

CENIZA HILLS

Campus Improvement Plan

2023/2024

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

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CENIZA HILLS

Mission

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

Vision

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

Nondiscrimination Notice

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

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

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support
and retain teachers
and principals



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>*

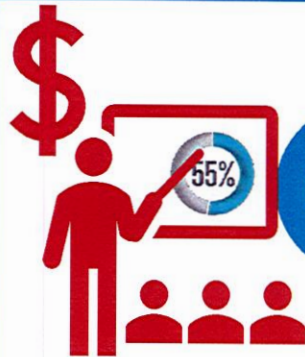
State Compensatory Education Program

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



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**adapted from TEA State Compensatory Education*

CENIZA HILLS

- 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 2024, Ceniza Hills Elementary will ensure evidence of data tracking to show a projected A in the state accountability system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase student achievement by monitoring teachers' delivery of lesson (tier 1 instruction) to grow from student engagement to student ownership of learning. (Look Fors: evidence of planning transferred into classrooms) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.2,5.3)	Campus Administrators, Cluster/Department Leaders, Teachers	Oct - May	(F)Title I, (S)Local Funds	Formative - Usage Reports Curriculum Dashboard Walkthrough Data Formative - Progress Monitoring, daily grades, exit tickets Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results 02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending
2. Ongoing PD driven by teacher feedback in surveys, student data and Planning Protocol feedback to continue to grow teacher's fidelity to planning, teaching and learning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 4,4.1,5,5.2,5.3)	Campus Administrators, Cluster/Department Leaders, Teachers	Monitor Monthly	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Summative - Teacher Surveys (Thought Exchange) 02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending
3. Create a strategic student driven intervention plan for each child to ensure fidelity to progress monitoring through WIN Time/Small Group Interventions (Customized lessons using online platforms to measure student growth on grade level TEKS) and monitor data to continue to customize student plans. (NCC Pearson, Lexia Learning, Pro Ed) (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,5,5.1,5.3)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Counselors, Dyslexia Teacher, Special Ed Teacher, Teachers	Six Weeks	(F)Title I, (S)State Compensatory - \$685.95	Formative - WIN Time trackers/anecdotal notes, Online Platform Data Reports, Progress Monitoring 02/15/24 - On Track 12/21/23 - Significant Progress 07/20/23 - Pending
4. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I TA: 1,4,5) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF:	Campus Administrators, Counselors, Dyslexia Teacher, Special Ed Teacher, Teachers	Monthly	(S)State Compensatory	02/15/24 - Completed 12/21/23 - On Track 07/20/23 - Pending

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2,2.1,5,5.2,5.4)				

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- 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 2024, 100% of teachers in grades K-5 will be trained and given 2-3 coaching opportunities to ensure fidelity to Planning Protocol and evidence of its actions in the classroom. (Growth in Student Ownership of Learning)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure Master Schedule is designed to prioritize planning with limited interruptions. Seek supports from all stake holders in the design and implementation. Set clear expectations for all to support teaching and learning. (Title I SW: 2) (Title I SW Elements: 1.1) (Title I TA: 4) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 7) (ESF: 1,1.2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Teachers	End of the 2nd Six Wks	(F)Title I, (O)Local Districts	Criteria: Completed Master Schedule; Implementation in the first three weeks. Formative - Checks in system; monitor the implementation and make adjustments as needed. 12/21/23 - Completed 07/20/23 - Pending 07/20/23 - Pending
2. Ensure teachers have clear, written roles and responsibilities through Planning Protocol and are supported with data to keep the end goal in mind. Create a calendar to visualize the learning focus for teacher development and to plan for student ownership of learning. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	02/15/24 - On Track 12/21/23 - Significant Progress 07/20/23 - Pending
3. Collaborates with staff (cluster leaders) to monitor implementation of Planning Protocol that consistently maximize learning time and operations that enable student learning. Teachers will participate in learning walks for professional development, focused on our CHE Playbook and NIET strategies to grow in Tier 1 instruction in varied learning models, and to grow teachers in developing lessons that target student ownership. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2)	Campus Administrators, Cluster/Department Leaders, Teachers	Monthly	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Formative - Quarterly review of CIP Goal 1, Coaching feedback in DMAC, Get Better Fast Tools in Action 02/15/24 - On Track 12/21/23 - Significant Progress 07/20/23 - Pending
4. Utilize DMAC to provide written feedback and to track weekly conferences for formal and informal observations. Utilize the Get Better Faster model along with NIET supports to ensure coaching captures data trends and tracks progress over time (See It, Name It, Do	Campus Administrators, Region 15, Teachers	April 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Coaching feedback from Region 15. Coaching documentation in DMAC. 02/15/24 - Significant Progress 12/21/23 - Some Progress

