

DR FERMIN CALDERON ELEMENTARY

Campus Improvement Plan

2024/2025

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

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

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DR FERMIN CALDERON ELEMENTARY

Mission

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

Vision

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

Nondiscrimination Notice

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

DISTRICT GOALS:

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

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

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

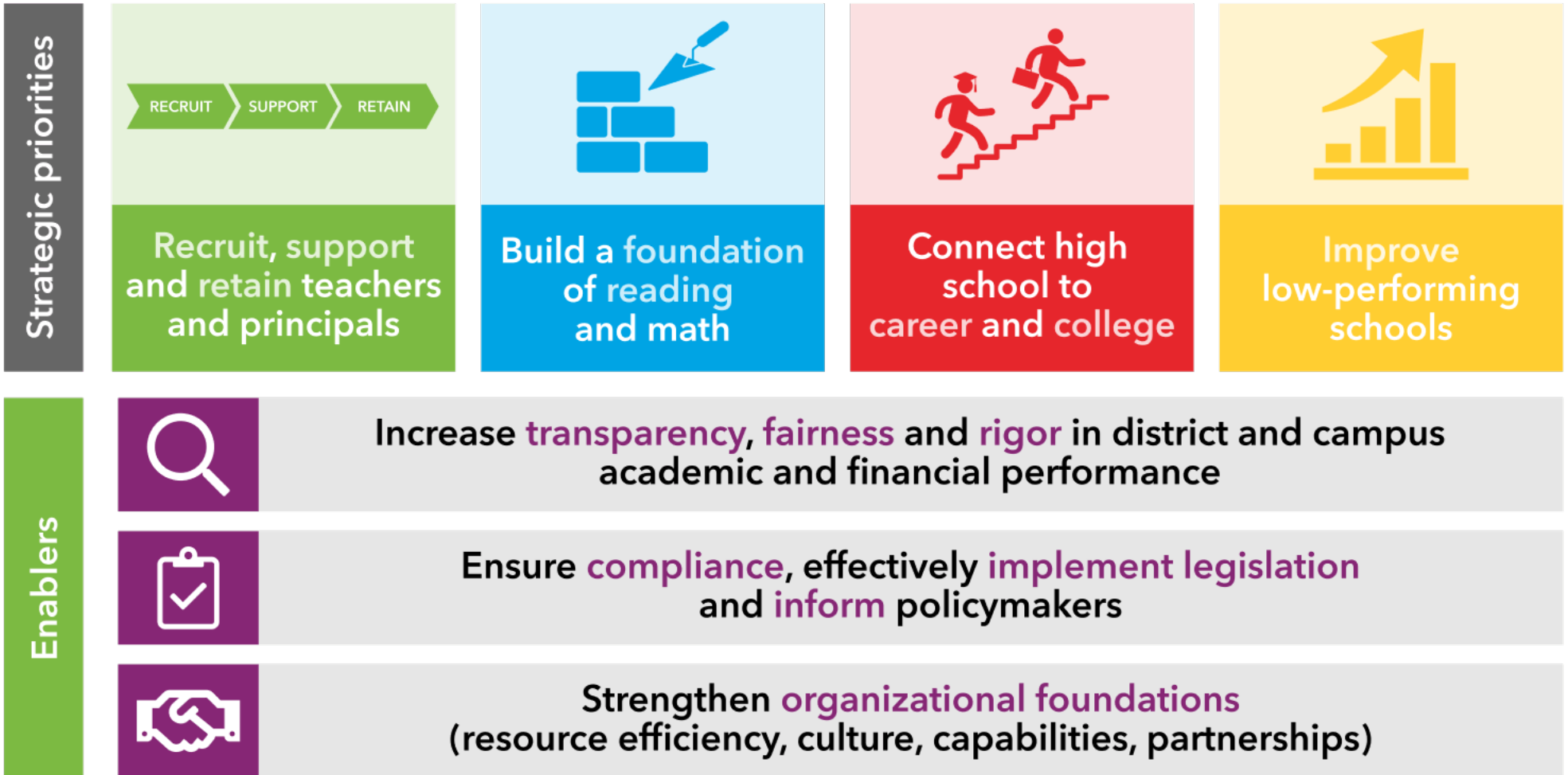
District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

