

SAN FELIPE MEMORIAL MIDDLE SCHOOL

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.*

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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.

DISTRICT GOALS:

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

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

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

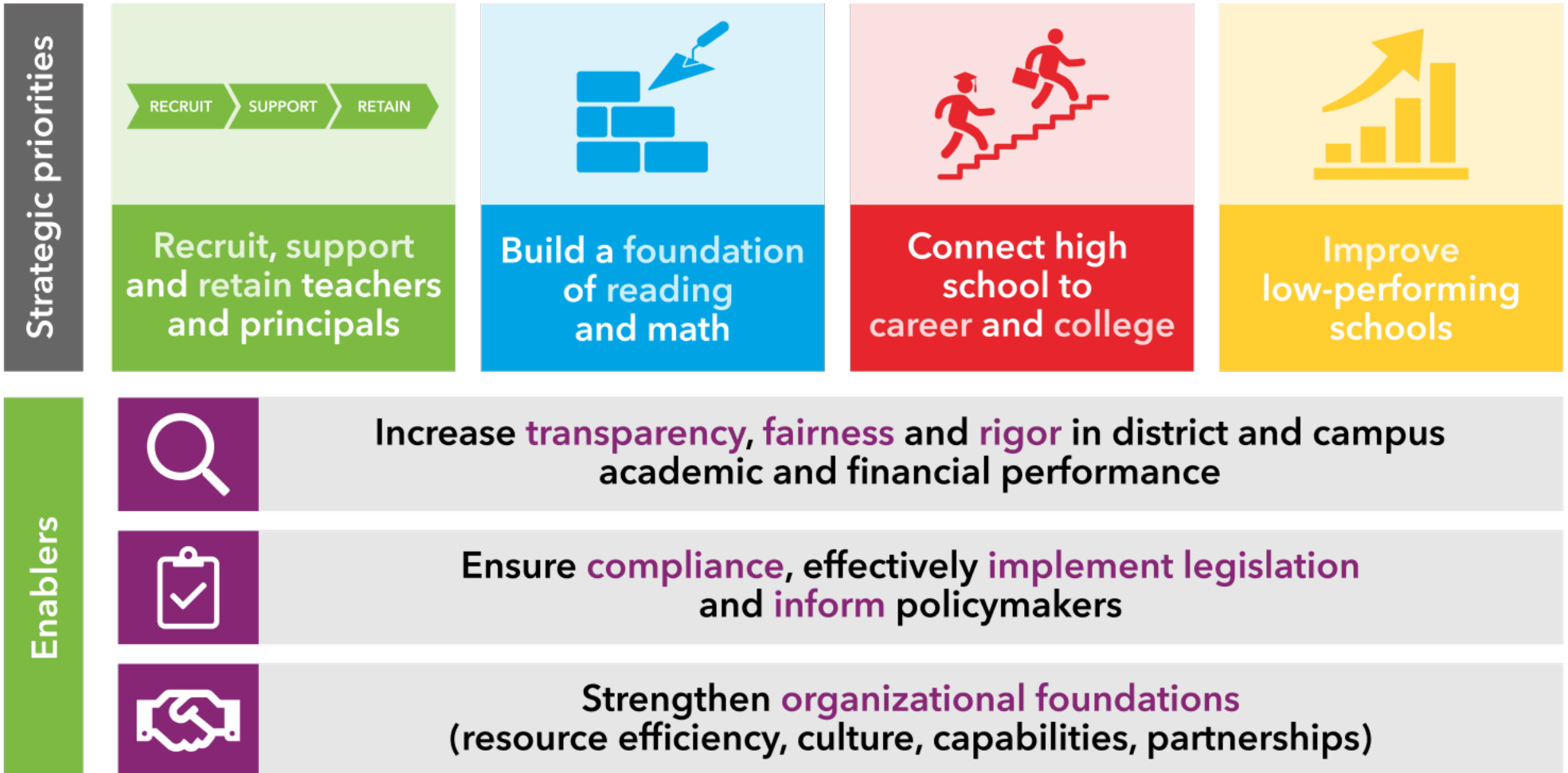
District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

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

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

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

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

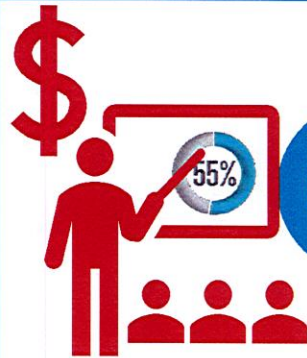


**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

State Compensatory Education Program

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

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



GOAL-
Target funds to close the achievement gap.



