During Planning Protocol, grade level teams and administration will create biweekly plans for implementation of high-leverage instructional strategies, such as guided reading as well as classroom procedures and routines that are modeled and practiced with fidelity in all classrooms. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May		06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
4. Students in Tier I, Tier II and Tier III will receive academic interventions in reading and math during the school day. Intervention data will be collected and analyzed to assess the instructional effectiveness to prioritize students needs and determine root causes for mastery and non-mastery. Collaborate with ACE Program for additional tutoring support needed. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(F)Title I, (S)State Grant	06/11/25 - Completed (S) 03/31/25 - Some Progress 11/22/24 - On Track

# DR LONNIE GREEN JR ELEMENTARY

**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.** By June 2025, 70% of all students tested on STAAR will meet the state passing standard (approaches/meets/masters) in Reading at Dr. Lonnie Green Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All students will be monitored during intervention time and interventions will be logged in Aim Hi to track data and documentation. Diagnostic and data will be used during Planning Protocol time to drive timely, targeted and data-driven interventions to address learning needs. (HB4545, Aim Hi, Fluency Tracker, Nearpod, Canvas, Zoom, etc.) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August - May	(F)Title IV SSAEP, (F)Title V RLIS	06/11/25 - Completed (S) 03/31/25 - Significant Progress 11/22/24 - On Track

# DR LONNIE GREEN JR ELEMENTARY

- 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 June 2025, 70% of all students tested on STAAR will meet the state passing standard (approaches/meets/masters) in Math at Dr. Lonnie Green Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments during Planning Protocol teachers and administration will ensure that assessments are aligned to the standards at the expected level of rigor and allow for students to demonstrate conceptual and procedural understanding of the content utilizing strategies. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(F)Title IV SSAEP, (O)Local Districts	06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
2. Students in Tier I, Tier II and Tier III will receive academic interventions math during the school day. Intervention data will be collected and analyzed to assess the instructional effectiveness to prioritize students needs and determine root causes for mastery and non-mastery. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(F)Title I	06/11/25 - Completed (S) 03/31/25 - Significant Progress 11/22/24 - On Track
3. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(S)State Compensatory	06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
4. All 2nd- 5th teachers will implement Stemscores math with fidelity, including appropriate interventions and guided math strategies. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(F)Title IV SSAEP, (S)Local Funds	06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track

# DR LONNIE GREEN JR ELEMENTARY

**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 June 2025, 70% of all students tested on STAAR will meet the state passing standard (approaches/meets/masters) in Science at Dr. Lonnie Green Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments (Blue and White Assessments for grades 3-5 in reading, math and science (5th only). (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: 5th) (Strategic Priorities: 2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(O)Local Districts	06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
2. Students participating in the Campus Science Fair in grades Kinder-4th will increase by 15% at Dr. Lonnie Green Elementary and maintain 100% in 5th grade. Kinder-2nd grade must prepare a science project. Students can prepare a project individually or with a partner. 3rd-5th grade students must each prepare a science project individually or with a partner. (Title I SW Elements: 2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(O)Local Districts, (S)Local Funds	03/31/25 - Completed 11/22/24 - On Track

# DR LONNIE GREEN JR ELEMENTARY

**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.** The campus principal 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement appropriate interventions and instructional best practices for identified RDA bilingual students during planning protocol. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All)	Bilingual Department, Campus Administrators, Teachers	February - May		06/11/25 - Significant Progress (S) 03/31/25 - Some Progress

# DR LONNIE GREEN JR ELEMENTARY

**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, Dr. Lonnie Green Elementary will utilize 95% of the budget for resources that directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus budget will be aligned to Campus needs assessment and Campus improvement plan. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Chief Instructional Officers	August-August	(O)Local Districts	06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track