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

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

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

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



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

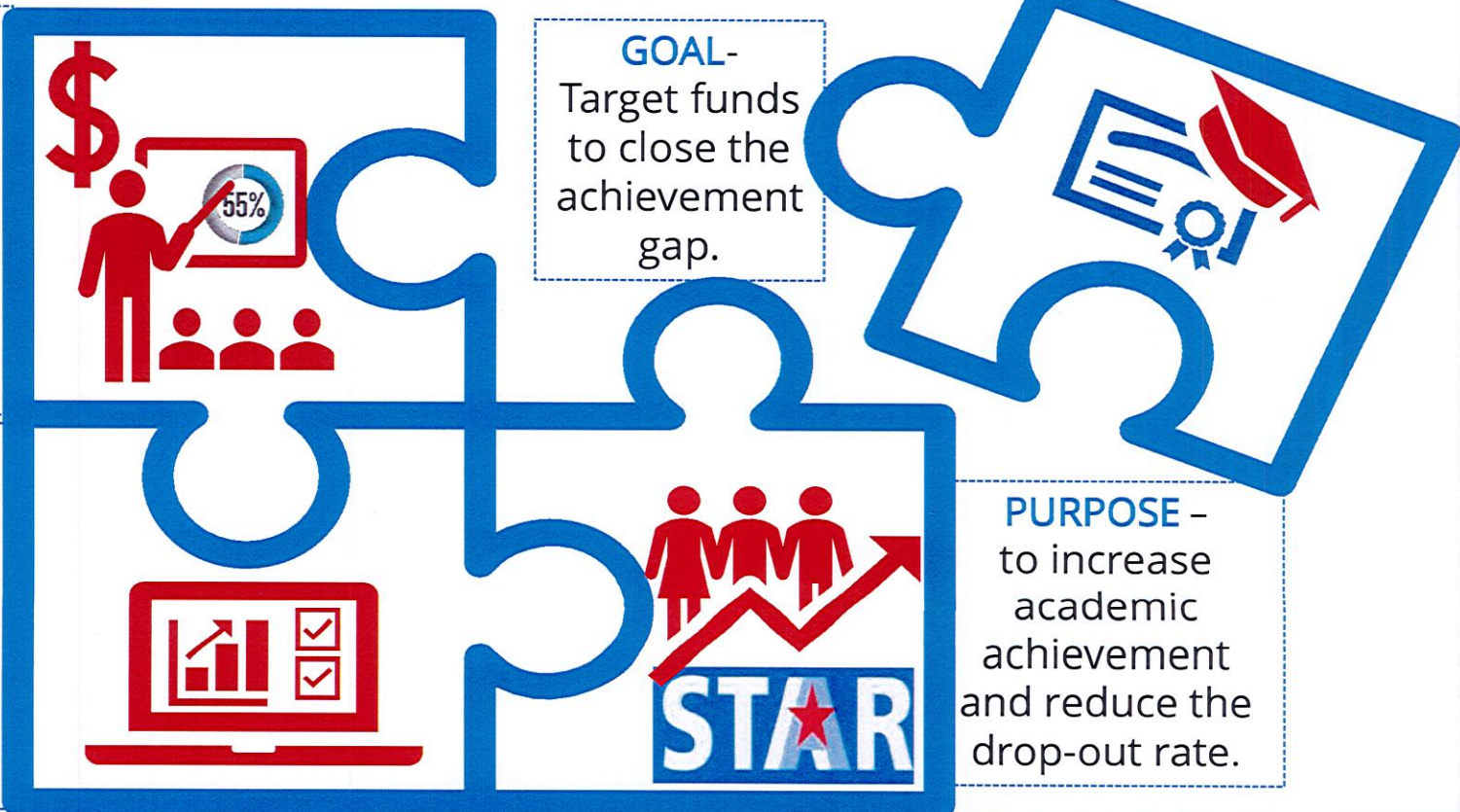
State Compensatory Education Program

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

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

GOAL- Target funds to close the achievement gap.

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



**adapted from TEA State Compensatory Education*

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Goal 1. (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

Objective 1. (School Safety) Dr. Fermin Calderon will meet state safety requirements to ensure a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will train, conduct and monitor monthly drills that support and ensure student/staff safety that are state mandated (Fire, Shelter in Place, Lockdown, Secure, and Hold) through Rapter Alert. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators	August-May	(O)Local Districts	Criteria: Drill logs 06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track
2. Campus administration will complete weekly door sweeps to ensure building safety and to address any mechanical/human errors that may compromise student/staff safety. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators	August-May	(O)Local Districts	Criteria: Sweep logs 06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track
3. Campus administration will ensure that there is an armed peace officer on campus for safety of all students and stakeholders on campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators	August-August	(O)Local Districts	06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track

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- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 2.** (Attendance) By May 2025, the campus will increase student attendance rate to 90% for each six weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Establish an attendance committee to identify students with excessive absences. (Attendance records, parent documents, guest speaker, meeting documentation, mentor involvement from community, daily phone calls with logs) (Title I SW: 1,4,6,9,10) (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>August -June</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>2. Increase awareness of the compulsory attendance law among the school community and families via parent orientations, PTO meetings, presentations and newsletters. (Notes sent home, DoJo messages, family orientation, parental workshops to include motivation and attendance notices) (Title I SW: 1,4,6,9,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)</p>	<p>Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>August -June</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>3. Implement an attendance daily log to ensure parent communication for non-attendance. (attendance binder, calling system) (Title I SW: 1,4,6,9,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>August -June</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>

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- Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.
- Objective 1.** (STAAR HB3 Reading) By May 2025, 37% of 3rd grade students will be at meets or higher in Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide intensive instruction focused on reframing instruction and learning. (Guided Instruction and intervention sessions to assist struggling students, master schedule, Google classroom, progress monitoring in reading and math, progress monitoring results in Aim Hi). Interventions/tutorials after school (ACE). Instructional staff, counselors and administration will implement district programs and initiatives such as Balanced Literacy, RTI, GT, Special Education, 504, Dyslexia with training, student testing, homebound services to identify and support students including students with special needs. (HB4545, Fluency Tracker, Canvas, Zoom, AimHi, Navigate 360, Nearpod, Renaissance Learning) (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Teachers</p>	<p>August - June</p>	<p>(F)Title IV SSAEP, (F)Title V RLIS, (S)State Compensatory - \$14,351.76</p>	<p>Criteria: Lesson plans, data usage, progress monitoring documents, data walls</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>2. Provide job embedded professional development through implementation of planning protocol including technology, engaging hands on lesson, to meet instructional understanding of the TEKS. (intervention and small group reading, Education Service Center 15, common planning periods for alignment, Technology training, teacher coaching, training on new math program, Implementation of Literacy block, Google Classroom components training, Text Help Read/Write, Pear Deck, online resources. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August-August</p>	<p>(F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP, (F)Title V RLIS</p>	<p>Criteria: Lesson plans, data usage, progress monitoring documents, data walls</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - Significant Progress</p>
<p>3. Highly qualified teachers in kinder through 5th grade, plus, paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet campus</p>	<p>Campus Administrators, Teachers</p>	<p>August-August</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts</p>	<p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>

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- Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.
- Objective 1.** (STAAR HB3 Reading) By May 2025, 37% of 3rd grade students will be at meets or higher in Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>performance goals and objectives. (1 Kindergarten paraprofessionals-will work daily with their supervising teachers for success of all students and use research-based strategies, Human Resources department, AppliTrack, SBEC, TTESS, lesson design and implementation, Mentor program for new teachers, common planning periods for alignment, planning protocol sessions, learning walks, DMAC, READ grant) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2)</p>				
<p>4. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research based, rigorous and aligned with state academic content. Literacy block schedule, curriculum dashboard, planning protocol sessions-collaborative lesson development/technological equipment for students, progress monitoring formatives, Progress monitoring in Aim Hi, revised road maps, revised ELA planning guides). (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Teachers</p>	<p>Augut-May</p>	<p>(F)Title IV SSAEP</p>	<p>Criteria: Lesson plans, data usage, progress monitoring documents, data walls</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>5. Implement academic vocabulary journals, anchor charts, K-W-L Charts, and Think-Pair-Share strategies as part of the planning process throughout content areas in Kinder - 5th grade. (Planning protocol). Provide time for collaboration on development of lesson plans and data disaggregation. (planning protocol sessions, master schedule) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Teachers</p>	<p>August-May</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: Lesson plans</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>