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



TEC, §29.081

TEC, §48.104

TEA



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**adapted from TEA State Compensatory Education*

SAN FELIPE MEMORIAL MIDDLE SCHOOL Site Base

Name	Position
Nieto, tttt	Paraprofessional
Ortiz, Rose	Counselor
Delgado, Ariela	Librarian
Trisler, Carole	Science Dept. Head
Castorena, Ann	Sp. Ed. Teacher
Amezcuca, Eddie	Business
Limon, Jorge	Assistant Princpal
Cuellar, Mario	Social Studies Dept. Head
Garcia, Victoria	Electives
Leal, Marianela	Math Teacher
De Luna, Erin	ELA Dept. Head
Flores, Maryvel	Principal
Flores Jr., Ruben	Community Rep.
Garcia, Cynthia	ELA Teacher
Amezcuca, Anna Laura	Teacher
Torres, Mayela	Math Dept. Head

SAN FELIPE MEMORIAL MIDDLE SCHOOL

- 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.** (Safe and Secure School Environment) San Felipe Memorial Middle School 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 TA: 8) (Target Group: All)	Campus Administrators	August-May	(O)Local Districts	08/01/25 - Completed 03/07/25 - 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 TA: 8) (Target Group: All)	Campus Administrators	August-May	(O)Local Districts	05/30/25 - Completed 03/07/25 - 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 TA: 8) (Target Group: All)	Campus Administrators	August-August	(O)Local Districts	11/22/25 - On Track 05/30/25 - Completed 03/07/25 - On Track

SAN FELIPE MEMORIAL MIDDLE SCHOOL

- 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.** (SFMMS Positive School Culture and Climate 3.3) SFMMS leads strategies to proactively provide and coordinate student support services.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS will ensure that mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught by all teachers. Ram period teachers will teach Del Rio Cares lessons on Mondays (or Tuesdays when Monday is a holiday) working with students on social-emotional lessons to improve mental health. 8/24 To ensure the lesson's were completed Counselors were assigned times to go in and provide DR Cares lessons during Ram Period. (Title I TA: 1,2,4,5,8) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August-May	(O)Local Districts	Criteria: Del Rio CARES lessons, Planning Protocol Dashboard 05/30/25 - Completed 03/07/25 - Significant Progress
2. 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. (Title I TA: 4,8) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors	August-May	(O)Local Districts	Criteria: Pictures, reports, etc. 05/30/25 - Completed 03/07/25 - Some Progress
3. SFMMS Discipline Committee will meet once a month to proactively implement and execute the student code of conduct effectively. Student Tracker will be available for teachers as needed. (Title I TA: 2,4,8) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Teachers	August-May	(F)Title IV SSAEP	Criteria: Discipline data 05/30/25 - Completed

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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 3.** (Attendance) By May 2025, the campus will increase student attendance rate to 93% or higher for each six weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance committee will use the folder and call out system established to call home daily from 8:05-9:30 and the parental liaison will makes home visits as allowable. (Title I TA: 4) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Attendance Staff, Campus Administrators, Parental Aides	August-May	(F)Title I	Criteria: Attendance documentation, home visit reports, call logs 05/30/25 - Completed
2. Students will be encouraged and motivated to attend school daily. Staff will make contact with parents daily to encourage positive and continuous attendance. Recognize students for perfect attendance. Staff will track data on student attendance for identifying RTI to include daily family contacts, academic support, and social emotional well-being. (Title I TA: 4,8) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	August-May	(F)Title I, (O)Local Districts	05/30/25 - Completed
3. Meet with students to better understand their social emotional needs in addition to their academic needs to provide anti-drug, anti-bullying, cyber-bullying assistance via counseling and one-to-one communication and increase attendance rate. (Title I TA: 4,7,8) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Attendance Staff, Counselors, Parental Aides, Teachers	August-May	(F)Title I, (O)Local Districts	05/30/25 - Completed

SAN FELIPE MEMORIAL MIDDLE SCHOOL

- 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.** (SFMMS Strong School Leadership and Planning 1.2) SFMMS will utilize its Leadership Team to address leadership and instructional priorities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS Leadership will meet bi-weekly to review and implement all tasks and duties utilizing a school calendar with key instructional leadership tasks to include high expectations of all staff and quality practices that are professional and student-centered. (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 2,2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Dean of Instruction, Teachers	August-May	(O)Local Districts	Criteria: School calendar of key instructional tasks, identify, provide and implement professional development on effective instructional strategies 05/30/25 - Completed
2. SFMMS Leadership will utilize campus data to identify, provide and implement high fidelity, content-focused mini-professional development that is linked to curricula and assessments and teacher's individual needs. (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Dean of Instruction	August-May	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: Assessment Data 05/30/25 - Completed
3. Utilize the assistant principal matrix to organize and implement key instructional and administrative duties.				Criteria: AP Matrix of key duties 08/29/25 - No Progress
4. The leadership team will meet regularly to develop a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, metrics and task-owners. Feedback and coaching includes clear models/exemplars, concise actions steps for improvement, and opportunities. (Title I TA: 2,3,4,5,6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Dean of Instruction	August-May	(O)Local Districts	Criteria: Discipline committee, DMAC Solutions 05/30/25 - Completed

