

LAMAR EL

Campus Improvement Plan

2022/2023

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

Mrs. Iris Oca, Principal

*Lamar Elementary
The Heart of San Felipe! The Pride of Del Rio!*

Iris Oca
301 Waters Ave
830-778-4730
iris.oca@sfd-r-cisd.org

Date Reviewed:

Date Approved:

LAMAR EL

Mission

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

Vision

We believe:

It takes a united community to produce citizens with 21st century skills.

Our community should provide a safe, nurturing, and trusting environment.

Each individual should be inspired and inspire others to exceed their own expectations.

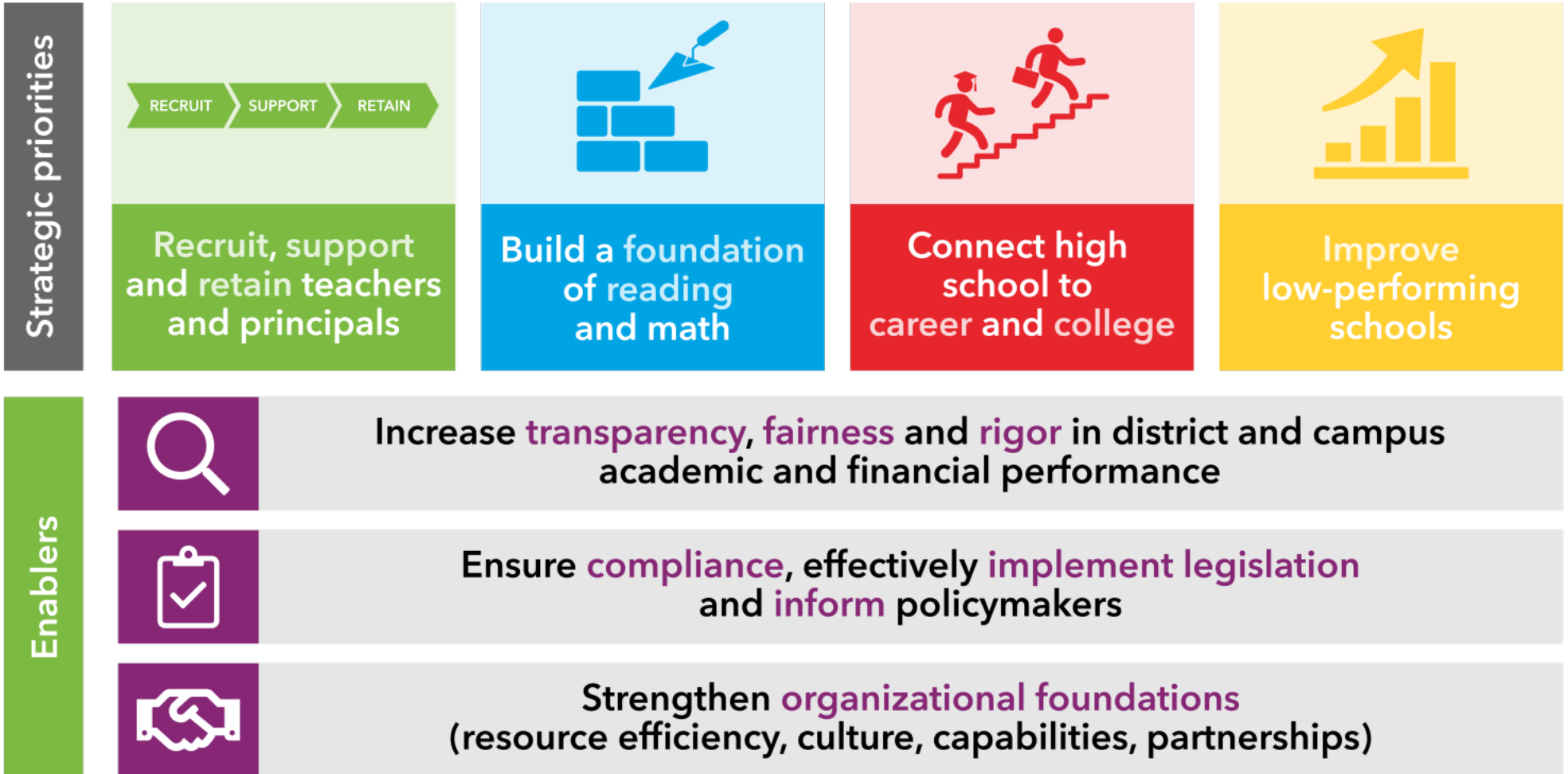
Each individual should be motivated to take ownership of their own learning.