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

Objective 2. (STAAR HB3 Math) By May 2025, 29% of 3rd grades will be at meets of higher in Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan collaboratively for three hours weekly to: plan, reflect, analysis data, obtain new learning and evaluate student progress (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers, Teachers	August - May	(O)Local Districts	Criteria: Lesson plans 06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track
2. Teachers will provide small group intervention time during Coyote Time at least four times a week for tier 3 students. Teachers will hold Guided Math sessions daily for tier 2 students. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August - May	(O)Local Districts	Criteria: Lesson plans 06/17/25 - Completed (S) 03/25/25 - Significant Progress 11/22/24 - On Track

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- Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.
- Objective 3.** (STAAR HB1416) By May 2025, 70% of our 4th and 5th grade students will show significant growth on STAAR when compared to 2024 STAAR performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Target and actively engage instruction for all students, including at risk/economically disadvantaged students, Special education, EB students in Reading, Math, Writing, and Science. (STAAR math materials, curriculum dashboard, common planning periods for alignment, planning protocol sessions, instructional playbook, journaling, resources, assessment/benchmark data, teacher/student coaching, Literacy block schedule, new math program, DMAC) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Teachers</p>	<p>August -June</p>	<p>(F)Title I, (O)Local Districts</p>	<p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>2. Utilize guided instruction to provide intense interventions in targeted subject areas based on data (DMAC, STAAR formatted resources, New math program, Lead4ward). (intervention during and after school interventions). (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Teachers</p>	<p>August - June</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: Lesson plans 06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>3. Utilize math program and math block components during the school day to increase student levels in math. Implement the use of journals in all grade levels to increase math vocabulary and academic language. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Teachers</p>	<p>August -June</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: Student scores, journals 06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>

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

Objective 4. (Leadership) By May 2025, 80% our leadership team will continue to plan and develop as leaders as demonstrated by meeting minutes, walk-through feedback and establishment of norms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Proactively teaches, practices, and reinforces behavioral expectations with all staff that are aligned to the mission, vision, values and goals. Implements and executes the code of conduct as routine practice. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Cluster/Department Leaders</p>	<p>August-June</p>	<p>(F)Title I, (F)Title IV SSAEP</p>	<p>Criteria: Discipline reports 06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>2. Supports teachers in implementing rewards and consequences at the classroom and school levels. Regularly tracks and analyzes data. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators</p>	<p>Agust - June</p>	<p>(F)Title I, (F)Title IV SSAEP</p>	<p>Criteria: Discipline data 06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>

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

Objective 5. (Instructional Strategies) By May 2025, 80% of teachers will use effective instructional strategies as seen in walkthroughs and planning conversations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. Facilitates and supports the implementation of high leverage instructional strategies and routines that are modeled and practiced with fidelity in all classrooms. (Title I SW Elements: 1.1,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Campus Administrators</p>	<p>August - June</p>	<p>(S)State Compensatory</p>	<p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>2. Use observation and other data to deliver targeted professional development that is research based and addresses staff and students learning and achievement needs. Develops calendars for professional development that are modified based on data and teacher / students needs. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Campus Administrators</p>	<p>August - June</p>	<p>(F)Title I</p>	<p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>

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

Objective 1. (TELPAS) By May 2025, 70% of our ELL's will improve by one level on their composite score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Ensure that highly qualified teachers will serve LEP/ELL students in all grades. (master schedule, Human Resources, Bilingual certification) Group students by proficiency levels for bilingual instruction. (Curriculum dashboard, DMAC, TELPAS data, ELA textbook adoption (ELL intervention), master schedule, teacher recommendation). (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4)</p>	Campus Administrators, Strategists, Teachers	August - June	(F)Title I, (F)Title III Bilingual / ESL	<p>Criteria: Master schedules, HR documentation</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>2. Provide intensive interventions in any needed content area. Tutorials during and after school). Utilize ACE Program as needed-teacher recommendations. (RTI, assessment data, short term intervention with data analysis, planning protocol sessions, teacher coaching, Accelerated Reader, TPRI, STAAR formatted resources, released STAAR questions, Lead4ward). (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 1,2)</p>	Campus Administrators, Strategists, Teachers	August -June	(F)Title I, (S)State Grant	<p>Criteria: Teacher lesson plans, student grades, sign in sheets</p> <p>06/26/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>3. A Bilingual Strategist services Indicator 8 and 9 students for Language Domain on a weekly basis. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: BI) (Strategic Priorities: 2)</p>	Bilingual Department, Campus Administrators, Strategists	August-May	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	<p>Criteria: Sign in sheets, sign in sheets</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>

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

Objective 1. By June 2025, Dr. Fermin Calderon Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop local campus budget that will be aligned to campus improvement plan. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Chief Instructional Officers	August-August	(L)Principal Account, (O)Local Districts, (S)Local Funds	Criteria: Campus budgets 06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track

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

Objective 1. By June 2025, Dr. Fermin Calderon Elementary will develop a partnership with Cardwell Elementary to foster early childhood transitions by providing one visit in the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide visits from Irene Cardwell Elementary-Head Start/Pre-K to campus to provide an easier transition for next school year. Will participate at Cardwell Elementary by having one person from the leadership team attend parent orientation. (Title I SW Elements: 2.2,2.3,3.1,3.2) (Target Group: PRE K) (Strategic Priorities: 2)	Campus Administrators, Teachers	August-May	(F)Title I, (O)Local Districts	Criteria: Agendas, campus visits, sign in sheets, transportation documentation 06/17/25 - Completed (S) 03/25/25 - Pending 11/22/24 - Pending