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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.** (HB 4545) By May 2025, 75% of HB 4545 students will demonstrate significant improvement in STAAR math and reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Effective implementation of small group instruction utilizing Maneuvering the Middle interventions for all eligible math students a minimum 30 minutes a week. (Title I TA: 1,2,3,4,5) (Target Group: All,ECD,ESL,SPED,AtRisk,504,6th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)		August-May	(F)Federal Grant, (F)Title I	Criteria: Maneuvering the Middle pre/post test. Improved local assessment scores (summatives and benchmarks) 08/29/25 - Completed
2. Effective implementation of data-driven small group instruction for all eligible reading students for a minimum of 30 minutes a week. (Title I TA: 1,2,3,4,5) (Target Group: All,ECD,ESL,SPED,AtRisk,504,6th) (Strategic Priorities: 2,4) (ESF: 3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Dean of Instruction, Teachers	August-May	(F)Title I, (O)Local Districts	Criteria: AR GE levels Increased scores on local assessments and benchmarks 05/30/25 - Completed
3. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. Instructional staff, counselors and administration will implement district programs and initiatives such as RTI, GT, Special Education, 504, Dyslexia with training, student testing,homebound services to identify and support students including students with special needs. (NCS Pearson, Pro Ed, Lexia Learning Systems) (Title I TA: 1,2,3,5) (Target Group: AtRisk) (Strategic Priorities: 1,2,3,4) (ESF: 4)	Campus Administrators, Counselors, Dean of Instruction, Teachers	August-May	(S)State Compensatory	Criteria: Data usage reports 05/30/25 - Completed

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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.** (Special Education) By May 2025, special education students will improve to 50% approaches on STAAR math and 40% in STAAR reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategic Planning Protocol to address specific student needs utilizing the math curriculum and Study Sync curriculum with fidelity. (Title I TA: 1,2,3,4) (Target Group: SPED,AtRisk,6th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Special Ed Teacher, Teachers	August-May	(F)IDEA Special Education, (F)Title I	Criteria: Increased scores on local assessments and benchmarks 05/30/25 - Completed
2. Provide effective, targeted professional development on effective instructional strategies for co-teachers. Establish protocols for the implementation of IEPs among all teachers. (Title I TA: 2,3,4,5) (Target Group: SPED,6th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Counselors, Special Ed Teacher, Teachers	August-June	(F)IDEA Special Education, (F)Title I	Criteria: Evidence of implementation of effective teaching strategies via TTESS Increased active student engagement of students. Increased mastery of concepts reflected in local assessments and benchmarks 05/30/25 - Completed

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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.** (Effective, Well-Supported Teachers 2.3) Conducts rigorous, calibrated, and supported observations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Feedback and coaching includes clear models/exemplars, concise actions steps for improvement, and opportunities. (NIET/Region 15) (Title I TA: 3,6,8) (Target Group: All,6th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,4,4.1,5,5.1,5.2,5.3,5.4)		August-May	(F)Federal Grant	Criteria: TTESS Data 05/30/25 - Completed

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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.** (High Quality Curriculum 4.12, 4.2) Ensures fidelity of implementation with state and district curricula and assessments. Facilitates access to instructional resources and professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure assessments are aligned to the standards, at the expected level of rigor, and allow for students to demonstrate conceptual and procedural understanding of the content. Connects materials and resources to needs of specific teachers, students and student groups. (Renaissance, Brainpop) (Title I TA: 1,4,8) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Dean of Instruction, Teachers	August-May	(F)Title IV SSAEP, (F)Title V RLIS	Criteria: Assessment data, usage reports 05/31/25 - Completed 01/31/25 - On Track 09/20/24 - Significant Progress
2. Corrective instruction and spiraling built into teaching and learning. Establishes systems to support teachers in managing curriculum and assessment documents. (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1)	Campus Administrators, Dean of Instruction	August-May		05/30/25 - Completed 05/01/25 - Significant Progress 10/04/24 - 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 6. (Effective Instruction 5.1, 5.2 , 5.3, 5.4, 5.5) SFMMS will develop leadership into a high-performing, skilled leadership team that support the development of objective-driven daily lesson plans. SFMMS teachers develop effective routines, instructional strategies, and experiences for all students. Staff monitors multiple forms of data to guide instructional decisions and maximize performance and leverages resources to respond in a timely manner to all students' needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use written protocols and processes as standard operating procedures to regularly lead and manage SFMMS leadership that regularly identifies needs and supports the development of leadership team members. (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1)	Campus Administrators, Chief Instructional Officers	August-May		Criteria: Coaching notes, handouts, spreadsheets, etc. 05/30/25 - Completed
2. SFMMS admin will provide research-based feedback on walk-throughs, the unpacking of standards and the analysis of curricular resources, including assessments. (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1)	Campus Administrators, Dean of Instruction	August-May	(F)Title IV SSAEP, (F)Title V RLIS	Criteria: Walk through DMAC data, assessment, resource usage 05/30/25 - Completed
3. Communicates, regularly monitors the expectations of all teachers and provides feedback of daily lesson plans with clear learning objectives and other essential components, including formative assessments with exemplar responses and success criteria for student mastery. (Target Group: All)		August-May		05/30/25 - Completed
4. Ensures teachers use data to assess instructional effectiveness, prioritize needs and determine root causes for mastery and non-mastery including focusing teachers on regular analysis of student work. (Title I TA: 1,2,4,8) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators	August-May	(O)Local Districts	Criteria: Data walls, student work, DMAC documentation 05/30/25 - Completed
5. Regularly monitor interventions in math and reading with a focus on teacher effectiveness to include daily monitoring/tracking of data for teachers and students (to include homeroom HB 4545 time). (Title I TA: 2,3,4,5,8) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers	August-May	(O)Local Districts	Criteria: Planning Protocol dashboard, DMAC reports 05/30/25 - Completed