# DR LONNIE GREEN JR ELEMENTARY

**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.** Transition opportunities for students attending early childhood programs will occur once at Dr. Lonnie Green Elementary during the 2024-2025 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Early childhood students will be given the opportunity to have a transition tour of our campus. A representative from the campus will participate at the early childhood orientation held at Cardwell Pre-School. (Title I SW Elements: 2.3,3.1) (Target Group: PRE K) (Strategic Priorities: 2)		April-May	(O)Local Districts	06/11/25 - Completed (S) 03/31/25 - Significant Progress 11/22/24 - Pending

# DR LONNIE GREEN JR ELEMENTARY

**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.** Communication will be provided to parents daily about student academics and behavior throughout the 2024-2025 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dr. Lonnie Green Elementary, shall establish multiple family communication strategies and platforms that are integrated with teachers' roles and responsibilities. The data from these strategies shall be analyzed to create new plans for increase authentic engagement and shared responsibility for student outcomes. (Title I SW Elements: 2.1,3.1) (Target Group: All)	Campus Administrators, Parental Aides, Parents, Teachers	August-May	(F)Title I, (O)Local Districts	06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
2. All parent and community communication will be provided to families in a language they can understand. Monthly calendars in both English and Spanish with upcoming scheduled events at the campus will be utilized to disseminate information. (Title I SW Elements: 2.2,2.3,3.1) (Target Group: All)	Campus Administrators, Parental Aides, Parents, Teachers	August-August	(F)Title I, (O)Local Districts	06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
3. Monthly parent trainings and meetings will be made in English and Spanish available to all parents in collaboration with grade level teachers, counselors, administrators and staff members based on parent surveys either in person or via Zoom. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August-May	(F)Title I	Criteria: Agendas, flyers, minutes, sign in sheets  06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
4. Parents will have meetings to review Parent Engagement Policy, School Compact and Title. School will provide communication to parents the Parents Right to Know, Federal Reports Cards and all other state and federal requirements and invited to participate in committees as needed. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August-August	(F)Title I	Criteria: State and Federal distribution documentation  06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track

# DR LONNIE GREEN JR ELEMENTARY

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

**Objective 1.** Dr. Lonnie Green Elementary counselors will assist in preparing 5th grade students for middle school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselors will assist with pre-registration for middle school to ensure students receive proper placement in grade-level courses and electives. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: 5th) (Strategic Priorities: 2,3)	Campus Administrators, Counselors, Teachers	August-May		06/11/25 - On Track (S) 03/31/25 - On Track 11/22/24 - On Track

# DR LONNIE GREEN JR ELEMENTARY

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

**Objective 1.** All students will participate in Renaissance Accelerated reading program to set and meet individual goals for reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. K-5 students will AR test every six weeks to assess growth in reading levels. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders	August - May		06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track
2. K-5 teachers will utilize high-yield instructional strategies to implement ELAR lessons as developed in Planning Protocol, to ensure student mastery of reading and writing concepts. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May		06/11/25 - Completed (S) 03/31/25 - On Track 11/22/24 - On Track

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

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

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

## Jointly Developed

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

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

## Building Partnerships

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

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

## Communication is Key

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

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

**DR. LONNIE GREEN  
ELEMENTARY SCHOOL**

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



**EMPOWERING  
CHILDREN TO  
REACH THEIR  
FULL POTENTIAL**

**MARYVEL FLORES,  
PRINCIPAL**

**905 W Cantu Rd  
Del Rio, Texas 78840**

**830-778-4750**



## 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.

**Dr. Lonnie Green Elementary**

**Title I**

**Parental Liaison**

**Raquel Estrada**

**830-778-4763**

**[raquel.estrada@sfdrcisd.org](mailto:raquel.estrada@sfdrcisd.org)**



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

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

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

## Desarrollado Conjuntamente

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

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

## 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
- Pláticas/Reuniones con los Principales



**Acuerdo entre Escuela-  
Maestro-Padre-Alumno**

**DR. LONNIE GREEN  
ELEMENTARY SCHOOL**

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

**POTENCIA**  
**MARYVEL FLORES,**  
**PRINCIPAL**

**905 W Cantu Rd**

**Del Rio, Texas 78840**

**830-778-4750**



## 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 ofrecer 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.

**Dr. Lonnie Green Elementary Title I**  
**Parental Liaison**  
**Raquel Estrada**  
**830-778-4763**  
[raquel.estrada@sfdrcisd.org](mailto:raquel.estrada@sfdrcisd.org)