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

Objective 2. By June 2025, parent participation will increase by 25% and will be measured by parents signing in at parent trainings and campus parent events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Conduct monthly parent meetings/trainings on Title 1 requirements, social and academic themes, including parent orientations for new CDC guidelines for educational institutions.</p> <p>Family Literacy Night, Make-n-Take, parent trainings, information in English and Spanish, ISS, school parent compact, ECI awareness poster, Zoom, Google classroom meets, Classroom dojo) (Title I SW Elements: 1.1,2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4)</p>	Campus Administrators, Parental Aides, Teachers	August-May	(F)Title I, (O)Local Districts	<p>Criteria: Agendas, flyers, sign in sheets, minutes, photos, social media posts</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>2. Increase and encourage parental communication/involvement from all parents. (school facilities, Parental annual professional development, Open Houses, student work showcases/exhibits, art exhibits, choir/string performances, parent surveys returned, science fair, parent Make and Takes, calendar, master schedule, common planning times, Math Training, Literacy block, PTO, Festival, Google classroom) (Title I SW Elements: 2.1,2.2,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2)</p>	Campus Administrators, Parental Aides, Teachers	August-May	(F)Title I, (O)Local Districts	<p>Criteria: Agendas, flyers, sign in sheets, minutes, photos, social media posts</p> <p>06/17/25 - Completed 03/25/25 - On Track 11/22/24 - On Track</p>
<p>3. Utilize common forms of media to communicate events and disseminate information effectively in both English and Spanish. (skyward message center, written notes, marquee, district facebook/webpage home visits, notes home, newsletters, surveys, website, telephone calls/logs, emails, monthly calendars, classroom dojo, google classroom) Providing on going mechanisms for family and community engagement. (Zoom, Dojo, parent training/supplies, monthly meetings/presentations, student art exhibits, student showcases/exhibits, choir/string</p>	Campus Administrators, Parental Aides, Teachers	August-August	(F)Title I, (O)Local Districts	<p>Criteria: Agendas, flyers, sign in sheets, minutes, photos, social media posts</p> <p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>

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

Objective 2. By June 2025, parent participation will increase by 25% and will be measured by parents signing in at parent trainings and campus parent events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
performances, Open Houses, Science Fair Make-n-takes, Fine Arts Extravaganza, Family Literacy Nights, parent training on academic issues). (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2)				
4. Make parent portals available to all parents (Skyward gradebook). Implement the use of Classroom Dojo to facilitate teacher to parent communication. (Title I SW Elements: 1.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Parental Aides, Teachers	August-August	(F)Title I, (O)Local Districts	Criteria: Training logs, sign in sheets 06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track

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Goal 6. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 1. By May 2025, students Reading and Writing skills will increase by 25% as compared to prior year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Highly qualified teachers in kinder through 5th grade, plus, paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet campus performance goals and objectives. (paraprofessionals-will work daily with their supervising teachers for success of all students and use research-based strategies, Human Resources department, AppliTrack, TTESS, lesson design and implementation, Mentor program for newteachers, common planning periods for alignment, planning protocol sessions, learning walks, DMAC, READ grant). (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)</p>	<p>Campus Administrators, Chief Instructional Officers</p>	<p>August-May</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement</p>	<p>06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>
<p>2. Provide job embedded professional development through implementation of planning protocol. (Implementation of Literacy block, Renaissance Learning, Progress Learning, READ grant, TTESS) (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Librarian, Teachers</p>	<p>August - June</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: Training documentation, sign in sheets 06/17/25 - Completed (S) 03/25/25 - On Track 11/22/24 - On Track</p>

Site Base List

Name	Position
Aguirre, Erica	Counselor
Jimenez, Claudia	Kinder Teacher
Sauceda, Jo	3rd grade teacher
Juarez, Claudia	PE teacher
Salas, Santiaga	Principal
Cavazos, Alma	Asst. Principal
Sanchez, Wendy	Attendance Secretary
Hernandez, Jessica	4th grade teacher
Fierro, Frances	Special Ed teacher
Acosta, Marisela	Parent representative
Taylor, Danya	Community Representative
Diaz, Rosalinda	2nd grade teacher
Guadalajara, Elizabeth	5th grade teacher
Coplan, Mike	Business Representative
Jimenez, Diana	Bilingual Representative / 1st grade teacher

Comprehensive Needs Assessment Summary – Dr. Fermin Calderon 2024-2025

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Benchmark Data	Progress Monitoring/Summatives	TPRI/TxKea
STAAR Renaissance	Staff Surveys	Professional Development Feedback
	Cluster meetings	Climate Survey
Discipline Referrals	Intruder / Security Logs	Drill Log
Early Literacy Reports	Intervention Logs	Progress Monitoring/Summatives
STAAR Renaissance Reports	Event sign in sheets	Event flyers
DFC Calendars	Class Dojo	Master Schedules
Campus Procedures	District Program Reports	Department Reports

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>Multiple interventions: GT, SpEd, 504, Bilingual, ACE, Coyote Time, Planning Protocol</p> <p>Technology: Lexia, Summit K12, Lead Forward, Texas Assessment.gov, Reading Eggs, Progress Learning, Epic, Boom Cards, Zeam</p> <p>Increase in Parental Involvement: parent trainings (SpEd/bilingual, Dojo, Literacy Nights, Spring Fling</p>	<p>Staffing to meet educational needs: student/teacher ratio, additional support for bilingual and SpEd. Department, collaboration between programs (vertical alignment).</p> <p>Training: teachers, paras, and aides, fidelity to programs, interventions, student accountability through self-tracking and goal setting.</p> <p>Bilingual/SpEd: Enrichment opportunities to expand language, use of data to make decisions based on student need, schedule of services</p> <p>Revisit ACE and its support to families and staff, staff to monitor student data and plan interventions</p>	<ol style="list-style-type: none"> 1. Support in special pops 2. Align PD to staff needs 3. Data Tracking

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality	<p>New teacher orientation</p> <p>Mentor Program</p> <p>Stipends</p> <p>New hire bonus</p>	<p>Bonuses for the years of service/focus on growth/collaboration/receptive to parents</p> <p>Teacher work day each 6 weeks/No trainings or planning (just catch up)/Learning walks for new teachers</p> <p>Support from C&I/Ready made anchor charts and materials/Ready made assignments in Google forms</p> <p>Quality subs/STUCO stipend</p> <p>Teacher demonstration during planning/Emergency Sub Plans</p>	<ol style="list-style-type: none"> 1. Staff incentives 2. RTI / Work days 3. Model during planning
	<p>Officer on Duty</p> <p>Badges/readers</p>	<p>Parental Involvement (loteria night, attendance)</p> <p>Fall Festival/Attendance Rewards/ AR rewards/Celebrity readers/Student of the Month</p>	<ol style="list-style-type: none"> 1. Increase Parental Involvement 2. Behavior Flow Chart