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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. By June 2025, student achievement for all EB students who meet expectations on the STAAR state assessment will increase by 10% on all state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELL students will be monitored by a highly qualified teachers to identify any areas of need or weakness. This information will be shared and reviewed with counselors and LPAC committees, PLC Leaders, parental aides, respective teachers and administration each 3 week period, allowing for immediate action and intervention to meet state accountability. (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: BI,ESL) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Bilingual Department, Campus Administrators, Teachers	August-May	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Student data 05/30/25 - Completed
2. Sheltered Instruction Teams will be assigned to all ELL students identified as 'Beginner' or 'Intermediate'. These students will receive targeted instruction from a certified ELA ESL teacher. ESL strategies and reading interventions will be used to enhance language development. (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: BI,ESL) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Bilingual Department, Campus Administrators, Chief Instructional Officers, Teachers	August-May	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Master schedules, student reports 05/30/25 - Completed
3. Provide training to all sheltered instructional staff on implementing effective ESL strategies. to provide EB tools for success in the classroom. (Glossaries/dictionaries, journals, word walls, anchor charts, voice recorders, etc.). (Title I TA: 2,3,4,6,8) (Target Group: BI,ESL) (Strategic Priorities: 1,4) (ESF: 2,2.1)	Bilingual Department, Campus Administrators	August-August	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: PD schedule, sign in sheets 05/30/25 - Completed

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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. (Campus Budgets) SFMMS Leadership Team will each meet once a six weeks to ensure the campus budget is being allocated to meet campus goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Once every 3 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. The team will specifically review all goals and strategies in the campus improvement plan and progress monitor each. (Title I TA: 1,2,8) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,2,3,3.4)	Cluster/Department Leaders, Teachers	August-June	(F)Title I, (O)Local Districts	Criteria: Agendas and Sign-In Sheets, DMAC 05/30/25 - Completed

SAN FELIPE MEMORIAL MIDDLE SCHOOL

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. SFMMS will conduct a minimum of 12 parent involvement activities by May 2025 to improve parent communication and participation by 20% as compared to 2023-2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS will conduct 2 Title I parent meetings, Parent Engagement Policy meeting and review School Compact during Open House informing parents and community of the importance of Parent and Family Engagement. (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Parental Aides, Teachers	August-May	(F)Title I	Criteria: Agendas, minutes, sign in sheets, policy, compact 05/30/25 - Completed
2. SFMMS Parental Aide will conduct monthly parent meetings/trainings on Title requirements. Monthly parent topics will vary depending on parent surveys but will include mental health, STAAR, Skyward student grades, attendance, etc. (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Parental Aides	August-May	(F)Title I	Criteria: Meeting agendas, minutes, sign in sheets, pictures 05/30/25 - Completed
3. SFMMS will conduct a Science Fair, GT Exhibit, Title 1 meetings, Career Day, Band, Choir & Strings concerts to increase parental involvement. (Title I TA: 7,8) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Parental Aides, Teachers	August-May	(F)Title I, (O)Local Districts	Criteria: Sign in sheets, pictures, flyers, social media posts 05/30/25 - Completed

SAN FELIPE MEMORIAL MIDDLE SCHOOL

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. SFMMS will work to increase parent engagement and include parents, community members to increase positive school culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All communication in English and Spanish including newsletters, calendars, meeting agendas, etc. as needed. (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Parental Aides, Teachers	Augsut-August	(O)Local Districts	Criteria: Newsletters, agendas, letters, etc. 05/30/25 - Completed

Comprehensive Needs Assessment Summary – San Felipe Memorial Middle School 2024-2025

Utilized Data Sources: These will automatically populate from your CNA worksheets		
SFMMS TAPR Report (Insert data source)	SFMMS Six Weeks Data SFMMS TAPR Report (Insert data source)	(Insert data source) SFMMS AESOP Data 2024 SFMMS Student Choice Tracker (Insert data source)
0 SFMMS Checkpoint Survey SFMMS TAPR Report (Insert data source)	(Insert data source) SFMMS Six Weeks Data SFMMS Student Choice Tracker (Insert data source)	(Insert data source) (Insert data source) Notes from parent conferences SFMMS TAPR Report (Insert data source)
Parent teacher communication log (Insert data source)	Notes from parent conferences (Insert data source)	(Insert data source)

