SAN FELIPE MEMORIAL MIDDLE SCHOOL

Campus Improvement Plan
2018/2019

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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

Strategic Priorities

Priority 1.   Recruit, support, and retain teachers and principals

Priority 2.   Build a foundation of reading and math

Priority 3.   Connect high school to career and college

Priority 4.   Improving low-performing schools

SAN FELIPE MEMORIAL MIDDLE SCHOOL Site Base

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

2018-2019 District Goals

1. The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

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

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

Committee Self-Assessment/Reflection

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

Date: _5-8-2018_

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

   The most beneficial ~~was~~ aspect of this process is being able to hear thoughts and ideas from other

2. What might we improve and how? Staff members w/different experiences.

   Give more time on day we work on this to complete that day, in that moment while we are on a roll.

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

   We as a campus are able to focus on specific areas and goals that need to be worked on an accomplished.

Committee Area:

☑ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☑ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Jacque Gurley	Jacque Gurley	Librarian
Ann M Huffhines	Ann H	Spec. Ed. Teacher
Maria Delgado		Parent
Colleen Durham		Teacher
David Velky	D. Velky	Science Teacher

Demographics

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Enrollment
-
-
-
-

-
-
-
-
-

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

Findings/Analysis

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

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

Strengths

- Teachers know their kids
-
-
-
-
-
-
-
-
-

Needs

- ~~Not~~ Resource classes for Sp Ed
- Classes not balanced from period to period.
-
-
-
-
-
-
-
-

Summary of Needs

- Demographics Need 1 - Resource classes for Special Education.
- Need 2 - Special Populations should be evenly spread out.
- Need 3 - Class size should be consistent from period to period.
-
-
-
-
-
-
-

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Parent Survey
- The Parent Roundtable
-
-
-

-
-
-
-
-

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

Findings/Analysis

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

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

Strengths

- Parents feel Welcome
- Parents generally
    Satisfied w/
    experience @
    SF MMS
- Parent Roundtable
-
-
-
-

Needs

- Group Communication
    w/ Parents
- More Gradebook Training
    for Parents
- ~~Parents felt usher~~
- expect
-
-
-
-

Summary of Needs

- **F&C Need 1** An official Social Media Communication
                                                            source
-
-
-
-
-
-
-
-
-

San Felipe Del Rio Consolidated Independent School District
Campus Title I Parent Survey
SFMMS 2017-2018   (- 4% Return from 2016-2017)
Enrollment # 762   Surveys returned # 295   39 % overall return rate

#	Title I Programs Survey			No opinion	%	
1.	I feel welcomed at my child's school	278	3	14	5%	
2.	The campus provides various parental engagement opportunities, such as informational meetings, trainings and activities.	263	11	21	7%	
3.	I have volunteer opportunities at my child's school.	191	27	77	26.00%	
4.	Parent engagement activities, such as meetings and trainings are provided at various times and days of the week to accommodate parent work schedules.	210	24	61	21.00%	
5.	The campus keeps me informed of current and changing policies and events.	261	23	11	3.70%	
6.	The campus provides at least one opportunity, such as parent/teacher conference for two-way communication.	245	25	25	8%	
7.	The campus provides timely communication such as progress reports and report cards, to parents regarding student progress.	271	11	13	4.40%	
8.	I receive timely information about state and local assessments such as STAAR, End of Course (EOC), and Benchmark assessments.	269	13	13	4%	
9.	I am informed at the beginning of each year about resources and support available for students.	251	21	23	8%	
10.	Teachers engage families by providing information on instruction in innovative ways, such as through SchoolTube, ipads, smart phone etc. to enhance classroom learning.	203	36	56	19%	
11.	The campus communicates with me in a format and language I can easily understand.	283	5	7	2%	
12.	Parents are encouraged to join various campus parent committees.	205	33	57	19.30%	
13.	Campus leadership meets and works with parent and community groups to address campus opportunities or issues.	204	18	73	25%	
14.	Overall, I am satisfied with parental engagement at this campus.	228	20	47	16.00%	
15.	I am familiar with the Title I program at my child's campus.	107	41	44	15%	
16.	I have been invited to participate in the planning of the Campus Parental Policy and School Parent Compact.	180	49	66	22%	
17.	I have seen improvement in my child's reading comprehension/skills this year.	267	10	18	6.00%	
18.	I have seen improvement in my child's math abilities this year.	259	17	19	6%	
19.	I have been provided with information about how I can help my child with his/her school work.	219	39	37	13%	

SAN FELIPE MEMORIAL MIDDLE

2018

1. Thank you for all you do!
2. My only issue is the online parent portal. There has been many times I'd get mad at my child for missing assignments that ended up being turned in but the teacher failed to add into the system.
3. Gracias por su ayuda con mihijo.
4. The school is doing a great job! My son loves his school. Thanks to all teachers and staff.
5. Good school.
6. Todo perfecto.
7. Counselor involvement has been very helpful this year as to any other school years. Kudos Mrs. Ramos.
8. What I like about the school is that when my son is acting bad his teacher call me ASAP. So I can fix the problems. Thank you guys so much.
9. Thank you for all you do. A proud parent.
10. Mrs. Morales has been a blessing to our family!! She is an amazing and dedicated teacher. The entire 6th grade experience has been very positive. It is a campus of caring professionals.
11. I have been impressed with my daughter's progress this year. I would have liked more information about the school's plan for the threat written in the bathroom. But my daughter does fell safe at school which I truly appreciate.
12. Satisfied as always!! Met my expectations. My child's skills have improved.
13. Todo muy bien.
14. Need to improve communication with parents.
15. All types of programs or meets are during working hours so that would like to make some of those meets cannot.
16. I believe all teachers should inform parents their daily activities/homework via a website or Daily Planner.
17. Never have we been contacted to helping child! I had to request meeting with teachers.
18. What happened to the PTO. Have met @ (unintelligible) and then I heard of one meeting in the beginning and nothing else! We need it.

Committee Self-Assessment/Reflection

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

Date: 05/25/2018

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

   Reviewing and working from last year's performance data.

2. What might we improve and how?

   More consistency — monitoring attendance

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

   Teachers are able to ~~adju~~ adjust their delivery of Instruction based on their students' needs. Due to monitoring of attendance, students were ~~refered~~ reffered to outside community agencies for assistance.

Committee Area:

☐ Demographics

☑ Student Achievement / *attendance*

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Cinthia Sahagun	Cynthia Sa_	AP
Maria Elena Paz Enrique	Maria Elena __	Strategist

Findings/Analysis

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

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

Strengths

- 60% Reading
- 73% Math   last year.
- Both Math Reading provided 20 min Interventions for low performing students
- Used Study Island and I Lit to further expose students to TESTED TEKS
- Reading Teachers used more data analysis to plan lessons
-

Needs

- Attendance Secretary hired late in the year.
- No set process to monitor attendance
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Summary of Needs

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2016-17 Texas Academic Performance Report

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

Campus Name: **SAN FELIPE MEMORIAL MIDDLE**

Campus Number: **233901104**

2017 Accountability Rating: **Met Standard**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 760
Grade Span: 06 - 06
School Type: Middle

STAAR Percent at Approaches Grade Level or Above
Grade 6

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Reading	2017	69%	60%	60%	*	59%	74%	-	-	-	-	21%	55%	17%
	2016	69%	59%	59%	*	58%	82%	-	*	-	*	22%	54%	19%
Mathematics	2017	76%	74%	74%	*	73%	82%	-	*	-	-	36%	70%	56%
	2016	72%	72%	72%	100%	71%	91%	-	*	-	*	33%	68%	43%

STAAR Percent at Approaches Grade Level or Above
All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
All Subjects	2017	75%	67%	67%	58%	66%	78%	-	*	-	-	28%	62%	36%
	2016	75%	65%	65%	90%	64%	86%	-	*	-	*	28%	61%	31%
Reading	2017	72%	63%	60%	*	59%	74%	-	*	-	-	21%	55%	17%
	2016	73%	62%	59%	*	58%	82%	-	*	-	*	22%	54%	19%
Mathematics	2017	79%	72%	74%	*	73%	82%	-	*	-	*	36%	70%	56%
	2016	76%	69%	72%	100%	71%	91%	-	*	-	*	33%	68%	43%

STAAR Percent at Meets Grade Level
All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Two or More Subjects	2017	48%	38%	20%	*	19%	42%	-	*	-	-	8%	15%	*
	2016	45%	33%	24%	*	23%	59%	-	*	-	*	*	18%	*
Reading	2017	48%	39%	29%	*	27%	55%	-	*	-	-	8%	23%	*
	2016	46%	34%	30%	*	29%	68%	-	*	-	*	*	25%	*
Mathematics	2017	48%	38%	34%	*	33%	53%	-	*	-	*	16%	28%	7%
	2016	43%	34%	37%	*	36%	64%	-	*	-	-	7%	32%	13%

STAAR Percent at Masters Grade Level
All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
All Subjects	2017	20%	12%	13%	*	12%	27%	-	*	-	-	*	10%	5%
	2016	18%	10%	14%	*	13%	39%	-	*	-	*	*	11%	3%
Reading	2017	19%	11%	12%	*	11%	33%	-	*	-	-	*	9%	*
	2016	17%	10%	14%	*	13%	41%	-	*	-	*	*	10%	*