**Title I  
Parent-School  
Compact Meeting  
2024-2025  
Sign-In Sheet**

Dr. Lonnie Green Elementary  
Campus

September 16, 2024  
Date

Parent's Name	Child's Name	Phone	Request	Conference
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Adria Pazo	Jess Pajo			
Liliana Valdez	Catalina Martinez			
Keila Guardado	Sophia Garcia			
Ivette Salinas	Luis Garcia			
Adriana Benavides	Adrian J. Hely			
Silvia Gore	Yamile Gore			
Patricia Dobles	Augustus Dobles			
Enke Hernandez	Pavline Moreno			

Staff Member's Name	Position
Raquel Estrada	Parental Liaison



**2024-2025**

**Annual Title I Parent Training**

**Dr. Lonnie Green**

**Agenda**

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



# Title I Annual Parent Training 2024-2025



San Felipe Del Rio CISD  
Federal and State  
Programs

## Agenda

- ☐ Welcome and Introductions
- ☐ Education Is Key
- ☐ What is Title I?
- ☐ How does Title I work?
- ☐ ESSA Grant Funds
- ☐ Campus Allocations/Reservations
- ☐ Planning Cycle
- ☐ District and School Family and Engagement Policy
- ☐ School-Parent Compacts
- ☐ District & Campus Plans
  - ☐ Curriculum
  - ☐ Assessment
- ☐ Parents Rights to Know
- ☐ How can I be involved?
- ☐ Questions ???



## EDUCATION IS KEY.

We ALL want our children to be:

- ▶ To be successful in school and in life.
- ▶ To be happy.
- ▶ To be respectful, honest and hard working.
- ▶ To be good, productive members of society.
- ▶ To have a better life than we had.



## What is Title I?

- ▶ Title I is the largest Federal assistance program for our nation's schools.
- ▶ The goal of Title I is a higher quality of education for every child.
- ▶ The program serves millions of children in elementary and secondary schools each year. ALL SFDRCSID campuses are Title I schools.
- ▶ Provides federal funding to improve basic programs.
- ▶ Provides all children a significant opportunity to receive a fair, equitable, and high quality education and to close education achievement gaps.



## How do ESSA-Title Programs work?



- ▶ The federal government provides funding to states each year for Title Programs (Every Student Succeeds Act-ESSA).
- ▶ The Texas Education Agency (T.E.A.) sends the money to school districts.
- ▶ The school district identifies eligible schools and provides Title I funds based upon need.
- ▶ **Title I determination is based on district's free/reduced lunch status.**
- ▶ Receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for:
  - ▶ Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the state's content standards.
  - ▶ purchasing supplemental supplies and materials, programs, tutorials.
  - ▶ conducting parental involvement meetings, trainings and activities.
  - ▶ recruiting, hiring, supporting and retaining effective teachers and para-professionals.

## 2024-2025 ESSA GRANT Allocations (Every Student Succeeds Act)

TITLE I, PART A IMPROVING BASIC PROGRAMS	\$3,564,344
TITLE I, PART C MIGRANT	\$159,887
TITLE I, PART D	\$19,204
TITLE II, PART A PROFESSIONAL DEVELOPMENT (SUPPORTING EFFECTIVE INSTRUCTION)	\$506,910
TITLE III, PART A IMMIGRANT	\$ 17,024
TITLE III, PART A BILINGUAL ELA	\$201,582
TITLE IV, PART A (STUDENT SUPPORT ACADEMIC PROGRAM-SSAP)	\$252,930



## Campus Allocations

Campus Allocation: Each campus is provided an amount of money based on number of eligible students on free/reduced lunch.