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>Math department had more input in planning.</p> <p>Students data trackers helps students to self-monitor.</p> <p>DMAC reports are accessible to all teachers.</p> <p>Ela team targetted lesson planning directed towards</p>	<p>Cross curricular/cross department planning (ex. New Tech/Traditional)</p> <p>GT progam to promote higher scores.</p> <p>Teacher training to differentiate instruction within the class period.</p>	<p>Training for teachers to address how to differentiate lessons and scaffold appropriately.</p>
	<p>Evaluations</p> <p>Supplies for student academics</p> <p>We all come together to help each other out, (lesson plans, family emergencies, duty)</p>	<p>Staff duty discipline varies each day/by each group.</p> <p>Classroom Management with dicipline and not following through with rules starting from beginning of the year.</p> <p>Aids when called to duty or trying to reach them - they "didn't" see messages or "check" their communications to help out.</p>	<p>Emphasis on school rules and classroom management plans for the beginning of the year.</p> <p>Individulized schedules for instructional aides for</p>

Staff Quality	Both admin are open and willing to hear any concerns or suggestions	When calling office, very often our calls do not get pick up. Adding a Leadership per building to take in needs/suggestions/conerns arise - can be directly shared or asked with admin instead of holding/not expressing all staff concerns Staff needs more enthusiasm.	accountability Opportunities for staff to share concerns/suggestions in a timely manner Opportunities to unite staff and improve morale
School Climate/ Safe & Healthy Schools	Extra curricular activities here at SFMMS - UIL, band, Student Council Supportive Parent Group Admin visible in mornings all around campus & staff visible during passing periods. Locking of bathrooms during passing periods to minimize misbehavior. All of campus is locked all day (gates and doors) However, students express that they have to wait too long for staff to open the doors.	Need of more staff in blind spots around campus during & after school/another security guard. Alternate pick-up/drop off for ISS students Teacher after school duty needed to be updated especially after ACE program because it took away those staff members Demerit system is great for documentation & communication to parents however gives too many chances and not enough consequences. When students attack teachers verbally, there is minimal to no consequences. We need to do better! Need professional development for ALL staff on how to manage student behavior. Walk-through observations could offer better feedback	Professional development for staff to address student behavior appropriately. Review Student Choice Tracker: minimize the number of warnings Strategize students pending SGLC placement dismissal after school Staff duty map with adjustments for missing staff members
College & Career Readiness/ Graduation/ Dropout Reducation	Promoting peer-to-peer communication Promotion of career readiness programs on social media Implementation of the New Tech program at our campus	Need for more parental accountability for attendance. Aligning curriculum and instruction to career training. Offering more extra curricular activities geared towards career training/college readiness Incentives for attendance	Develop strategies to reward attendance. Incorporate more career centered opportunities.
Family and	Communicating with parents when student gets a demerit. Del Rio cares shows students and staff how the community is involved.	Communication about student's home life Community being more hands-on for Del Rio cares on campus	Incorporate more community agencies to support our campus

Community Involvement	<p>PFE meetings</p> <p>Having multiple ways of communicating with parents</p> <p>Parental aid</p>	<p>Parent participation for the success of their kids</p> <p>Parental aid involvement in school</p>	<p>goals.</p> <p>More opportunities for parent involvement</p>
District/Campus Commitments	<p>Breakfast is provided for all students even if they arrive late/tardy.</p> <p>Parental aide is available for homeless/foster students. Necessities for these students are provided.</p> <p>Open chain of communication between administration and the custodial staff to provide a clean environment for staff and students.</p> <p>Chromebooks are provided for every classroom. IT is fast with fixing/addressing any problems through work orders.</p>	<p>Need more transportation. Lack of space in busses/Students come in late due to busses dropping off elementary first</p> <p>Lack of security guards due to us being an outdoor campus/Need proper fencing in front of school.</p> <p>Censors/smoke detectors need to be updated/advanced due to vape usage.</p> <p>Gym and library need repairs for a proper environment. Water damage is a problem in these buildings.</p>	<p>Continue with active monitoring of the campus for safety</p> <p>Continue to actively monitor restrooms for vaping.</p>

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.

Staff Sign-In 2024

SAN FELIPE MEMORIAL MIDDLE SCHOOL
1207 W. Garza St.
Del Rio, TX 78840

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

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

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

Jointly Developed

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

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

Building Partnerships

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

- Monthly Parent Meetings
- 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
- SFDRCS District and School Website

For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4560.

SAN FELIPE MEMORIAL MIDDLE SCHOOL

School-Teacher
Parent-Student
Compact
2024-2025



EMPOWERING
CHILDREN TO REACH
THEIR
FULL POTENTIAL

CHERYL POND, PRINCIPAL

1207 W. Garza

Del Rio, Texas 78840

830-778-4560

SFDRCIDSD 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.