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: SAN FELIPE MEMORIAL MIDDLE
Campus Number: 23901104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 760
Grade Span: 06 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Mathematics	2017	23%	15%	14%	*	14%	21%	-	*	-	-	*	11%	6%
	2016	19%	12%	14%	*	13%	36%	-	*	-	*	*	11%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	59%	50%	*	49%	59%	-	*	-	-	41%	47%	45%
	2016	62%	59%	52%	*	51%	68%	-	*	-	*	50%	49%	42%
Reading	2017	59%	56%	43%	*	42%	59%	-	*	-	-	32%	41%	36%
	2016	60%	56%	42%	*	42%	*	-	*	-	*	40%	40%	29%
Mathematics	2017	64%	62%	56%	*	56%	*	-	*	-	-	*	54%	54%
	2016	63%	61%	61%	*	61%	*	-	*	-	*	60%	58%	56%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	9%	*	9%	15%	-	*	-	-	6%	7%	10%
	2016	17%	15%	11%	*	11%	18%	-	*	-	*	11%	10%	10%
Reading	2017	17%	15%	8%	*	7%	19%	-	*	-	-	7%	5%	8%
	2016	16%	14%	8%	*	7%	*	-	*	-	*	7%	6%	8%
Mathematics	2017	20%	17%	10%	*	10%	*	-	*	-	-	*	9%	13%
	2016	17%	16%	14%	*	14%	*	-	*	-	*	16%	13%	11%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	31%	12%	*	12%	*	-	-	-	-	*	12%	8%
	2016	35%	29%	6%	-	6%	*	-	-	-	*	*	5%	9%
Mathematics	2017	43%	41%	44%	*	43%	45%	-	-	-	-	22%	43%	41%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

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

Total Students: 760
Grade Span: 06 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	67%	67%	-	-	-	-	-	38%	-	38%	*	38%	36%
	2016	75%	65%	65%	-	-	-	-	-	31%	-	31%	42%	31%	31%
Reading	2017	72%	63%	60%	-	-	-	-	-	18%	-	18%	*	18%	17%
	2016	73%	62%	59%	-	-	-	-	-	18%	-	18%	*	18%	19%
Mathematics	2017	79%	72%	74%	-	-	-	-	-	57%	-	57%	*	57%	56%
	2016	76%	69%	72%	-	-	-	-	-	43%	-	43%	*	43%	43%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	38%	20%	-	-	-	-	-	*	-	*	*	*	*
	2016	45%	33%	24%	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	48%	39%	29%	-	-	-	-	-	*	-	*	*	*	*
	2016	46%	34%	30%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	48%	38%	34%	-	-	-	-	-	8%	-	8%	*	8%	7%
	2016	43%	34%	37%	-	-	-	-	-	12%	-	12%	*	12%	13%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	12%	13%	-	-	-	-	-	5%	-	5%	*	5%	5%
	2016	18%	10%	14%	-	-	-	-	-	3%	-	3%	*	3%	3%
Reading	2017	19%	11%	12%	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	10%	14%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	15%	14%	-	-	-	-	-	6%	-	6%	*	6%	*
	2016	19%	12%	14%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	59%	50%	-	-	-	-	-	43%	-	43%	*	43%	43%
	2016	62%	59%	52%	-	-	-	-	-	42%	-	42%	*	42%	42%
Reading	2017	59%	56%	43%	-	-	-	-	-	36%	-	36%	*	36%	36%
	2016	60%	56%	42%	-	-	-	-	-	28%	-	28%	*	28%	29%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 760
Grade Span: 06 - 06
(Current Year ELL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics														
2017	64%	62%	56%	-	-	-	-	-	49%	-	49%	*	49%	49%
2016	63%	61%	61%	-	-	-	-	-	55%	-	55%	*	55%	54%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects														
2017	19%	16%	9%	-	-	-	-	-	11%	-	11%	*	11%	10%
2016	17%	15%	11%	-	-	-	-	-	10%	-	10%	*	10%	10%
Reading														
2017	17%	15%	8%	-	-	-	-	-	9%	-	9%	*	9%	8%
2016	16%	14%	8%	-	-	-	-	-	8%	-	8%	*	8%	8%
Mathematics														
2017	20%	17%	10%	-	-	-	-	-	12%	-	12%	*	12%	11%
2016	17%	16%	14%	-	-	-	-	-	12%	-	12%	*	12%	12%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading														
2017	35%	31%	12%	-	-	-	-	-	9%	-	9%	*	9%	8%
2016	35%	29%	6%	-	-	-	-	-	9%	-	9%	*	9%	9%
Mathematics														
2017	43%	41%	44%	-	-	-	-	-	41%	-	41%	*	41%	41%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 760
Grade Span: 06 - 06
School Type: Middle

2017 STAAR Participation (All Grades)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	95%	97%	100%	97%	95%	-	*	-	100%	100%	97%	87%
Not Included in Accountability													
Mobile	4%	3%	2%	0%	2%	5%	-	*	-	0%	0%	2%	5%
Other Exclusions	1%	1%	1%	0%	1%	0%	-	*	-	0%	0%	1%	8%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%

2016 STAAR Participation (All Grades)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
All Tests													
Test Participant	99%	99%	100%	100%	100%	96%	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	83%	97%	88%	*	*	-	100%	96%	97%	89%
Not Included in Accountability													
Mobile	4%	2%	3%	17%	2%	4%	*	*	-	0%	3%	2%	5%
Other Exclusions	1%	2%	1%	0%	1%	4%	*	*	-	0%	1%	1%	6%
Not Tested	1%	1%	0%	0%	0%	4%	*	*	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	4%	*	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 760
Grade Span: 06 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.0%	95.9%	97.6%	95.9%	95.1%	-	*	-	*	94.7%	95.7%	95.0%
2014-15	95.7%	95.6%	95.5%	92.9%	95.5%	95.6%	*	-	-	*	93.3%	95.2%	95.1%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Count	Campus Percent	District	State
Total Students:	760	100.0%	10,532	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.2%
Kindergarten	0	0.0%	6.7%	7.0%
Grade 1	0	0.0%	7.2%	7.4%
Grade 2	0	0.0%	7.4%	7.6%
Grade 3	0	0.0%	8.1%	7.7%
Grade 4	0	0.0%	7.1%	7.7%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	760	100.0%	7.4%	7.5%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.5%	7.4%
Grade 9	0	0.0%	8.0%	7.3%
Grade 10	0	0.0%	7.3%	8.1%
Grade 11	0	0.0%	7.4%	7.4%
Grade 12	0	0.0%	7.2%	6.8%
			6.9%	6.2%
Ethnic Distribution:				
African American	6	0.8%	0.9%	12.6%
Hispanic	712	93.7%	93.1%	52.4%
White	41	5.4%	5.4%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.1%	0.4%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.2%	2.2%
Economically Disadvantaged	597	78.6%	75.7%	59.0%
Non-Educationally Disadvantaged	163	21.4%	24.3%	41.0%
English Language Learners (ELL)	120	15.8%	17.6%	18.9%
Students w/ Disciplinary Placements (2015-2016)	3	0.4%	1.0%	1.4%
At-Risk	413	54.3%	63.9%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	80			
By Type of Primary Disability				
Students with Intellectual Disabilities	45	56.3%	46.3%	44.5%
Students with Physical Disabilities	5	6.3%	25.5%	21.9%
Students with Autism	5	6.3%	**	12.5%
Students with Behavioral Disabilities	25	31.3%	19.3%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.3%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 760
Grade Span: 06 - 06
School Type: Middle

Student Information

	Count	------ Campus ------ Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	57	7.1%	11.0%	16.2%
By Ethnicity:				
African American	1	0.1%		
Hispanic	53	6.6%		
White	3	0.4%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 760
Grade Span: 06 - 06
School Type: Middle

Student Information

Retention Rates by Grade:

	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Kindergarten	-	0.5%	1.8%	-	0.0%	7.7%
Grade 1	-	5.1%	3.8%	-	9.8%	6.8%
Grade 2	-	2.1%	2.4%	-	8.3%	3.1%
Grade 3	-	2.6%	1.6%	-	3.0%	1.2%
Grade 4	-	2.5%	0.8%	-	0.0%	0.7%
Grade 5	-	1.0%	0.4%	-	3.3%	0.7%
Grade 6	1.4%	1.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.3%	0.7%	0.0%	0.0%	0.8%
Grade 8	-	8.0%	0.5%	-	3.3%	0.9%

Class Size Information

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

	Campus	District	State
Elementary:			
Kindergarten		19.4	18.8
Grade 1		19.8	18.8
Grade 2		19.5	18.9
Grade 3		19.9	19.0
Grade 4		19.3	19.0
Grade 5		24.0	20.9
Grade 6	22.7	22.7	20.4
Secondary:			
English/Language Arts	-	21.2	16.8
Foreign Languages	-	23.1	18.7
Mathematics	-	20.7	18.0
Science	-	23.3	19.0
Social Studies	-	25.7	19.4

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 760
Grade Span: 06 - 06
School Type: Middle

Staff Information	Count/Average	Percent	District	State
		Campus		
Total Staff	62.0	100.0%	100.0%	100.0%
Professional Staff:	54.3	87.5%	55.7%	64.0%
Teachers	44.5	71.8%	44.3%	50.0%
Professional Support	7.0	11.3%	8.3%	10.0%
Campus Administration (School Leadership)	2.8	4.4%	2.6%	2.9%
Educational Aides:	7.7	12.5%	11.2%	9.6%
Total Minority Staff:	48.7	78.5%	87.4%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.6%	10.2%
Hispanic	35.6	80.0%	78.8%	26.6%
White	8.9	20.0%	18.7%	59.8%
American Indian	0.0	0.0%	0.3%	0.4%
Asian	0.0	0.0%	0.3%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	8.6	19.3%	22.8%	23.7%
Females	35.9	80.7%	77.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.1%	1.4%	1.2%
Bachelors	34.7	78.0%	78.2%	74.5%
Masters	9.8	22.0%	20.3%	23.6%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.7	6.1%	4.1%	7.8%
1-5 Years Experience	14.1	31.6%	30.2%	28.0%
6-10 Years Experience	8.8	19.9%	18.7%	20.9%
11-20 Years Experience	8.7	19.5%	22.2%	27.8%
Over 20 Years Experience	10.2	22.9%	24.8%	15.5%
Number of Students per Teacher	17.1	n/a	16.5	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 760
Grade Span: 06 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	28.0	19.2	19.5
Average Years Experience of Principals with District	28.0	17.3	12.2
Average Years Experience of Assistant Principals	7.0	16.3	15.7
Average Years Experience of Assistant Principals with District	7.0	13.6	10.1
Average Years Experience of Teachers:	12.8	13.0	10.9
Average Years Experience of Teachers with District:	11.4	11.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$33,416	$38,833	$46,199
1-5 Years Experience	$43,410	$42,798	$48,779
6-10 Years Experience	$46,087	$46,327	$51,184
11-20 Years Experience	$52,789	$52,395	$54,396
Over 20 Years Experience	$58,051	$57,514	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$48,515	$49,076	$52,525
Professional Support	$65,709	$62,565	$61,728
Campus Administration (School Leadership)	$78,795	$75,514	$76,471
Instructional Staff Percent	n/a	59.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 760
Grade Span: 06 - 06
School Type: Middle

Program Information

	Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	113	14.9%	16.8%	18.8%
Career & Technical Education	0	0.0%	31.0%	25.0%
Gifted & Talented Education	90	11.8%	9.6%	7.8%
Special Education	80	10.5%	8.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.1%	9.1%	6.0%
Career & Technical Education	0.0	0.0%	6.1%	4.5%
Compensatory Education	0.0	0.0%	5.1%	2.8%
Gifted & Talented Education	0.0	0.0%	1.1%	1.9%
Regular Education	42.5	95.6%	71.9%	72.8%
Special Education	1.5	3.3%	5.1%	8.6%
Other	0.0	0.0%	1.6%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'>' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' When only one group is masked, then the second smallest group is masked (regardless of size).