### Campus Title I Program:

- ❑ Tutoring
- ❑ Instructional Coaches
- ❑ Professional Development
- ❑ Instructional supplies
- ❑ Mentoring new teachers
- ❑ Parent involvement activities
- ❑ Well-rounded education programs



## Parent & Family Engagement District Reservation

- **District Reservation:** Districts whose entitlement is \$500,000 or more must reserve at least 1% for district parent involvement.
- **90%** of the reservation must go to campuses - priority given to high-need campuses
  - Reserved funds must be used for at least one of these strategies:
    - Professional Development for staff
    - Home-based programs
    - Informational Dissemination
    - Collaboration with Community Organizations
    - Other related activities

## District and Campus Requirements

Title I law requires that all Title I schools and families work together.

How we work together is outlined in our:

- ❑ School Level Parent and Family Engagement Policy Plan
- ❑ School-Parent Compact
- ❑ School-wide/Target Assistance-Title I Plan or CIP-Campus Improvement Plan and Comprehensive Needs Assessment (CNA).
- ❑ District Improvement Plan (DIP) and District Comprehensive Needs Assessment (DCNA).



### Our campuses will:

- ❑ Provide 2 Title I annual meetings in the fall.
- ❑ Provide flexible monthly meetings and trainings in dual languages.
- ❑ Involve parents meaningfully in annual planning, review and evaluation of parent policy, school-parent compact and program.
- ❑ Provide timely information about parent activities.
- ❑ Provide information and meetings about curriculum and assessment and how to best assist your child.
- ❑ Offer opportunities upon request to discuss child's progress.
- ❑ Make available school compacts and policies-posting on Social Media and campus office.

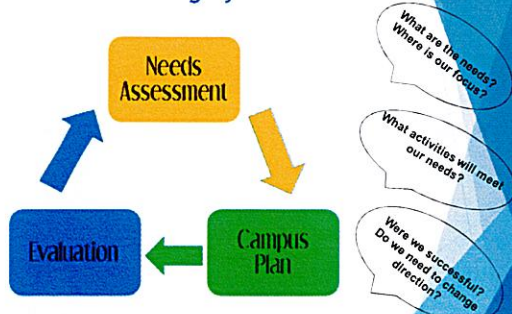
## School-Parent Compact

Written agreement outlining the partnership between school and home:

- ❑ how responsibility for student academic achievement is shared between families, school and students
- ❑ addresses high-quality curriculum and instruction
- ❑ ways parents will support child's learning
- ❑ importance of two-way communication
- ❑ shared decision-making related to child's education
- ❑ reviewed and distributed during beginning of the year
- ❑ Parent-Teacher conferences at Open House
- ❑ distributed by posting on campus websites and available at all campus offices
- ❑ available in English and Spanish



## Planning Cycle



## Parents' Rights: Teacher & Para Qualifications

### Teacher & Paraprofessional Qualifications:

- ❑ Teacher's qualifications (state licensing) for grade & subject area assigned
- ❑ Teacher's qualifications - emergency or provisional status?
- ❑ Paraprofessional - credentials, if applicable

### Teachers Not Appropriately Certified:

- ❑ If taught 4+ weeks by teacher without appropriate credentials
- ❑ To request information this information, please contact San Felipe Del Rio CISD Human Resources at 830-778-4001



## Curriculum and Instruction

### Elementary District Initiatives

- ▶ Planning Protocol Dashboard
- ▶ Power Hour
- ▶ STEM 2025

### Secondary District Initiatives

- ▶ Planning Protocol
- ▶ ABYDOS
- ▶ ILit
- ▶ Power Block
- ▶ 90 - Minute Block

### Planning Protocol Dashboard



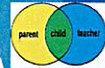
SFDRCSID Parent Portal: <https://sfdr.ekohi.com/>