SFDRCIDSD 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.

SFDRCIDSD 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.

SFMMMS

Title I

Parental Liaison

Esmeralda Gomez

830-778-4560

esmeralda.gomez@sfdrcisd.org

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

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

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

Desarrollado Conjuntamente

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

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

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre

Título I.

- Participar

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 830-778-4560.

SAN FELIPE MEMORIAL MIDDLE SCHOOL

**Acuerdo entre Escuela-
Maestro-Padre-Alumno
2024-2025**



EMPODERAR A LOS
NIÑOS PARA
OBTENER SU
MAXIMA
POTENCIA

CHERYL POND, PRINCIPAL

1207 W. Garza

Del Rio, Texas 78840

830-778-4560

Visión del Distrito SFDRCISD

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

Misión del Distrito SFDRCISD

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

Creencias Compartidas

Nosotros creemos:

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

Acuerdo Escolar

Como escuela, aceptamos:

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

Acuerdo del maestro

Como maestro, acepto:

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

Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.

Acuerdo de los Padres

Como padre, acepto:

- Asegurar que mi hijo sea puntual y asista a la escuela todos los días.
- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.
- Sea voluntario y asista a conferencias de padres y actividades escolares.
- Mantener una comunicación abierta con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o mejorar la lectura diaria en casa.

Desarrollo y Distribución

- Este pacto ha sido desarrollado conjuntamente y acordado con los padres de los niños que participan en los Programas Título I, Parte A.

San Felipe Memorial Middle School

Title I

Parental Liaison

Esmeralda Gomez

830-778-4560

esmeralda.gomez@sfdrcisd.org



2024-2025

Annual Title I Parent Training

San Felipe Memorial Middle School

Sept. 11, 2024 – 10am (English)

Sept. 12, 2024 – 2:30pm (Spanish)

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**





SAN FELIPE MEMORIAL MIDDLE SCHOOL

Invites you to our

2024-2025

Annual Title 1 Meeting

Wed., Sept. 11, at 10am (English)

Presenter: Ms. N Ortiz

Rm A129

San Felipe Memorial Middle School

Junta para Padres

2024-2025 Junta Anual de Titulo I

Jueves, Sept. 12, a las 2pm (Espanol)

Presentadora: Ms. S DeLuna

Rm A129



SAN FELIPE MEMORIAL MIDDLE SCHOOL

Invites you to our

2024-2025

Annual Title 1 Meeting

Wed., Sept. 11, at 10am (English)

Presenter: Ms. N Ortiz

Rm A129

San Felipe Memorial Middle School

Junta para Padres

2024-2025 Junta Anual de Titulo I

Jueves, Sept. 12, a las 2pm (Espanol)

Presentadora: Ms. S DeLuna

Rm A129



2024-2025 Annual Title 1 Meeting

Wednesday, Sept. 11, 2024

Minutes

Today's meeting was presented by Intern Assistant Principal Nelda Ortiz. Parents were given information on what to expect for this school year as well as information on how to obtain school information. They were also informed about EDUCATION and its importance and the role Title 1 plays. They were given an explanation of federal funds and how they are used as well as the IMPORTANCE of Parent involvement. Ms. Ortiz also went over family engagement and policies for the school. Parents were given an opportunity to ask questions and get help with any issues they were having.



2024-2025 Annual Title 1 Meeting Thursday, Sept. 12, 2024

Minutes

Today's meeting was presented by our counselor's Rosa Ortiz and Sara Cienega. Parents were given information on what to expect for this school year as well as information on how to obtain school information. They were also informed about EDUCATION and its importance and the role Title 1 plays. They were given an explanation of federal funds and how they are used as well as the IMPORTANCE of Parent involvement. Ms. Ortiz also went over family engagement and policies for the school. Parents were given an opportunity to ask questions and get help with any issues they were having. Meeting was conducted in Spanish.

Title I Parent Training

Sign-In Sheet

Campus SFMMS

Date 9-11-24

Parent's Name	Child's Name	Phone	Request Conference
Mayra Alonso	Jocelynn Alonso	830-765-6642	
Jimmy Alonso	Jocelynn Alonso	830-765-5955	
Jaqueline Martinez	Alex Martinez	830-313-2429	
Carmen Abreu	Jubilee Abreu	304-290-3329	
Ziomara Cruz	Fabiola Cruz	830-765-5903	
Israel Cruz	Israel Cruz	830-765-5903	
Alina Henarthy	Allegra Macian	830-309-9233	
Joelda Alcaraz	Geneva Alcaraz	830-719-9536	

