

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Campus Improvement Plan 2019/2020



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SAN FELIPE MEMORIAL MIDDLE SCHOOL

Mission

We believe San Felipe Memorial Middle School (SFMMS) students should have their hearts captured while they are learning. We believe in all SFMMS stakeholders: students, parents, staff and community being "Present and Engaged" every day, striving for perfect attendance. With explicit planning, students at SFMMS deserve to learn in a safe, orderly and disciplined environment. We will provide high expectations through student learning objectives and differentiate instruction, as needed for all students.

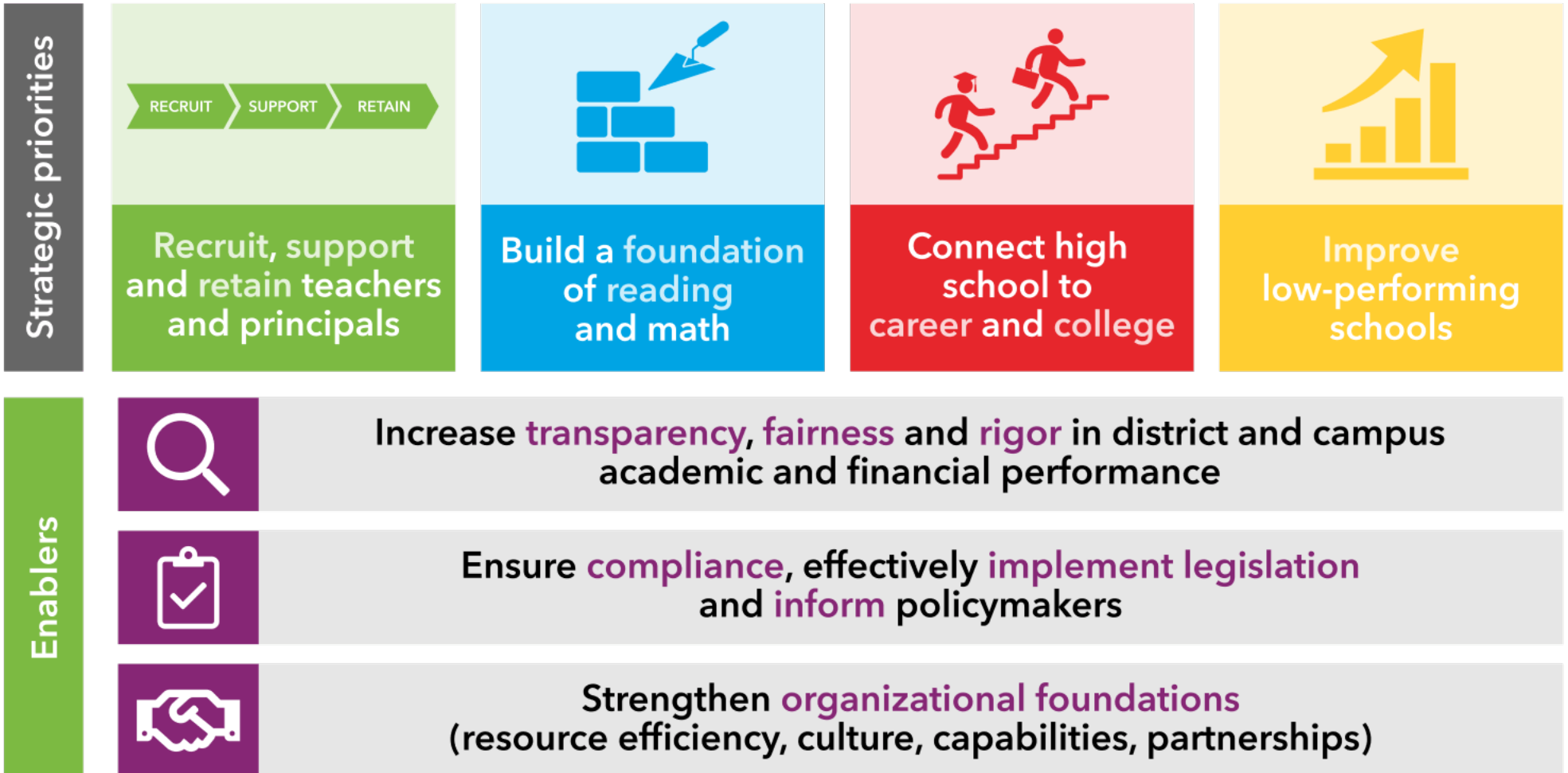
Vision

"If you have a child's heart...you have a child's mind." Flip Flippen

Nondiscrimination Notice

SAN FELIPE MEMORIAL MIDDLE SCHOOL 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.



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

SAN FELIPE MEMORIAL MIDDLE SCHOOL Site Base

Name	Position
Arizpe, Elda	Business
Castorena, Ann	Sp. Ed. Teacher
De La Cruz, Lala	Parent
Delgado , Jose	Electives
Farhat, Nadia	Parent
Faz-Enriquez, Maria Elena	BE-ESL Strategist/Sec.
Gurley, Jacqueline	Librarian
Jensen, Lisa	Community
Leal, Marianela	Math Teacher/Chair
Limon, Jorge	Assistant Princpal
Nieto, Josie	Paraprofessional
Ortiz, Mary Ann	Social Studies Dept. Head
Ortiz, Rose	Counselor
Padilla-Limon, Rn, Melissa	School Nurse
Sanchez, Dina	ELA Teacher
Winn, Nerissa	Science Dept. Head
Zuniga-Barrera, Sally	Principal

2019-2020 District Goals

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

SFMMS Master Schedule 2018-2019 7-31-18

Team 1:UT B LUNCH	Co-Teach AP/S. Cardenas/Nieto/Tina	25 GT, 117 AS, 109 Gen. Ed. Total: 159
ELA: Tarango 2/7	Math: Rojas/A. Delgado 5/10	C. Cienega Nieto Tina Slay
ELA: Royall/Gonzales 2/7	SS: M.A. Ortiz 1	Leyva J. Ortiz Marco J.
Math: Morales 5/10	Science: Cirildo 6	Durham Juan Sanchez
Team 2: A & M C LUNCH	Co-Teach Rivera/Cuellar/Winn/Medina	25 GT, 82 Gen. Ed. Total: 141
ELA: Ortiz (Elisa Jimenez) 2/7	Math: Coles/Huffhines 5/10	Suarez Dunlap Medina
ELA: Salinas (M. Estrada) 2/7	SS: Cuellar 3/4	Vallejo Guadalupe Benson
Math: Winn (Benson) 5/10	Science: Carranco 1	Norma M. Dyslexia

Team 3: Texas State MIXED LUNCHES	ESL: Adv./Adv. High Dr. Z-B/Dina/Wren/Raquel	25 GT, 53 ELL, 51 Gen. Ed., 10 504-N Total: 150
ELA: K. Martinez/Calderon 2/7 A	Math: Alarcon 5/10 B	Wren Estrada Lilia G.
ELA: D. Sanchez 2/7 A	SS: Mancha 6 C	J.Delgado Martha S. Val
Math: Doli Gonzales 5/10 B	Science: D. Velky 1 D	Band VAC Raquel
Team 4: ASU D LUNCH	ESL: Beginners/Int./ Adv./Adv. High Gurley/Faz/Gilliam/Mr. Z	25 GT, 61 ELL, 52 Gen. Ed., 11-504-N Total: 159
ELA/ESL: Guerrero/Calderon 2/7 BEG	Math: May 5/10	Calderon Kajkowski
ELA: De Luna/Calderon 2/7	SS: Del Valle 3/4	Maria de Jesus Menchaca
Math: E. Jimenez 5/10		Bertha Perez Puente Ramon

Team 5: Texas Tech A LUNCH	504 Ortiz/Padilla-Limon/Leal/Dolores	Name: 25 GT, 78: 504, 58 Gen. Ed. Total: 161
ELA: Garcia 2/7	Math: Melton 5/10	Fernandez Cervantes Trevino
ELA: Cienega 2/7	Math: Dolores S. 5/10	Dalia E. Romie Hdz. Rosamaria
ELA: M. Martinez 2/7	Science: Trisler 3/4	White Colunga
Math: Leal 5/10		

1 GT Section (125) 17 Inclusion

ELL (114): 11 Beg./47 Int./30 Adv./26 Adv. High

504 (78)—504-N (21) Migrants (17) Conf. Pd.

Band: A Lunch

PE & Choir: D Lunch

Total: 770

504-N (Asthmatic, etc.)	ELA 6100-N	Math 6300-N
Sp. Ed. (Mainstream/Speech Only)	ELA 6300 SE	Math 6300 SE

Comprehensive Needs Assessment Summary

San Felipe Memorial Middle School (SFMMS)

2019-2020

Data Sources Reviewed: Texas Academic Performance Report: STAAR Scores/Attendance/Special Populations, Master Schedule, Meeting Agendas, Sign-In Sheets, EAR Document, Employee Climate Survey, Rtl Agendas, Parent Survey, Student Survey, Purchase Orders, CNA Committees Self-Assessment/Reflection

Area Reviewed	Summary of Strengths What are identified strengths?	Summary of Needs What are the identified needs?	Priorities What are campus priorities, including how federal and state program funds will be used?
Demographics	The population at SFMMS for last year was 771. Subgroups include: 93.9% Hispanic (+), 72.9% Eco. Dis.(-), 13.5% ELL (-) (13.1% served by ESL(-), 15.4% Gifted and Talented (+), 11.9% (+) Special Education and 55.6 % (+) At-Risk. This year our enrollment is 703 and this is the data we looked at. Percentages of special population groups are similar for this year also, with slight increases or drops indicated by a (+) or (-). We are the only 6 th grade campus, so the entire community attends here. One of our identified strengths is that our special pops are spread out more.	Classes with special pops need to be smaller/have a smaller class size. Teachers need more trainings on differentiation. Treat all subjects equal like ELA and Math, when special pops are scheduled.	Provide time and opportunities for teachers/staff to discuss and share ideas that work/do not work. To have a Content Mastery class for ALL students who need extra help with academics and behavior.
Student Achievement & Attendance	The students at SFMMS achieved a 64 % in Reading (4% increase) and an 83% in Math (9% increase) for 2017-2018. We received Academic Achievement in Math. Reading and Math are both consistent with using a Data Wall and incorporating tutoring during the 90 minute block. AR goals and data provided every six weeks. Instruction is driven by data. Campus-wide SFMMS Strategy in the Spring Semester. Our attendance rate has decreased for this school year and last year it was 95.34%. The Attendance	We need to provide Attendance Reports by 6 weeks to provide incentives. We need to report habitually absent students to the Parental Liaison and Counselors more consistently. We need to utilize an Attendance Committee with a Protocol Plan. We need funds for Student and Staff Attendance Incentives. Start "SFMMS Strategy" in the Fall. Utilize Classroom Data Walls. Implement Individual Student Monitoring Grade Sheet campus -wide.	Invite an LPAC member to ARD's so that sound instructional decisions are made. Incentives by Class every 6 weeks; as well as following up on habitually absent students. Start with Data Walls the 1 st Six Weeks. Staff development for our teachers on how to implement SFMMS Reading Strategy campus-wide. Set up an Attendance Committee (tied into Discipline) to monitor Case Studies/Incentives/ Home Visits/Etc. to improve student and staff attendance. Students are asking to be able to eat outside and snack, which does not cost anything.

Comprehensive Needs Assessment Summary

San Felipe Memorial Middle School (SFMMS)

2019-2020

	Secretary does a good job in following up and reconciling records. We have a process established to monitor attendance and follow it daily with fidelity, but we have struggled with this year's students' attendance (despite multiple Case Studies).		
School Culture & Climate	SFMMS is incorporating Capturing Kids' Hearts, Social Contracts, "Del Rio Cares" and consistently trying to be "Present and Engaged". Teachers get immediate feedback from appraisers. Parent Meetings have gone well this year. Results in our Climate Survey indicated that staff is just as content as last year, but there were areas of concern. Leadership was surprised in the areas of Discipline; as well as others, but we all agreed we could work on improving. Despite what we may think, the perception says something differently. Culture is much better than in 2017. Students for the most part were happy, but did have some concerns. Goal is to maintain our "B" or get an "A".	<p>All teachers need to be consistent with communication with our parents (calls/e-mails). We need to start STAAR tutorials earlier than March.</p> <p>Air conditioning has caused a big problem, especially in D and E Buildings. Students were asking for more fans. Students are asking for better food and for longer lunch periods.</p> <p>Start a PTO for 2019-2020 and we already have a parent willing to be the PTO President.</p>	<p>Give a survey at the beginning of the year to see what the needs of the students are.</p> <p>Social Committee will continue working on collaboration and a calendar will be tied into Staff Meetings with games, ice breakers, etc.</p> <p>Nurse Padilla-Limon will start a "Breakfast Club" to promote healthy options and exercise for the new school year.</p> <p>Set up a Discipline Committee (tied into Attendance) to get teacher feedback, collaborate and improve the perception on how the Student Code of Conduct is enforced.</p> <p>Students recommend that we set up a "Bullying Box" to stop bullying at SFMMS. Lessons will be done in the Fall and the Spring.</p> <p>Students consistently have voiced for all teachers to "Capture Kids' Hearts" consistently; as well as to be respectful, caring and kind.</p>
School Context & Organization	Students are provided with 90 minutes of instruction in Math and Reading daily. A staff member represents our campus at the district Teacher Forum. We are also represented in the District Planning and Decision-Making Committee. Our campus PDM team, which consists	<p>We need to increase parent participation through parental meetings and trainings.</p> <p>Students asked for cleaner restrooms and for there are always to be soap.</p>	<p>We need to continue to work on increasing parental involvement by providing morning and evening parent workshops. We need to continue to provide incentives for family involvement and provide raffles for students whose parents attend regularly.</p>

Comprehensive Needs Assessment Summary

San Felipe Memorial Middle School (SFMMS)