## State Assessment



<https://www.texasassessment.gov/staar-score.html>

## How can YOU get involved?



- ❑ Join our parent organizations {PTA/PTO Committees}
- ❑ "Follow" and "Like" us on Social Media
- ❑ Become part of the Title I Planning Team
- ❑ Help develop the Parent and Family Engagement Policy and School-Parent Compact
- ❑ Attend school Math/Reading/Special Events Nights
- ❑ Share your thoughts via ampus/district surveys
- ❑ Become a school volunteer
- ❑ Attend concerts and performances, UIL events, athletic events
- ❑ Communicate with your child's teacher often
- ❑ Schedule and attend parent conferences
- ❑ Join Booster Clubs
- ❑ Check your child's grades daily/weekly

## Any Questions?



For further information,  
please call your school office or  
Federal and State Programs  
Office at  
830-778-4153.  
[rufina.adams@sfdr-cisd.org](mailto:rufina.adams@sfdr-cisd.org)

**Title I  
Parent-School**

**2024-2025  
Sign-In Sheet**

**Dr. Lonnie Green Elementary**  
**Campus**

**September 16, 2024**  
**Date**

Parent's Name	Child's Name	Phone	Request Conference
Neidia Rojas	Jesus Rojas		
Liliana Valdez	Catalina Martinez		
Keila Guardado	Sophia Garcia		
Ivette Salinas	Luis Garcia		
Adriana Benavides	Adrian J. Holz		
Silvia Gove	Yamile Gove		
Patricia Dobles	Augustus Dobles		
Erika Hernandez	Pauline Moreno		

Staff Member's Name	Position
Raquel Estrada	Parental Liaison



**DR. LONNIE GREEN ELEMENTARY**  
**PARENT AND FAMILY ENGAGEMENT POLICY**  
**2024-2025**

**STATEMENT OF PURPOSE**

- I. **DR. LONNIE GREEN** 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 I, 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 I 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.

**Monthly Literacy Nights**  
**Monthly Title I Parent Trainings**  
**Volunteer/Participate**  
**Special Campus Events**  
**Principal Chats/Meetings**

## STAFF AND PARENT COMMUNICATION

- V. **DR. LONNIE GREEN** 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

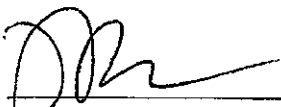
The findings in the ESSA Title I Annual Evaluation will be utilized to revise and design parent policy practices and strategies that will improve parental involvement at the district and campus level. Feedback on the above mentioned can also be provided by calling SFDRCISD Federal and State Programs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

## RESERVATION OF FUNDS

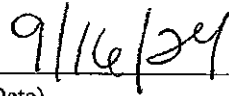
- VII. Parents of children receiving Title I, Part A services are informed and involved in the decisions regarding how these funds are allotted for parental involvement activities.

## 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 **DR. LONNIE GREEN** on **September 16, 2024** 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.




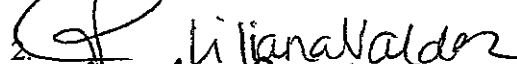
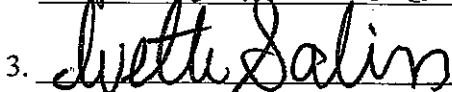
(Signature of Authorized) Principal



(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1.  Patricia Rojas
2.  Liliana Valdez
3.  Deth Salas



**Title I Parent Engagement  
Policy Meeting  
2024-2025**

**Sign-In Sheet**

Dr. Lonnie Green Elementary  
Campus

September 16, 2024  
Date

Parent's Name	Child's Name	Phone	Request Conference
Maria Rojas	Grizelle Rojas		
Ediliana Valdez	Catalina Martinez		
Karla Cuardado	Sophia Garcia		
Ivette Salinas	Camila Salinas		
Adriana Benavides	Alicia Paula Hdz.		
Silvia Gae	Jose Gae		
Patricia Dobles	Augustus Dobles		
Erika Hernandez	Paulina Moreno		