Staff Member's Name	Position

Title I Parent Training

Sign-In Sheet

Campus SFMMS

Date 9-12-24

Parent's Name	Child's Name	Phone	Request Conference
Jennifer Juarez	Christopher T.	325-262-1731	
Maribel Ortiz	Aulin Gomez	830-245-6350	
Jennette Arias	Jazmin E. Colazo	830-212-7442	
GABRIELA URIBE	Fernando Uribe	(830) 488-2409	
Mayra Moya	Efren Puga	830-273-8987	
Martha Pys-z	Emiliano Zepeda	830-765-6246	
Karen I Lopez	Romina Gonzalez	830 3081003	
Ambar A Fuentes	Levi Fuentes	830 245 5746	
Rosalba Esquivel	Katie Vidal	830 211 7749	
Yobana Ortega	Jeerson herrera	830 461 2578	

Staff Member's Name	Position

Title I Annual Parent Training 2024-2025



San Felipe Del Rio CISD
Federal and State
Programs

Agenda

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



EDUCATION IS KEY.

We ALL want our children to be:

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



What is Title I?

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



How do ESSA-Title Programs work?



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

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

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

Campus Allocations

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

Campus Title I Program:

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



Parent & Family Engagement District Reservation

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

District and Campus Requirements

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

How we work together is outlined in our:

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



Our campuses will:

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

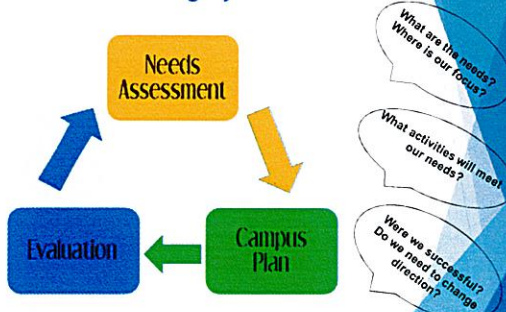
School-Parent Compact

Written agreement outlining the partnership between school and home:

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



Planning Cycle



Parents' Rights: Teacher & Para Qualifications

Teacher & Paraprofessional Qualifications:

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

Teachers Not Appropriately Certified:

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

Curriculum and Instruction

Elementary District Initiatives

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

Secondary District Initiatives

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

Planning Protocol Dashboard



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

State Assessment

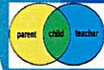
Understanding Your Child's Score

Learn About Your Child's Test Score in the STAAR Report Card



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

How can YOU get involved?



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

Any Questions?



For further information,
please call your school office or
Federal and State Programs
Office at

830-778-4153.

rufina.adams@sfdr-cisd.org

San Felipe Memorial Middle School
PARENT AND FAMILY ENGAGEMENT POLICY
2024-2025

STATEMENT OF PURPOSE

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

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). The Title 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.
(INCLUDE YOUR CAMPUS ACTIVITIES HERE).

SAN FELIPE MEMORIAL MIDDLE SCHOOL
POLÍTICA DE PARTICIPACION DE PADRES Y FAMILIAS
2024-2025

DECLARACIÓN DE PROPOSITO

- I. SAN FELIPE MEMORIAL MIDDLE SCHOOL** 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 1. 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. **(INCLUDE YOUR CAMPUS ACTIVITIES HERE).**

	School Name	SFmms
	Parental Liaison Name	Esme Gomez
	2024-2025	

	Date	Topic	Presenter(s)
September	9/11/24	Title 1	Principal
October	17 - 530	Drug Awareness	Ice candy bags
November	14 - 530	Family Fitness	Enrique Trevino
December	10 - 530	make and take	Esme
January	15 - 10am	Healthy Eating	Jackie Hdu (methodist)
February	12 - 530	Dating Violence	Claudia Lopez-BCFS
March	5 - 530	why doesn't my child listen to me	BCFS
April	9 - 10am	Immunization	School nurse
May	8 - 530	make & take	Esme

Flower pots

San Felipe Memorial Middle School
PARENT AND FAMILY ENGAGEMENT POLICY
2024-2025

STATEMENT OF PURPOSE

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

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). The Title 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. The campus will involve parents in school activities including meetings, trainings, awards ceremonies, student performances, special events and parent-student conferences.

STAFF AND PARENT COMMUNICATION

- V. SFMMS 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 I 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 SFMMS on 9-11-24 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

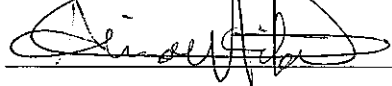
9/17/24


(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. 

2. 

3. 

SAN FELIPE MEMORIAL MIDDLE SCHOOL
POLÍTICA DE PARTICIPACION DE PADRES Y FAMILIAS
2024-2025

DECLARACIÓN DE PROPOSITO

- I. **SFMMS** 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.

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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

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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. Las actividades escolares que incluyen reuniones, capacitaciones, ceremonias de premiación, actuaciones estudiantiles, eventos especiales y conferencias de padres y alumnos.