2019-2020

	of teachers, administration and 4 parents, meets every six weeks and our Leadership meets twice a month.		
Staff Quality, Recruitment & Retention	At SFMMS, we have had one long term substitute in ELA all year. We have had another in ELA since April and one in Math since November due to teachers being on a LOA. This makes our staff 97% highly qualified. Our Strategist and Interventionist do a great job in supporting our teachers; as do our Department Heads. We start interviewing as soon as possible when we have an opening so we can hire the highest qualified; as well as someone who is going to assist us with academics and culture.	Specific coaching, resources and training for struggling teachers.	During Rtl Days, set aside time for specific planning for ELLs, Sp. Ed., GT, 504, etc.
Curriculum, Instruction & Assessment	SFMMS has Planning Protocol for Reading and Math. Data is analyzed at the end of the six weeks in DMAC for STAAR, Benchmark and Six Weeks Assessment. Having Rtl days are very helpful also. Exams are aligned with TEKS. Reading and Math Support is offered during the 90 minute block and ELA has a Writing Initiative. Word of the Week done by Social Studies and Science to help support ELA.	Provide lesson plans, road maps, etc. to Dashboard in a timelier manner. Differentiation on Q-Tel Strategies. We need to work on questioning. DMAC teacher training is still needed. We need to work on having Interactive Learning and Language Targets.	Close monitoring of Dashboard to make sure all lesson plans, road maps and other items are downloaded. Improve "Questioning" so that we enhance our "Rigor". We need to develop Interactive Learning and Language Targets so that students understand the importance of the lesson. We need to have more training on data analysis and DMAC. We need more training on Q-TEL Strategies. Administration focused greatly on the EAR document, mostly targeting the "E" for Engagement.
Technology	Campus has two computer labs available for student use. We provide Study Island for Reading and Math for our 504 students and ELLs. Reading has STAR Renaissance. Each Math class has 10 tablets.	Computers on Wheels (COW) need to be replaced. STAR Renaissance for Math GE. 30 tablets needed for Math, not just 10.	Purchase STAR Renaissance for Math (\$6.60 per student) so that we may have a progress measure every six weeks for intervention purposes and for 504, RTI, Sp. Ed. meetings. Teachers want class sets of tablets for all core areas.

Comprehensive Needs Assessment Summary

San Felipe Memorial Middle School (SFMMS)

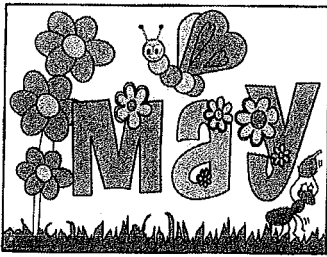
2019-2020

			We are proposing to purchase Lexia licenses for our 33 Dyslexic students so that our teacher can service more than 6-7 students in once class period. The cost is \$30-\$40 per student.
Family & Community Involvement	At SFMMS, 97% of our parents feel welcome at our school (3% increase). 91% of our parents responded that we provide various parental engagement opportunities, such as informational meetings, trainings and activities (2% increase). We provided trainings on Skyward Grade book Access, Cyber Bullying, Substitute Orientation, Make n' Take Turkey Wreath, Hand washing & Immunizations, Anxiety & Depression, Financial Awareness, STAAR Strategies, Make n' Take with Casa de la Cultura, and Volunteering. Our campus has an open-door policy with administration and counselors for all our stakeholders. Teachers' e-mail, call, text or use apps with parents, to keep in communication with them. Memos, flyers, scores, grades and call outs are done in both English and Spanish. Parents have positive comments and family members are happy when on campus.	We need more parent involvement. 75% of our parents responded that they participated in volunteer opportunities at our school (10% increase). Our school webpage did improve this year and our parents had a Facebook page so that they had specific information for our campus. Some parents are very pleased with their student's Math and Reading scores improving. More group communication needed with parents about their assignments. More notifications via phone calls in a timely manner—not day of.	This year our Parental Liaison utilized our parent volunteers to put up all bulletin boards after September. We need to have them help with teacher materials, laminating, etc...Parents want more class information online, like six weeks guides, road maps, projects due, etc. We need to do a better job with our communication and our teachers keeping their grades current. If students are not keeping up with their homework contracts, how can we help them? Some parents feel that more security is needed.

SAN FELIPE MEMORIAL MIDDLE SCHOOL Site Base

CNA/CIP 5-21-19

Name	Position
Aguillon, Gloria	Parent
Cardenas, Silvia	Interventionist
Castorena, Ann	Sp. Ed. Teacher
Cooper, Emily	Business
Cuellar, Mario	Social Studies Dept. Head
Delgado, Jose	Electives
Dilsaver-Galindo, Erica	Parent
Faz-Enriquez, Maria Elena	BE-ESL Strategist/Sec.
Gurley, Jacqueline	Librarian
Leal, Marianela	Math Teacher/Chair
Limon, Jorge	Assistant Principal
Mireles, Karina	Community
Nieto, Josie	Paraprofessional
Padilla-Limon, Rn, Melissa	School Nurse
Rivera, Monica	Counselor
Salinas, Maria	ELA Teacher
Velky, David	Science Dept. Head
Zuniga-Barrera, Sally	Principal



SFMMS PDM Meeting Agenda

7:00-8:15 AM

May 21, 2019

Communication/PR/Customer Service/Culture

Teacher of the Month (April): Kristen Melton

Teacher of the Year: Mario Cuellar

*Instruction/"Present & Engaged"/
Teaching & Learning*

Curriculum:

- ❖ Curriculum Writing: ELA - New TEKS – training in July (dates not set)
Math - New Curriculum – training in August
- ❖ Student Growth – Student Learning Objectives (Part of T-TESS)
- ❖ Summer School—June 10th-June 27th at DRMS

Staffing Pattern:

- ❖ Opening – 1 ELA (Guerrero)
- ❖ Filled – 1 Math (Analisa Patino for Christi Steckbeck)
1 Math (Ashley Holt Tankersley for Nerissa Winn)
1 Science (Nerissa Winn for Mr. Velky – retiring); Mrs. Winn– New
Department Head
- ❖ Requesting – 1 Social Studies and 1 Science

Staff Development:

- ❖ Staff Development Plans for 2019-2020 Turned into C & I on 5-20-19

Structure/Procedures/Process/Routines

Budgeting:

- ❖ Education Foundation Grant Deadline May 24th Ex: Young Adventurer's
- ❖ Beautify - Gym

School Organization:

- ❖ PDM Chair/Secretary 2019-2020

Planning:

- ❖ Campus Needs Assessment and Campus Improvement Plan Review –
CNA due June 7th and CIP due July 31st

SAN FELIPE MEMORIAL MIDDLE SCHOOL Site Base

January 22, 2019

Name	Position
Aguillon, Gloria	Parent
Cardenas, Silvia	Interventionist
Castorena, Ann	Sp. Ed. Teacher
Cooper, Emily	Business
Cuellar, Mario	Social Studies Dept. Head
Delgado, Jose	Electives
Dilsaver-Galindo, Erica	Parent
Faz-Enriquez, Maria Elena	BE-ESL Strategist/Sec. Met. Team
Gurley, Jacqueline	Librarian
Leal, Marianela	Math Teacher/Chair
Limon, Jorge	Assistant Principal
Mireles, Karina	Community
Nieto, Josie	Paraprofessional
Padilla-Limon, Rn, Melissa	School Nurse
Rivera, Monica	Counselor
Salinas, Maria	ELA Teacher
Velky, David	Science Dept. Head
Zuniga-Barrera, Sally	Principal



Dr. ZB

SFMMS PDM Meeting Agenda

January 22, 2019

7:10-8:15 AM

Teacher of the Month for November: Annie Amezcua

Teacher of the Month for December: Erin De Luna

Instruction

Attendance: Movie Matinee: Feb. 7th 8:30 AM

Curriculum:

- ❖ Interim Assessment for Reading/Math
- ❖ Federal Report Card
- ❖ Rtl Planning Day: 3/1/19

Staffing Pattern:

- ❖ ELA Opening for 2018-2019 (Tiffany Guerrero)
- ❖ Math: Steckbeck on Maternity Leave (Amanda Flores)
- ❖ Closed Sections on 1/9/19 (1 ELA/1 Math)

Staff Development:

- ❖ February 18th: Feb. 7th (6/8 Hours)

Structure & SAFETY

Budgeting:

- ❖ \$12,000+ Moved for Paper/Ink Cartridges

School Organization:

- ❖ Voluntary Drug Screening Policy (Need Resource Sheet)
- ❖ Hanover Research: School Safety Survey

Planning:

- ❖ CIP (Campus Improvement Plan) & CNA (Comprehensive Needs Assessment)

SAN FELIPE MEMORIAL MIDDLE SCHOOL Site Base

November 13, 2018

Name		Position
Aguillon, Gloria	<i>Gloria Aguillon</i>	Parent
Cardenas, Silvia	<i>S. Cardenas</i>	Interventionist
Castorena, Ann	<i>A. Castorena</i>	Sp. Ed. Teacher
Cooper, Emily	<i>E. Cooper</i>	Business
Cuellar, Mario	<i>M. Cuellar</i>	Social Studies Dept. Head
Delgado, Jose	<i>J. Delgado</i>	Electives
Disaver-Galindo, Erica	<i>E. Disaver-Galindo</i>	Parent
Faz-Enriquez, Maria Elena	<i>M. E. Faz-Enriquez</i>	BE-ESL Strategist/Sec.
Gurley, Jacqueline	<i>J. Gurley</i>	Librarian
Leal, Mariana	<i>M. Leal</i>	Math Teacher/Chair
Limon, Jorge	<i>J. Limon</i>	Assistant Principal
Mireles, Karina	<i>K. Mireles</i>	Community
Nieto, Josie	<i>J. Nieto</i>	Paraprofessional
Padilla-Limon, Rn, Melissa	<i>M. Padilla-Limon</i>	School Nurse
Rivera, Monica	<i>M. Rivera</i>	Counselor
Salinas, Maria	<i>M. Salinas</i>	ELA Teacher
Velky, David	<i>D. Velky</i>	Science Dept. Head
Zuniga-Barrera, Sally	<i>S. Zuniga-Barrera</i>	Principal

gaguilon3@gmail.com

edilsaver@yahoo.com



SFMMS PDM Meeting Agenda

November 13, 2018

7:10-8:15 AM

Teacher of the Month: Daniel White

Instruction

Attendance: Need to have 10 or Less Students Absent to Achieve 98%--We've Gotten this Twice

- ❖ Sign for 100% (2nd/7th/All Periods?) *Leal*
- ❖ Movie Matinee: Date Not Finalized

Curriculum:

- ❖ RtI Day on November 12th
- ❖ Capturing Kids' Hearts
- ❖ 3rd Six Weeks Exams/Semester Schedules
- ❖ T-TESS Observations (Before Dec. 19th)
- ❖ Grades & Failures
- ❖ Classroom Interruptions (Mailboxes?)

Staffing Pattern:

- ❖ ELA Opening for 2018-2019 (Tiffany Guerrero)
- ❖ Library Aide: Cynthia Cienega (Tammy Govea)
- ❖ Math: Steckbeck (Amanda Flores)
- ❖ Lab Manager: Deliacorin Vallejo (?)

Staff Development:

- ❖ February 18th: Feb. 7th (6/8 Hours)

Structure & SAFETY

Budgeting: \$3,000+

- ❖ ELA Novels

School Organization:

- ❖ Thanksgiving Luncheon, Fri., Nov. 16th \$6.50/Parent Volunteer
- ❖ Oct./Nov./Dec. Birthdays: Fri., Dec. 14th at 7:30 AM

Planning:

- ❖ Staff Meeting: Wed. Nov. 14th (College Day: Wed./Dept. Day: Thurs.??)
- ❖ Christmas Goodies: Dec. 17th-Dec. 21st by TEAMS
- ❖ Christmas Party, Thurs., Dec. 20th: 6:00-10:00 PM

SAN FELIPE MEMORIAL MIDDLE SCHOOL Site Base

9-25-18

Aguillon, Gloria	Parent	<i>Gloria Aguillon</i>
Cardenas, Silvia	Interventionist	<i>Silvia Cardenas</i>
Castorena, Ann	Sp. Ed. Teacher	<i>Ann Castorena</i>
Cooper, Emily	Business	<i>Emily Cooper</i>
Cuellar, Mario	Social Studies Dept. Head	<i>Mario Cuellar</i>
Delgado, Jose	Electives	<i>Jose Delgado</i>
Dilsaver-Galindo, Erica	Parent	<i>Erica Dilsaver-Galindo</i>
Faz-Enriquez, Maria Elena	BE-ESL Strategist/Sec.	<i>Maria Elena</i>
Gurley, Jacqueline	Librarian	<i>Jacqueline Gurley</i>
Leal, Marianela	Math Teacher/Chair	<i>Marianela Leal</i>
Limon, Jorge	Assistant Principal	<i>Jorge Limon</i>
Nieto, Josie	Paraprofessional	<i>Josie Nieto</i>
Ortiz, Rose	Counselor	<i>Rose Ortiz</i>
Padilla-Limon, Rn, Melissa	School Nurse	<i>Melissa Padilla-Limon</i>
Salinas, Maria	ELA Teacher	<i>Maria Salinas</i>
Velky, David	Science Dept. Head	<i>David Velky</i>
Zuniga-Barrera, Sally	Principal	<i>Sally Zuniga-Barrera</i>



SFMMS PDM Meeting Agenda

September 25, 2018

7:10-8:15 AM

Customer Service: PDM Social Contract/Del Rio Cares at SFMMS **Instruction**

Attendance: Need to have 10 or Less Students Absent to Achieve 98%

- ❖ Referral
- ❖ Incentives/Raffles
- ❖ Zero Absence Day on October 4th
- ❖ Case Studies
- ❖ Movie Matinee Oct. 17th at 8:30 AM

Curriculum:

- ❖ Materials for Co-Teach/ELs/Sp. Ed.
- ❖ RtI Day on October 5th

Staffing Pattern:

- ❖ ELA Opening for 2018-2019 (Tiffany Guerrero)

Staff Development:

- ❖ October 8th: Student Learning Objectives (SLO's) for ELA/Science at ECHS

Structure & SAFETY

Budgeting: \$12, 971

- ❖ Donations

School Organization:

- ❖ Social at Rudy's 6:00-8:30 PM (9-26)
- ❖ July/Aug./Sept. Birthdays on 9-28 at 7:30 AM
- ❖ Zumba on Mon. & Wed. 4:15-4:45 PM in the Band Hall

Planning:

- ❖ Meeting Dates
- ❖ Open House Oct. 3rd 5:00-6:00 PM
- ❖ Red Ribbon Week
- ❖ Homecoming Week

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: March 26, 2019

- Given the goals and outcomes of the CNA process, what was most beneficial and why?
Being able to share thoughts and explore ideas with people
- What might we improve and how?
Schedule meetings after results from Campus Survey results.
- How is our organization better as a result of this process?
One person doesn't make all the plans.