'n/a' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

Committee Self-Assessment/Reflection

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

Date: 05-25-2018

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

   Reviewing last year's Performance data

2. What might we improve and how?

   Differentiation through further Staff development.

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

   Improvement on STAAR Performance.

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☑ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Maria ELENA Fuz ENriquez	Maria Eliza B Eriq	Strategist
Cinthia Sahagun	CSah.	AP

Curriculum, Instruction, Assessment.

Findings/Analysis

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

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

Strengths

- Core teachers plan through Planning Protocol
- Access to Dashboard
- Use Road Maps, Learning and Language Targets
- Use Guiding Questions, IFD's and Formal/Informal assessments
- Use Dmac to plan accordingly based on STAAR, TELPAS, TEKscore performance (both student and teacher) and in case of non-mastery, reteach/reinforce.

- Writing initiative

Needs

- Math and Reading support/ Interventions
- More Staff development
  - differentiation / QTEL strategies

Summary of Needs

-
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-

Curriculum, Instruction and Assessment

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- STAAR Scores
- DMAC Formative Assessment Data
- TELPAS
- TEK Score
- STAR Renaissance

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

Committee Self-Assessment/Reflection

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

Date: 5/08/18

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

   Committees and sections were pre-determined which expedite the process.

2. What might we improve and how?

   ① We can improve by having more time allowed during the session to complete the process.
   ② We can improve by having everyone participate in the process to include core teachers input.

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

   Our organization is better by allowing dialogue to happen while completing the process.

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☑ School Context and Organization

☑ Technology

Name	Signature	Position
Marianela Leal	Marianela Leal	Math Teacher
Carole Trister	Carole An Tp	Science Teacher
Mario Chellar	Chellar	Social Studies

School Context and Organization

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

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

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

List the actual data sources reviewed below.

- SFMMS Meetings 2017-2018
-
-
-
-

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

SFMMS MEETINGS
2017-2018

Staff Meetings (3:45-4:30)Wednesday's	Collaborative Planning Team (CPT) & Planning Decision-Making Team (PDM) Meetings 7:15AM-8:00AM Tuesday's	Campus Admin, MRT and Strategist (8:15AM) Tuesday's	LPAC Meetings	Counselor/Parental Involvement Meetings (10:00 AM) Parental Room A 129		New Teacher Training	Sheltered Team Meeting
September 13, 2017	August 29, 2017	September 19, 2017	September 12, 2017	September 20, 2017	9/19/2017: Title 1—9/25/17: Gradebook/PAC	August 31, 2017(DMAC)	September 20, 2017
October 18, 2017	October 3, 2017	October 17, 2017	November 14, 2017	October 10, 2017	0/11/2017: Immunizations 10/18/17: Drug/Bullyin	October 27, 2017 (rTI)	October 10, 2017
November 15, 2017	October 24, 2017	November 14, 2017	December 12, 2017	November 28, 2017	11/15/2017: Gift of Gratitude	November 30, 2017 (Classroom Mgt)	November 28, 2017
December 13, 2017	November 28, 2017	December 12, 2017	January 16, 2018	January 16, 2018	12/13/2017: Reading is a Gift	January 18, 2018 (Accom)	January 16, 2018
January 10, 2018	January 9, 2018	January 16, 2018	February 12, 2018	March 6, 2017	1/17/2018: Resources in our Community	February 15, 2018 (ELPS/LT)	March 6, 2017
February 7, 2018	February 20, 2018	February 13, 2018	March 6, 2018	April 24, 2017	2/7/2018: Children are Our Valentine's	March 6, 2018	April 24, 2017
March 7, 2018	March 20, 2018	March 6, 2018	April 17, 2018	May 29, 2018	3/7/2018: Helping with Test Anxiety	March 22, 2018	May 29, 2018
April 11, 2018	April 17, 2018	April 10, 2018	May 15, 2018		4/11/2018: Child Abuse	April 19, 2018	
* May 2, 2018	May 22, 2018	May 8, 2018			5/4/2018: Mother's Day Activity	May 17, 2018	

Parental Aide will have a Monthly Parent Meeting and Coordinate with Counselor

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OFFICIAL TESTING DATES

*STAAR Training	STAAR Training	STAAR Alternate 2	STAAR	TELPAS-Listening, Speaking, Reading, and Writing
May 2, 2018	April 2 to April 20, 2018(Testing Window)	April 2 to April 20, 2018(Testing Window)	May 14, 2018 Math	February 26-April 6, 2018
			May 15, 2018 Reading	
			Make-Ups May 16-18, 2018	

CAMPUS ADM.	Counseling Department w/Admin.	Crisis Core Team Meetings-PBSI	ELECTIVE'S DEPT. MEETINGS	SP ED MEETINGS (4:00)
Meet every Wednesday at 7:00AM	8:30 a.m Monday's 1:30 p.m. Thursday's		September 22, 2017	September 19, 2017
			October 27, 2017	November 1, 2017
			December 1, 2017	December 12, 2017
			January 12, 2018	January 16, 2018
			February 2, 2018	February 6, 2018
			March 2, 2018	April 4, 2018
			April 6, 2018	May 1, 2018
			May 18, 2018	May 30, 2018

Findings/Analysis

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

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

Strengths

- 90 minutes of instruction daily for Reading and Math
- 10 minutes of AR (3rd / 8th period)
- Teacher Forum - a staff member is representing SFMMS
- District Planning Decision Making Committee - a staff member is representing SFMMS
- PDM - meets monthly
- CPT - meets twice @ month
- PDM - 3 members were parents

Needs

- monitor AR (walk-throughs)
- CPT did not meet in March - April
- increase participation of parents @ Parental Involvement Meetings / Trainings
- monitor meeting schedules closely
- increase campus image through public relations (ex. newspaper)
- incentives for students / parents / staff

Summary of Needs

- SC & O Need 1
- increase parental involvement
- monitor meeting schedules
- monitor AR through walkthroughs
-
-
-
-
-
-

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.
- Study Island invoice/order form
- ILit
- Agreement Acknowledgement Form
-
- Electronic Communication Device Commitment Device

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

edmentum™

ORDER FORM

Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com
To Pay by Credit Card: Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.:	174001
Customer Name:	SAN-FELIPE MEMORIAL MIDDLE SCHOOL
Billing Address:	PO BOX 428002
	Del Rio, TX 78842-8002

Products and Services

Products	Quantity	License Start Date	License End Date	License Term (In Months)	List Price for Term	Extended Price
Study Island: ELA Library - Program License	150	**	**	12	$5.50	$825.00
Study Island: Math Library - Program License	150	**	**	12	$5.50	$825.00
Study Island Virtual Standard Service Package - Services Delivery Year: Year 1	1	***	***		$650.00	$650.00
					Subtotal:	$2,300.00

Subtotal:	$2,300.00
Estimated Tax:	$0.00
Total US Funds:	$2,300.00

** Unless otherwise specified in this Order Form, the Start Date for your license(s) will be one of the following: (a) the day immediately following the expiration date of the prior license term or (b) the date in which we have accepted your order and have issued log-in credentials for your software license.

Invoicing and Payment Terms
The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date.

Terms and Conditions
For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at http://www.edmentum.com/standardterms and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order
You acknowledge that this Agreement is non-cancellable and you will submit a purchase order for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

Acceptance
This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing. I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreements terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreements terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified. Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com.

Customer Signature:

Zuniga-Barrera, Celia (Sally)

Good afternoon Valerie,

Is this what you needed?

Line Nbr.	Catalog Code	Description	Quantity	U of M	Unit Cost	Total Cost
100		Board Approved 8/21/17	0		0.00000	0.00
110		BID 15-24, BID 18-05	0		0.00000	0.00
120		SFDR iLit Courseware TEA ID: D000124260	1,515	EACH	40.00000	60,600.00

410 E 11 6299 00 104 0 11 000				$5,050.00

Thank you,
Martha E. Sanchez
martha.sanchez@sfdr-cisd.org
Curriculum Secretary
Ext. 4088

"Strength does not come from winning. Your struggles develop your strengths. When you go through hardships and decide not to surrender, that is strength." **– Arnold Schwarzenegger**

Acceptable Use Agreement Acknowledgement Form

I have read and agree to abide by the SFDRCISD "Acceptable Use of the District's Electronic Communications System" policy. I further understand that any violation of this policy may constitute a criminal offense. Should I commit any violation, my Internet and computer access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken.