We must provide EVERYONE with the resources to meet the individual needs of all students.

Nondiscrimination Notice

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

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



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

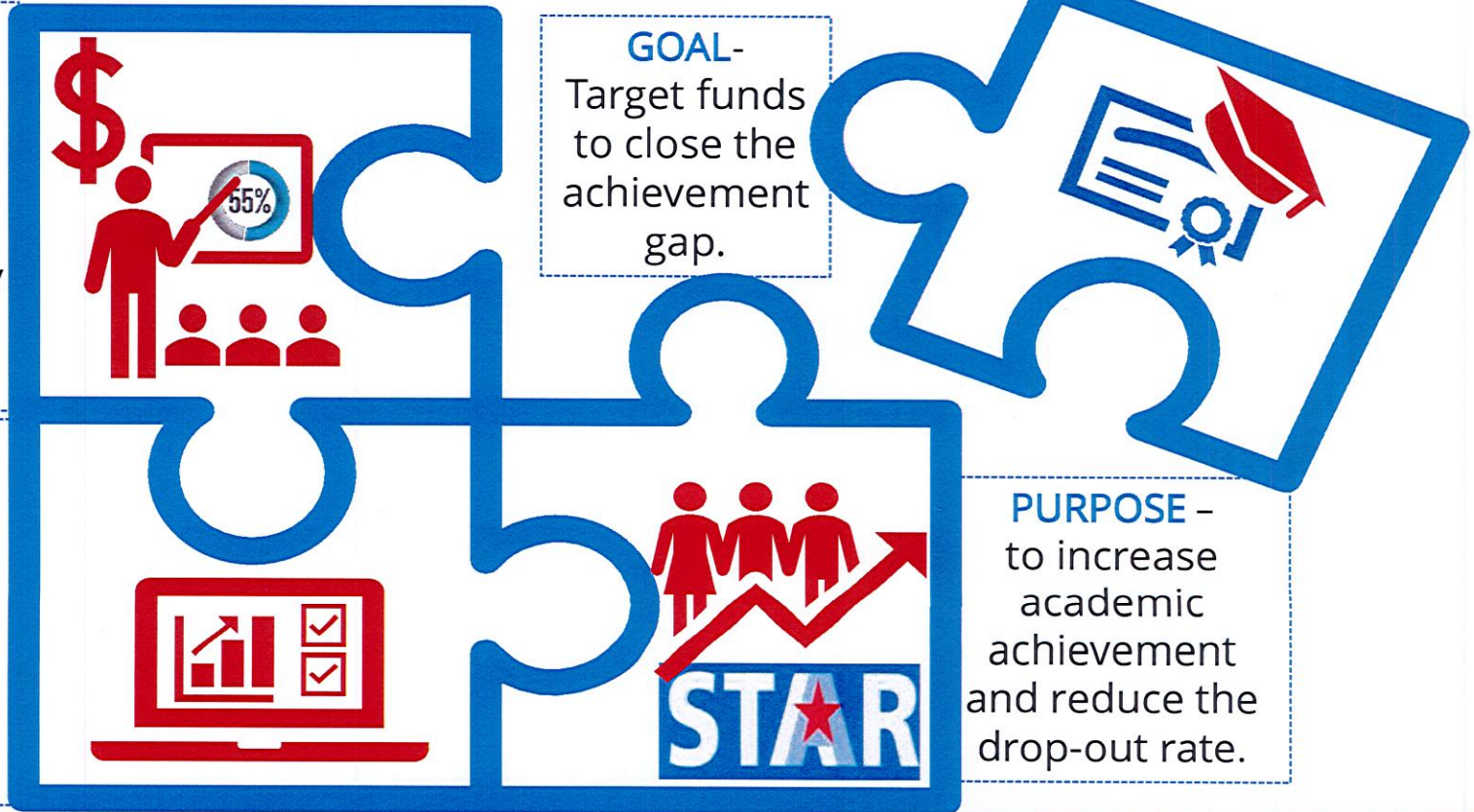
State Compensatory Education Program

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

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

GOAL- Target funds to close the achievement gap.

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



TEC, §29.081

TEC, §48.104



LAMAR EL Site Base

Name	Position
Oca, Iris	Principal
Nguyen, Priscilla	Assistant Principal
Ruiz, Monica	Counselor
Guajardo, Alycia	2nd Grade Leader
Munoz, Nancy	4th Grade Leader
Martinez, Laura	3rd Grade Leader
Mejia, Katherine	1st Grade Leader
Cruz, Billie Jo	Kinder Leader
Cienega, Amanda	Special Ed Teacher
Alarcon, Regina	Attendance Clerk
Gomez, Estela	Parental Liaison
Gil, Maria Garces	Parent Representative
Villarreal, Patricia	5th Grade Leader
Cardenas, Chris	Music Teacher
Colin, Marilu	Computer Lab Aide
Buitron, Ruby	Resource/Library Aide
Sotelo, Sonya	Dyslexia Teacher
Tamez, Eusebio	Business Owner Representative

LAMAR EL

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

Objective 1. (MATH, READING AND SCIENCE STAAR) By June 2023, STAAR math, reading and science scores will show substantial academic growth success on STAAR state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze campus data for continued improvement in student achievement and instructional decision-making using DMAC as resources including state assessment data (STAAR), TELPAS, as currently available. (Title I SW: 1,2,3,6,8) (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	06/20/23 - Completed 02/03/23 - On Track 11/09/22 - Significant Progress