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Climate/ Safe & Healthy Schools	Coyote calls/ Del Rio Cares lessons/ 2 counselors Math Spring Fling/ Parent PE activities Numbered Doors Raptor for parents	Clear consequences for behavior Subsitute acknowledge (expectations, doors closed at time) Badgereader (for small copy room, main copy room, library) Hand sanditizer stations	3. Clear sub expectations
College & Career Readiness/ Graduation/ Dropout Reducation	Introduction to the career wold via yearly Career Fair Student goal setting through use of student data tracker CTE student engagement via campus visits Addition to STEM Program Interventions/ACE program for at-risk students	Add instructional proactices that encourage critical thinking needed for the future Increase home collaboration CTE Career Fair to increase post secondary in HS	1. Alumni Wall 2. Embedded career awareness
	Special Shows (Art/PE/Music)	Parent trainings	1. Increase Parental Involvement

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Family and Community Involvement	Spring Festival Class Dojo Parent Volunteers / Monthly Calendar Social Media Literacy Nights	Translation of documents Planning of events around payday Incentives for attendance More AR nights Data Tracker (consistency / train parents on it)	2. Improve parent communication
District/Campus Commitments	Breakfast for all students Transportation for all students Support for Family needs (McKinney Vento, ESL, GED) Direct access to create work orders and communicate with technology Campus Security	Procedures for tardies / absences Incentives for attendance Lack of Custodial needs Technology upgrades	1. Attendance / tardies procedures 2. Attendance incentives

NOTE: Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

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

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

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

Jointly Developed

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

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

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Keep an eye for flyers and information located on our school and district website. Please consider joining our faculty and some of the following events and programs throughout the school year: 2024-2025

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

Communication is Key

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

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

For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-777-620.

DR. FERMIN CALDERON ELEMENTARY SCHOOL

School-Teacher
Parent-Student
Compact
2024-2025

Coyote



**EMPOWERING
CHILDREN TO
REACH THEIR
FULL POTENTIAL**

**Santiago Salas,
PRINCIPAL**

1900 Highway 90E.

Del Rio, Texas 78840

830-778-4620

SFDR CISD District Vision

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

SFDR CISD District Mission

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

SFDR CISD Shared Beliefs

We believe:

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

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

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

Student Agreement

As a student, I agree to:

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

Parent Agreement

As a parent, I agree to:

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

Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children by posting on school website, distributing during Open House, have hard copies available in our front office.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

Dr. Fermín Calderon Elementary

Title I

Parental Liaison

Lorena C. Martinez

830-778-4633

Lorena.martinez@sfdrcisd.org

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

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

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

Desarrollado Conjuntamente

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

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

Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Esté atento a los folletos y la información que se encuentran en el sitio web de nuestra escuela y distrito. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar: Dr. Fermin Calderón Elementary

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

La Comunicación es clave

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

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

Para obtener información sobre cómo proporcionar comentarios o para obtener acceso a nuestro Plan de mejora del campus, comuníquese con la oficina de nuestra escuela al 830-778-4633

**DR. FERMIN CALDERON
ELEMENTARY SCHOOL**

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

Coyote



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

POTENCIA

Santiago Salas, PRINCIPAL

1900 Highway 90E.

Del Rio, Texas 78840

830-778-4633

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**DR. FERMIN CALDERON
ELEMENTARY SCHOOL**

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

Coyote



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

POTENCIA

Santiago Salas, PRINCIPAL

1900 Highway 90E.

Del Rio, Texas 78840

830-778-4633

**Title I
Parent-School
Compact Meeting**

**2024-2025
Sign-In Sheet**

CAUDERON

Campus

9-19-24

Date

Parent's Name	Child's Name	Phone	Request Conference
Diana Selina	Aidan & Setene	765 3807	
T. Omega Quinn	Alexis Ramirez	(830) 469-8330	
T. Omega Quinn	Wisdom Mtz.	(830) 469-8330	
Wendy Sanchez	Samuel Espinoza		
Morrisel Luna	Isabel Luna		
Janet Miranda	Hunter - Alfredo	830 765 7289	

Staff Member's Name	Position



2024-2025

Annual Title I Parent Training

Dr. Fermin Calderon


Agenda

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



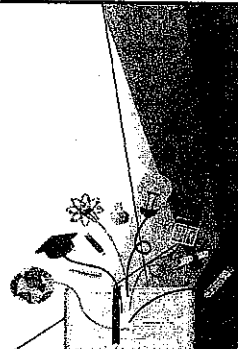
**Title I
Annual Parent Training
2024-2025**

San Felipe Del Rio CISD
Federal and State
Programs



Agenda

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



EDUCATION IS KEY.

We ALL want our children to be:

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

1965


The Elementary and Secondary Education Act (ESEA)

2002

The No Child Left Behind Act (NCLB)

2015

The Every Student Succeeds Act (ESSA)



What is Title I?

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



How do ESSA-Title Programs work?



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

2024-2025 ESSA GRANT FUNDS (Every Student Succeeds Act)

TITLE I, PART A IMPROVING BASIC PROGRAMS	\$1,211,745.00
TITLE I, PART C MIGRANT	\$157,908.00
TITLE II, PART A PROFESSIONAL DEVELOPMENT (SUPPORTING EFFECTIVE INSTRUCTION)	\$497,000.00
TITLE III, PART A (BILINGUAL ELA)	\$1,745.00
TITLE IV, PART A (STUDENT SUPPORT ACADEMIC PROGRAM-SSAP)	\$266,149.00



Campus Allocations

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

Campus Title I Program:

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



Parent & Family Engagement District Reservation

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

District and Campus Requirements

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

How we work together is outlined in our:

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



Our campuses will:

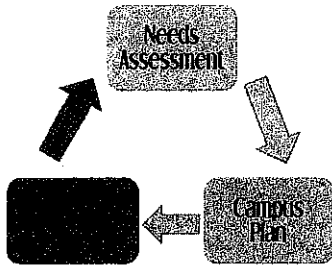
- Provide 2 Title I annual meetings in the fall.
- Provide flexible monthly meetings and trainings in dual languages.
- Involve parents meaningfully in annual planning, review and evaluation of parent policy, school-parent compact and program.
- Provide timely information about parent activities.
- Provide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

School-Parent Compact

Written agreement outlining the partnership between school and home:

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

Planning Cycle



What are our needs? Where is our focus?

What activities will address our needs?

Were we successful? Do we need to change our direction?