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- Objective 2.** By May 2024, 100% of teachers in grades K-5 will be trained and given 2-3 coaching opportunities to ensure fidelity to Planning Protocol and evidence of its actions in the classroom. (Growth in Student Ownership of Learning)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
It model) (Title I SW Elements: 1.1,2.5) (Target Group: All) (ESF: 1,1.2,5,5.2)				07/20/23 - Pending 07/20/23 - Pending

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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 June of 2024, 85% of 3rd, 4th & 5th grade SpEd students will obtain growth measure success on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous RLA/math lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. (Look Fors: evidence of planning transferred into classrooms) (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.2,5.3)	Campus Administrators, Teachers	Aug - May	(F)Title I	Criteria: Progress Monitoring/Summatives, Star Renaissance data, Benchmark/STAAR performance 02/15/24 - On Track 12/21/23 - Significant Progress
2. All students will receive weekly academic interventions in ELA/Math based on needs during WIN Time (previous grade level TEKS through HB1416 goals, closing the gap supports for current grade level TEKS, enrichment to grow learners) (Lone Star, Renaissance Learning, Brainpop, Progress Learning, Read Naturally, Reading Edmentum-Reading Eggs). (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Campus Administrators, Computer Aides, Librarian, Special Ed Teacher, Teachers	Aug - May	(S)State Compensatory - \$16,160.88	Criteria: WIN Time data, Star Renaissance, Formatives and Summatives 02/15/24 - On Track 12/21/23 - Significant Progress 07/20/23 - Pending
3. Parents will be afforded trainings/informational meetings and updates to ensure RLA and math is embraced at school and at home. (Academic/STEM nights) (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.3,3.4)	Campus Administrators, PTO, Teachers	Each Six Wks	(F)Title I	Criteria: Sign in sheets, agendas 02/15/24 - Significant Progress 12/21/23 - Some Progress 07/20/23 - Pending

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- 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 January 2024, Ceniza Hills Elementary will have trained 100% of staff on safety protocols, discipline procedures and campus expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend trainings on PPD Demerit System and effective classroom management and restorative discipline techniques for all populations (emphasizing special education student supports) (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,3.2,5.1)	Campus Administrators, Counselors, Teachers	Quarterly	(F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP	Formative - Sign in sheets for PD opportunities Campus-wide discipline plan & committee meetings 02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending
2. Implement Del Rio Cares with fidelity (campus-wide) to promote leadership skills that support positive behavior and create an atmosphere of mutual respect while maintaining a safe, clean and orderly learning environment. (Title I SW Elements: 1.1) (Target Group: All,ECD,AtRisk,K,1st,2nd,3rd,4th,5th) (ESF: 3,3.1,3.2)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Weekly/Grading Periods	(F)Title V RLIS, (S)Local Funds	Formative - SOP for DR Cares Training sign in sheets PD opportunities (sign in sheets) Monthly Discipline Reports/Skyward Reports 02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending
3. Utilize the campus discipline plan (PPD Demerit System) to create cohesiveness and consistency for all discipline actions; Monitor and adjust as necessary based on data and discipline committee input. (Title I SW Elements: 1.1) (Target Group: All,AtRisk,K,1st,2nd,3rd,4th,5th) (ESF: 3,3.1,3.2)	Campus Administrators, Counselors, Teachers	Daily/3rd & 6th Week	(F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP, (S)Local Funds	Formative - Monitor grading period discipline reports for consistency in consequences. 02/15/24 - On Track 12/21/23 - Some Progress 07/20/23 - Pending 07/20/23 - Pending