2. Schedule at-risk and Tier 2 and Tier 3 students an additional 30-60 minutes of: small group instruction, independent instruction, targeted tutoring with resources. Saturday Camps as needed) (Title I SW: 2) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Counselors, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds, (S)State Compensatory - \$193.54	06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track
3. Provide supplemental STAAR materials for 3rd-5th grades in all STAAR academic subjects for improvement in student achievement. (Lonestar Math, Mentoring Minds Content Specific Workbooks and teacher editions, Countdown to STAAR, Fast Focus, Renaissance Learning, BrainPop, Sandra Garza Math Curriculum) (Title I SW: 3,9,10) (Title I SW Elements: 1.1,2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds, (S)State Compensatory - \$10,920.38	06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track
4. Monitor students in special populations through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STAAR, TPRI, and TXKea (Title I SW: 3,4,5,8,9) (Title I SW Elements: 1.1,2.2,2.3,2.5) (Target Group: Migrant,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	06/20/23 - Completed 02/03/23 - On Track 11/09/22 - Significant Progress

LAMAR EL

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

Objective 1. (MATH, READING AND SCIENCE STAAR) By June 2023, STAAR math, reading and science scores will show substantial academic growth success on STAAR state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2022-June 2023	(S)State Compensatory	Criteria: Payroll/HR Documentation 06/20/23 - Completed 02/03/23 - On Track 11/09/22 - Significant Progress