_____   _____   _____
Student Name   Student.ID   Date

(If you are under the age of 18 a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the SFDRCISD "Acceptable Use of the District's Electronic Communications System" policy. I understand that this access is designed for educational purposes. SFDRCISD has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial materials and I will not hold the District responsible for materials transmitted on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

_____   _____
Parent/Guardian   Date

Note: A parent of each student must return this signature page to his/her respective campus no later than September 8, 2017.

Electronic Communication Device Commitment Form
(Regulation of Electronic Communication Devices)

Electronic communications at school and at school-related functions are subject to regulation by the district.

This Electronic Communication Device Commitment Form grants authority and permission to the District to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school related functions and events. Such communication devices include but are not limited to cellular phones, pagers, PDAs, and pocket computers. These regulations are made necessary in light of the unique opportunities these devices create for violations of law, school policies and to perpetrate conduct disruptive of an educational environment essential to the District's educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices, which are often carried concealed in pockets and purses.

Therefore, all students who would possess or use such devices on school property or at school-related activities are required to sign this form together with their parent, guardian or other adult person having the authority of a parent for school purposes.

Each of you, by your signature below, agrees to the following:

- The District prohibits the use of mobile devices in locker rooms or restroom areas while at school, in the hallways during passing periods, the library.
  - Students in grades 6-8 will be allowed to use their cell phones:
    - Before the first instructional bell rings.
    - After the end-of-school dismissal bell.
    - During out-of-town school sponsored events with parent and sponsor's permission.
  - Students in grades 9-12 will be allowed to use their cell phones:
    - Before the first instructional bell rings.
    - During the student's lunch period.
    - After the end-of-school dismissal bell.
    - During class time for instructional purposes with the teacher's permission.
    - During out-of-town school sponsored events with the sponsor's permission.
  - If a student possesses such devices on school property or while attending school-related events without permission, the District is authorized and has my full consent to confiscate, power on or off, manipulate and do all things necessary to search my device and recover or intercept communications (including but not limited to text messaging) when reasonable suspicion exists that such device has been used to transmit or receive communications and distribute pictures taken of others without consent in violation of law, the Student Code of Conduct, school policy or regulation. I further understand that my child's phone will confiscated for a specific number of calendar days based on the offense level of the violation. Please refer to pages 48 - 50 of the Student Code of Conduct in accordance with your child's grade level.
  - I further understand, agree and consent that an electronic communication device used or possessed in violation of law, the Student Code of Conduct, school policy or regulation is subject to confiscation and that the District is not liable for any loss of or damage to confiscated devices.

[handwritten note: need to add to 6-8 due to lack of devices available in the classroom]

CONSEQUENCES FOR VIOLATION OF POLICY

Violating the established policy will result in the following:

- First offense - the phone will be confiscated and must be picked up by a parent or guardian after three (3) calendar days.

- Second offense - the phone will be confiscated and must be picked up by a parent or guardian after six (6) calendar days.

- Third offense - the phone will be confiscated and must be picked up by a parent or guardian after ten (10) calendar days.

- Fourth offense – the phone will be confiscated for the remainder of the school year and cell phone privileges will be revoked.

Printed name of student	Signature of student	Student ID
Campus	Signature of parent/guardian	Date

Note: A parent of each student must return this signature page to his/her respective campus no later than September 8, 2017.

Findings/Analyses

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

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

Strengths

Strenths

- 2 computer labs
- ipads for Social Studies Dept.
- Study Island - Math & Reading (150 licenses)
- STAR Renaissance (reading only)
- iLit

Needs

- for every classroom to have at least 5 desktop computers
- update COW (Computers on wheels)
- ipads need to be in good working conditions
- Study Island for all students
- Staff Development (Ex- Dragon Speak, available software, etc.)
- Access to websites (too many are currently blocked)
- Instructions for the use of WiFi (access) in the classroom
- USB access on all classroom and lab terminals (students were unable to save their work and continue at home)
- printer access to all terminals
- replace USB headphones (annually)
- scanner
- STAR Renaissance for math

Summary of Needs

- Technology Need 1
- update computers/software/equipment
- coordinate staff development in the area of technology
- update Electronic Device Communication Commitment Form

Committee Self-Assessment/Reflection

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

Date: May 25, 2018

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

   It was very beneficial to have parent input and to also communicate with people from different departments. This process helps us to feel connected.

2. What might we improve and how?
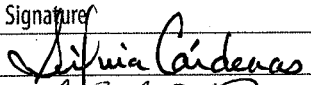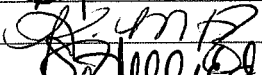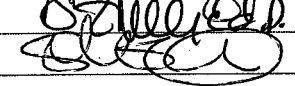
   We can improve our communication by making sure that we respond to e-mails and address concerns timely.

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

   This assessment/reflection allows us to come together to look at our goals and objectives so that we can all do our jobs more effectively.

Committee Area:

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

Name	Signature	Position
Silvia Cárdenas	Silvia Cárdenas	Interventionist
Karla Martinez	KM	Teacher (ELA)
Sally Buell		Principal
Sandy Mora		Parent

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Climate Survey
- DMAC
-
-
-

-
-
-
-
-

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

Findings/Analysis

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

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

Strengths
- 98% highly qualified
- disciplinary actions were consistent
- Ongoing quality professional development
- Continued opportunities for Special program qualifications
-
-
-
-

Needs
- Student-teacher ratio
- Qualified para-professionals
- Mentors for new teachers
- Continuation of consistent disciplinary actions.
- More evenly dispursed Special population students (504)
-
-
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Summary of Needs
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Findings/Analysis

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

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

Strengths

- Positive Attitude/Admin.
- Expectations are clearer
- Staff is more receptive to change.
-
-
-
-
-
-
-

Needs

- RTI P.T.O
- Rotate kids to give affirmations.
- Communication with office staff/teachers.
- Clear communication between teacher/staff/parent
- master list of Certified Subs
- Trust within departments/Staff
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Summary of Needs

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Comprehensive Needs Assessment Summary
San Felipe Memorial Middle School (SFMMS)
2018-2019

Data Sources Reviewed: Texas Academic Performance Report: STAAR Scores/Attendance/Special Populations, Master Schedule, Parent Surveys, Walk-Through Reports, Discipline Reports, Meeting Agendas, Sign-Ins Sheets, HB5 Templates, CNA Committees Self-Assessment/Reflection

Area Reviewed	Summary of Strengths What are identified strengths?	Summary of Needs What are the identified needs?	Priorities What are campus priorities, including how federal and state program funds will be used?
Demographics	The population at SFMMS for last year was 760: 93% Hispanic, 79% Eco. Dis., 16% ELL (14.9% served by ESL), 11.8% Gifted and Talented, 10.5% Special Education and 54.3 % At-Risk. This year our enrollment is 763 and this is the data we looked at. Percentages of special population groups are very similar for this year also. We are the only 6th grade campus so the entire community attends here. One of our identified strengths is that our teachers know their students.	We need to do a better job of supporting our students and parents because of the diverse needs of each student population. More than half of our students are identified as at risk. Our classes are not balanced from period to period. Our special populations are not evenly spread out and we have a need for resource classes to better serve the needs of our special education students. This coming school year, Social Studies and Science will have different conference periods since they must plan before or after school. We will also have some teachers off during lunch periods which will help with the balancing of classes.	We need to meet the needs of all our students, but especially the struggling ones. We need to focus on the 79 % that are Eco. Dis., 16% ELL and 10.5 % Special Education that are not being successful academically or socially. Our teachers need to receive training specific in dealing with students with autism, behavioral issues, at risk situations and second language acquisition in the content areas. We have asked for four additional teachers for ELA and Math; as well as three additional Special Education teachers to better serve the needs of our 504 and special education students. A resource/content mastery class would be beneficial for those special education students identified as intellectually disabled to have further support outside of the regular classroom (for both academics and behavior).
Student Achievement & Attendance	For the 2017-2018 school year we have strived for double digit gains in both Math and Reading, based on Benchmark Results, we are on this path. STAAR scores will be released June 13, 2018. The students at SFMMS achieved a 60 % in Reading and a 74% in Math for 2016-2017. In 2015-2016, they achieved a 59 % in Reading and 72 % in Math.	We need to effectively utilize our 20 minute intervention time during Math and Reading to maximizer our student growth. We need to differentiate our instruction to meet the needs of all of our learners. We need to utilize data analysis to plan lessons and activities to target areas of strength and weakness.	Staff development for our teachers on targeted instruction, differentiation, data analysis, Reading in the content area. Funding to continue with software programs to support/reinforce instruction in the classroom. Funding for incentives to motivate students to come to school. Funding to provide afterschool tutorials and/or Saturday Camps. Committee believes we need to provide incentives so Staff can have better Attendance, which in turn will impact Student Achievement.

	Our attendance rate for 2015-2016 was at 95.9 % an increase of .4% from the previous year. SFMMS was also above the district attendance rate. We have a process established to monitor attendance and follow it daily with fidelity.	We need to continue using programs such as Study Island to reinforce what is being taught in the classroom. We need to be more consistent with monitoring our attendance and following up with students that have five or more absences. We started off the school year without an attendance secretary which hindered our process for monitoring attendance. Attendance needs to be posted in a timely manner. Our teachers need to pay closer attention to those students that are habitually absent; as do our Counselors and Support Staff.	We will set up a committee to help in this area. Possible incentives: Gift certificates for shopping (Oriental Trading, School Specialty, etc.), wearing caps on Fridays—if Perfect Attendance all week, etc. Next year we will have University signs by Team and if they have 2nd or 7th Period Perfect Attendance, they will have a flag displayed. A competition with incentives will be done by 6 weeks and may include: music in the courtyard, ice cream treats, candy, etc.
School Culture & Climate	Overall, the staff and students express they are happy. Campus administration has provided staff and students with a positive environment. Expectations are clearer and staff is more receptive to change. Administration has stressed that the expectations are high (double digit gains) so the teachers have also expressed that to their students. SFMMS is incorporating Capturing Kids' Hearts, Social Contracts and consistently trying to be "Present and Engaged". For next year, we want to incorporate "3 Good Things" to help teachers make "connections" with all students. Results in our Climate Survey indicated that staff is more content.	We have a need for a Parent Teacher Organization in order to assist with different incentives for our students and teachers to keep the climate positive. We need better communication between office staff and teachers & teachers and parents. We need a master list of certified substitute teachers so that when the need arises, our students will be in a classroom with a certified individual versus a non-certified and not lose valuable instructional time.	Continue with Capturing Kids' Hearts. Counselors should have a curriculum that focuses on the issues at hand to aid students with coping with issues that affect them at this age. Our campus needs to invest in incentives and activities that promote a positive school environment. A Social Committee will be implemented, starting this summer to build TEAMWORK. Activities will include bowling, kickball, movie night, book study, etc. and will be led by our Librarian and other campus leaders. We are also going to promote some activities to help our Staff's health, which will also improve our Staff's attendance (Ex.: Zumba, healthy eating or weight challenges, etc.) This will be led by our School Nurse and Mrs. Rojas.