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- 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 2024, Ceniza Hills Elementary will have obtained the top 3 highest attendance rates per six weeks amongst all elementary schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ceniza Hills Elementary will commit to our system for tracking attendance through folders and making connections with families daily to ensure clear expectations for attendance. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	May	(F)Title I, (O)Local Districts	Criteria: Attendance folder documentation, Tracking system for 3rd, 5th, 7th and 10th absence, documentation for parent referrals; six weeks reports to show growth in attendance 02/15/24 - Significant Progress 12/21/23 - Some Progress 07/20/23 - Pending
2. Teachers will promote attendance within their class creating celebrations for students on an individual basis. Grade level recognitions for classes with the highest attendance will continue. The leadership team will continue to collaborate on ways to celebrate classes. (Title I SW Elements: 1.1) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	Daily, Weekly, Grading Period	(F)Title I, (L)Principal Account	Formative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs 02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending
3. Classes with perfect attendance will be acknowledged daily during announcements and by displaying a perfect attendance flag outside of their classroom. 100% of staff will follow the attendance incentive plan. (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Teachers	Daily	(S)Local Funds	Formative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs 12/21/23 - Discontinued 07/20/23 - Pending

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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 December 2022, 100% of NHE students will receive instruction utilizing the Del Rio Cares Curriculum to continue to build bully awareness, character education, and health awareness through the five pillars of character.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHE will collaborate and create an atmosphere of mutual respect built around student activities that promote health, character and bully awareness. (monthly calendar of events, Del Rio Cares, family fun nights, etc.) (Target Group: All) (ESF: 3,3.1,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Sept - May	(F)Title IV SSAEP, (F)Title V RLIS, (S)Local Funds	Formative - Campus Highlights Parent Involvement sign in sheets Calendar of events Surveys for parent, teachers, students NHE Committees mtgs minutes (staff) 02/15/24 - On Track 12/21/23 - On Track
2. Implement activities that will target college and career readiness focusing on our campus HB5 student engagement evaluation. (i.e. career fair, community activities, guidance lessons) (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.4)	Counselors, Teachers	Quarterly	(F)Title IV SSAEP, (S)Local Funds	Formative - Counseling records, parent/staff/student surveys 02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending
3. Physical education teachers will participate in staff development/training in areas including Fitness Gram, classroom management with large groups, and sessions relating to increased lessons on "Care"/health and physical fitness needs. They will lead campus-wide participation in District health events. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.1,3.4)	Campus Administrators, Cluster/Department Leaders, Teachers	Annually	(F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP	Trainings are in place and well on their way. 02/15/24 - On Track 02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending

CENIZA HILLS

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 April 2024, Ceniza Hills Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus budget will align to the campus needs assessment and the campus improvement plan. (i.e. hands-on learning activities, increase in science/writing needs, student engagement increase) (Title I SW Elements: 2.2) (Target Group: All) (ESF: 1,1.2)	Campus Administrators	Annual	(O)Local Districts	02/15/24 - On Track 12/21/23 - On Track
2. The campus budget will be set up to include individualized accounts for each grade level/department. Monies will be allocated to these individual accounts based on needs documented in the CNA and CIP. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 1,1.2)	Campus Administrators	Annual	(O)Local Districts	Formative - Budget account reports/accounts created list 12/21/23 - Completed 07/20/23 - Pending
3. CHE will collaborate with PTO for the academic year to ensure a plan of action for funding campus needs beyond our budget requests. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3,3.4)	Campus Administrators, Cluster/Department Leaders, Parental Aides, PTO	Monthly	(F)Title I, (S)Local Funds	02/15/24 - Significant Progress 12/21/23 - Some Progress 07/20/23 - Pending