Committee Area:

- ☒ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☒ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Jacque Gurley	Jacque Gurley	Librarian
Ann Castorena	Ann Castorena	Spec Ed Teacher
Melissa Padilla-Limon	Melissa Padilla-Limon	Nurse
David Velky	D. Velky	Science Teacher
Emily Cooper		Parent
Via Phone Call		
on 3/26/19		



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|---------------------------------|---------|
| ● <u>Teacher-student ratios</u> | ● _____ |
| ● <u>Grades</u> | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- ~~Q11~~
- Special pops are spread
- out more
-
-
-
-
-
-
-
-

Needs

- Treat all subjects equal
- Classes w/special pops need
- to be smaller/have a
- smaller class size
- Teachers need more
- trainings
-
-
-
-
-

Summary of Needs

- Demographics Need 1 Trainings needed on differentiated instruction
- ~~Need 2~~ Ex: Topic Ideas:
"How to better serve our special ^{POP} students +gt"
- ~~Need 3~~ "How to use IEPs correctly"
- Need 2: ~~Ex: Trainings~~ Opportunities for teachers/staff
- to meet and share ideas as to what
- works with certain students and what does not
- Need 3: A content mastery room for students,
- ALL students, who need extra help
-
-



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
-

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Family / Parent comments
- Parent Volunteer Info
- _____
- _____
- _____
- _____

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Parents ^{have} positive comments
- Family members happy
- when on campus
-
-
-
-
-
-
-
-

Needs

- More group communication
- with parents about
- assignments
- More notifications via
- phone calls in a timely
- manner. Not day of!
-
-
-
-
-

Summary of Needs

- F&C Need 1 More class information available online
- Ex: Six weeks guides - road maps
- Projects listed
-
-
-
-
-
-
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: April 23, 2019

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Reviewing both the formal and informal data provided us with information that allowed us to better understand the process.

2. What might we improve and how?

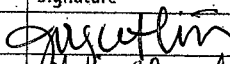
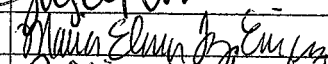
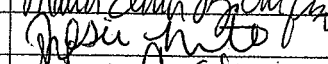
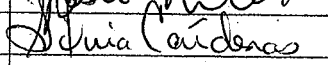
We can improve by allowing ourselves more time to meet and discuss these issues.

3. How is our organization better as a result of this process?

SFMMS is better as a result of this process because we can look at both our strengths and weaknesses and plan accordingly so as to have more strengths and less needs.

Committee Area:

- ☐ Demographics
☒ Student Achievement/Attendance
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Jorge Limon		Assistant
Maria Elena Paz Enriquez		Ed. Strategist
Josie Nieto		ISS
Silvia Cárdenas		Interventionist



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- 2017-18 Jx Academic Performance Report
- Benchmark Score 2018-19
- Attendance Rate 2017-18
- _____
- _____
- _____

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 2018-Met Standards in Rdg/Math
 - Academic Achievement in Math
 - STAAR: Rdg 64% Math 83%
 - Data Wall
 - Tutoring
 - All goals and data provided every 6 weeks.
 - Data Driven Instruction
 - Campus wide SFMMS strategy
 - Attendance Secretary - does a good
 - Job following up on attendance
- Attendance Rate 2017-18 95.34

Needs

- Attendance Report by teacher
- at 6 weeks - to provide incentives.
- Pay close attention to habitually absent students and report it to the counselor or parental aide.
- Attendance Committee w/ Protocol Plan
- Funds for attendance incentives (Student and Staff)
- More consistent use of SFMMS strategies
- Classroom Data Wall
- Individual student monitor - gradesheet.

Summary of Needs

- Set up attendance teacher report by 6 weeks and acquire
- funding to purchase incentives to motivate students to attend school.
- Better attendance will impact Student Achievement.
- Set up committee that will follow-up on attendance and ensure
- incentives are in place. The same committee will have a
- plan in place for habitually absent students. (Protocol Plan)
- Provide classroom teachers with necessary resources to implement
- classroom data wall beginning the 1st six weeks.
- Staff development to use SFMMS strategically campus wide

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: April 23, 2019

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

It was very beneficial to review data and talk about the trends as well as look for patterns.

2. What might we improve and how?

allowing more time for committees to meet. This can improve by setting up time schedules.

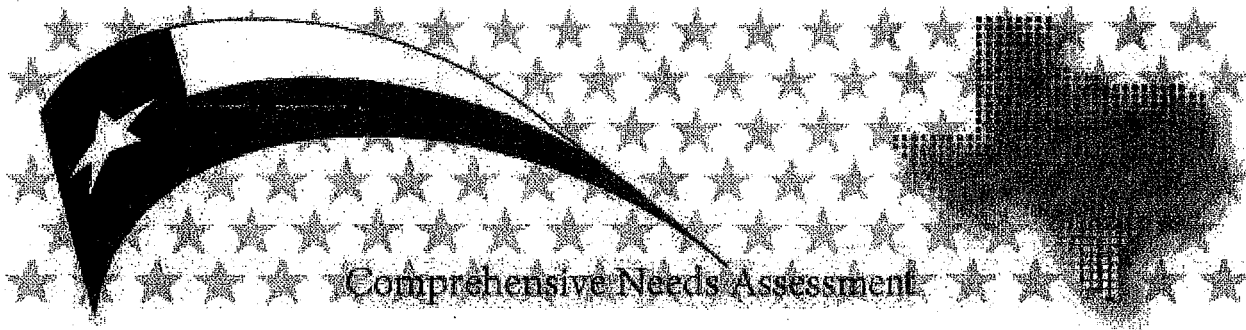
3. How is our organization better as a result of this process?

STMMS is better as a result of this process because by looking at this data we can align on teaching.

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☒ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Jorge Limon	<i>[Signature]</i>	Assistant
Maria Elena Paz Enriquez	<i>[Signature]</i>	ESL Strategist
Josie Nieto	<i>[Signature]</i>	ISS
Silvia Cárdenas	<i>[Signature]</i>	Interventionist



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|-------------------------------|---------|
| ● <u>Benchmark Data</u> | ● _____ |
| ● <u>6 weeks exam results</u> | ● _____ |
| ● <u>Lesson Plans</u> | ● _____ |
| ● <u>STAAR scores</u> | ● _____ |
| ● <u>TELPAS</u> | ● _____ |

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Feedback data from DNAC: STARR, Benchmark, 6 weeks assessment.
- Planning Protocol
- Exams aligned with TEKS
- Math: Rtg support/Interventions
- Writing Initiative
- RTI day
- Word of the Week
-
-

Needs

- Provide lesson plans, road maps, etc to dashboard in a more timely manner.
- Differentiation and Q-tel Strategies
- Questioning
- DNAC teacher training
- Interactive learning and language targets
-
-
-
-

Summary of Needs

- Close monitoring of dashboard to make sure all lesson plans, road maps and other items are downloaded.
- Improve on our "Questioning" method so that the level of thinking is at an appropriate level (Rigor)
- Interactive learning and language targets to help students know what they will be learning in this lesson and why it is important.
- More training on DNAC and Q-tel strategies.
-
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/18/19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

The most beneficial part was collaborating with other departments.

2. What might we improve and how?

We can improve by including all department members. Everyone's input may be beneficial.

3. How is our organization better as a result of this process?

Our organization is better for allowing us to participate and collaborate with each other.

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☒ School Context and Organization
☒ Technology

Name	Signature	Position
Mano Cuellar	<i>[Signature]</i>	Social Studies
Marianna Leal	<i>[Signature]</i>	Math
JOSE ALFREDO DELGADO	<i>[Signature]</i>	TECHNOLOGY
Monica Rivera	<i>[Signature]</i>	Counselor



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc. *Teams 1-5*
 - Decision-Making Processes *PDM + Leadership*
 - Master Schedule
 - Leadership: Formal and Informal
 - Supervision Structure
 - Support Structures: Mentor Teachers
 - Duty Rosters
 - Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc. *RGC*
 - School Map & Physical Environment *door knobs / security cameras*
 - Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
 - Communication: Formal and Informal *UIL*
- Young Adventurers*

Robotics

Astronomy

Student Council

Agents of Change

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

<ul style="list-style-type: none"> ● _____ ● _____ ● _____ ● _____ ● _____ 	<ul style="list-style-type: none"> ● _____ ● _____ ● _____ ● _____ ● _____
-------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 90 minutes of instruction daily for ELA/math
- Teacher Forum - staff member represents SFMMS, other
- PDM - meet every month
- CPT - meets twice a month
- PDM - 4 members are parents
- District Planning Decision Making - staff member representing SFMMS
-
-
-

Needs

- Increase parent involvement & attendance in trainings and workshops
-
-
-
-
-
-
-

Summary of Needs

- SC & O Need 1
- increase parental involvement
 - morning & evening parent workshops
 - incentives for family involvement
-
-
-
-
-
-



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- ~~Star Chart~~
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | |
|---------------------------------|---------|
| ● Study Island invoice/p.o. | ● _____ |
| ● STAR Renaissance invoice/p.o. | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths
~~Stretnths~~

- 2 computer labs
- Study Island - math/EA
(SD4, ELL)
- STAR Renaissance (ELA only)
- 10 tablets per math class
-
-
-
-
-

Needs

- CIP- p.61 Strategy 1 (ipads, laptops)
- COWS need to be replaced
- STAR Renaissance for math GE
- 30 tablets (class set) for math classes
- 30 tablets (class set) for soc stu to address CIP p.53 Strategy 6
-
-
-
-

Summary of Needs

- Technology Need 1
- Purchase licenses for STAR Renaissance for math
- Replace computers on wheels (COW)
- tablets (class set for all core areas)
-
-
-
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: _____

May 7, 2019

- Given the goals and outcomes of the CNA process, what was most beneficial and why? The RTI / Data days have been very beneficial because as teachers, we get to really look at our data closely. We are able to see where all of our classes are, individually, and we get to compare data to one another. For the most part the teacher-student ratios improved this year.
- What might we improve and how? Different groups of teachers gathering - Co-Teach, GT, EL, Sp Ed, SDY, etc.
- How is our organization better as a result of this process? The data gathered and looked at during RTI / Data days has allowed us to adjust our lessons according to the areas where we have low percentages.

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☒ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

Name	Signature	Position
Sally Zuniga Barrera Ed.P.	S. Zuniga	Principal
Maria I Salinas	M. Salinas	Teacher
Erica Dilaver	E. Dilaver	Parent

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: May 7, 2019

1. Given the goals and outcomes of the CNA process, what was most beneficial and why? *It was helpful to have the student survey, because it allowed us to see their perspective and their concerns on how they feel at school. We also had quick, useful feedback from principals based on walkthroughs that we could use to continue or adjust our lessons.*
2. What might we improve and how? *One of our biggest concerns on the student surveys is the AC issue, so try to fix this before the STAAR.*
3. How is our organization better as a result of this process? *The surveys and feedback allow us to see the areas that need to be improved or fixed. It gives us a clearer picture of how we can make things better.*

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☒ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

Name	Signature	Position
<i>Sally Zuniga-Barraza</i>	<i>S. Barraza</i>	<i>Principal</i>
<i>Maria J. Salinas</i>	<i>Maria J. Salinas</i>	<i>Teacher</i>
<i>Erica Disaver</i>	<i>Erica Disaver</i>	<i>Parent</i>



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
-
-
-
-

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | |
|--------------------------------------------|-------------------------------|
| ● <u>Parent Climate Survey</u> | ● <u>Quick Student Survey</u> |
| ● <u>Feedback Data</u> | ● _____ |
| ● <u>Walk-Through Data</u> | ● _____ |
| ● <u>Parent Conferences</u> | ● _____ |
| ● <u>Staff meetings / Leadership / PPM</u> | ● _____ |

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- For the most part, parent meetings have gone well.
- Quick feedback from appraisers - coaching.
- Information disseminated consistently.
- Students happy, but do have concerns.

Needs

- More incentives for parents who do attend.
- Specific coaching - resources - training.
- Fix AC, want better food + more time at lunch.

Summary of Needs

- Target Trainings
- Students/Staff with Consistent Attendance - Bigger Rewards/Raffles/Allow Students to Use Phones
- During lunch.
- Students want longer time in PE./use field.
- Students want fans/AC to work all the time.
- Students want to snack/eat outside/water fountains.
- Students want teachers to be respectful all of them/friendly/caring.
- Students want bullying to stop/bully box.
- Students want to read silently.
- Students want cleaner restrooms and poop in there all the time.