COMUNICACION ENTRE PADRES Y DOCENTES

- V. SFMMS 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 I, 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 I

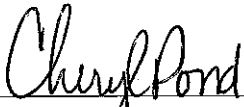
Los hallazgos de la evaluación anual se utilizarán para revisar y diseñar prácticas y estrategias de políticas para mejorar la participación de los padres a nivel del distrito y de la escuela. Se pueden proporcionar comentarios sobre los requisitos del Título I de La Ley Todo Estudiante Triunfan mencionados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

RESERVA DE FONDOS

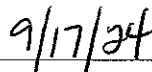
- VII. Los padres de niños que reciben servicios del Título I, Parte A están informados e involucrados en las decisiones sobre cómo se asignan estos fondos para las actividades de participación de los padres.

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 SFMMS en 9-12-24 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



(Fecha)

(Firma Del Autorizado) Director/Asistente Designado

Comité de Padres:

1. Amber F.
2. Yolana Ortega
3. Melissa



San Felipe Memorial Middle School

McKinney Vento-Foster Care

Staff Training

AGENDA

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



FOSTER CARE

McKinney-Vento/Families in Transition

Foster Care Staff Training

2024-2025

Led by A. Arreola
Dean of Instruction

San Felipe Memorial Middle School

Campus

11/19/24 12pm

Date/Time

Staff Name	Position	Signature
Analisa Patino	Teacher	Analisa Patino
Tanie Moraus	Teacher	Tanie Moraus
Delia Corin Vallejo	Teacher	Delia Corin Vallejo
Alma Rojas	Teacher	Alma Rojas
Christine Hassel	teacher	Christine Hassel
Marianela Leal	Teacher	M. Leal
Ann Castorena	Teacher	Ann Castorena
Jeannette Montano	Teacher	Jeannette Montano
DTamayo	Teacher	DTamayo
Felipe Guzman	Teacher	Felipe Guzman
Carole Trister	Teacher	Carole Trister
Ulke Ganez	Teacher	Ulke Ganez
Stephanie Blackadar	Teacher	Stephanie Blackadar
Lydia Arranaga	teacher	Lydia Arranaga
Michael Lester	Teacher	Michael Lester
Zachary Macdonald	Teacher	Zachary Macdonald
Mayela Torres	Teacher	Mayela Torres

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

San Felipe Memorial Middle School

Campus

Nov. 19, 2024

Date/Time

Staff Name	Position	Signature
Kirstin Snyder	Teacher	Kirstin Snyder
Johanna Ubalde	Teacher	J. Ubalde
Erin Riley	Teacher	Erin Riley
Kayla Riley	Teacher	K. Riley
Sara D. DeLuna	Assistant Principal	Sara D. DeLuna
Lucy Calderon	Teacher	L. Calderon
Aurora Flores	Teacher	Aurora M. Flores
Maria Salinas	Teacher	M. Salinas
Erin De Luna	Teacher	E. De Luna
Gabriela Valdez	Teacher	Gabriela Valdez
Angelica Martinez	Teacher	Angelica Martinez
L. Jenkins	S. J.	Teacher
Andri Ancoie	Dean of Instruction	Andri Ancoie
Cynthia Garcia	Teacher	C. Garcia

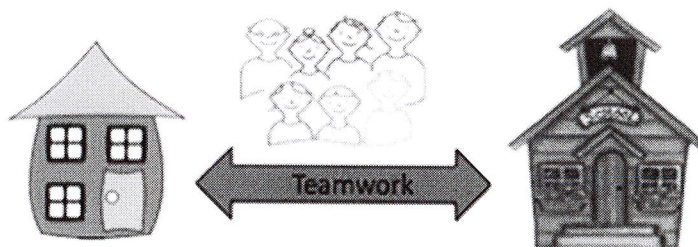


San Felipe Memorial Middle School
The Value and Utility of Parental Engagement

Staff Training

AGENDA

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



Family Engagement

The Value and Utility of Parent and Family Engagement

Led by A. Arreola
Dean of Instruction

Staff Sign-In Sheet

2024-2025

San Felipe Memorial Middle School

Campus

11/19/24 12:30pm

Date

Staff Name	Position	Signature
Analisa Putino	Teacher	Analisa Putino
Janie Morales	Teacher	Janie Morales
Delia Corin Vallejo	Teacher	Delia Corin Vallejo
Alma Rojas	Teacher	Alma Rojas
Christine Hassel	Teacher	Christine Hassel
Marianela Leal	Teacher	M. Leal
Ann Castorena	Teacher	Ann Castorena
Jeannette Montes	Teacher	Jeannette Montes
Don Tamarayo	Teacher	Don Tamarayo
Felipe Guzman	Teacher	Felipe Guzman
Carole Trister	Teacher	Carole Trister
Lillie Gramez	Teacher	Lillie Gramez
Stephanie Blackwelder	Teacher	Stephanie Blackwelder
Lydia Arranaga	Teacher	Lydia Arranaga
Michael Lester	Teacher	Michael Lester
Zachary MacDonald	Teacher	Zachary MacDonald
Mayela Torres	Teacher	Mayela Torres