CENIZA HILLS

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHE will foster a collaborative approach to transition and curriculum with Cardwell Head Start by having a representative attend collaborative meetings. (Target Group: PRE K) (ESF: 3,3.3)	Cluster/Department Leaders, Counselors	May	(F)Title I, (O)Local Districts	Formative - sign in sheets, Cardwell correspondence, progress of students in Kindergarten 02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending
2. A campus tour will be established for all students who transition as our school closes in 2024-25. (Target Group: PRE K) (ESF: 3,3.3)	Campus Administrators, Counselors	Annually	(F)Title I, (O)Local Districts	02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending
3. District wide Attendance SOP will be followed with fidelity; staff will be trained on procedures and attendance folders will be utilized daily; ongoing communication between parental, teacher, student and school. (Title I SW Elements: 3.2) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	Annual Training/Daily Support	(F)Title I, (O)Local Districts	Criteria: Daily reports for 3, 5, 7, 10th absences assigned to each individual in our office team. Formative - Parental Aides mileage chart/home visit log Daily attendance check of folders, phone call logs, emails, District attendance report Weekly monitoring of attendance checks; submit logs 02/15/24 - On Track 12/21/23 - Significant Progress 07/20/23 - Pending
4. Parent trainings will include information on academic supports from home for students, transitions, college and career readiness, attendance priority, incentive discussions and celebrations of campus successes. (Title I SW Elements: 3.1,3.2) (Target Group: All) (ESF: 3,3.1,3.3,3.4)	Campus Administrators, Parental Aides, Parents	Annually	(F)Title I, (O)Local Districts	Formative - Sign in sheets Parent feedback forms 02/15/24 - On Track 12/21/23 - Some Progress 07/20/23 - Pending

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

Objective 1. CHE will ensure communication with all stakeholders about student academics, behaviors and campus updates. Various forms of media will be utilized to increase parent and community involvement and optimize the campus climate and culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will update the campus webpage on a consistent basis by designating a liaison and also reach out to more stakeholders on a more frequent basis using Facebook and social media. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Teachers	Weekly	(F)Title I, (S)Local Funds	Formative - website visits, parent surveys 02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending
2. Monthly calendars will be used to inform parents of campus events. A suggestion box for parents and adults will be placed in the main office for suggestions and input collections. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Counselors, Parental Aides, Teachers	Monthly	(F)Title I, (S)Local Funds	Formative - Participation in events (sign in sheets) 02/15/24 - On Track 12/21/23 - On Track 07/20/23 - Pending
3. Photos and publications will be published on social media to share CHE success and upcoming events with parents. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Campus Administrators, Parental Aides	Weekly	(F)Title I, (S)Local Funds	Formative - Likes/Shares on FB Comments 02/15/24 - On Track 12/21/23 - Significant Progress 07/20/23 - Pending
4. Counselor's Corner Newsletter will be sent out monthly to provide tips to parents on things they can do at home to assist their child academically, socially, and emotionally. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Counselors, Parental Aides	Monthly	(F)Title I, (S)Local Funds	Formative - Parent feedback 02/15/24 - On Track 12/21/23 - On Track

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

Objective 2. Attendance interventions will be provided to all students who have three or more absences during a four week period to include case study sheets for monitoring, tracking and support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district-wide system for tracking attendance will be implemented with fidelity to include home visits, phones calls, Skyward Messenger and written communication to target chronic absenteeism. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Daily	(O)Local Districts	Formative - Attendance logs, Case Study sheets, Attendance folders 02/15/24 - Some Progress 12/21/23 - Some Progress 07/20/23 - Pending
2. Use of the Aim Hi Dashboard and/or Skyward will document and track student learning time on campus. (Late arrivals, early checkouts, etc.) (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1,1.2,3.3)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	Daily	(F)Title V RLIS	SDM is used to track students who leave early or arrive late. These reports allow us to make personal contact with families to discuss academic needs and loss of learning. 02/15/24 - Significant Progress 12/21/23 - Significant Progress