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Climate Survey
- DNAC/Rti Pay
- Teacher/Student Ratios
- _____
- _____

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Some areas in climate
- survey - positive.
- RTI Days & looking at data
- individually, by classes &
- by department.
-
-
-
-
-

Needs

- Student Code of Conduct to be
- enforced consistently.
- Block off time to plan for
- ELLs / SpEd / SDY / GT, etc.
-
-
-
-
-

Summary of Needs

-
- Training for data & accessing data.
-
-
-
-
-
-
-
-
-

2017-18 Texas Academic Performance Report

District Name: **SAN FELIPE-DEL RIO CISD**

Campus Name: **SAN FELIPE MEMORIAL MIDDLE**

Campus Number: **233901104**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: SAN FELIPE MEMORIAL MIDDLE
Campus Number: 233901104

Total Students: 771
Grade Span: 06 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	64%	64%	*	63%	92%	-	*	-	-	*	59%	42%
	2017	69%	60%	60%	*	59%	74%	-	*	-	-	*	55%	30%
At Meets Grade Level or Above	2018	39%	32%	32%	*	27%	58%	-	*	-	-	*	25%	14%
	2017	37%	29%	29%	*	27%	54%	-	*	-	-	*	22%	13%
At Masters Grade Level	2018	19%	13%	13%	*	13%	18%	-	*	-	-	*	9%	4%
	2017	18%	12%	12%	*	11%	33%	-	*	-	-	*	8%	3%
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	83%	83%	*	82%	95%	-	*	-	-	64%	80%	73%
	2017	76%	74%	74%	*	73%	79%	-	*	-	-	*	70%	62%
At Meets Grade Level or Above	2018	44%	47%	47%	*	45%	71%	-	*	-	-	26%	42%	26%
	2017	43%	34%	34%	*	33%	51%	-	*	-	-	*	28%	19%
At Masters Grade Level	2018	18%	25%	25%	*	24%	32%	-	*	-	-	9%	20%	10%
	2017	18%	14%	14%	*	13%	21%	-	*	-	-	*	11%	8%
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	68%	74%	*	72%	93%	-	*	-	-	45%	70%	58%
	2017	75%	66%	67%	*	66%	77%	-	*	-	-	*	62%	46%
At Meets Grade Level or Above	2018	48%	36%	40%	*	38%	64%	-	*	-	-	20%	34%	20%
	2017	45%	34%	31%	*	30%	53%	-	*	-	-	*	25%	16%
At Masters Grade Level	2018	22%	13%	19%	*	18%	25%	-	*	-	-	5%	15%	7%
	2017	20%	12%	13%	*	12%	27%	-	*	-	-	*	9%	6%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	66%	64%	*	63%	92%	-	*	-	-	*	59%	42%
	2017	72%	63%	60%	*	59%	74%	-	*	-	-	*	55%	30%
At Meets Grade Level or Above	2018	46%	35%	32%	*	31%	58%	-	*	-	-	*	25%	14%
	2017	44%	33%	29%	*	27%	54%	-	*	-	-	*	22%	13%
At Masters Grade Level	2018	19%	11%	13%	*	13%	18%	-	*	-	-	*	9%	4%
	2017	19%	11%	12%	*	11%	33%	-	*	-	-	*	8%	3%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	73%	83%	*	82%	95%	-	*	-	-	64%	80%	73%
	2017	79%	72%	74%	*	73%	79%	-	*	-	-	*	70%	62%
At Meets Grade Level or Above	2018	50%	37%	47%	*	45%	71%	-	*	-	-	26%	42%	26%
	2017	46%	35%	34%	*	33%	51%	-	*	-	-	*	28%	19%
At Masters Grade Level	2018	24%	15%	25%	*	24%	32%	-	*	-	-	9%	20%	10%
	2017	22%	14%	14%	*	13%	21%	-	*	-	-	*	11%	8%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2017-18 Campus Prior Year and Student Success Initiative

Total Students: 771
Grade Span: 06 - 06
School Type: Middle

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: SAN FELIPE MEMORIAL MIDDLE
Campus Number: 233901104

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	32%	14%	*	13%	-	-	-	-	-	9%	16%	9%
	2017	35%	31%	12%	*	12%	*	-	-	-	-	*	12%	8%
Mathematics	2018	47%	44%	43%	-	43%	*	-	-	-	-	41%	42%	29%
	2017	43%	41%	44%	*	43%	45%	-	-	-	-	22%	43%	41%
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)	2018	10%	13%	13%	*	13%	-	-	-	-	-	*	14%	12%
	Promoted to Grade 6													
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)	2018	23%	44%	44%	-	45%	*	-	-	-	-	40%	41%	28%
	Promoted to Grade 6													

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Participation

Total Students: 771
 Grade Span: 06 - 06
 School Type: Middle

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: SAN FELIPE MEMORIAL MIDDLE
 Campus Number: 233901104

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)														
All Tests														
Assessment Participant Included in Accountability		99%	99%	100%	100%	100%	97%	-	*	-	-	99%	100%	100%
Not Included in Accountability		94%	95%	97%	100%	97%	97%	-	*	-	-	97%	97%	92%
Mobile		4%	3%	2%	0%	2%	0%	-	*	-	-	1%	1%	2%
Other Exclusions		1%	1%	1%	0%	1%	0%	-	*	-	-	1%	1%	6%
Not Tested		1%	1%	0%	0%	0%	3%	-	*	-	-	1%	0%	0%
Absent		1%	1%	0%	0%	0%	3%	-	*	-	-	1%	0%	0%
Other		0%	0%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%

2017 STAAR Participation (All Grades)

All Tests														
Assessment Participant Included in Accountability		99%	99%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%
Not Included in Accountability		94%	95%	97%	100%	97%	95%	-	*	-	-	100%	97%	87%
Mobile		4%	3%	2%	0%	2%	5%	-	*	-	-	0%	2%	5%
Other Exclusions		1%	1%	1%	0%	1%	0%	-	*	-	-	0%	2%	8%
Not Tested		1%	1%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%
Absent		1%	1%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%
Other		0%	0%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 771
 Grade Span: 06 - 06
 School Type: Middle

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: SAN FELIPE MEMORIAL MIDDLE
 Campus Number: 233901104

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	82.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	95.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	38.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 771
Grade Span: 06 - 06
School Type: Middle

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: SAN FELIPE MEMORIAL MIDDLE
Campus Number: 233901104

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)	54.2%	56.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
College Ready Graduates													
College Ready (Annual Graduates)	47.0%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
TSI Criteria Graduates (Annual Graduates)													
English Language Arts	53.2%	40.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
Mathematics	42.0%	38.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
Both Subjects	37.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject	19.9%	33.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject	20.1%	8.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
Associate's Degree													
Associate's Degree (Annual Graduates)	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)	13.2%	30.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
Approved Industry-Based Certification (Annual Graduates)													
Approved Industry-Based Certification (Annual Graduates)	2.7%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)	17.3%	35.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17													
U.S. Armed Forces Enlistment (Annual Graduates)													
U.S. Armed Forces Enlistment (Annual Graduates)	2.2%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17													

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

Total Students: 771
Grade Span: 06 - 06
School Type: Middle

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: SAN FELIPE MEMORIAL MIDDLE
Campus Number: 233901104

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	53.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	51.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	960	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1356	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	482	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	885	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	479	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	470	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Total Students: 771
 Grade Span: 06 - 06
 School Type: Middle

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: SAN FELIPE MEMORIAL MIDDLE
 Campus Number: 233901104

Student Information	Campus		District	State
	Count	Percent		
Total Students	771	100.0%	10,560	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	4.7%	4.3%
Kindergarten	0	0.0%	6.2%	6.9%
Grade 1	0	0.0%	7.0%	7.2%
Grade 2	0	0.0%	7.3%	7.3%
Grade 3	0	0.0%	7.4%	7.6%
Grade 4	0	0.0%	8.1%	7.7%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	771	100.0%	7.3%	7.5%
Grade 7	0	0.0%	7.3%	7.5%
Grade 8	0	0.0%	7.8%	7.4%
Grade 9	0	0.0%	7.3%	8.0%
Grade 10	0	0.0%	7.8%	7.4%
Grade 11	0	0.0%	7.1%	6.9%
Grade 12	0	0.0%	7.2%	6.4%
Ethnic Distribution:				
African American	4	0.5%	1.0%	12.6%
Hispanic	724	93.9%	92.8%	52.4%
White	42	5.4%	5.4%	27.8%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.1%	0.5%	4.4%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.2%	2.3%
Economically Disadvantaged	562	72.9%	73.7%	58.8%
Non-Educationally Disadvantaged	209	27.1%	26.3%	41.2%
English Learners (EL)	104	13.5%	17.4%	18.8%
Students w/ Disciplinary Placements (2016-17)	13	1.7%	1.5%	1.3%
At-Risk	429	55.6%	62.9%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	92			
By Type of Primary Disability				
Students with Intellectual Disabilities	57	62.0%	45.3%	43.3%
Students with Physical Disabilities	5	5.4%	23.6%	21.9%
Students with Autism	11	12.0%	8.1%	13.2%
Students with Behavioral Disabilities	19	20.7%	22.3%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2016-17):				
Total Mobile Students	53	6.7%	11.6%	16.0%
By Ethnicity:				
African American	1	0.1%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus Staff Information

Total Students: 771
Grade Span: 06 - 06
School Type: Middle

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: SAN FELIPE MEMORIAL MIDDLE
Campus Number: 233901104

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	65.2	100.0%	100.0%	100.0%
Professional Staff:				
Teachers	56.2	86.3%	55.9%	64.1%
Professional Support	46.8	71.8%	44.9%	50.1%
Campus Administration (School Leadership)	7.5	11.4%	7.7%	9.8%
Educational Aides:	2.0	3.1%	2.4%	3.0%
	8.9	13.7%	11.4%	10.1%
Librarians & Counselors (Professional Support Headcount):				
Librarians				
Full-time	1.0	n/a	7.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	2.0	n/a	28.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	52.3	80.2%	88.2%	49.9%
Teachers by Ethnicity and Sex:				
African American	1.0	2.1%	1.5%	10.4%
Hispanic	36.0	76.9%	80.5%	27.2%
White	9.8	21.0%	17.0%	58.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	0.3%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	11.7	25.0%	22.5%	23.7%
Females	35.1	75.0%	77.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.2%	1.4%
Bachelors	32.0	68.5%	76.6%	74.1%
Masters	13.8	29.4%	20.7%	23.8%
Doctorate	1.0	2.1%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.3%	8.9%	8.2%
1-5 Years Experience	14.7	31.4%	25.9%	29.1%
6-10 Years Experience	12.8	27.4%	18.6%	19.1%
11-20 Years Experience	5.6	12.0%	23.7%	28.2%
Over 20 Years Experience	11.6	24.9%	22.9%	15.3%
Number of Students per Teacher	16.5	n/a	16.2	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus Staff Information

Total Students: 771
Grade Span: 06 - 06
School Type: Middle

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: SAN FELIPE MEMORIAL MIDDLE
Campus Number: 233901104

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	101	13.1%	16.8%	18.9%
Career & Technical Education	0	0.0%	32.2%	25.8%
Gifted & Talented Education	119	15.4%	9.5%	7.9%
Special Education	92	11.9%	9.1%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.0%	8.1%	6.1%
Career & Technical Education	0.0	0.0%	6.1%	4.7%
Compensatory Education	0.0	0.0%	6.0%	2.8%
Gifted & Talented Education	0.0	0.0%	1.1%	1.8%
Regular Education	42.5	90.8%	71.9%	72.3%
Special Education	3.8	8.2%	5.4%	9.0%
Other	0.0	0.0%	1.4%	3.4%

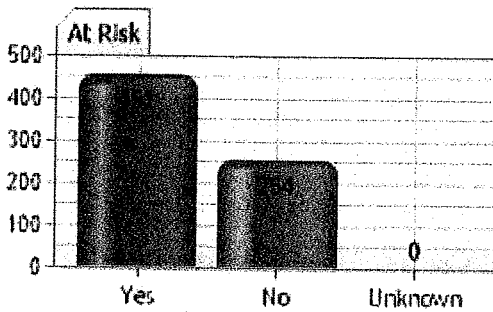
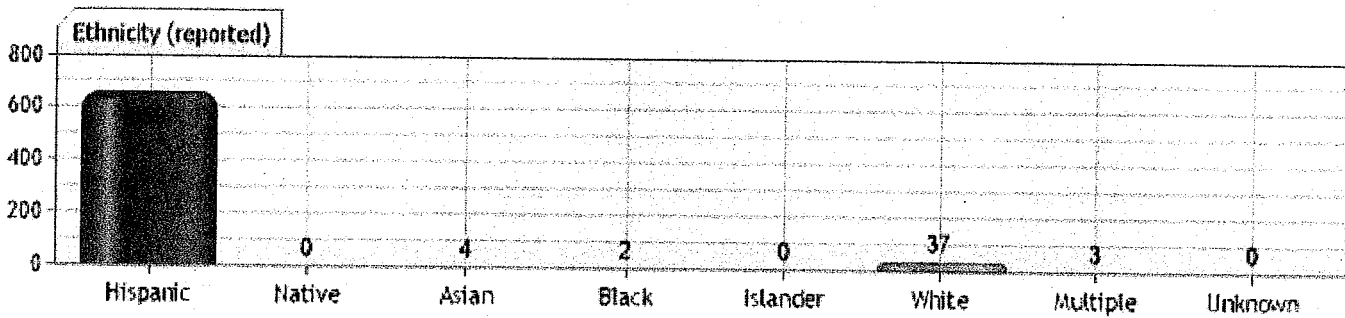
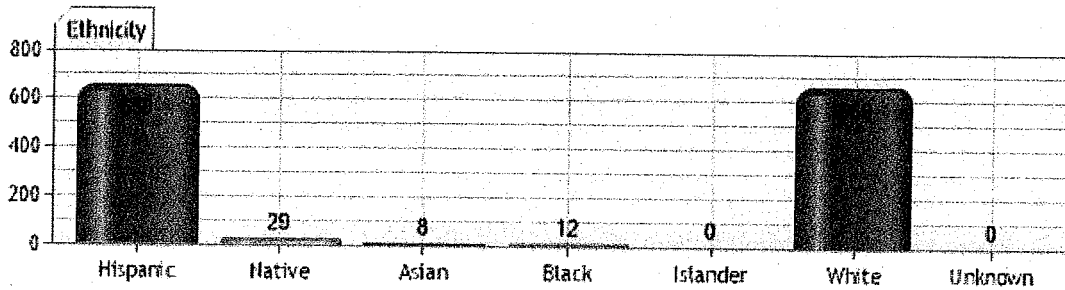
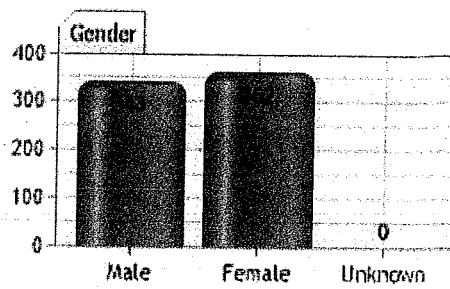
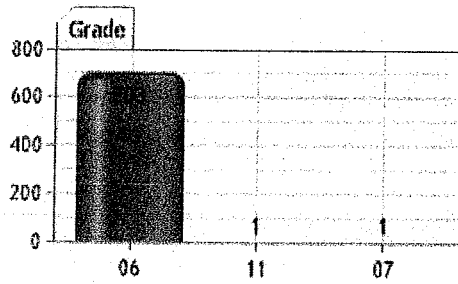
'N' Domain modeling data applied to year 2017.
'M' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'S' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'.' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