Comprehensive Needs Assessment Summary

San Felipe Memorial Middle School (SFMMS)

2018-2019

School Context & Organization	Students are provided with 90 minutes of instruction in Math and Reading daily. Ten minutes of our 3rd/4th or 8th/9th period block are used for AR Reading in all classes; as well as Daily Announcements. A staff member represents our campus at the district Teacher Forum. We also represented in the District Planning and Decision-Making Committee. Our campus PDM team, which consists of teachers, administration and parents, meets monthly and our campus CPT team meets twice a month.	Administration needs to monitor that teachers are providing students with AR Reading time during 3rd/4th and 8th/9th consistently. We need to increase parent participation through parental meetings and trainings. We need to use public relations to keep our campus visible; therefore increasing our positive public image. We need to provide incentives for staff, students and parents for promoting our campus initiatives.	Administration will monitor AR Reading time by conducting walkthroughs consistently. We need to assign a campus member to be our public relations officer in charge of promoting our campus image. We have used a staff member but need to make some changes. We need to continue to meet with stakeholders on a monthly basis and provide incentives for their participation.
Staff Quality, Recruitment & Retention	At SFMMS, we have two long term substitutes, one in ELA and one in Math. This makes our staff 98% highly qualified. Our Department Heads, Administration, ESL Strategist and Master Reading Teacher mentor new teachers; as well as those that are struggling with district initiatives and classroom management. Data days have been provided for core areas every six weeks to help all teachers focus on TEKS students are struggling with. This is even more beneficial for new teachers; as is Planning Protocol. We have ongoing quality professional development. The district provides opportunities for special program certifications. Discipline has been handled consistently, which in turn, makes our teachers feel supported. This was evident in our Climate Survey.	We need to decrease the ratio of students to teacher. We need qualified para professionals that are well versed in the content area they are assisting with. Our new teachers need mentors that are true to the process. We need a continuation of the consistency in disciplinary actions. Our special populations need to be evenly disbursed.	Hire more teachers for the content areas to decrease class sizes and evenly disburse special populations. We need to continue with quality professional development to increase teacher capacity. We need to implement programs/activities that will allow us to continue with the consistency of disciplinary actions to allow teachers to instruct their classes.

Comprehensive Needs Assessment Summary
San Felipe Memorial Middle School (SFMMS)
2018-2019

Curriculum, Instruction & Assessment	SFMMS has Planning Protocol for all core areas; as well as access to Dashboard where curriculum is available. Our teachers also have Road Maps, Learning Targets, Guiding Questions, Instructional Focus Documents (IFD's) and Assessments. They have STAAR, TELPAS and assessment data available in DMAC. Lessons provided for re-teaching and reinforcement when there is non-mastery and an emphasis is for TEKS that are not mastered to be covered through targeted interventions during the 20 minute power block. Assessments are aligned to TEKS, developed by the Curriculum Committee and checked by Departments during Planning Protocol; as well as approved by C & I. Data is analyzed at the end of the six weeks to identify areas of concerns and to monitor student progress from Quintile to Quintile.	We need to do a better job of monitoring our students' progress throughout the six weeks and adjusting our instruction accordingly. Lack of technology and technological infrastructure has hindered our teachers in varying their lessons as they should to keep up with 21st Century Learning Targets. They can expose the students to the 21st Century Skills; however, they are not able to use the tools that they will be using. We need to do a better job with utilizing Dashboard with fidelity.	We need to have more training on data analysis and using it to guide instruction. Several of our departments have asked for DMAC training in their Staff Development Plans. We need to upgrade our infrastructure to support updated technology so that our students are exposed to the tools that are necessary for success in the workforce. It is difficult to show videos and incorporate technology with instruction because it is so weak at SFMMS.
Technology	SFMMS teachers and staff have acceptable desktops and have access to printers. Social studies Department had accessibility to tablets in their classrooms. There were 150 Study Island licenses available for Reading and Math. There are 100 iLit licenses for ELLs and struggling readers. The Star Renaissance/ AR Program was used to monitor student progress in Reading every six weeks instead of only once per semester.	Every classroom should have 5 desktop computers. Computers on Wheels (COW) need to be updated. iPads (tablets) need to be in working condition. Study Island should be available for all students. If we cannot schedule everyone during the day, we need to set up tutorial in the morning 7:15-8:15 AM and after school 3:30-4:30 PM. Staff development for available software (Example: Dragon Speak).	An update of computers/software and equipment is needed. It is important to upgrade equipment specifically in computer labs since those are the labs used for STAAR Online testing and for STAR Renaissance, Study Island and iLit. We need to coordinate staff development in the area of technology. We need to have USB access on terminals and in the classrooms so that students can save their work when working on research projects. We need to replace scanner for DMAC summative and formative assessments (replaced in 2016-2017 school year).

	Campus has two computer labs available for student use.	We need to have access to websites, too many are currently blocked.	We need to purchase STAR Renaissance for Math so that we may have a progress measure every six weeks for intervention purposes and for 504, RTI, Sp. Ed. meetings.
Family & Community Involvement	At SFMMS, 94% of our parents feel welcome at our school. 89 % of our parents responded that we provide various parental engagement opportunities, such as informational meetings, trainings and activities. We provided trainings on Skyward Grade book Access, Drug Abuse, Bullying, Communication, Discipline, STAAR and Volunteering. Our campus has an open-door policy with administration and counselors for all our stakeholders. Teachers' e-mail, call, text or use apps with parents, to keep in communication with them. Memos, flyers, scores, grades and call outs are done in both English and Spanish. Our campus has worked closely with BCFS and Scan this year to provide our students with specific counseling. We are using iGuardian in June 2018 and will see if we will incorporate for next year.	We need more parent involvement. 65% of our parents responded that they have volunteer opportunities at our school. We need to provide informational meetings to help our parents help their children with school. We need to improve our school webpage so that it is parent friendly and provides them with specific information for specific teachers. Our Parental Liaison's evaluation will reflect how SFMMS has struggled in this area.	Our priority is to increase parental engagement. We will provide staff development for our computer lab managers to monitor and update our school website, starting on June 14, 2018. We will provide a stipend for our teachers to present content specific trainings for our parents to be able to help our students with their assignments and become familiar with the STAAR. We will present informational meetings for parents at different times of the day so that more parents can attend. We tried 10 AM and 2 PM, maybe we need to try 7 AM and 7 PM. We need to utilize our librarian and parental liaison to recruit parent volunteers throughout the day to assist with bulletin boards, laminating, etc...

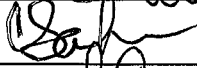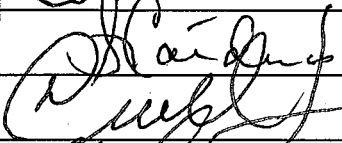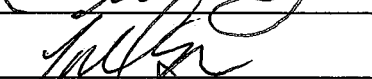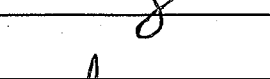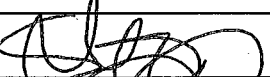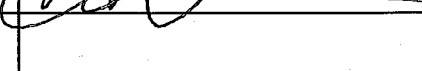*San Felipe Del Rio Consolidated Independent School District*
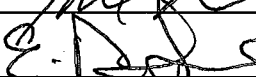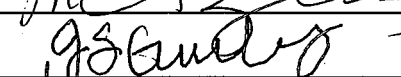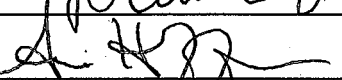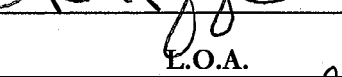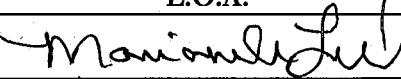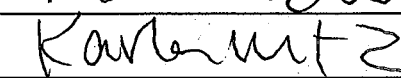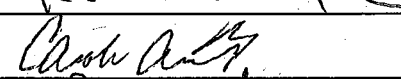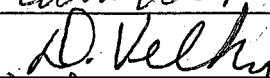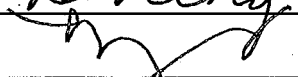
San Felipe Memorial Middle School

Planning Decision Making Meeting (PDM)
Tuesday, May 8, 2918
HB5/C.N.A./C.I.P.
SIGN-IN-SHEET

	EMPLOYEE		DEPARTMENT	SIGNATURE
1	Zuniga-Barrera	Sally	Principal	
2	Sahagun	Cynthia	Assistant Principal	
3	Cardenas	Silvia	Reading Math Teacher	
4	Cuellar	Mario	Social Studies	
5	Delgado	Jose	Keyboarding	
6	De Luna	Erin	ELA	
7	Faz	Maria Elena	Strategist	
8	Gurley	Jacqueline	Librarian	
9	Huffhines	Ann	Sp. Ed.	
10	Jimenez	Eloisa	Math	L.O.A.
11	Leal	Marianela	Math	
12	Martinez	Karla	ELA	
13	Trisler	Carole	Science	
14	Velky	David	Science	
15	Delgado	Maria	Parent	
16	George	Michelle	Parent	
17	Mora	Sandy	Parent	
18	Durhan	Colleen	PE	
19				