LAMAR EL

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

Objective 2. (HOUSE BILL 3) By June of 2023, the percentage of 3rd grade students that will score at the Meets level or above, will show an increase from a 31% to a 49% in reading and a 17% to a 49% in math, reflected in our STAAR Assessment data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase academic performance of students on all STAAR assessments who reach Masters Grade Level by 10% in grades 3-5 through staff development (to include, but not limited to our GT students). (Title I SW: 3,8,9) (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 2) (CSFs: 1,2,7)	Attendance Staff, Campus Administrators, Instructional Aides, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	06/20/23 - On Track 02/03/23 - Significant Progress 11/09/22 - Significant Progress
2. Leads focused planning processes with strategic monitoring of outcomes by aligning professional development. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	August 2022 - May 2023	(F)Title IIA Principal and Teacher Improvement	06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track
3. Develop effective routines, instructional strategies, and experiences for all students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	August 2022 - May 2023	(F)Title I	06/20/23 - Completed 02/03/23 - On Track 11/09/22 - Significant Progress

LAMAR EL

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

Objective 3. (EXTRACURRICULAR ACTIVITIES) Throughout the 2022-2023 school year, Lamar Elementary will provide all students opportunities to participate in extracurricular activities as support and complement to the curricular program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the participation of all students in extracurricular activities by 10%. (UIL - 3rd, 4th and 5th, Robotics - 3rd, 4th and 5th Cross Country - All students, Science Fair - All students Art Club - 3rd, 4th and 5th, Choir - 4th and 5th, Strings - 4th and 5th Elementary Track and Field Meet, Teacher/student 5K STEAM (STEM and art) for 3-5 Literacy/AR Nights K-5 Math Nights K-5 (Title I SW: 1,10) (Title I SW Elements: 1.1,2.5) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,6,7)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2022 - May 2023	(O)Local Districts, (S)Local Funds	06/20/23 - Completed 02/03/23 - Significant Progress 11/09/22 - Significant Progress

LAMAR EL

- Goal 1.** (SAFE ENVIRONMENT) The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** (STUDENT/ STAFF SAFETY) By the end of the 2023 school year, Lamar Elementary will have a unified initiative for the safety and security of all students and personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Maintain the Crisis/Behavior Management team on campus for response to emergency situations to include all team members to be trained in CPI strategies. (Title I SW: 9) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Teachers</p>	<p>August 2022 - May 2023</p>	<p>(F)Title IV SSAEP, (S)Local Funds</p>	<p>Criteria: Documented Responses Certificates of Annual CPI Training Listing of Crisis /Behavior Management Team Members in Faculty Handbooks</p> <p>06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track</p>
<p>2. Review, execute and update emergency drill procedures as outlined. (Tornado, Intruder, Lock Down, Evacuation, Fire) (Title I SW: 1) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)</p>	<p>Campus Administrators, Counselors, Teachers</p>	<p>August 2022 - May 2023</p>	<p>(F)Title IV SSAEP, (S)Local Funds</p>	<p>Criteria: Drill Reports</p> <p>06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track</p>
<p>3. Lamar Staff will continue to utilize the KeepNTrack Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the KeepNTrack system. In addition, we will continue to use the single point entry system. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)</p>	<p>Attendance Staff, Campus Administrators, Parental Aides</p>	<p>August 2022 - May 2023</p>	<p>(S)Local Funds</p>	<p>06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track</p>