Parents' Rights: Teacher & Para Qualifications

Teacher & Paraprofessional Qualifications:

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

Teachers Not Appropriately Certified:

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

Curriculum and Instruction

Elementary District Initiatives

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

Secondary District Initiatives

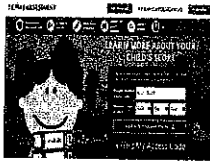
- ▶ Planning Protocol
- ▶ ABYDOS
- ▶ ILIt
- ▶ Power Block
- ▶ 90 - Minute Block

Planning Protocol Dashboard



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

State Assessment

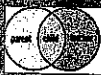


Assessment	Score	Grade	Year
Math	85	5	2019
Reading	78	5	2019
Science	72	5	2019
Writing	80	5	2019
History	75	5	2019
Art	82	5	2019
Music	79	5	2019
Physical Education	88	5	2019
Health	85	5	2019
Foreign Language	70	5	2019
Special Education	75	5	2019
Gifted/Talented	80	5	2019
English as a Second Language	78	5	2019
At-Risk	72	5	2019
Homeless	70	5	2019
Low Income	75	5	2019
Former Foster Care	78	5	2019
Formerly In-Custody	72	5	2019
Formerly Migrant	75	5	2019
Formerly Neglected/Abused	70	5	2019
Formerly Runaway	75	5	2019
Formerly Unemployed	72	5	2019
Formerly Unemployed (Parent)	70	5	2019
Formerly Unemployed (Student)	75	5	2019
Formerly Unemployed (Teacher)	72	5	2019
Formerly Unemployed (Other)	70	5	2019

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/assessment-resources-for-students-and-parents>

How can YOU get involved?

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



Any Questions?



For further information,
please call your school office or
Federal and State Programs
Office at
830-778-4153.
rufina.adams@sfd-clsd.org



Title I Parent Training

Sign-In Sheet

CAUDERON

9.19.24

Campus

Date

Parent's Name	Child's Name	Phone	Request Conference
Diana Salinas	Aidan / Setena	(830) 765 3807	
T. Omega Quinn	Akeric Ramirez	(830) 469-8330	
T. Omega Quinn	Wisdom Mtz	(830) 469-8330	
Wendy Sanchez	Samuel Espinoza	(830) 734 6198	
Merisel Luna	Isabel Luna	830-703-0784	
Janet Miranda	Hunter - Alfredo	830 765 7289	

Staff Member's Name	Position

Title I Parent Training

Sign-In Sheet

CAUDERON
Campus

9.20.24
Date

Parent's Name	Child's Name	Phone	Request Conference
Daniela Aranda	Jesselyn Sanchez	830-313-1305	
Sylvia Lira	MARIELENA AMAYA	806-292-9522	
Marisol Luna	ISOBEL LUNA	830-703-0784	

Staff Member's Name	Position
Aima Cavazos	AP

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

Sign-In Sheet

CAUDERON
Campus

9.20.24
Date

Parent's Name	Child's Name	Phone	Request Conference
<i>[Handwritten Signature]</i>	<i>maricela Amaya</i>	<i>806-292-9522</i>	

Staff Member's Name	Position

**Title I
Parent-School
Compact Meeting**

**2024-2025
Sign-In Sheet**

CAUDERON
Campus

9.20.24
Date

Parent's Name	Child's Name	Phone	Request Conference
Sylvia Lira	Marielena Amaya	806-292 9522	

Staff Member's Name	Position

DR. FERMIN CALDERON ELEMENTARY
PARENT AND FAMILY ENGAGEMENT POLICY
2024-2025

STATEMENT OF PURPOSE

- I. **Dr. Fermín Calderon Elementary** administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and a School – Parent Compact. The policy shall set expectations and establish a framework for quality parental engagement. This shall be achieved as part of the Campus Improvement Plan process. The school values the role parent’s play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). The Title 1, Parent and Family Engagement Policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School District.

PARENT AND FAMILY ENGAGEMENT POLICY DEVELOPMENT

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

SCHOOL-PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision of the compact, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process of each campus. A copy of the campus Parent and Family Engagement Policy and School-Parent Compact will be distributed to all parents during the first six weeks of school and available at each school’s front office.

PARENT INVOLVEMENT OPPORTUNITIES

- IV. The campuses’ capacity to build a strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be presented at Campus Improvement Plan (CIP) meetings, Campus Comprehensive Needs Assessment (CNA) meetings, and special called meetings. Two Title I parent meetings will be held on two different dates and times to provide parents with information pertaining to Title 1 programs. In addition, parent skills workshops, campus volunteer trainings, school readiness trainings pertaining to pre-school programs, and literacy and technology trainings shall be provided to parents in order to foster parental involvement. Opportunities include materials for parents to work with children at home for increased student achievement, awards ceremonies, student performances, special events, and parent-teacher conferences held either in person or via Zoom. Additionally, teachers, specialized instructional support staff, principals, and other school leaders, with the assistance of parents, shall be trained in the Value and Utility of Contributions of parents/families. Including: Monthly Literacy Nights, Monthly Title I parent trainings, Volunteer/Participate, Special Campus Events, Principal Chats/Meetings Etc.

STAFF AND PARENT COMMUNICATION

V. **Dr. Fermín Calderon Elementary** will make every effort to communicate with parents the information concerning Title I, Part A programs, descriptions and explanation of the curriculum, state and local academic assessments, language proficiency levels students are expected to meet, how to work with teachers to improve the achievement of their children, and how to monitor student progress. These efforts will take place during various forms of communication including but not limited to phone calls, home visits, parent conferences, and when necessary, via Zoom meetings.

Parents and families shall be provided information about school programs in a timely manner through avenues such as monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, Zoom meetings, district email, district website, district Facebook page, and written notices. These means will be used to establish and maintain open lines of communication with parents. All information, oral or written related to school-parent programs, shall be provided in English and Spanish.

EVALUATION

VI. Parents will be notified and invited to participate in the annual evaluation of the content and effectiveness of the Campus Parent and Family Engagement Policy. They will also consider:

- The academic quality of Title I, Part A Schools
- Ways to identify and overcome barriers which may limit parent participation
- Reviewing and revising the School-Parent Compact
- Methods to increase parent involvement
- Parent comments on the Title 1 Parent and Family Engagement Policy

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

RESERVATION OF FUNDS

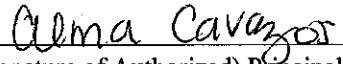
VII. Parents of children receiving Title I, Part A services are informed and involved in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION

VIII. This school Parent and Family Engagement Policy has been developed jointly, and agreed upon with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Dr. Fermín Calderon Elementary** on **Sept. 19, 2024** and will be in effect for the 2024-2025 school year. Electronic and/or written notification of this policy will be distributed in English and Spanish for the benefit of parents and community members.