Staff Member's Name	Position
Raquel Estrada	Parental Liaison



## **Dr. Lonnie Green Elementary**

### **McKinney Vento-Foster Care**

**Staff Training Monday, September 16, 2024 @ 9:30 AM**

#### **AGENDA**

- I. Welcome
- II. McKinney-Vento Act Guidelines
- III. Local Education Agency (LEA) Requirements
- IV. Parent and Student Warning Signs
- V. Foster Care and Student Success
- VI. Foster Care Guidelines
- VII. Abuse and Neglect
- VIII. Helping our students succeed
- IX. Community Resources
- X. Questions/Concerns/Discussion



**FOSTER CARE**

9/16/24 9:30am  
Date/Time

[illegible]

**9/16/24 9:30am**  
Date/Time

[illegible]

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

## Dr. Lonnie Green Elementary

## Campus

**9/16/24 9:30am**

Date/Time

[illegible]



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

**Dr. Lonnie Green Elementary**

Campus

**9/16/24 9:30am**

Date/Time

Staff Name	Position	Signature
N. QUINTERO	teacher	[Signature]
M. Perez	teacher	[Signature]
P. Torres	Aide	[Signature]
Mercedes Ibarra	CWA	Mercedes Ibarra
Georgina Mendoza	SLP	[Signature]
Monica Rubis	Teacher	[Signature]
Linda Green	Aide	Linda Green
H. Dominguez	Teacher	[Signature]
C. Wynn	Teacher	[Signature]
Noelme Garretson	Aide	[Signature]
<del>Rebecca Castro</del>	<del>Delexia</del>	<del>Rebecca Castro</del>
Norma Rivera	teacher	[Signature]
Marianne Stephens	PTA	[Signature]
Geraldina Guana	Aide	[Signature]
Minerva Garza	Principal Secretary	[Signature]



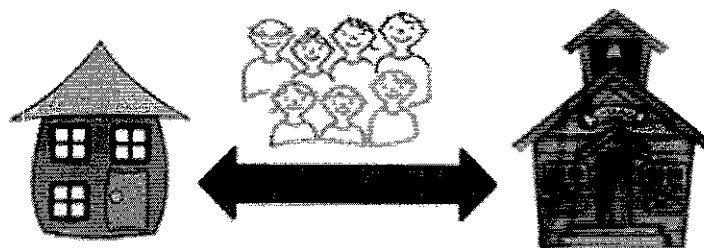
Dr. Lonnie Green Elementary

The Value and Utility of Parental Engagement

Staff Training Monday, September 16, 2024 @ 10 AM

### AGENDA

- I. Welcome
- II. ESSA Title I requirements
- III. What is Parent and Family Engagement?
- IV. Benefits
- V. Barriers
- VI. Reflection
- VII. Questions/Concerns/Discussion



**Family Engagement**



# The Value and Utility of Parent and Family Engagement

## Staff Sign-In Sheet

### 2024-2025

**Dr. Lonnie Green Elementary**

**9/16/24 10 AM**

Campus

Date

Staff Name	Position	Signature
<del>V. Quintero</del>	<del>Teacher</del>	<del>[Signature]</del>
M. Perez	teacher	[Signature]
P. Torres	Aide	[Signature]
Mercedes Ibarra	CWA	Mercedes Ibarra
Monica Rubio	Teacher	[Signature]
Jane/Tomz	Nurse	[Signature]
Georgina Mendoza	SLP	Georgina Mendoza
Linda Green	Aide	Linda Green
Chulsea Lyon	Teacher	[Signature]
<del>Rebecca Castro-Quintero</del>	<del>Teacher</del>	<del>[Signature]</del>
A. Dominguez	Teacher	[Signature]
Norma Rivera	teacher	[Signature]
Suzi Poon	A.T.Y.	[Signature]
Marianne Styl	PTA	[Signature]
Noeme Garriton	Aide	[Signature]
Geraldina Gaur	Aide	[Signature]
Minerva Garza	Principal's Secretary	[Signature]
Cecilia Lozano	teacher (4th)	[Signature]