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1.   Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 1.   Improve all student achievement in core areas of Reading and Mathematics STAAR Assessment by 10% by the end of the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will have a 90 minute block of math every day and be provided a minimum of 20 minute interventions to ensure success in math. (Title I SW: 1,3,8,9,10) (Target Group: All, ECD, ESL, LEP, SPED, GT, 6th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	September 2018-May 2019		Summative - All students will be evaluated every 6 weeks to show progress throughout the year; as well as checking progress on their Quintile scores.
2. Targeted analysis and interventions for ELL and Special Education Students to meet SYSTEM SAFEGUARDS by establishing Sheltered-Instructional Teams (3 & 4: 20-25 students) and Co-Teach classes (1 & 2: 28 students or less, 30% or less Sp. Ed.). All co-teach classes will have certified personnel to provide quality instruction in efforts to meet SYSTEM SAFEGUARDS or an Academic Support Specialist. All efforts will be made to not use tutors. (Title I SW: 3,10) (Target Group: LEP, SPED)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	July-August 2018	(S)Local Funds - $1,000	Summative - Reduced failure rate/improved cycle grades.
3. Using DMAC quintile and progress measure identifications, SFMMS will provide 90 minutes of ELA & Math and Reading/Math instruction and allow for interventions with a tutor/instructional aide for intensive tutorials targeting all students to improve student achievement in the areas of Math and ELA to meet SYSTEMS SAFEGUARDS. (Title I SW: 1,3,5,10) (Target Group: All)	Cluster/Department Leaders, Master Reading Teachers, Strategists, Teachers	August 2018 - May 2019	(F)Title I - $15,000	Summative - Low failure rate, improved 6 week grades

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1. Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 1. Improve all student achievement in core areas of Reading and Mathematics STAAR Assessment by 10% by the end of the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Administration will monitor district curriculum for Math & ELA; as well as the implementation of Dashboard (need to improve from 2017-2018). Math & ELA will have Planning Protocol daily and it will be lead by the Department Head(s). Administration, Interventionist and Strategist will attend alternatively and will attend with a specific focus. The Interventionist will provide interventions and work directly with students and our BE-ESL Strategist will provide support in providing data, setting up learning walks, modeling lessons for teachers and tutoring. (Title I SW: 1,4,8,9) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Master Reading Teachers, Strategists	September 2018-May 2019	(S)Local Funds - $1,000	Summative - Lesson plans, DMAC, T-TESS and sign in sheets for Planning Protocol Meetings (need to keep for 2018-2019).
5. Selected teachers will attend the Conference for the Advancement of Math Teachers (CAMT), and Advancement of ELA Teachers (CMT) if funds are available. (Title I SW: 3) (Target Group: All, 6th)	Campus Administrators, Cluster/Department Leaders	June or July 2019	(S)Local Funds - $2,100	Summative - Registration with attendance of selected training attended.
6. All Students will participate in Career Cruising to increase College Readiness (with tablets), through Social Studies. (Title I SW: 10) (Target Group: All)	Campus Administrators, Computer Aides, Counselors, Teachers	Fall 2018 and Spring 2019	(S)Local Funds - $3,000	Summative - Social Studies Staff and Students participate in and implementation of Career Cruising activities using tablets and/or lab, if available.
7. Targeted students will participate in small group instruction during ELA for 20 minutes daily which can consist of Guided Reading or other activities. (Title I SW: 1,3) (Target Group: AtRisk, 6th)	Campus Administrators, Counselors, Teachers	September 2018-May 2019	(F)Title I	Summative - 2018 STAAR Results and STAR Reading Data--Focus on student's reading levels.
8. Customize professional development and provide additional resources for Sheltered-Instructional Team and Co-Teachers/Academic Support Specialists. (Title I SW: 2,4,5) (Target Group: ECD, ESL, SPED, 6th)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	Fall 2018 and Spring 2019		Summative - Sign-In Sheets for PD

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1.   Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 1.   Improve all student achievement in core areas of Reading and Mathematics STAAR Assessment by 10% by the end of the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. The majority of 504 students will attend the computer lab and use "Study Island" three times per week for Reading and Math. Some licenses will be used for ELL students during the day, before and after school.	Campus Administrators, Cluster/Department Leaders, Computer Aides	Sept. 2018- May 2019		Summative - Schedule/Calendar, Study Island training
10. All students will take their Star Reading test every six weeks in the computer labs.	Cluster/Department Leaders, Computer Aides, Librarian	Every Six Weeks		Summative - Schedule & Star Reports
11. ELA will have Planning Protocol and Conference Period every day, either 2nd or 7th Period on A/B Day. Math will have Planning Protocol and Conference Period every day, either 5th or 10th Period for A/B Day. This will be for 2018-2019 and they will alternate for 2019-2020. Social Studies, Science and Electives will plan before or after school and their Conference Periods will be every other day at different times to help with the Master Schedule.	Campus Administrators, Counselors	June 2018-June 2019		Summative -
12. Budget for core areas will be placed on department's proposals; as well as their needs. This process was incorporated with PDM in the Spring. $3,700 (ELA), $5,500 (Math), $1,500 (SS) & $2,000 (Science). (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators			Summative - STAAR Scores
13. Master Schedule will be developed so that class sizes are balanced and meet the needs of our students. Co-Teach classes will have 28-30 students so that the ratio of Sp. Ed. can be 30% or less, our ELA and Math classes will be set at 25, our SS, Science and Electives will be set at 28, our Advanced classes will be set at 30 and our PE classes will be set at 40.	Campus Administrators, Counselors	June 2018 to September 2018		Summative - Master Schedule

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1.   Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 2.   SFMMS will increase recognition activities by 10% to promote attendance once every six weeks until the end of the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS will be recognizing students and staff members with excellent attendance every six weeks by attending a movie at SPC as a guest/chaperone of Dr. Rios, Supt. They will also have opportunities to get coupons from different businesses (Mr. Gatti's, Chik-Fil-A, Hot Pit BBQ, etc.) or gift cards/treats: Blow Pops, popsicles, sundaes, etc. (Target Group: All)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors	Every Six Weeks 2018-2019	(S)Local Funds - $200	Summative - Skyward reports, lists, photos, receipts
2. SFMMS students with perfect attendance will have an opportunity to get their picture displayed in the cafeteria by Teams or lunch period. (Title I SW: 1) (Target Group: All)	Campus Administrators, Librarian, Parental Aides	Every six weeks 2018-2019		Summative - Record of Skyward generated lists with students' names on them and pictures.
3. SFMMS administration will increase awareness of the compulsory attendance laws to students at orientation, school-wide assemblies and as needed. Parents will be informed through meetings, presentations, newsletters and through the use of the school's attendance clerk and parental aide to conduct home visits. (Title I SW: 1,6) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2018 - June 2019		Summative - Reduction in the number of case studies and higher percentage of attendance.
4. SFMMS will give students and co-workers affirmations on a regular basis to help promote school culture and also improve attendance. Affirmations will be given teacher to student, student to student, student to teacher and coworker to coworker.	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Master Reading Teachers, Parental Aides, Strategists, Teachers	On a regular basis 2018-2019	(L)Principal Account	Summative - Bulletin Board in the cafeteria, teacher's lounges, notes in teacher's mailboxes and rosters turned in by six weeks and as evidence for T-TESS.
5. Teams will have University flags that are displayed when they have Perfect Attendance during 2nd or 7th period every A or B Day. Charts will be kept in the cafeteria to show "healthy" competition.	Attendance Staff, Campus Administrators, Teachers	August 2018- June 2019		

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1.   Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 3.   SFMMS will improve students' scores in the sub-populations for Special Ed. and ELL students to a passing rate in the areas of Math and Reading to meet all SAFEGUARDS by June 2019.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will utilize the English Language Proficiency Standards (ELPS) consistently to increase the effectiveness of the delivery of their lessons for English Language Learners to meet SYSTEMS SAFEGUARDS. They will attend Professional Development to support our ELLs if they are struggling to meet their needs, especially Teams 3 and 4. (Title I SW: 1,4,5) (Target Group: ESL, LEP, AtRisk, 6th)	Campus Administrators, Cluster/Department Leaders, Master Reading Teachers, Strategists, Teachers	Every six weeks		Summative - Sign in sheets, lesson plans and walk through observations.
2. Hire two ESL tutors for ELL students who have not shown growth in their past STAAR assessments or TELPAS. (Title I TA: 1,3) (Target Group: H, ESL, LEP, 6th)	Campus Administrators, Cluster/Department Leaders	September 2018-May 2019		Summative - Schedule of ESL Tutors
3. Purchase 100 iLit licenses for ESL/Sp.Ed./General Education students that are struggling readers, train teachers, lab managers and schedule students on a regular basis. (Title I SW: 1) (Title I TA: 1,2) (Target Group: ESL, SPED, 6th)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Strategists	September 2018-May 2019	(S)Local Funds - $10,000	Summative - Overall improvement in reading ability by end of the 2018-19 school year based on fluency documentation, iLit and Quintile reports.
4. Sheltered-Instruction Teams 3 & 4 will keep vocabulary journals for their ELLS to use cross-curricular to help in all core classes; as well as their elective.	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	Fall 2018-Spring 2019	(S)Local Funds	Summative - Vocabulary journals--spot checked during 6 weeks.