CENIZA HILLS

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

Objective 3. CHE will collaborate with PTO to ensure active involvement for parents to get to know the organization, campus needs and ways to be involved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PTO will develop a plan of action to host meetings to bring awareness of organization, needs and projects. (Title I SW Elements: 2.1,2.3,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Parental Aides	2nd Semester	(L)Principal Account, (S)Local Funds	Formative - Increase in PTO participation & parent volunteers, supports for classrooms. 02/15/24 - Significant Progress 12/21/23 - Some Progress 07/20/23 - Pending
2. Teachers, in collaboration with PTO will recruit a classroom parent; dedicating a targeted parent per classroom to increase the number of parents volunteering and participating in classroom/campus supports. (develop a teacher recruit plan for parent volunteers) (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Parental Aides, PTO	Monthly	(L)Principal Account, (S)Local Funds	Criteria: classroom involvement; virtual parent supports 02/15/24 - Some Progress 12/21/23 - No Progress 07/20/23 - Pending

CENIZA HILLS Site Base

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

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

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

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

Desarrollado Conjuntamente

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

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

La Comunicación es clave

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

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Boletín Mensual
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDRCISD

CENIZA HILLS ELEMENTARY SCHOOL

**Acuerdo entre Escuela-Maestro-
Padre-Alumno
2023-2024**



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

POTENCIA

MAYTTE SOLIZ, PRINCIPAL

401 Pitaya Ln

Del Rio, Texas 78840

830-778-4770

OBJETIVOS PARA EL RENDIMIENTO DEL ESTUDIANTE – Escuela, Maestros, Padres, Estudiantes

Visión del Distrito SFDRCSID

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

Misión del Distrito SFDRCSID

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

Creencias Compartidas

Nosotros creemos:

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

Acuerdo Escolar

Como escuela, aceptamos:

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

Acuerdo del maestro

Como maestro, acepto:

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

Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo a seguir positivo para mis compañeros de clase y otros en la escuela.

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.
- La escuela distribuirá este compacto a todos los padres de los niños participantes del Título I, Parte A mediante la publicación en el sitio web de la escuela, la distribución durante la jornada de puertas abiertas, tenga copias impresas disponibles en nuestra oficina principal.

Ceniza Hills Elementary
Title I
Parental Liaison
Lizet Torres

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

CENIZA HILLS ELEMENTARY SCHOOL

**School-Teacher
Parent-Student
Compact
2023-2024**



**EMPOWERING
CHILDREN TO
REACH THEIR
FULL POTENTIAL**
Maytte Soliz, PRINCIPAL

**Del Rio, Texas 78840
401 Pitaya Ln
830-778-4770**

GOALS FOR STUDENT ACHIEVEMENT– School, Teachers, Parents, Students

SFDR CISD 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.

SFDR CISD 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.

SFDR CISD 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.

**Title I
Parental Liaison**

Lizet Torres

830-778-4781

Lizet.simental@sfdrcisd.org

TITLE 1 ANNUAL PARENT MEETING

**PLEASE JOIN US AT OUR TITLE 1
PARENT MEETING.**

**PRESENTER: RUBY ADAMS -FEDERAL AND
STATE PROGRAMS DIRECTOR**

**DATE:(ENGLISH)SEPTEMBER 12 @ 10:00 A.M
(SPANISH)SEPTEMBER 13 @ 2:00 P.M
LOCATION: CAFETERIA**

**CHE TITLE ONE MEETING
SEPTEMBER 12TH AND 13TH**

HOST: RUBY ADAMS

**TOPIC: EXPLAING WHAT TITLE ONE IS AND
WHAT IT MEANS.**

TIME: 10 A.M. AND 2 P.M.

**CHE TITLE ONE MEETING
SEPTEMBER 12TH AND 13TH**

HOST: RUBY ADAMS

**TOPIC: EXPLAING WHAT TITLE ONE IS AND
WHAT IT MEANS.**

TIME: 10 A.M. AND 2 P.M.