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

Objective 5. (EDUCATION INITIATIVE) By the end of the 2023 school year, Lamar Elementary will have a sound initiative in the education and prevention of bullying for all students. Counselors will implement Del Rio Cares with consistency and fidelity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar staff will continue classroom management plans, such as the behavior clip chart or Class Dojo, to monitor classroom management. (Title I SW: 1,2) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,6)	Campus Administrators, Counselors, Teachers	August 2022 - May 2023	(S)Local Funds	Criteria: Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals 06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track
2. Provide guidance lessons based on grade level needs which include Del Rio Cares Units, during enrichment periods/activity periods via prerecorded videos. (Red Ribbon Week) (Title I SW: 3) (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 1,3) (CSFs: 4,6)	Counselors	August 2022 - May 2023	(S)Local Funds	06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track
3. Provide training to parents on identifying and dealing with bullying and offer assistance as needed. (Title I SW: 3) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5)	Counselors, Parental Aides	One per Semester	(F)Title I, (S)Local Funds	Criteria: Training Agenda and Sign-In Sheet 06/20/23 - Completed 02/03/23 - Significant Progress 11/09/22 - Significant Progress
4. Counselor will provide character education presentations and videos for all students during planning protocol using Del Rio Cares curriculum. (Title I SW: 2) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2022 - May 2023	(S)Local Funds	Criteria: Daily reminders during announcements. Reduction in office referrals. 06/29/23 - Completed 02/03/23 - On Track 11/09/22 - On Track

LAMAR EL

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

Objective 6. (STAAR CORE AREA) By June 2023, all students will increase 5% on all portions of the STAAR core area assessments, to include non-testing grade levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain highly qualified staff, including teachers and paraprofessionals, that meet all necessary qualifications. Routinely implement targeted and personalized strategies, including high performing teachers to support, grow and retain teachers. (Title I SW: 3,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators, Teachers	August 2022 - May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Professional Development sign-in logs 06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track
2. Highly qualified staff shall also be provided appropriate staff development to support quality instruction. (Title I SW: 3,4) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,7)	Campus Administrators	August 2022 - May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: See in an increase on STAAR assessment scores in addition to increased reading levels for all students in grades K-5. 06/20/23 - Completed 02/03/23 - Significant Progress 11/09/22 - Significant Progress

LAMAR EL

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

Objective 7. (TPESS Goal) By Spring of 2023, 75% of my 4th and 5th grade students receiving interventions through HB4545, will show substantial academic growth success on STAAR state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Focus on calendars and time to address leadership and instructional priorities to create a high-performing, skilled leadership team. (Title I SW Elements: 2.2,2.4,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Teachers	August 2022 - May 2023	(F)Title IIA Principal and Teacher Improvement	06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track

LAMAR EL

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

Objective 1. (STUDENT SUCCESS) By the end of the 2023 school year, Lamar Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to CIP. (Title I SW: 1,9) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 3)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	Criteria: Evaluation from SFDRICISD financial department 06/20/23 - Completed 02/03/23 - On Track 11/09/22 - Significant Progress

LAMAR EL

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

Objective 1. (ATTENDANCE RATE) At the end of the 2023 school year, the attendance rate at Lamar Elementary will be at 95% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Lamar Elementary will continue with an Attendance initiative that will monitor, review and establish intervention plans for students with excessive absences. (Title I SW: 1,2,6,9) (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 1,3,5)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers</p>	<p>August 2022 - May 2023</p>	<p>(F)Title I</p>	<p>Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.</p> <p>06/20/23 - Completed 02/03/23 - Significant Progress 11/09/22 - Significant Progress</p>
<p>2. The parents of Lamar Elementary will be active participants in the attendance process. Lamar will increase awareness of the importance of attendance through orientations, newsletters, presentations and parent-teacher conferences. (Title I SW: 1,6,9) (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 3,5,6)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, PTO, Teachers</p>	<p>August 2022 - May 2023</p>	<p>(F)Title I</p>	<p>Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.</p> <p>06/20/23 - Completed 02/03/23 - Some Progress 11/09/22 - On Track</p>
<p>3. Recognize and celebrate students, classes, and grade levels at Award Assemblies at the end of each semester.</p> <p>Perfect Attendance Certificates and Incentives. SFDRICISD Attendance Initiative (Title I SW: 1,2) (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,5,6)</p>	<p>Attendance Staff, Campus Administrators, Parental Aides, Parents, PTO, Teachers</p>	<p>August 2022- May 2023</p>	<p>(L)Principal Account, (S)Local Funds</p>	<p>Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.</p> <p>06/29/23 - Discontinued 02/03/23 - Some Progress 11/09/22 - Some Progress</p>