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1. Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 4. The campus will ensure that all students are educated in a learning environment that is safe, secure, respectful and drug free, with a 10% decrease in discipline referrals, by the end of the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will implement Capturing Kids' Hearts consistently and campus-wide to decrease the number of student referrals to the office. By using CKH's consistently throughout the campus by all staff, a rapport will be built with the majority of the students and result in lower discipline issues overall. Time will be taken to follow up and keep good documentation. (Title I SW: 1,2) (Target Group: All) (CSFs: 6)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Instructional Aides, ISS Supervisor, Librarian, Master Reading Teachers, Parental Aides, Special Ed Teacher, Strategists, Teachers	Aug. 2018 - June 2019	(S)Local Funds - $6,000	Summative - Reduction in number of referrals verified through Skyward generated lists.
2. SFMMS coaches will promote awareness for healthy lifestyles through daily physical activities and participation in Fitness Gram. (Title I SW: 1) (Target Group: All) (CSFs: 4,6)	Campus Administrators, Teachers	Aug. 2018 - June 2019	(S)Local Funds - $2,000	Summative - 100% of students will participate in Fitness Gram.
3. SFMMS counselors will implement drug free awareness activities during Red Ribbon Week in October. They will continue to reinforce the messages during the year with assistance from BCFS and StuCo. (Title I SW: 1,2) (Target Group: All) (CSFs: 6)	Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers	October 2018- May 2019	(S)Local Funds - $2,000	Summative - Reduction in aggressive incidents and incidents involving drugs; along with awareness.
4. Counselors will do duty one lunch period daily and have "Counselor's Corner" for students to ask questions and get help as needed in the Courtyard once every two weeks. Counselors will hold sessions during PE classes a minimum of 1 time a month. Topics will include social issues that are current at the campus; as well as "Healthy Relationships". (Target Group: All) (CSFs: 6)	Campus Administrators, Counselors	Septemb 2018- June 2019		Summative - Sign in sheets/Logs/Calendars

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1.   Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 4.   The campus will ensure that all students are educated in a learning environment that is safe, secure, respectful and drug free, with a 10% decrease in discipline referrals, by the end of the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. SFMMS Leadership will conduct a book study on "Dysfunctions of a Team" by Patrick Lencioni to implement and understand the importance of PLC's for SFMMS, focusing on "trust". PDM will be included and so will other leaders on campus. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6)	Campus Administrators, Cluster/Department Leaders	June 2018-June 2019		Summative - Evaluation at end of book study and increase in team building/school culture.
6. Teachers will consistently use "3 Good Things" from Capturing Kids' Hearts to help make better "connections" with their students. (Target Group: All) (CSFs: 6)	Campus Administrators, Counselors, Teachers	August 2018-June 2019		Summative - Positive school culture, less discipline referrals

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1.   Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 5.   SFMMS will continue to target students serviced by Special Education, Gifted and Talented and our ESL Program to improve progress measure levels by 10% in our ELA and Math state assessments by June 2019.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS administration will assign ELL students that scored Advanced or Advanced High on 2018 TELPAS to a general education ELA & Math setting for the 2018-2019 school year on Teams 3 & 4. (Title I SW: 1,2) (Target Group: ESL, LEP)	Campus Administrators, Counselors, Strategists	August 2018 - June 2019	(S)Local Funds	Summative - Master schedule.
2. SFMMS will ask for additional ELA and Math teachers to distribute the scheduling of our Special Education and 504 students. Team 1 and Team 2 will have our Special Education students, Team 3 and 4 will have our ELLs and Team 5 will have our 504 students. All our Teams will have general education students and GT students. (Target Group: ESL, LEP, SPED, GT, 6th) (CSFs: 1)	Campus Administrators, Counselors	June 2018-August 2018		Summative - Master Schedule

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1. Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 6. SFMMS will embrace the District Writing Initiative and tie it into Reading. Our campus will be creative in the manner that vocabulary is taught; as well as helping our students that are struggling readers.

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

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1.   Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 7.   SFMMS will incorporate technology into teaching so that we can support our students in all content areas and electives; as well as Technology Applications and Xello(Social Studies).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order for all teachers to incorporate technology, the district needs to update Wi-Fi, install devices and purchase laptops/iPads so that this can be accomplished. (Target Group: All) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Librarian, Teachers	July 2018-June 2019		Summative - Technology Equipment
2. We will encourage teachers to use apps that allow quick and easy communication with their students and parents. It will have to be apps that do not allow two-way texting/messaging.	Campus Administrators, Cluster/Department Leaders, Computer Aides, Teachers	August 2018-June 2019		
3. SFMMS will do a better job of updating our webpage so it is easier for parents and students to know what is going on; as well as having access to grades, schedules, announcements, etc.	Campus Administrators, Computer Aides, Librarian, Teachers	July 2018-June 2019		

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1.   Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff Development will be provided (either new one or Dr. Marcia Tate's follow-up) in order to implement more interactive teaching. (Target Group: All, 6th) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Master Reading Teachers, Strategists, Teachers	August 2018-June 2019		Summative - Feedback from Walk-throughs

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1. Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 9. All staff will implement "Del Rio Cares" during 2nd Period every Monday OR Tuesday from 10:00-10:15 AM (can be longer)with fidelity, use their journal and powerpoint. Walk-throughs will be done at this time to ensure consistency. Focus will be on students and staff knowing that we care about each other.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will have a Birthday celebration four times a year in the Library Viewing Room at 7:30 AM. Parents will decorate the room with the staff member's names and each cake will have their name on it. July-Aug-Sept (Sept. 28), Oct-Nov-Dec (Dec. 14), Jan-Feb-Mar (Mar.8) & April-May-June (May 31).	Campus Administrators, Librarian	Sept. 2018-May 2019		Summative - Cake, Decorations and a Positive Campus Culture
2. Zumba will be offered by Alma Rojas (Math teacher) twice a week (free of charge) to promote a positive campus culture; as well as healthy teachers. If teachers are healthier and happier, they'll be more likely to be highly engaged with their students and have a positive classroom culture.	Teachers	September 2018 to May 2019		Summative - Zumba Classes

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 1.   Goal 1: SFMMS shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence. The campus will consistently implement "Capturing Kids' Hearts", utilize Curriculum Dashboard and meet the needs of all students, both academically and socially.

Objective 10.   SFMMS will plan accordingly for RtI Data Days, incorporating a variety of data, reminding staff of "Social Contracts", "Because I Said I Would" and how we can utilize this information to target instruction (especially our Special Pops).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 2.   Goal 2: SFMMS shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness. We will make an effort to work with our community to provide experiences that enhance learning and making our students well-rounded students.

Objective 1.   SFMMS will continue to partner with Baptist Child and Family Services (BCFS)to provide social services for students and parents for 2018-2019 to increase student attendance by 10% and student's six week grades by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Space will be provided for counselors from BCFS to come and meet with families to encourage healthy family relationships during monthly parent meetings. (Title I SW: 1) (Target Group: All)	Campus Administrators, Counselors	August 2018 - June 2019	(S)Local Funds - $0	Summative - All BCFS personnel will sign in and office will keep record of visits.
2. SFMMS will incorporate SCAN that assists with students that are struggling with academics and/or behavior.	Counselors	October 2018- May 2019		Summative - Positive Behavior Passing Grades

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 2.   Goal 2: SFMMS shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness. We will make an effort to work with our community to provide experiences that enhance learning and making our students well-rounded students.

Objective 2.   SFMMS Collaborative Planning Team (CPT) and the Planning Decision Making (PDM) Team will each meet once a month, sometimes together during the 2018-2019 school year to ensure that 90% of the campus budget is being allocated to meet campus goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Once every two months, SFMMS PDM and every two weeks, SFMMS Leadership will meet to discuss campus short term and long term goals. Teams will reallocate monies as needed from campus funds to focus on our student's needs. (Title I SW: 1,4,9,10) (Target Group: All, 6th)	Campus Administrators, Cluster/Department Leaders, Counselors	August 2018- June 2019	(S)Local Funds - $15,000	Summative - Leadership department meeting minutes and sign in sheets.

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 2.   Goal 2: SFMMS shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness. We will make an effort to work with our community to provide experiences that enhance learning and making our students well-rounded students.

Objective 3.   SFMMS will work collaboratively with one another and the district to teach students about healthy relationships in PE; as well as expecting our Counselors to go to PE to speak to students and having Counselor's Corner once a month/week in the courtyard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A plan will be established by Counselors, PE Dept. and Administration to work on healthy relationships throughout our campus and help us with a positive school culture. (Target Group: All, 6th)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	June 2018-June 2019		Summative - Schedules, curriculum, school climate survey
2. Presentation will be done with iGuardian during PE to help our students learn about the dangers of social media.	Counselors	October 2018 and Spring 2019		Summative - Presentation

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 2.   Goal 2: SFMMS shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness. We will make an effort to work with our community to provide experiences that enhance learning and making our students well-rounded students.

Objective 4.   SFMMS will have their Art and Spanish teacher incorporate strategies/ideas that utilize resources from our community; as well as technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A plan will be set up to incorporate technology for elective teachers.	Campus Administrators, Teachers	August 2018-June 2019		Summative - Plan

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 3. Goal 3: SFMMS shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners in both languages, when appropriate.

Objective 1. SFMMS will conduct a minimum of 12 parent involvement activities by June 2019 to improve parent communication and participation by 20% as compared to 2018-2019.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SFMMS will conduct 2 parent orientation sessions before the start of the 2018 - 2019 school year. August 15th (A-L) and August 16th (M-Z) (Title I SW: 1,6) (Target Group: All) (CSFs: 6)	Campus Administrators, Counselors	August 14 & 15, 2018		Summative - Flyers and pictures
2. SFMMS will conduct a Fall Open House, Science Fair, GT Exhibit, UIL Parent Night, Title 1 meetings, Robotics Exhibit Night and Band, Choir & Strings concerts to increase parental involvement. (Title I SW: 1,6) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Parental Aides, Teachers	Fall 2018 - Spring 2019	(S)Local Funds - $1,500	Summative - Surveys and sign in sheets.
3. SFMMS Parental Aide will conduct monthly parent meetings/trainings on Title 1 requirements. Themes will include social issues and academic rigor of STAAR. (Title I SW: 1,6) (Target Group: All)	Campus Administrators, Counselors, Curriculum Coordinators, Parental Aides	September 2017-May 2018	(F)Title I - $1,000	Summative - Surveys and sign-in sheets.