CHE TITLE ONE-MEETING MINUTES
MS. ADAMS SPOKE TO THE PARENTS
ABOUT THE MEANING OF TITLE ONE,ESSE,
MCKINNY VENTO AND THE MIGRANT
PROGRAM.

CHE TITLE ONE-MEETING MINUTES
MS. ADAMS SPOKE TO THE PARENTS
ABOUT THE MEANING OF TITLE ONE,ESSE,
MCKINNY VENTO AND THE MIGRANT
PROGRAM.

TITLE 1 MEETING

Welcome!

PLEASE SIGN IN BELOW

DATE : SEPTEMBER 12 2023

NO	PARENTS NAME	STUDENTS NAME
1	Joelda Alcaraz	Geneva Alcaraz
2	Kamilah Alcaraz	Geneva Alcaraz
3	Gisela Gallegos	Andre, Gisela Gallegos ^{Chris Vela}
4	Kate Walker	Carly Walker
5		
6		
7	9-13-23	
8	Edith Rivas.	Natali Lira.
9	Arturo Campos Jr	EVELYN GONZALEZ.
10	Imelda Wehle	Benjamin Wehle
11		
12		
13		
14		
15		
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17		
18		
19		
20		

CENIZA HILLS ELEMENTARY
PARENT AND FAMILY ENGAGEMENT POLICY
2023-2024
STATEMENT OF PURPOSE

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

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

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

SCHOOL - PARENT COMPACT

- 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, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The campuses' capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Campus Improvement Plan (CIP) and Campus Comprehensive Needs Assessment (CNA), Language Proficiency Assessment Committee (LPAC), committees and trainings, Title I parent meetings and trainings. In addition, parent skills workshops, campus volunteers, school readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement. The campus will involve parents in school activities including meetings, trainings, awards ceremonies, student performances, special events and parent-student conferences.

STAFF AND PARENT COMMUNICATION

- V. **CENIZA HILLS:** will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the Campus Parent and Family Engagement Policy and practices. They will also consider:

- Academic quality of Title I, Part A Schools
- Identifying way to overcome barriers which may limit participation by parents
- Review and revision of Campus School – Parent Compact
- Increase parent involvement

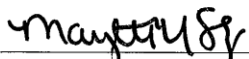
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCSID Federal and State Programs Department at 830-778-4153.

RESERVATION OF FUNDS

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

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **CENIZA HILLS** on **September 12th and 13th** and will be in effect for the period of 2023-2024. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.



(Signature of Authorized) Principal

11-17-2023

(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. Carolina De la Garza

2. CLARA GORLEY

3. [Handwritten Signature]

CENIZA HILLS ELEMENTARY
POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES

2023-2024

DECLARACIÓN DE PROPÓSITO

- I. **CENIZA HILLS ELEMENTARY** administración, facultad, apoyo personal, padres y los miembros de la comunidad desarrollarán, acordarán y distribuirán a los padres una Política de participación de padres y familias por escrito y Escuela – Padre Compacto. La política deberá establecer expectativas y establecer la estructura de calidad para la participación de los padres. Esto se logrará como parte del proceso para el plan de mejoramiento escolar.

La escuela valora el papel que desempeñan los padres como los primeros maestros de sus hijos y la influencia de su continuo apoyo para permitir que sus hijos alcancen los estándares de desempeño estudiantil del estado.

La siguiente política cumple con los requisitos legales de ESSA, Sección 1116(d). Esta política estará disponible para todos los padres de San Felipe Del Rio Consolidated Independent School District.

PARTICIPACIÓN DE PADRES Y FAMILIARES EN EL DESARROLLO DE POLÍTICAS

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

ESCUELA - PACTO DE PADRES

- III. El Pacto entre la escuela y los padres describirá los medios por los cuales los padres y la escuela compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Una revisión y revisión anual, si es necesario, será parte del Plan de Mejoramiento del Campus (CIP) y del proceso de la Evaluación Integral de Necesidades (CNA). La Política de participación de padres y familias del Título I se revisará y distribuirá a los padres durante las primeras seis semanas de clases, reuniones especiales u otras iniciativas a nivel del campus durante la escuela.