LAMAR EL

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

Objective 2. (PARENT PARTICIPATION) By May 2023, parent participation at Lamar Elementary will increase by 25% by increasing our parent communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Lamar Elementary will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as but not limited to: Meet the Teacher Orientations, Open House, and activities, festivals, Library Nights, holiday celebrations, Career Day, Awards Assemblies, 5th Grade Promotion, Kinder Promotion, PTO, Math and literacy nights, AR marathons etc. (Title I SW: 3,6,9,10) (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 5,6)</p>	<p>Campus Administrators, Counselors, Librarian, Parental Aides, Parents, PTO, Teachers</p>	<p>August 2022 - May 2023</p>	<p>(S)Local Funds</p>	<p>Criteria: Activities completed Parent Sign-In Sheets Increase in parental involvement on campus</p> <p>06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track</p>
<p>2. Provide ongoing communication to parents to relay information about events, activities, school functions, presentations and trainings via banners, brochures, newsletters, calendars, updated campus webpage, etc. (Title I SW: 3,6,9,10) (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 5)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, PTO</p>	<p>August 2022 - May 2023</p>	<p>(S)Local Funds</p>	<p>Criteria: Completed and updated communication tools Increase in parental involvement</p> <p>06/20/23 - Completed 02/03/23 - On Track 11/09/22 - On Track</p>
<p>3. Provide training for parents to properly utilize Skyward as a means to periodically check student progress. Parent liaison will assist with creating in person/zoom meetings. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 5)</p>	<p>Campus Administrators, Parental Aides, Teachers</p>	<p>One per Semester and As requested</p>	<p>(S)Local Funds</p>	<p>Criteria: Sign in sheets</p> <p>06/20/23 - Completed 02/03/23 - On Track 11/09/22 - Significant Progress</p>

LAMAR EL

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

Objective 3. (EARLY CHILDHOOD TRANSITION) Throughout the 2022-2023, Lamar Elementary will develop a partnership with Cardwell Elementary to foster early childhood transitions by providing two visits. We will update as needed, due to pandemic and social distancing procedures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for Cardwell classes to visit Lamar Elementary to provide an easier transition for incoming kindergarten students. (Title I SW: 7) (Title I SW Elements: 3.1) (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 5)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	March 2023 - May 2023	(O)Local Districts	Criteria: Sign-In Logs 06/20/23 - Completed 02/03/23 - Pending 11/09/22 - Pending

Comprehensive Needs Assessment Summary – Lamar Elementary 2022-2023

Utilized Data Sources: These will automatically populate from your CNA worksheets

- | | | |
|---|---|---|
| DISCIPLINE RECORDS
GT TESTING
TEACHER EVALUATION RESULTS
TTESS DATA
STUDENT SELF-TRACKING
STUDENT SURVEY
PARENT CONFERENCE LOGS
PEIMS DATA | TUTORING REPORTS
TEACHER RETENTION/ MOBILITY RATE
TEACHER ATTENDANCE
ATTENDANCE RECORDS
DEL RIO CARES
TRANSLATED DOCUMENTS
FAMILY SURVEYS
DIFFERENTIATED INSTRUCTION | FORMATIVE ASSESSMENT
STAFF SURVEYS
CLIMATE SURVEY
DISCIPLINE CHART
DISCIPLINE RECORDS
HOME VISITS
MCKINNEY VENTO
CHROMEBOOKS USAGE |
|---|---|---|

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	1. HB 4545 2. TxKea 3. TPRI tool	1. Rotation down time 2. strategic Power Hour options for students 3. Classroom management to assist students to focus and engage	GT Identification Bilingual Research Based curriculum for our EL population
Staff Quality	1. Staff PD reflects teacher needs 2. Low turnover rate 3. Minimal staff absence rate	1. PD opportunities for all teachers across content areas 2. Offer mentoring opportunities for teachers, specifically new teachers 3. Evenly distribute Special Populations	Mentoring Programs for new or struggling teachers. District Wide Coaching available