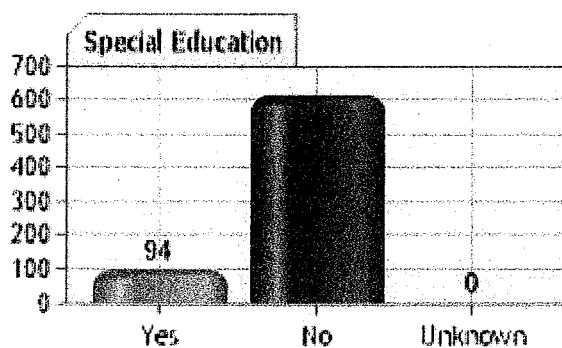
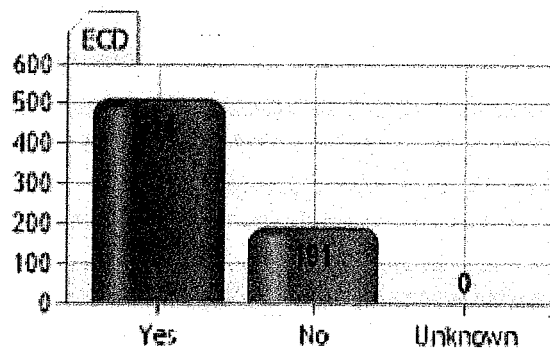
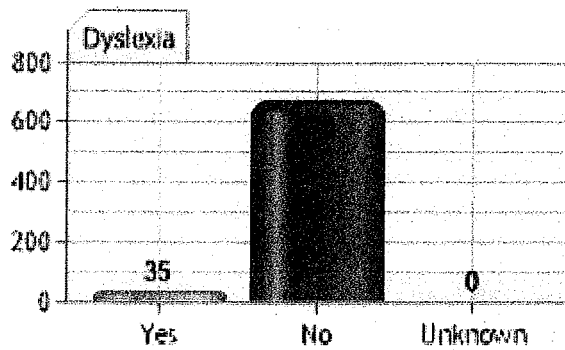
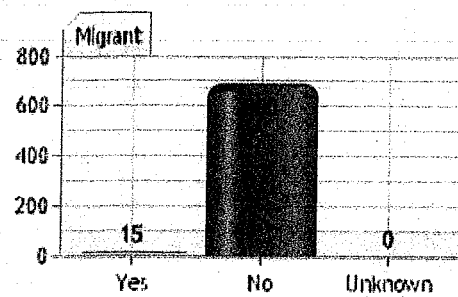
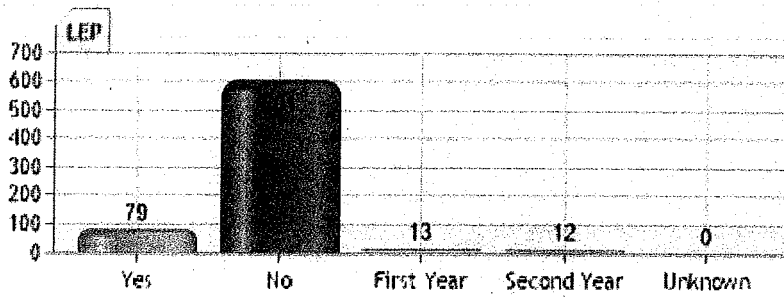
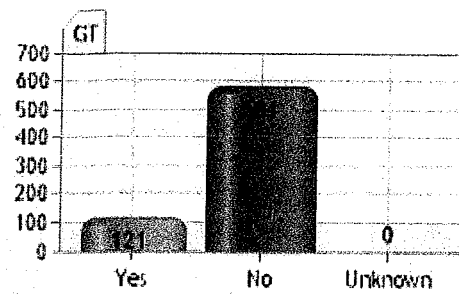
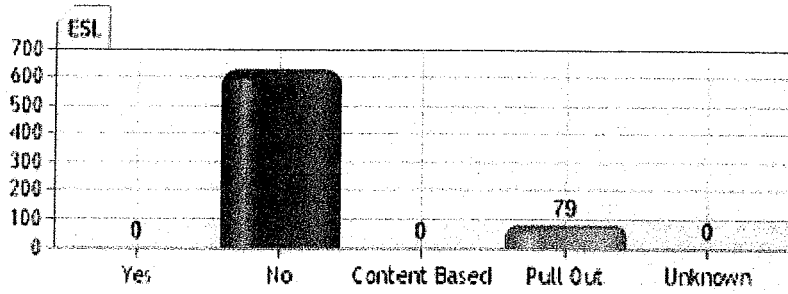
Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Students: 705

Last Update: Apr 3, 2019 08:42 AM





Version: 050

37 in above
padding
2000

ILLINOIS RESULTS BY TEACHER **for SAN FELIPE MEMORIAL MIDDLE SCHOOL**

RE.06.050.E

Subject: Reading Grade: 06 Language: English Version: 050 Date: 2/26/2019
 Passing Standard: 70% Description: 6th Grade Reading Benchmark 2019

District/Campus/Teacher	Tested	Passing Std	Passing %	Masters	Masters %	Meets	Meets %	Approaches < 78	Approaches >= 78	Below < 58	Below >= 58	Avg Score
SAN FELIPE-DEL RIO CISD	685	276	40%	93	14%	92	13%	224	33%	276	40%	61
SAN FELIPE MEMORIAL MIDDLE SCHOOL	685	276	40%	93	14%	92	13%	224	33%	276	40%	61
Cienega, Sara	73	38	52%	13	18%	10	14%	32	44%	18	25%	67
De Luna, Erin	61	31	51%	12	20%	11	18%	18	30%	20	33%	66
Garcia, Cynthia	69	25	36%	2	3%	9	13%	31	45%	27	39%	61
Martinez, Karla	72	61	85%	26	36%	19	26%	25	35%	2	3%	80
Martinez, Monica	67	36	54%	10	15%	17	25%	18	27%	22	33%	67
Mead, Ana	3	2	67%	1	33%	0	0%	1	33%	1	33%	62
Ortiz, Claudia	78	27	35%	11	14%	4	5%	29	37%	34	44%	58
Salinas, Maria	74	7	9%	0	0%	3	4%	25	34%	46	62%	49
Sanchez, Dina	67	29	43%	14	21%	11	16%	21	31%	21	31%	65
Tarango, Alicia	48	5	10%	1	2%	2	4%	8	17%	37	77%	45
Valdez, Gabriela	73	15	21%	3	4%	6	8%	16	22%	48	66%	52

60%
 passing @ 58
 2/26/2019

2017-2018 ADA

Estrada, Raquel

Tue 4/23/2019 3:07 PM

To: Faz, Maria Elena <maria.faz@sfdtr-cisd.org>

Raquel Estrada

SFMMIS Attendance Secretary

830-778-4560

From: Garcia, Oneida Nadine

Sent: Tuesday, April 23, 2019 12:53 PM

To: Estrada, Raquel

Subject: 2017-2018 ADA

1txatn02.p 18-4

05.18.02.00.06

SAN FELIPE-DEL RIO CISD

ADA Report for 08/28/2017 thru 06/08/2018

06/08/18

Entity	Name	Cal	Operational Days	Grade Level	Total Days Membership	Total Ineligible Days Present	Total Eligible Days Present	Refined ADA		Percentage Of Attendance
								ADA		
104	SAN FELIPE MEMORIAL	104	174	ALL	133495.0	0.0	127273.0	731.45		95.34

Thank you,

Nadine Garcia

Assessment & Accountability Dept

San Felipe Del Rio CISD

(830) 778-4076

San Felipe Memorial Middle School	2019	2018	2017	2016	2015	2014	2013
Job Satisfaction and Engagement							
I like the work I do.	95%	99%	96%	98%	99%	100%	98%
On most days I feel good about what I have accomplished.	98%	97%	93%	98%	93%	100%	96%
I understand what is expected of me in my job.	97%	100%	91%	95%	94%	96%	91%
I would recommend my campus or department to a friend as a good place to work.	80%	92%	63%	92%	74%	78%	85%
My job allows me to use my skills and abilities.	92%	92%	86%	95%	94%	93%	91%
Working Conditions							
The hours I work are reasonable.	91%	94%	84%	83%	80%	84%	89%
My workload is appropriate for my position.	82%	80%	63%	73%	58%	67%	79%
I work in a environment that is safe.	79%	71%	77%	88%	81%	89%	85%
I feel secure in my employment with this district.	88%	91%	75%	90%	84%	98%	N/A
I have the equipment, tools, and supplies I need to do my job.	73%	66%	55%	72%	59%	78%	81%
Relationship with Coworkers							
I can depend on my coworkers.	86%	89%	85%	87%	83%	89%	89%
I like the people I work with.	89%	92%	91%	92%	93%	93%	100%
I feel loyal to my immediate team or work group.	89%	94%	89%	92%	95%	91%	96%
My team works well together.	85%	83%	69%	85%	77%	73%	72%
Relationship with Supervisor							
My supervisor sets clear goals and objectives.	83%	91%	66%	85%	76%	82%	89%
I get the training I need to do my job effectively.	74%	74%	62%	76%	70%	58%	74%
I receive useful feedback n my job performance.	83%	86%	77%	85%	79%	78%	87%
My supervisor provides the support I need with problems on the job.	79%	83%	67%	87%	68%	64%	77%
I am allowed to make decisions within my scope of authority.	82%	92%	67%	87%	74%	84%	83%
My supervisor makes timely decisions.	83%	85%	67%	90%	74%	80%	78%
I can communicate openly and honestly with my supervisor.	79%	88%	67%	85%	71%	80%	74%
My work is appreciated by my supervisor.	79%	86%	69%	86%	86%	70%	74%
I trust my supervisor.	76%	79%	64%	82%	71%	82%	72%
I like working for my supervisor.	77%		65%	90%	75%	86%	81%
Campus Environment							
I get the information I need from campus leaders.	90%	91%	74%	89%	70%	86%	82%
My campus is clean and properly maintained.	92%	86%	77%	73%	72%	73%	84%
My principal is effective in leading my campus to achieve its goals.	78%	83%	64%	84%	76%	71%	79%
My principal treats me with respect.	73%	91%	74%	89%	91%	78%	87%
Curriculum and Instruction Support							
I have sufficient access to resources and materials.	58%	69%	47%	60%	49%	75%	81%
I have sufficient access to instructional technology.	39%	69%	42%	48%	49%	71%	81%
Teachers have a role in selecting instructional materials and resources.	84%	83%	79%	73%	70%	89%	78%
Staff development provides teachers with useful knowledge and skills.	70%	71%	76%	70%	73%	79%	81%
I am satisfied with resources for teachers with special populations.	46%	55%	39%	43%	30%	57%	56%
Teachers are held to high professional standards.	89%	86%	82%	90%	92%	89%	96%
I have the opportunity to collaborate with colleagues.	84%	86%	92%	97%	84%	93%	92%
I am provided opportunities to learn from other teachers.	81%	77%	79%	87%	76%	86%	81%
I receive feedback that can help me improve my teaching.	81%	77%	87%	87%	84%	89%	96%
Teachers are involved in decisions about instructional issues.	81%	80%	66%	90%	81%	86%	78%
Student Discipline Support							
The principal provides leadership in setting and maintaining behavioral standards for students.	68%	79%	39%	70%	65%	61%	70%
Our students code of conduct is consistently and fairly enforced.	61%	72%	32%	57%	51%	50%	59%
I am given appropriate assistance to resolve disciplinary problems in my classroom.	74%	66%	77%	59%	59%	59%	67%

Student Survey

1. In General, do you feel safe and protected at SFMMS? Yes No
If No, what can we do to help you feel safe?

2. Do you feel cared for, encouraged and supported by your teachers, school staff and principals? Yes No

If No, what can we do to help you feel cared for, supported and encouraged? _____

3. If you had a problem or needed help, would you know who at school to ask for help? Yes No

Suggestions on how to improve the culture and climate of the school

-
-

Student Survey

1. In General, do you feel safe and protected at SFMMS? Yes No
If No, what can we do to help you feel safe?

2. Do you feel cared for, encouraged and supported by your teachers, school staff and principals? Yes No

If No, what can we do to help you feel cared for, supported and encouraged? _____