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 3.   Goal 3: SFMMS shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners in both languages, when appropriate.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SAN FELIPE MEMORIAL MIDDLE SCHOOL

Goal 3.   Goal 3: SFMMS shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners in both languages, when appropriate.

Objective 3.   SFMMS will include parents and business reps in PDM that will meet on Sept. 25, November 13, January 22, March 5 and May 7 to target instruction, attendance and safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Wellness & Physical Education

1.25
Final Overall Rating

SAN FELIPE MEMORIAL MIDDLE SCHOOL
GRADE 6

Nutrition Guidelines & Healthy Campus Environment

Qualified child nutrition professionals provide a variety of services on each campus. Students are engaged in instructional experiences that result in knowledge and assist in implementation of good health practices. Nurses, counselors and child nutrition specialists contribute to the health of students and the campus environment.

Availability of school breakfast/lunch programs	BCFS/ SCAN	Availability of School Nurses/LVNs	Availability of School Counselors
Parent Trainings on Immunizations	Universal Free Breakfast	Capturing Kids' Hearts	Distribution of Information on Wellness Clinics

The following are **campus specific** programs or offerings.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
Instructional experiences result in students gaining knowledge of good health by having 6 programs that contribute to the health of students and campus environment.	Instructional experiences result in students gaining knowledge of good health by having 4 programs that contribute to the health of students and campus environment.	Instructional experiences result in students gaining knowledge of good health by having 2 programs that contribute to the health of students and campus environment.	Instructional experiences result in students gaining knowledge of good health by having no programs that contribute to the health of students and campus environment.

Rating: **1**

Physical Education and Activity

The campus values physical activity for health, enjoyment, self-expression and social interaction.

PE course offerings	SFDRCISD Cross Country & Track Meet	Capturing Kids' Hearts	Participation in fitness programs on campus
Enrichment programs or electives	Sports tournaments	Fun-runs, Walk-a-thons, community runs, and 5k's	Courtyard Time AM/ Lunch 30/15 minutes

The following are **campus specific** programs or offerings.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
Instructional experiences result in students gaining knowledge of good health by having 6 programs that contribute to the health of students and campus environment.	Instructional experiences result in students gaining knowledge of good health by having 4 programs that contribute to the health of students and campus environment.	Instructional experiences result in students gaining knowledge of good health by having 2 programs that contribute to the health of students and campus environment.	Instructional experiences result in students gaining knowledge of good health by having no programs that contribute to the health of students and campus environment.

Rating: **1**

Coordinated School Health Services and Education

Campus Health Services provide episodic care, management of chronic conditions, care for students with specialized medical needs, monitoring of communicable diseases, promotion of healthy behaviors, connection of families with health resources, and handling of medical emergencies. The campus provides educational opportunities for promoting and maintaining individual, family and community health. Health education provides students with opportunities to acquire knowledge, skills and attitudes necessary for making healthy decisions, adopting healthy behaviors and promoting the health of others.

Red Ribbon week activities	Capturing Kids' Hearts	iGuardian Presentations	Back-to-School health programs
Anti-bullying lessons/ Peer Mediation	Guest Speakers	Health screenings on campus (hearing, vision, spinal)	Participation in health fairs, free vaccination clinics/other health services
Notice of Required Immunizations (Up to 3 Notices)	Parent trainings		

The following are **campus specific** programs or offerings.

Nurse Updates at CPT/ Staff Meetings			

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
Instructional experiences result in students gaining knowledge of good health by having 6 programs that contribute to the health of students and campus environment.	Instructional experiences result in students gaining knowledge of good health by having 4 programs that contribute to the health of students and campus environment.	Instructional experiences result in students gaining knowledge of good health by having 2 programs that contribute to the health of students and campus environment.	Instructional experiences result in students gaining knowledge of good health by having no programs that contribute to the health of students and campus environment.

Rating:

1

Staff Wellness

Health promotion activities improve productivity, decrease absenteeism and reduce health insurance costs.

Employee Assistance Programs	Free Health Screenings	Blood Drives (campus or district)	Redi-Med
Community fun runs			

The following are **campus specific** programs or offerings.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
Promote more than 6 activities per school year.	Promote 5 – 6 activities per school year.	Promote 3 - 4 activities per school year.	Promote 2 or less activities per school year.

Rating: **2**

SAN FELIPE-DEL RIO CISD
COMMUNITY & STUDENT ENGAGEMENT
2017-2018

Community & Parent Involvement

SFMMS

2.23	
Final Overall	

RESPONSE TO CAMPUS TITLE I COMMUNITY AND PARENTAL INVOLVEMENT SURVEY

Percent of distributed surveys returned completed.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
71% - 100% of surveys were completed	51% - 70% of surveys were completed	31% - 50% of surveys were completed	Less than 30% of surveys were completed

Rating: **3**

WELCOMING FAMILIES AND COMMUNITY AND DEVELOPING PERSONAL RELATIONSHIPS

Parents feel welcomed at their child's school.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **1**

Parents have volunteer opportunities at their child's campus.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **3**

Campus leadership collaborates with parent and community groups to address campus opportunities or issues.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **3**

Parents have been <u>invited</u> to participate in the development of the Campus Parental Involvement Policy and School Parent Compact.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **3**

Parents are <u>encouraged</u> to join PTO or other campus parent committees.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **3**

Parents are <u>informed</u> at the beginning of each year about resources and support available for students.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **2**

Parents are familiar with the Title I program at their child's campus.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **4**

The campus provides <u>various</u> parental engagement opportunities, such as informational meetings, trainings and activities.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **2**

Parent engagement activities, such as meetings and trainings are provided at various times and days of the week to accommodate parent work schedules.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **3**

Parents have been provided with information about how they can help their child with his/her schoolwork.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **3**

STUDENT SUCCESS

Teachers engage families by providing information on instruction in innovative ways, such as through SchoolTube, iPads, smart phone, etc. to enhance classroom learning.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **3**

The campus provides at least one opportunity, such as parent/teacher conferences, for two-way communication.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **2**

The campus provides timely communication, such as progress reports and report cards, to parents regarding student progress.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **1**

Parents receive timely information about state and local assessments such as STARR, End of Course (EOC) and Benchmark assessments.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **1**

Parents have seen improvement in their child's reading comprehension.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **1**

Parents have seen improvement in their child's math abilities.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **2**

GENERAL COMMUNICATION

The campus communicates with families in a format and language parents can easily understand.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **1**

The campus keeps parents informed of current and/or changing policies and campus and/ or district events.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **2**

Overall, parents are satisfied with parental involvement opportunities and their child's campus

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating: **2**

PARENTAL INVOLVEMENT ACTIVITES AND SUPPORT

The following are programs, activities and services organized at the district level and available to parents.

Adult Literacy Classes	Ingles Sin Barrera	Rosetta Stone	Guest Speakers
Basic Computer Skills	Casa de la Cultural Presentations	Families in Transition Support	GED Prep
Internet Safety	Open Computer Lab	Mobile Computer Lab	School Supplies
Campus Parental Liaison Staff Development	Instruction in Microsoft Office	7th and 8th grade registration	Back to school health fair
Foster Care Support	Community Outreach	Migrant Family Services	Homeless awareness

The following are **campus specific** programs, activities and support services.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
Selected strategies are implemented, monitored, & adjusted to address parent needs.	Selected strategies are implemented with rigor and frequency.	Selected strategies are implemented on a monthly basis.	Less than 6 unique programs, strategies or methods are identified

Rating **2**

Second Language Acquisition Programs

2.25

Final Overall

SAN FELIPE MEMORIAL MIDDLE SCHOOL
GRADE 6

ACADEMIC PREPARATION/LANGUAGE DEVELOPMENT

Enrollment in Languages Other Than English (LOTE)
Percent of eligible students enrolled in LOTE courses

RATING

1 Exemplary	2 Recognize	3 Acceptable	4 Unacceptable
More than 15%	11% – 15%	6% - 10%	Less than 5%

Rating: **3**

Language Development
The campus has a process for setting goals and monitoring language development progress of ELL students.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
In addition to Level 3—The campus works collaboratively with ELL families on goal setting and student instruction.	In addition to Level 2—The campus uses current data to adjust ELL student instruction throughout the school year.	The campus has a process in place to set goals and monitor progress of ELL students in language development throughout school year.	A process for goal setting or monitoring ELL student language development progress is not evident on the campus.

Rating: **2**

Staff Preparation General education and ESL teachers have the training necessary to meet the
instructional needs of ELLs.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90% or more of core staff are observed implementing and delivering instruction aligned to the TEKS in a manner that is linguistically accommodated (ELPS) commensurate with the students level of language proficiency (PLD's)	80% - 89% of staff are observed implementing and delivering instruction aligned to the TEKS in a manner that is linguistically accommodated (ELPS) commensurate with the students level of language proficiency (PLD's)	70%-79% of core staff are trained in the Proficiency Level Descriptors (PLD's) and in the English Language Proficiency Standards (ELPS).	Less than 70% of core staff are trained in the Proficiency Level Descriptors (PLD's) and in the English Language Proficiency Standards (ELPS).

Rating: **2**

Parent/School Community Engagement

Opportunities are available for **FAMILIES** of ELL students to engage with the school community.

HLS/Registration Interview	Placement-Parent Permission Conference	LPAC Parent Training	Bilingual/ESL Program Overview
Newcomer Summer Literacy Institutes	ELL Assessment Overview Training (TELPAS and STAAR)	Family Literacy Support	Exit/Reclassification-Parent Permission Conf. Family Language Support-Rosetta Stone
Translation Services (District and Campus)	Annual Progress Reports	Instruction in Ingles Sin Barreras/Rosetta Stone	

The following are **campus specific** programs, strategies, or methods.

RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
Selected strategies are implemented, monitored & adjusted to address individual student needs.	Selected strategies are implemented with rigor and frequency to address individual student needs.	Selected strategies are implemented on a monthly basis.	Less than 3 programs, strategies or methods are identified; strategies seldom occur.

Rating: **2**