OPORTUNIDADES DE PARTICIPACIÓN DE LOS PADRES

- IV. La capacidad de cada campus para construir una fuerte camaradería con padres deberá ser logrado por el ofrecimiento de oportunidades por padres para proporcionar información y hacer recomendaciones con respecto a los programas de Título I. Estas oportunidades se abordarán en el Plan de Mejoramiento del Campus (CIP) y la Evaluación Integral de Necesidades del Campus (CNA), Comité de Evaluación del Dominio de Idioma (LPAC), comités y capacitaciones, reuniones de padres de Título I y capacitaciones. Además, taller de habilidades para padres, voluntarios del campus, preparación para la escuela, capacitación para padres, capacitación en alfabetización y uso de tecnología, según corresponda, se proporcionará a los padres para fomentar la educación de los padres. El plantel involucrará a los padres en las actividades escolares que incluyen reuniones, capacitaciones, ceremonias de premiación, actuaciones estudiantiles, eventos especiales y conferencias de padres y alumnos.

COMUNICACIÓN DEL PERSONAL Y LOS PADRES

- V. **CENIZA HILLS ELEMENTARY**: hará todo lo posible para comunicar a los padres la información sobre los programas del Título I, Parte A, las descripciones y explicaciones del plan de estudios, las evaluaciones académicas utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes durante las visitas al hogar y los padres. conferencias
- VI. Se utilizarán contactos personales, llamadas telefónicas, boletines mensuales, menús, calendarios, notas de los maestros, la marquesina de la escuela, visitas al hogar, conferencias de padres y maestro, correo electrónico del distrito, sitio web del distrito, página de Facebook del distrito y avisos escritos para establecer y mantener líneas abiertas de comunicación con los padres. Toda la información oral o escrita relacionada con los programas escolares para padres se proporcionará en un formato y un idioma que los padres puedan comprender.

EVALUACIÓN

- VII. Padres serán informados e invitados a participar en la evaluación anual del contenido y el efecto de la Política y prácticas de participación de padres y familias del campus. Ellos también consideraran:

- Calidad académica del Título I, Parte A Escuelas
- Identificar formas de superar las barreras que pueden limitar la participación de padres
- Revisión y revisión de Campus School – Padres Compacto
- Aumentar padre intervención

Los resultados de la evaluación anual se utilizarán para revisar y diseñar prácticas y estrategias de políticas de padres para mejorar la participación de los padres a nivel del distrito y del campus. Se pueden proporcionar comentarios sobre los requisitos del Título I de ESSA mencionados anteriormente llamando al Departamento de Programas Federales y Estatales de SFDRCISD al 830-778-4153.

RESERVA DE FONDOS

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

ADOPCIÓN

Esta Política de participación de los padres y la familia de la escuela ha sido desarrollada y acordada en conjunto con los padres de los niños que participan en los programas Título I, Parte A, como lo demuestran los padres, administradores y consejeros. Esta política fue aprobada por **CENIZA HILLS ELEMENTARY** el **September 12th and 13th** y estará vigente para el período 2022-2023. La notificación electrónica y/o escrita de esta política se distribuirá en un formato comprensible y uniforme a todos los padres y miembros de la comunidad, en un idioma que todos puedan entender.