3. If you had a problem or needed help, would you know who at school to ask for help? Yes No

Suggestions on how to improve the culture and climate of the school

-
-



SFMMS RtI Meeting Agenda

March 1, 2019

7:30-8:30 AM Work on Materials for RtI/Quintiles/4th Six Weeks Assessments

8:30-11:45 AM ELA (Z-B/Limon) A134

8:30-9:00 AM SS (Maria Elena) A113

8:30-9:00 AM Science (Silvia) D100

9:00-11:45 AM ELA (Maria Elena/Silvia) A134

10:45-11:45 AM Math (Z-B/Limon)

- Importance of Questioning
- Masters?/Clarification?/Reteaching?
- Leveling of Questions
- 4th Six Weeks Data Analysis of Exam
- Planning for 5th Six Weeks

11:45-1:00 PM Lunch

1:00-2:00 PM Electives/Fine Arts (Z-B/Limon)

1:00-4:00 PM ELA & Math: Plan of Action for STAAR Tutorials/SS & Science

2:00-4:00 PM Meet with Individual Teachers on Data





SFMMS RtI Meeting Agenda

January 8, 2019

7:30-9:30 AM ELA (Limon) A134

8:30-9:30 AM ELA (Maria Elena/Silvia) A134

- 2018 STAAR Interim Assessment Data
- 2018 Academic Growth Data Table Created by Silvia Cardenas
- Closing the Gaps Data Table & TELPAS
- 3rd Six Weeks Data Analysis of Exam
- AR Levels & Reports
- Strategies & Implementation
- 5th Grade Test & Spiraling
- Planning for 4th Six Weeks

**3:00-4:00 PM ELL Profiling with Maria Elena
A129**

Information

Professional Development on February 18th (Online) Due February 7th (6 hours/
8 hours)





SFMMS RtI Meeting Agenda

January 8, 2019

9:45 – 11:45 AM MATH D118

- 2018 STAAR Interim Assessment Data
- 2018 Academic Growth Data Table Created by Silvia Cardenas
- Closing the Gaps Data Table & TELPAS
- 3rd Six Weeks Data Analysis of Exam
- Strategies & Implementation
- 5th Grade Test & Spiraling
- Planning for 4th Six Weeks

Information

1. The Employee Benefits Support Services Department will host district-wide presentations on January 8, 2019, from 9:00am to 11:45am pertaining to Mental Health and RediMD. The presentations will be live-streamed to all campuses from the SPC Auditorium. If you're interested in these sessions, they will be available in the Viewing Room in our library.

- 9:00 – 10:00 am: "Beating the Blues"
- 10:00 – 11:00 am: Deer Oaks Employee Assistance Program (EAP) Services
- 11:15 - 11:45 am: RediMD/Workers Compensation Telemedicine Presentation

2. Professional Development on February 18th (Online) Due February 7th (6 hours/ 8 hours)



SFMMS RtI Meeting Agenda

November 12, 2018

7:30-9:30 AM ELA (Z-B/Limon) A134

8:30-9:30 AM ELA (Maria Elena/Silvia) A134

- RtI
- Culture Survey Goals (3)
- TEA Accountability Ratings Overall Summary
- 2018 STAAR Performance Data Table
- Academic Growth Methodology: Corresponding Data
- 2018 Academic Growth Data Table
- Student's Names & Academic Growth
- Closing the Gaps Data Table & TELPAS
- 2nd Six Weeks Data Analysis of Exam
- Special Pops "Plan of Action"—Get to Meets AND Masters
- Color-Coded Data Wall
- AR Levels & Reports
- Planning for 3rd Six Weeks

9:45-11:45 AM Math (Z-B/Limon) D118

- RtI
- Culture Survey Goals (3)
- TEA Accountability Ratings Overall Summary
- 2018 STAAR Performance Data Table
- Academic Growth Methodology: Corresponding Data
- 2018 Academic Growth Data Table
- Student's Names & Academic Growth
- 2018 A-F Accountability Listing
- Closing the Gaps Data Table & TELPAS
- Data from Last Year's 4 Assessments Compared to this Year's (1-A, 1-B, 2-A & 2-B: 2017 & 2018)
- Planning for 3rd Six Weeks

10:45-11:45 AM SS/Science (Z-B/Limon) D100/A113

- Rtl
- Culture Survey Goals (3)
- TEA Accountability Ratings Overall Summary
- Closing the Gaps Data Table & TELPAS

7:30-8:30 AM Social Studies (Maria Elena) A113

- 2nd Six Weeks Exam VS 1st Six Weeks Exam Data
- Compare Most Missed Questions & Discuss Optional Delivery Methods
- Analyze Missed Questions & What Worked for Certain Teachers?
- Revisit Quintiles for Each Class. Improvement? Stagnant? Regression? Plan of Action? What's Working and Not Working?
- Identify Special Pops: Sp. Ed., 504, ELLs, Oral Testers; as well as General Ed.
- How Do We Engage and Meet Special Pop's Needs?
- Do We Review Exam with Students & Call Their Parents if in Quintile 4 or 5?
- What Kind of Study Guide Can We Create for our Special Pops? Parent Contact?

7:30-8:30 AM Science (Silvia) D100

- 2nd Six Weeks Exam Data
- 3rd & 4th Six Weeks Road Map

1:30-2:30 PM Electives/PE (Z-B) Library Viewing Room

- Culture Survey Goals (3)
- TEA Accountability Ratings Overall Summary
- Closing the Gaps Data Table & TELPAS
- 2nd Six Weeks Failure Reports
- Fitness Gram
- Absences

Information

Thanksgiving Luncheon @ SFMMS Fri. 11-16: Volunteer Needed or Extended Lunch

Daniel White: October Teacher of the Month @ SPC Mon. 11-12: 6 PM

Professional Development on February 18th (Online) Due February 7th (6 hours/8 hours)





SFMMS Rti Day Agenda

7:30 AM-4:00 PM

October 5, 2018

7:30-9:30 AM ELA (Z-B) A 134

8:30-9:30 AM ELA (Cardenas/Faz-Enriquez)

7:30-8:30 AM Social Studies (Faz-Enriquez) A 113
Maria Elena)

9:45-11:45 AM Math (Z-B/Silvia) D 118

7:30-8:30 AM Social Studies (Maria Elena) A 113

8:45-9:45 AM Science (Silvia) D 100

1:00-2:00 PM Electives (Z-B) Viewing Room

2:00-3:00 PM PE (Z-B) Viewing Room



PO DATE
09/07/2018

SAN FELIPE DEL RIO C.I.S.D.

Mailing Address: Attn: Accounting Department
P.O. 428002, Del Rio, Texas 78842-8002

PRINTED 09/10/2018

Physical Address: 315 Griner St., Del Rio, Tx 78840
Voice: 830.778.4047 Fax: 830.774.9891
www.sldr-cisd.org

PAGE 1 OF 6

PURCHASE ORDER NUMBER
7141900009

VENDOR KEY : FOLLETT 001
SHIP DATE : 09/04/2018
FISCAL YEAR : 2018-2019
ENTERED BY : MARTINELO00

VENDOR:
FOLLETT SCHOOL SOLUTIONS
91826 COLLECTIONS CENTER DRIVE
CHICAGO, IL 60693-091

SHIP TO:
DISTRICT WAREHOUSE
800 W 15TH ST, REAR
DEL RIO, TX 78840

ATTN: VELMA MARTINEZ

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		Bid #17-31, Bid #18-05 Invoice #1317957 Invoice Date: 7-1-2018 Sales Order#2365932 Customer #4225252 Customer: San Felipe Del Rio Consolidated School District Purchase Order (Auto Renewal) Sales Representative: Tami Solum Follett Renewal 18-19 School Year Follett - Destiny and Titlepeak Online (RPS Online for AR/RC Renewal) Webpath Express Site License September 1, 2018 - August 31, 2019		
1	EACH	CATALOG/ITEM NUMBER: 67051P San Felipe Memorial Middle School - RPS Online for AR/RC Renewal - Destiny District Member: Sept. 01, 2018 - Aug. 31, 2019	199.50000	199.50
1	EACH	CATALOG/ITEM NUMBER: 67058P San Felipe Memorial Middle School - Titlepeak Online Service Renewal - Destiny District Member: Sept. 01, 2018 - Aug. 31, 2019	100.00000	100.00
1	EACH	CATALOG/ITEM NUMBER: 67055P San Felipe Memorial Middle School - Webpath Express Site License (Renewal): Sept. 01, 2018 - Aug. 31, 2019	249.50000	249.50

181 E 12 6296 00 104 0 11 000

299.50

181 E 12 6395 00 104 0 11 000

249.50

Total \$549.00

PO DATE
09/13/2018

SAN FELIPE DEL RIO C.I.S.D.

Mailing Address: Attn: Accounting Department
P.O. 428002, Del Rio, Texas 78842-8002

PRINTED 03/26/2019

Physical Address: 315 Griner St., Del Rio, Tx 78840
Voice: 830.778.4047 Fax: 830.774.9891
www.sfdr-cisd.org

PURCHASE ORDER NUMBER
1041900006

VENDOR KEY : EDMENTUM000
SHIP DATE : 09/13/2018
FISCAL YEAR : 2018-2019
ENTERED BY : MEDINMON001

VENDOR:
EDMENTUM HOLDINGS, INC.
NW 7504
PO BOX 1450
MINNEAPOLIS, MN 55485-7504

SHIP TO:
DISTRICT WAREHOUSE
800 W 15TH ST, REAR
DEL RIO, TX 78840

ATTN: MONICA MEDINA

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		Bid # - Sole Source		
		Quote #Q-73062		
1	EACH	Study Island : Math Library -Program License 150 licenses start date 09/20/2018 end date 09/19/2019	825.00000	825.00
1	EACH	Study Island: ELA Library - Program License 150 licenses start date 09/20/2018 end date 09/19/2019	825.00000	825.00
1	EACH	Study Island Virtual Standard Service Package Year 1	650.00000	650.00
ACCOUNT SUMMARY (FOR INTERNAL USE)				
ACCOUNT NUMBER		ACCOUNT AMOUNT		
167 E 11 6395 00 104 0 11 000		2,300.00		
THE SAN FELIPE DEL RIO CISD WILL NOT BE RESPONSIBLE FOR THE RETURN OR PAYMENT OF ITEMS SENT IN EXCESS OF THE QUANTITY OF ITEMS ORDERED ON THE APPROVED PURCHASE ORDER.				
PURCHASE ORDER NUMBER MUST ALWAYS BE INCLUDED ON INVOICES & PACKING SLIPS AND MUST BE VISIBLE ON MAILING LABELS OF ALL CARTONS AND/OR BOXES.				
IF *REPRINTED PO* APPEARS IN UPPER LEFT HAND CORNER, DO NOT DUPLICATE ORDER.				
ALL INVOICES MUST SHOW ORIGINAL COST OF EACH ITEM, LESS DISCOUNT OFFERED, AND TOTAL COST TO DISTRICT.				
			PAGE TOTAL	2,300.00
			TOTAL	2,300.00

If you do not have our Texas State and
Sales Use Tax Form, please request this
form from the Purchasing Department

If you do not have our Texas State and
Sales Use Tax Form, please request this
form from the Purchasing Department.

PURCHASE APPROVED BY:

Paula Johnson, Director of Purchasing

**San Felipe Del Rio Consolidated Independent School District
Campus Title I Parent Survey**

SFMMS 2018-2019

(+ 32% Return from 2017-2018)

Enrollment # 703

Surveys returned # 527

75%

#	Title I Programs Survey	Returned	Returned	Returned	No opinion	%	
1.	I feel welcome at my child's school	509	99%	4	14	3%	
2.	The campus provides various parental engagement opportunities, such as informational meetings, trainings and activities.	479	99%	13	35	7%	
3.	Parent engagement activities, such as meetings and trainings are provided at various times and days of the week to accommodate parent work schedules.	452	99%	18	57	10.80%	
4.	Were you provided with a copy of the School-Parent-Student Compact?	447	99%	21	59	11.19%	
5.	The campus keeps me informed of current and changing policies and events.	474	99%	20	33	6.20%	
6.	The campus provides at least one opportunity, such as parent/teacher conference for two-way communication and to discuss the School-Parent-Student Compact.	473	99%	21	33	6%	
7.	The campus provides timely communication such as progress reports and report cards, to parents regarding student progress.	508	99%	10	9	1.70%	
8.	I receive timely information about state and local assessments such as STAAR, End of Course (EOC), and Benchmark assessments.	489	99%	17	21	4%	
9.	I am informed at the beginning of each year about resources and support available for students.	481	99%	21	25	5%	
10.	Did you attend any parental involvement activities offered by the school this year?	394	99%	71	62	12%	
11.	The campus communicates with me in a format and language I can easily understand.	508	99%	4	15	3%	
12.	Parents are encouraged to join various campus parent committees.	454	99%	19	54	10.20%	
13.	Campus leadership meets and works with parent and community groups to address campus opportunities or issues.	436	99%	19	72	14%	
14.	Were you invited to participate in the planning of the Campus Parental Policy and School-Parent-Student Compact?	395	99%	39	93	17.60%	
15.	Were you invited to attend the Annual Title I Meeting?	407	99%	29	91	17%	
16.	Did you attend the Annual Title I Meeting during which the Title I Programs and activities were explained?	382	99%	63	82	16%	
17.	I have been provided with information about how I can help my child with his/her school work and how to access Grade Book to check my child's progress.	471	99%	21	35	6.60%	
18.	I have seen improvement in my child's reading comprehension/skills this year.	486	99%	11	30	6%	
19.	I have seen improvement in my child's math abilities this year.	486	99%	16	25	5%	
		486	99%				

San Felipe Memorial Middle School

1. There needs to be more opportunities to communicate with teachers, as well as communication from teachers to parents.
2. I called school regarding skyward access. I was told I would receive a call back and I never received call back regarding my account.
3. Have only been attending school district for 3 months.
4. Gradebook never up to date. Question 17
5. Some teachers need to be skilled in how NOT to discipline or reprimand other students in front of other students or classroom.
6. No opinion – means that I may have been informed at one point but forgot due to other priorities.
7. My “no opinion” are a “I don’t recall” marks.
8. Some of these are “no opinion” or “disagree” because my child came to this school in the middle of the school year.
9. No – Question 10
10. Yes, thank you – Question 18
11. Yes, thank you – Question 19
12. I’ve had a lot of help this year by some of the staff, but I still believe that is room for improvement when it comes to dealing with Autistic children.
13. My son is interested in attending math tutorials. Is there any available?
14. Muchas de mis respuestas son notas, porque tenemos muy poco tiempo en este país. Y no estamos tan familiarizados con todas las actividades. Pero estoy segura que este es un gran programa: y estoy segura que cualquier mejora lo ara más excelente.
15. I met with some of my sons teachers and other leaders who showed great interest in my sons learning and had positive, encouraging words from his betterment.
16. Just have more security maybe during school house for our school safety.
17. Outstanding administrative, teachers, parent relationship!
18. Estoy de acuerdo en todo porque mi hija a mejorado en varias habilidades escolares.
19. No comment.
20. I am very happy with the teachers and administration at SFMMS. I always feel welcomed at the school and I see tremendous growth in my daughter’s math and reading abilities. Keep up the good work!
21. My child has had a major improvement in grades this year, especially in math. Good job teachers!
22. Great job to those in charge of homework contracts. Thank you Mrs. Rivera & Mrs. Puente!