(Signature of Authorized) Principal

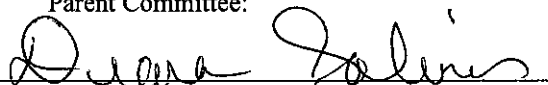


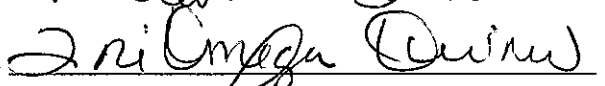
(Signature of Authorized) Principal / Asst. Designee


9-19-24

(Date)

Parent Committee:

1. 

2. 

3. 

DR FERMIN CALDERON ELEMENTARY
POLÍTICA DE PARTICIPACION DE PADRES Y FAMILIAS
2024-2025

DECLARACIÓN DE PROPOSITO

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

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

DESARROLLO DE POLÍTICAS DE PARTICIPACIÓN DE PADRES Y FAMILIAS

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

PACTO ENTRE ESCUELA Y PADRES

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

OPORTUNIDADES DE PARTICIPACION PARA LOS PADRES

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

COMUNICACION ENTRE PADRES Y DOCENTES

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

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

EVALUACION

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

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

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

RESERVA DE FONDOS

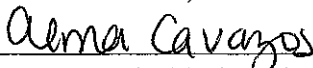
- VII. Los padres de niños que reciben servicios del Título I, Parte A están informados e involucrados en las decisiones sobre cómo se asignan estos fondos para las actividades de participación de los padres.

ADOPCIÓN

- VIII. La Política de Participación de Padres y Familias de la escuela ha sido desarrollada conjuntamente y acordada con los padres de niños que participan en los programas de Título 1, Parte A, como lo demuestran los padres, directores y consejeros. Esta política fue aprobada por Dr. Fermín Calderón Elementary en 19 de Septiembre, y estará vigente para el año escolar 2024-2025. La notificación electrónica y/o escrita de esta política se distribuirá en inglés y en español para el beneficio de los padres y miembros de la comunidad.



(Firma Del Autorizado) Director

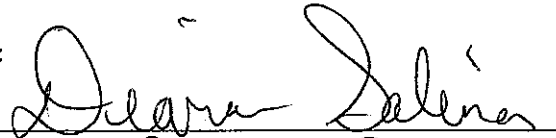
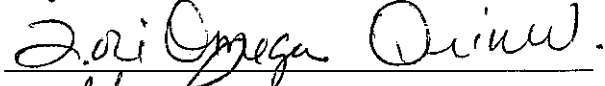



(Firma Del Autorizado) Director/Asistente Designado

9-19-24

(Fecha)

Comité de Padres:

1. 
2. 
3. 

DR FERMIN CALDERON ELEMENTARY
POLÍTICA DE PARTICIPACION DE PADRES Y FAMILIAS
2024-2025

DECLARACIÓN DE PROPOSITO

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

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

DESARROLLO DE POLÍTICAS DE PARTICIPACIÓN DE PADRES Y FAMILIAS

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

PACTO ENTRE ESCUELA Y PADRES

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

OPORTUNIDADES DE PARTICIPACION PARA LOS PADRES

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

COMUNICACION ENTRE PADRES Y DOCENTES

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

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EVALUACION

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

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

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

RESERVA DE FONDOS

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

ADOPCIÓN

- VIII. La Política de Participación de Padres y Familias de la escuela ha sido desarrollada conjuntamente y acordada con los padres de niños que participan en los programas de Título I, Parte A, como lo demuestran los padres, directores y consejeros. Esta política fue aprobada por Dr. Fermín Calderón Elementary en 19 de Septiembre, y estará vigente para el año escolar 2024-2025. La notificación electrónica y/o escrita de esta política se distribuirá en inglés y en español para el beneficio de los padres y miembros de la comunidad.

(Firma Del Autorizado) Director

Alma Cavazos
(Firma Del Autorizado) Director/Asistente Designado

9-20-24
(Fecha)

Comité de Padres:

1. Daniela Ariando
2. [Firma]
3. [Firma]

DR. FERMIN CALDERON ELEMENTARY
PARENT AND FAMILY ENGAGEMENT POLICY
2024-2025

STATEMENT OF PURPOSE

- I. **Dr. Fermín Calderon Elementary** administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and a School – Parent Compact. The policy shall set expectations and establish a framework for quality parental engagement. This shall be achieved as part of the Campus Improvement Plan process. The school values the role parent’s play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). The Title 1, Parent and Family Engagement Policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School District.

PARENT AND FAMILY ENGAGEMENT POLICY DEVELOPMENT

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

SCHOOL-PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision of the compact, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process of each campus. A copy of the campus Parent and Family Engagement Policy and School-Parent Compact will be distributed to all parents during the first six weeks of school and available at each school’s front office.

PARENT INVOLVEMENT OPPORTUNITIES

- IV. The campuses’ capacity to build a strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be presented at Campus Improvement Plan (CIP) meetings, Campus Comprehensive Needs Assessment (CNA) meetings, and special called meetings. Two Title I parent meetings will be held on two different dates and times to provide parents with information pertaining to Title 1 programs. In addition, parent skills workshops, campus volunteer trainings, school readiness trainings pertaining to pre-school programs, and literacy and technology trainings shall be provided to parents in order to foster parental involvement. Opportunities include materials for parents to work with children at home for increased student achievement, awards ceremonies, student performances, special events, and parent-teacher conferences held either in person or via Zoom. Additionally, teachers, specialized instructional support staff, principals, and other school leaders, with the assistance of parents, shall be trained in the Value and Utility of Contributions of parents/families. Including: Monthly Literacy Nights, Monthly Title I parent trainings, Volunteer/Participate, Special Campus Events, Principal Chats/Meetings Etc.

STAFF AND PARENT COMMUNICATION

- V. **Dr. Fermín Calderon Elementary** will make every effort to communicate with parents the information concerning Title I, Part A programs, descriptions and explanation of the curriculum, state and local academic assessment language proficiency levels students are expected to meet, how to work with teachers to improve the achievement of their children, and how to monitor student progress. These efforts will take place during various forms of communication including but not limited to phone calls, home visits, parent conferences, and when necessary, via Zoom meetings.