Martti Y Sz

(Firma de Autorizado) Principal

11-17-2023

(Fecha)

(Firma del Autorizado) Principal / Asistente Comité de padres designado:

1. Cza
2. Kulm
3. Eil C

San Felipe Del Rio Consolidated Independent School District



Ceniza Hills Elementary

Faculty Meeting

Date: Nov. 2, 2023 3:30 PM

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

33	Hubbard, Allison	Kinder STEM Teacher	A. Hubbard
34	Jenkins, Lee	P.E. Coach	Lee Jenkins
35	Johnson, Cindy	1st Grade Teacher	C. Johnson
36	Juarez, Jennifer	3rd Grade Teacher	Jennifer Juarez
37	Jurado, Carliz	Asst. SLP	Carliz Jurado
38	Kay, Delilah	Kinder STEM Teacher	Delilah Kay
39	Koehler, Maria	Sp. Ed. Aide	Maria Koehler
40	Koog, Lizette	Kinder Teacher	Lizette Koog
41	Lomas-Zambrano, Crystal	Principal Secretary	Crystal Lomas-Zambrano
42	Lopez, Amanda	Support Aide (WIN)	Amanda Lopez
43	Lopez, Soby	Resource Aide	Soby Lopez
44	Manrique, Angelica	4th Grade Teacher	Angelica Manrique
45	Martinez-Salinas, Amaris	1st Grade STEM Teacher	Amaris Salinas
46	Mead, Katherine	Support Aide (WIN)	Katherine Mead
47	Moreno, Mayra	P.E. Aide	Mayra Moreno
48	Ochoa, Adrian	5th Grade Teacher	Adrian Ochoa
49	Padilla, Josie	Speech Pathologist	Josie Padilla
50	Perez, Nina	P.E. Aide	Nina Perez
51	Perkins, Justine	Sp. Ed. Aide	Justine Perkins
52	Ramirez, Rosalinda	Sp. Ed. Teacher	Rosalinda Ramirez
53	Rivera, Mariela	Bilingual Aide	Mariela Rivera
54	Ruan, Claudia	5th Grade Teacher	Claudia Ruan
55	Sanchez, Mariella	3rd Grade Teacher	Mariella Sanchez
56	Sanchez, Marla	Sp. Ed. Aide	Marla Sanchez
57	Sanchez, Monica	Support Aide (WIN)	Monica Sanchez
58	Simental, Lizet T.	Parental Aide	Lizet Simental
59	Salis, Jessica	2nd Grade Teacher	Jessica Salis
60	Saliz, Maytte	Principal	Maytte Saliz
61	Trevino, Ada	5th Grade Teacher	Ada Trevino
62	Vazquez, Carmen	Music Teacher	Carmen Vazquez
63	Velazco, Daniela	5th Grade Teacher	Daniela Velazco
64	Velazco-Vasquez, Gabriela	5th Grade Teacher	Gabriela Velazco-Vasquez
65	Voss, Jessica	Asst. Principal	Jessica Voss
66	White, Lynette	1st Grade STEM Teacher	Lynette White
67	Zaragoza, Angie	Dyslexia	Angie Zaragoza

Ceniza Hills Elementary

Staff Meeting

Thursday, November 2, 2023

3:30 PM - Cafeteria

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

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

Motto – Growing Greatness

1. Welcome/Sign In

2. CHE recognizes our staff recipients -

- a. **Teacher of the Week Oct 10 - 13** - Congratulations to Ms. Cindy Johnson!
- b. **October DRC Trait: Accountability**
Congratulations to Ms. Betty Alvarado, Mrs. Maria Koehler & Mrs. Lynn White!

3. Staff Trainings

- a. McKinney-Vento-Foster Care
- b. Utility and Value of Parent Engagement
- c. Assessment Overview & Oath Training

4. Safety

- a. Safe and Supportive Schools Program Update
 - Raptor App updates
 - Positive Behavior Referrals
 - Student Expectations in common areas
- b. November Drills
 - Evacuate - Fire Drill
 - Secure Drill- (secure vs hold)

5. Instruction

- a. Parent Trainings - Literacy & Math Nights - Tentative Week of Dec. 4-8
- b. Climate Survey Follow Up
- c. Supports from C&I <https://www.sfdcr-cisd.org/departments/curriculum-and-instruction/>

6. Relations

- a. November is month of the Military Family. Events have been shared, but we also ask that each of you consider how you create opportunities to celebrate.

Important Reminders

Federal Forms are due by Fri. Nov. 3rd! Please ensure you are getting all forms back by reaching out to parents/guardians.