- 23.Me gustaría que la enseñaran más inglés y matemáticas a mi hijo, se los agradecería mucho. Gracias por su atención
- 24.Thanks for the campus for letting me know of the meeting.
- 25.No opinion
- 26.The school needs to talk to the teachers so they can help students more when it's their first time in an American school.
- 27.Great school
- 28.Great admin and teaching staff.
- 29.Keep up the good work!!My child is getting better grades and has grown intellectually.
- 30.Nothing
- 31.Estoy de acuerdo en el abanque que he visto a mi hija.
- 32.Gracias por darme información de todas las participaciones y ayuda a mi nieta. Atte.
Maricela Sánchez
- 33.Muchas gracias por apoyar en la educación de mi hijo.
- 34.My daughter is stressed a lot because her bus is the last one to get there very late, she gets at home almost 5 every day
- 35.Very happy with son's success this school year! Thanks.
- 36.Muchas gracias por su apoyo en su aprendizaje a mi hijo gracias.
- 37.Ninguno
- 38.Have definitely seen improvements in math & Reading.
- 39.I think the school is great.
- 40.Gracias por su apoyo!
- 41.Only reason I didn't go to any meetings is because we moved here in January 2019.
- 42.Don't remember – Question 14
- 43.Don't remember – Question 16
- 44.Wonderful staff and administration. I would like to see on skyward that if a child is missing something to have access to paperwork on portal. Anything that a child is covering (have a copy of that paperwork) for printing even if to practice!
- 45.No- Question 14
- 46.I never know anything about my son's activity, I have only been scheduled one for my son's dyslexia other than that no meeting for teachers conference. I don't even know about picture day. Not one picture from the 6th grade.
- 47.Meeting times are difficult to make for working parents. Teachers are wonderful but would like more involvement when average/normal child falls behind in core subjects.
- 48.We struggled a lot this year. The children and lack of discipline has put a lot of tension with my daughter's interest in attending school.
- 49.Skyward is never up to date. – Question 17
- 50.I have called the campus 3 times and have had to leave messages. I never get a return call. Teachers sent out notices one day in advance.

51. Would like to meet with my daughter's English teacher confirming my daughter's progress.
52. None, they are working towards the students.
53. It is sad that teachers cannot take the time to teach students that require the extra help with assignments. Teacher expect too much responsibilities in student that teacher don't care if they are not passing in their class.
54. I am the non-custodian parent, lot of the school information is passed on from mom to me. So there could be more info & am not being provided with.
55. I thought this was a survey?
56. I am happy with the campus, maybe just more securities if needed.
57. No – Question 10
58. No – (I am a school district employee) – Question 14
59. No – Question 16
60. No, she's always been high in this area. Question 18
61. Overall, this is a wonderful campus. Staff and teachers are easily accessible and do great communicating or responding to my questions quickly.
62. My child has improve in math and reading. She has learned more things. And now she speaks more English.
63. N/A
64. Mrs. Leal is the greatest.

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1. Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum and diverse, engaging instructional opportunities to ensure student achievement and continuous improvement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts" and Del Rio CARES, utilize Curriculum Dashboard, actively participate in Planning Protocol and decision-making and meet the needs of all students, both academically and socially.

Objective 1. Improve student achievement in Reading and Mathematics STAAR Assessment by 5%; as well as decrease the number of students that do not make student growth by 50% at the end of the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will have a 90 minute block of ELA every day and be provided a minimum of 20 minute interventions to ensure growth in Reading from 5th grade, especially for struggling students that missed Approaches/Meets/Masters by 4-5-6 questions. (Title I SW: 1,3,8,9,10) (Target Group: All,ECD,ESL,LEP,SPED,GT,6th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	September 2019-May 2020		Summative - All students will be evaluated twice every 6 weeks to show progress throughout the year; as well as checking progress on their Quintile scores.
2. Targeted interventions for ELL and Special Education Students to Close the Gap by establishing Sheltered-Instructional Teams and Co-Teach classes (30 students or less, 30% or less Sp. Ed.). All co-teach classes will have certified personnel or an Academic Support Specialist to provide quality instruction in efforts to Close the Gap. (Title I SW: 3,10) (Title I SW Elements: 2.6) (Target Group: LEP,SPED) (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	July-August 2019	(S)Local Funds	Summative - Reduced failure rate/improved cycle grades; as well as increase student growth.
3. Using DMAC quintile and progress measure identifications, SFMMS will provide 90 minutes of ELA & Math and Reading/Math instruction and allow for interventions with a tutor/instructional aide for intensive tutorials targeting all students to improve student achievement in the areas of Math and ELA to meet Closing the Gap or Student Progress. (Title I SW: 1,3,5,10) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Cluster/Department Leaders, Master Reading Teachers, Strategists, Teachers	November 2019 - May 2020	(F)Title I - \$23,000	Summative - Low failure rate, improved 6 weeks grades
4. Administration will monitor district curriculum for Math & ELA; as well as the implementation of Dashboard. Math & ELA will have Planning Protocol daily and it will be lead by Department Head. Administration,	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Master Reading Teachers, Strategists	August 2019-May 2020		Summative - Lesson plans, DMAC, T-TESS and sign in sheets for Planning Protocol Meetings.

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Objective 1. Improve student achievement in Reading and Mathematics STAAR Assessment by 5%; as well as decrease the number of students that do not make student growth by 50% at the end of the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Interventionist and Strategist will attend alternatively and will attend with a specific focus. The Interventionist will provide interventions and work directly with students and our BE-ESL Strategist will provide support in providing data, setting up learning walks, modeling lessons for teachers and tutoring. (Title I SW: 1,4,8,9) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)				
5. All Students will participate in Xello to increase College Readiness through Social Studies in Computer Lab. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Campus Administrators, Computer Aides, Counselors, Teachers	Fall 2019 to Spring 2020		Summative - Social Studies Staff and Students participate in and implementation of Xello activities in lab (schedule available).
6. Targeted students will participate in small group instruction during ELA for 20 minutes 4 X a week to consist of Guided Reading/Guided Skill/Guided Intervention. Two books at the students levels will be checked out in the library (even if they owe a fine from 5th grade). (Title I SW: 1,3) (Title I SW Elements: 2.2,2.5) (Target Group: AtRisk,6th) (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators, Counselors, Librarian, Teachers	September 2019-May 2020		Summative - 2019 STAAR Results and STAR Reading Data-- Focus on student's reading levels.
7. Customize professional development and provide additional resources for Sheltered-Instructional Team and Co-Teachers/Academic Support Specialists to increase student progress/decrease student misbehavior. (Title I SW: 2,4,5) (Title I SW Elements: 2.5) (Target Group: ECD,ESL,SPED,6th) (Strategic Priorities: 1,2) (CSFs: 1,7)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	Fall 2019 and Spring 2020		Summative - Sign-In Sheets for PD and Calendar with Dates
8. The majority of 504 students will attend the	Campus Administrators,	Sept. 2019- May	(S)Local Funds	Summative - Schedule/Calendar,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
computer lab and use "Study Island" three times per week for Reading and Math. Some of the 150 licenses will be used for ELL students during the day, before and after school. Students will also be invited to stay after school or attend before school starting October 2019. (Title I SW Elements: 2.5) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Cluster/Department Leaders, Computer Aides	2020		Study Island training
9. All students will take their Star Reading test every six weeks in the computer labs. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2)	Cluster/Department Leaders, Computer Aides, Librarian	Every Six Weeks	(F)Title I	Summative - Schedule & Star Reports
10. ELA will have Planning Protocol and Conference Period every day (5th/10th). Math will have Planning Protocol and Conference Period every day (1st/6th). This will align with the same Planning times for 6th through 8th grade. Social Studies, Science and Electives will plan before or after school and their Conference Periods will be every other day at different times to help accommodate the Master Schedule. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Campus Administrators, Counselors	August 2019-May 2020		Summative - Attending Planning Protocol Sessions.
11. Master Schedule will be developed so that class sizes are balanced and meet the needs of our students. Co-Teach classes will have 28-30 students so that the ratio of Sp. Ed. can be 30% or less, our ELA and Math classes will be set at 25, our SS, Science and Electives will be set at 28, our Advanced classes will be set at 30 and our PE classes will be set at 40. (Target Group: All) (CSFs: 1)	Campus Administrators, Counselors	July 2019 to September 2019		Summative - Master Schedule
12. We will have tutoring after school for an	Campus Administrators,	Dec. 2019 to May	(F)Title I	

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Objective 1. Improve student achievement in Reading and Mathematics STAAR Assessment by 5%; as well as decrease the number of students that do not make student growth by 50% at the end of the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
hour starting on Dec. 2nd for students who missed Approaches/Meets by 4, 5 and 6 questions in either ELA or Math. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,SPED,AtRisk,504) (Strategic Priorities: 2)	Cluster/Department Leaders, Counselors	2020		

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Objective 2. SFMMS will have recognition activities to promote attendance at least twice every six weeks until the end of the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS will be recognizing students and staff members with excellent attendance every six weeks by attending a movie at SPC as a guest/chaperone of Dr. Rios, Supt. They will also have opportunities to win prizes as a Homeroom for 5-10-15-20-25-30-35-40-45-50 days of Perfect Attendance. (Title I SW Elements: 2.6,3.1) (Target Group: All) (CSFs: 5,6)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides	Every Six Weeks 2019-2020	(S)Local Funds - \$1,900	Summative - Skyward reports, lists, photos, receipts, coupons/incentives
2. SFMMS students with perfect attendance will have an opportunity to get their picture displayed in the cafeteria by Homeroom. (Title I SW: 1) (Title I SW Elements: 2.1,3.1) (Target Group: All) (CSFs: 5,6)	Campus Administrators, Librarian, Parental Aides	Every six weeks 2019-2020		Summative - Record of Skyward generated lists with students' names on them and pictures.
3. SFMMS administration will increase awareness of the compulsory attendance laws to students at orientation, school-wide assemblies and as needed. Parents will be informed through meetings, presentations, newsletters and through the use of the school's attendance clerk and parental aide to conduct home visits. A Case Study will be done for students who have more than 4 absences. (Title I SW: 1,6) (Title I SW Elements: 2.6,3.1) (Target Group: All) (CSFs: 4,5)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2019 - June 2020		Summative - Reduction in the number of case studies and higher percentage of attendance.
4. SFMMS will give students and co-workers affirmations on a regular basis to help promote school culture and also improve attendance. Affirmations will be given teacher to student, student to student, student to teacher and coworker to coworker. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,5,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Master Reading Teachers, Parental Aides, Strategists, Teachers	2019-2020 School Year	(L)Principal Account	Summative - Bulletin Board in the cafeteria, teacher's lounges, notes in teacher's mailboxes and rosters turned in by six weeks and as evidence for T-TESS.
5. Teams will have a Perfect Attendance Sign	Attendance Staff, Campus	September 2019		Summative - Signs, Charts,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
that says "100%" and display it when they have Perfect Attendance during Homeroom. Charts will be kept in the cafeteria to show "healthy" competition amongst University Teams. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (CSFs: 4,5,6)	Administrators, Teachers	to May 2020		Pictures
6. Child Studies will be started for students that had 20 or more absences in 5th grade. (Title I SW Elements: 3.1) (Target Group: AtRisk) (CSFs: 4,5)	Attendance Staff, Campus Administrators, Curriculum Coordinators, Parental Aides, Parents	August-September 2019		Summative - Case Studies
7. 100% of our staff will have a daily Homeroom period to address Attendance, Del Rio Cares, AR Reading, Grades and Capturing Kids' Hearts. (Title I SW Elements: 2.1,2.2) (Target Group: All) (CSFs: 2,6)	Campus Administrators, Counselors, Teachers	August 2019-May 2020		Formative - Walk-Throughs, Visit Students

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Objective 3. SFMMS will improve students' scores in the sub-populations for Special Ed. and ELL students to a passing rate in the areas of Math and Reading to Close the Gap by May 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will utilize the English Language Proficiency Standards (ELPS) consistently to increase the effectiveness of the delivery of their lessons for English Language Learners to meet Closing the Gap. They will attend Professional Development to support our ELLs if they are struggling to meet their needs, especially Teams 3 and 4. (Title I SW: 1,4,5) (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: ESL,LEP,AtRisk,6th) (Strategic Priorities: 2) (CSFs: 1,6)	Campus Administrators, Cluster/Department Leaders, Master Reading Teachers, Strategists, Teachers	Every six weeks		Summative - Sign in sheets, lesson plans, walk through observations and feedback from ELLs and parents.
2. Purchase 125 iLit licenses for ESL/Sp.Ed./General Education students that are struggling readers, train teachers, lab managers and schedule students on a regular basis. (Title I SW: 1) (Title I TA: 1,2) (Target Group: ESL,SPED,6th)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Strategists	August 2019-May 2020	(F)Title I	Summative - Overall improvement in reading ability by end of the 2019-20 school year based on fluency documentation, iLit and Quintile reports.
3. Sheltered-Instruction Teams 3 & 4 will keep vocabulary journals for their Beginner and Low Intermediate ELLs to use cross-curricular to help in all core classes; as well as their elective.	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	Fall 2019-Spring 2020	(S)Local Funds	Summative - Vocabulary journals-spot checked during 6 weeks.