Parents and families shall be provided information about school programs in a timely manner through avenues such as monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, Zoom meetings, district email, district website, district Facebook page, and written notices. These means will be used to establish and maintain open lines of communication with parents. All information, oral or written related to school-parent programs, shall be provided in English and Spanish.

EVALUATION

- VI. Parents will be notified and invited to participate in the annual evaluation of the content and effectiveness of the Campus Parent and Family Engagement Policy. They will also consider:

- The academic quality of Title I, Part A Schools
- Ways to identify and overcome barriers which may limit parent participation
- Reviewing and revising the School-Parent Compact
- Methods to increase parent involvement
- Parent comments on the Title 1 Parent and Family Engagement Policy

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

RESERVATION OF FUNDS

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

ADOPTION

- VIII. This school Parent and Family Engagement Policy has been developed jointly, and agreed upon with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Dr. Fermín Calderon Elementary** on **Sept. 19, 2024** and will be in effect for the 2024-2025 school year. Electronic and/or written notification of this policy will be distributed in English and Spanish for the benefit of parents and community members.

(Signature of Authorized) Principal

Alma Cavazos
(Signature of Authorized) Principal / Asst. Designee

9-20-24

(Date)

Parent Committee:

1. [Signature]
2. Daniela Juanda
3. [Signature]

Title I Parent Engagement Policy Meeting

2024-2025

Sign-In Sheet

CAUDERON

Campus

9.19.24

Date

Parent's Name	Child's Name	Phone	Request Conference
T. Omega Quinn	Aleric Ramirez	(830) 469-8330	
T. Omega Quinn	Wisdom Mtz	(830) 469-8330	
Diana Salinas	Aidan / Selene	(720) 765-3807	
Wendy Sanchez	Samuel Espinoza		
Morisel Luna	Isobel Luna	830-703-0251	
Janet Miranda	Hunter - Alfredo	830-765-7289	

Staff Member's Name	Position

Dr. Fermin Calderon Elementary

Staff Sign In: **STAFF MEETING** / McKinney-Vento/Parent Engagement

Date: 9-16-24

Principal: Santiago Salas

Asst. Principal: Alma Cavazos

Counselor: Erica Aguirre *EA*

Counselor: Debra Luna *DL*

Principal Secretary: Adriana Juarez *AJ*

Attendance Secretary: Wendy Sanchez *Wendy S*

Parental Liaison: Lorena C. Martinez *LCM*

TEACHERS

		Puente, Yesenia	<i>Yesenia Puente</i>
		Jimenez, Claudia	<i>Claudia Jimenez</i>
		✓ Rodriguez, Idalia	<i>Idalia Rodriguez</i>
ACE		Hernandez, Melissa	
		Llanes, Ariana	<i>Ariana Llanes</i>
		Gallegos, Dariela	<i>Dariela Gallegos</i>
		Gauna, Valerie	<i>Valerie Gauna</i>
OUT	3	Jimenez, Diana	
		Salazar, Rose	<i>Rose Salazar</i>
		Retana, Mayra	<i>Mayra Retana</i>
ACE		Diaz, Roslinda	
		Obregon, Ytsary	<i>Ytsary Obregon</i>
OUT		Cardenas, Cindy	
		Galindo, Monica	<i>Monica Galindo</i>
		Rodriguez, Brenda	<i>Brenda Rodriguez</i>
		Delgado, Nicolasa	<i>Nicolasa Delgado</i>
		Garza, Velma	<i>Velma Garza</i>
		Guajardo, Graciela	<i>Graciela Guajardo</i>
		Sauceda, Jo Nicole	<i>Jo Saucedo</i>
ACE		Rojas-Sinclair, Vanessa	<i>Vanessa Rojas</i>
		Guadalajara, Elizabeth	<i>Elizabeth Guadalajara</i>
ACE		Barbery-Fraga, Vanessa	
ACE		Salazar, Vanessa	
		Martinez, Ana G.	<i>Ana G. Martinez</i>

out	Ladd, Rosa	
	Valero, Erika	<i>E. Valero</i>
	Castillo, Angel	<i>Angel Castillo</i>
	Garza, Agustina	<i>Agustina Garza</i>
ACE	Hernandez, Jessica	
	Chavarria, Eileen	<i>E. Chavarria</i>
	Juarez-Dobbins, Claudia	
out	Maldonado, Marisela	
	Delos Reyes, Paulina	<i>Paula De Los Reyes</i>
	Fierro, Francis	<i>F. Fierro</i>
	Allred, Veronica	
Ace	Vasquez, Jaqueline	
	Serrano, Laura	<i>Laura Serrano</i>
?	Valenzuela, Carmen	
?	Arreola, Diana N.	
	Cardenas, Cindy T.	<i>Cindy Cardenas</i>
	Pena, Veronica	
	Ruiz, Diana	<i>Diana Ruiz</i>
	PARAPROFFESIONALS	
	1 Olivas, Monica	<i>Monica Olivas</i>
out	2 Mota, Marisela	
	3 Guzman, Monica	<i>Monica Guzman</i>
	4 Guerrero, Maria	
out	5 Aldrete, Yael	
	6 Luna, Marisol	<i>Marisol Luna</i>
	7 Garcia, Nayeli	<i>Nayeli Garcia</i>
	8 Acevedo, Alondra	<i>Alondra Acevedo</i>
	9 Aguero, Jovita	<i>Jovita Aguero</i>
out	10 Salazar, Sabrina	
	11 Sanchez, Mindy	<i>Mindy Sanchez</i>
	12 Hughes, Mariselda	<i>Mariselda Hughes</i>
	13 Dominguez, Delia	<i>Delia Dominguez</i>
	14 Fuentes, Cinthia	<i>Cinthia Fuentes</i>
	15 Mares, Neyba	
	C.N.A	
?	Galindo, Juanita	
?	Sosa, Elva	
?	Gonzalez, Diana	

	Cafeteria	
1	Cervantes, Maria	
2	De Jesus Garduza, Maria	
3	Arizpe, Juana	
4	Mendez, Florentina	
5	Canales, Edith	
6	Meza, Sandra	
	Custodians	
1	Martinez, Santiago	
2	Perales, Lupita	
3	Santiago, Isis	
4	Coronado, Jose	