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Objective 4. The campus will ensure that all students are educated in a learning environment that is safe, secure, respectful and drug free, by decreasing the number of discipline referrals by 10% at the end of the 2019-2020 school year. Teachers will feel supported in this area which will be measured in our Employee Climate Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will implement Capturing Kids' Hearts consistently and campus-wide to decrease the number of student referrals to the office. By using CKH's consistently throughout the campus by all staff, a rapport will be built with the majority of the students and result in lower discipline issues overall. Time will be taken to follow up and keep good documentation. (Title I SW: 1,2) (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All) (CSFs: 6)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Instructional Aides, ISS Supervisor, Librarian, Master Reading Teachers, Parental Aides, Special Ed Teacher, Strategists, Teachers	Aug. 2019 - June 2020		Summative - Reduction in number of referrals verified through Skyward generated lists.
2. SFMMS coaches will promote awareness for healthy lifestyles through daily physical activities and participation in Fitness Gram. (Title I SW: 1) (Title I SW Elements: 2.2,3.1) (Target Group: All) (CSFs: 4,6)	Campus Administrators, Teachers	Aug. 2019 - June 2020		Summative - 100% of students will participate in Fitness Gram.
3. SFMMS counselors will implement drug free awareness activities during Red Ribbon Week in October. (Title I SW: 1,2) (Title I SW Elements: 2.1,3.1) (Target Group: All) (CSFs: 6)	Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers	October 2019-May 2020	(S)Local Funds - \$2,000	Summative - Reduction in aggressive incidents and incidents involving drugs; along with awareness. Del Rio CARES lessons.
4. Counselors will do duty one lunch period daily and have "Counselor's Corner" for students to ask questions and get help as needed in the Courtyard once every month. Counselors will hold sessions during PE classes a minimum of 1 time a six weeks. Topics will include social issues that are current at the campus; as well as "Healthy Relationships". (Title I SW Elements: 2.6) (Target Group: All) (CSFs: 6)	Campus Administrators, Counselors	September 2019-June 2020		Summative - Sign in sheets/Logs/Calendars/Bully Box

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Teachers will consistently use "3 Good Things" from Capturing Kids' Hearts to help make better "connections" with their students. (Target Group: All) (CSFs: 6)	Campus Administrators, Counselors, Teachers	August 2018- June 2019		Summative - Positive school culture, less discipline referrals

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Objective 5. SFMMS will continue to target students serviced by Special Education, Gifted and Talented and our ESL Program to improve progress measure levels by 10% in our ELA and Math state assessments by May 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS administration will assign ELL students that scored Advanced or Advanced High on 2019 TELPAS to a general education ELA & Math setting for the 2019-2020 school year on Teams 3 & 4. (Title I SW: 1,2) (Target Group: ESL,LEP)	Campus Administrators, Counselors, Strategists	August 2019-May 2020		Summative - Master schedule.
2. SFMMS will ask for two additional Special Education teachers to distribute the scheduling of our population to not surpass 30%. (Title I SW Elements: 2.5,2.6) (Target Group: SPED,6th) (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators, Counselors	July 2019-August 2019		Summative - Master Schedule

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Objective 6. SFMMS will embrace the District Writing Initiative and tie it into Reading. Our whole campus will implement "Word of the Week" vocabulary in their classrooms on Monday during Homeroom in order to not interfere with "Del Rio Cares".

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELA will follow the Writing Initiative and adhere to guidelines every six weeks. (Title I SW Elements: 2.2,2.4) (Target Group: All,6th) (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Master Reading Teachers, Strategists, Teachers	Every six weeks		Summative - Writing Samples/Deadline

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Objective 7. SFMMS will incorporate technology into Math lessons and utilize Xello through Social Studies for Career Awareness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Math teachers will incorporate technology and use different types of software by using iPads during their 90 minute rotation. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Librarian, Teachers	August 2019-May 2020	(S)Technology Grant	Summative - Technology Equipment and Software
2. SFMMS will do a better job of updating our webpage so it is easier for parents and students to know what is going on; as well as having access to grades, schedules, announcements, etc. (Title I SW Elements: 2.1,3.1) (Target Group: All) (CSFs: 6)	Campus Administrators, Computer Aides, Librarian, Parental Aides, Teachers	August 2019-May 2020		Summative - Easy to follow Webpage; as well as updated consistently

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Objective 8. SFMMS commits to utilizing interactive teaching to meet our student's needs; as well as improving our campus culture. SFMMS will focus on not only ensuring engagement, but target on having highly engaged lessons.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff Development will be provided and support given in order to implement more interactive teaching. (Title I SW Elements: 2.5) (Target Group: All, AtRisk, 6th) (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Master Reading Teachers, Strategists, Teachers	August 2019-May 2020		Summative - EAR document(Dr. Collins) will be used by Administration and tied into T-TESS on DMAC; along with feedback from Walk-throughs being analyzed

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Objective 9. All staff will implement "Del Rio Cares" lessons during Homeroom every Monday OR first day of the week from 9:55-10:15 AM with fidelity, use the student's journals interactively and look through the powerpoint prior to the lesson. Focus will remain so that students and staff know that we care about each other.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will have a Birthday celebration four times a year in the Library Viewing Room at 7:30 AM. Parents will decorate the room with the staff member's names and each cake will have their name on it. July-Aug-Sept (Sept. 27), Oct-Nov-Dec (Dec. 13), Jan-Feb-Mar (Mar.5) & April-May-June (May 29). (Target Group: All) (CSFs: 6)	Campus Administrators, Librarian	Sept. 2019-May 2020	(O)Local Districts	Summative - Cake, Decorations and a Positive Campus Culture
2. Zumba and Yoga will be offered twice a week (free of charge) to promote a positive campus culture; as well as healthy teachers. If teachers are healthier and happier, they'll be more likely to be highly engaged with their students and have a positive classroom culture.	Teachers	September 2019 to May 2020		Summative - Zumba Classes
3. Nurse Padilla-Limon will start a Breakfast Club to promote healthy eating, lunch and snacks. Coach Fernandez will start a program to target miles walked by staff/students. (Title I SW Elements: 2.2) (Target Group: All) (CSFs: 6)	Health, Safety & Nutrition Coordinator, Teachers	August 2019 to May 2020		Summative - Logs, schedules, meetings

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Objective 10. SFMMS will plan accordingly for RtI Data Days, incorporating a variety of data and reminding staff of "Social Contracts" to target instruction (especially student growth).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RtI Days will be held on October 11, November 11, January 7 and March 6. Targeted agendas will be created for each department to allow for differentiation and focus. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2)	Curriculum Coordinators, Teachers	October 2019 to March 2020		Summative - Agendas and Sign-in Sheets
2. All Staff will use STAAR Guiding Questions and focus on Vocabulary: Flovocabulary, CNN10/Etc. (Title I SW Elements: 2.2) (Target Group: All)	Campus Administrators, Teachers	October 2019-May 2020		
3. Librarian will focus on new TEKS and support ELA teachers and their students every week for 30 minutes; as well as Dictionary Skills. (Title I SW Elements: 2.2) (Target Group: All)	Campus Administrators, Librarian, Teachers	September 2019-May 2020		
4. All teachers will have a class set of Dictionaries and Thesauruses in their classroom. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Librarian, Teachers	October 2019	(S)Local Funds - \$500	
5. Our campus will have a Benchmark on Dec. 16 (Math) & Dec. 17 (ELA) and in the Spring, Mar. 3 (Math) & Mar. 4 (ELA)--we usually only have 1. (Target Group: All)	Campus Administrators, Cluster/Department Leaders	Dec. 2019 & Mar. 2020	(F)Title I	

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Goal 2. Goal 2: SFMMS shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness. We will work with our community to provide experiences that enhance learning and make our students well-rounded students. We will make decisions based on evidence and data and formulate creative ways to make 100% of our staff collectively responsible for student achievement and continuous improvement.

Objective 1. SFMMS Instructional Leadership Team (ILT) and the Planning Decision Making (PDM) Team will each meet (ILT bi-weekly/PDM once a six weeks) to ensure that 90% of the campus budget is being allocated to meet campus goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Once every two weeks, SFMMS Instructional Leadership Team (ILT) will meet to discuss campus short term and long term goals. Team will disperse the information to the group they represent with consistency, fidelity and transparency. (Title I SW: 1,4,9,10) (Title I SW Elements: 3.2) (Target Group: All,6th) (Strategic Priorities: 1) (CSFs: 3)	Campus Administrators, Cluster/Department Leaders, Counselors	July 2019-May 2020	(S)Local Funds	Summative - Instructional Leadership Team Agendas and Sign-in Sheets.
2. Once every two months, SFMMS Planning Decision Making Committee (PDM) will meet to discuss campus short term and long term goals as it pertains to funding, staffing, school organization and staff development. Team will reallocate monies as needed from campus funds to focus on our student's academic needs and growth. (Title I SW Elements: 2.2,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,3,6,7)	Campus Administrators, Cluster/Department Leaders	September 2019 to May 2020	(O)Local Districts	Summative - Agendas and Sign-In Sheets
3. Department Heads will interview staff prospects with administration to ensure that the best candidate is hired to add value at SFMMS. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7)	Campus Administrators, Cluster/Department Leaders	Spring 2019 and Ongoing		Summative - Interview Questions and Notes

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Objective 2. SFMMS will work collaboratively with one another and the district to teach students about healthy relationships in PE; as well as having our Counselors go to PE to speak to students once a 6 weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A plan will be established by Counselors, PE Dept. and Administration to work on healthy relationships throughout our campus and help us with a positive school culture. (Target Group: All,6th)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2019-May 2020		Summative - Schedules, curriculum, school climate survey

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Goal 2. Goal 2: SFMMS shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness. We will work with our community to provide experiences that enhance learning and make our students well-rounded students. We will make decisions based on evidence and data and formulate creative ways to make 100% of our staff collectively responsible for student achievement and continuous improvement.

Objective 3. We will incorporate Counselor's Corner once a month in the courtyard for students to report bullying or other pressing issues impacting academics, socialization and self-esteem. It was recommended to have a "Bullying Box" and this could be manned by our Counselors/StuCo.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use Counselor's Corner to get feedback without having to disrupt instructional time. (Target Group: All) (CSFs: 6)	Counselors	Once a six weeks, unless needed more		Summative - Counselor's Corner Sign/Sign-In Sheets/Bully Box

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- Goal 3.** Goal 3: SFMMS shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners in both languages, when appropriate. Everyone will be held to high expectations for showing respect to others at all times. Time for bi-weekly reflection will be incorporated so specific goals can be analyzed and what can be done going forward to ensure that future results are more successful.
- Objective 1.** SFMMS will conduct a minimum of 12 parent involvement activities by May 2020 to improve parent communication and participation by 20% as compared to 2019-2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS will conduct 2 parent orientation sessions before the start of the 2019 - 2020 school year. August 14th (A-L) and August 15th (M-Z) (Title I SW: 1,6) (Title I SW Elements: 3.1) (Target Group: All) (CSFs: 5,6)	Campus Administrators, Counselors	August 14 & 15, 2019		Summative - Flyers, pictures, agenda and dummy schedules
2. SFMMS will conduct a Fall Open House, Science Fair, GT Exhibit, UIL Parent Night, Title 1 meetings, Robotics Exhibit Night and Band, Choir & Strings concerts to increase parental involvement. (Title I SW: 1,6) (Title I SW Elements: 2.1,3.1) (Target Group: All) (CSFs: 5)	Campus Administrators, Cluster/Department Leaders, Parental Aides, Teachers	Fall 2019 - Spring 2020	(S)Local Funds	Summative - Surveys, sign in sheets and pictures.
3. SFMMS Parental Aide will conduct monthly parent meetings/trainings on Title 1 requirements. Themes will include social issues and academic rigor of STAAR. (Title I SW: 1,6) (Title I SW Elements: 2.1,3.1) (Target Group: All) (CSFs: 1,5)	Campus Administrators, Counselors, Curriculum Coordinators, Parental Aides	September 2019-May 2020	(F)Title I - \$1,000	Summative - Surveys and sign-in sheets.

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- Objective 2.** SFMMS will utilize "Coffee with the Principal" and other activities that allow active engagement and parent feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parental Liaison will send out quick surveys to address pressing issues during these gatherings. (Title I SW Elements: 2.1,3.1) (Target Group: All) (CSFs: 5)	Campus Administrators, Parental Aides, Parents	Two Times in Fall and Two Times in Spring		Summative - Agendas and Sign-In Sheets

SAN FELIPE MEMORIAL MIDDLE SCHOOL

- Goal 3.** Goal 3: SFMMS shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners in both languages, when appropriate. Everyone will be held to high expectations for showing respect to others at all times. Time for bi-weekly reflection will be incorporated so specific goals can be analyzed and what can be done going forward to ensure that future results are more successful.
- Objective 3.** SFMMS will include parents and business reps in PDM that will meet on Sept. 17, November 12, January 21, March 24 and May 5 to target instruction, attendance and safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that parents who can participate consistently are asked to be on PDM. (Title I SW Elements: 2.2) (Target Group: All) (CSFs: 1,3,5,6)	Campus Administrators, Parental Aides	September 2019-May 2020		Summative - Agendas and Sign-In Sheets