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Climate/ Safe & Healthy Schools	1 Teachers and staff set high expectations and student engagement from day one 2. Students know and understand their expectations 3. variety of school clubs and organizations for students to participate	1. Opportunities for parent involvement, PTO, community readers 2. Meet the Teacher Night and Open House 3. include more community involvement (LAFB, community leaders and business owners)	Incentives for our demerit discipline system. UIL updated Materials for our students to use as study guides
College & Career Readiness/ Graduation/ Dropout Reduction	1. Discipline Flowchart implementation 2. SMART goal Setting 3. Career Day showcasing College and Careers in our community	1. Leadership role opportunities for staff and students 2. Reading Performance level needs to improve 3. Classroom management growth opportunities	Mentoring Programs to encourage positive role models College/Career night to encourage long term goals for our students
Family and Community Involvement	1. Science Fair 2. Kinder/ 5th Grade Graduations 3. UIL	1. Implement AR Reading Nights 2. Celebrity Readers 3. Literacy Nights	Science Fair supplies and materials to encourage more participation and not discourage participation due to lack of funds. Literacy Nights- Provide incentives to both parents and student for participating.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
District/Campus Commitments	1. Math Curriculum : Sandra Garza across all grade levels 2. updated Planning Protocol 3. Response to Intervention Planning Days (RTI)	1. Need of Vertical Alignments meeting 2. Further training on new TEKS/Curriculum as well as technology apps 3. Strategic Professional Development	Offer flexibility to use hands on during Math instruction Purchase items necessary to further adapt to new Math Curriculum Navigate updated Planning Protocol guidelines

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



**Please join us to a
Parent Meeting**

**TITLE I MEETING
Parent Compact**

Date: Tuesday, October 4th

Place: Lamar cafeteria

Time: 2:00pm - 3:00pm

Meeting Information



Important information will be given to

our Lamar parents on

Title I District Policy and

School/Parent/Student compact

and how title I funds and the parental

involvement requirements are used.

LAMAR ELEMENTARY



Lamar Elementary

Title I / Parent Compact Meeting

October 4th, 2022

2:00 p.m. – 3:00 p.m.

Agenda

1. Welcome/Bienvenida Estela Gomez
Parental Liaison
2. Gradebook/Parent Portal Mrs. R. Adams
3. Question/ Preguntas
4. Meeting adjourned/Fin de junta

Thank you for coming!

Gracias por venir

**LAMAR ELEMENTARY
PARENT AND FAMILY ENGAGEMENT POLICY
2022-2023**

STATEMENT OF PURPOSE

- I. Lamar Elementary administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the school improvement plan process.

The school values the role parents play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

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

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

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

SCHOOL - PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

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

Lamar Elementary

October 4th, 2022

Title I / Parent Compact Meeting

2:00 p.m. – 3:00 p.m.

Parents were welcomed and thanked for coming today.

The meeting was conducted in English and Spanish.

- ✓ Introduced myself and presenter Ms. Adams
- ✓ Ms. Adams started the title I meeting parents were notified how title I worked and how the school was funded.
- ✓ Went over the Parent and family engagement policy with parents.

Questions were answered as they were asked.

Parents were thanked for coming and reminded I was just a call away if they ever had a question or needed help with something.

Lamar Elementary

Parental Involvement Aide

Estela Gomez



**Please join us to a
Parent Meeting**

**TITLE I MEETING
Parent Compact**

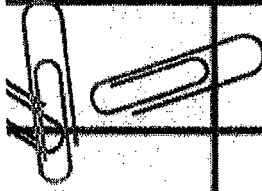
**Date: Thursday, October 6th
Via Zoom**

Meeting ID: 404 266 3762

Passcode: 1tDquV

Time: 12:00pm - 1:00pm

Meeting Information



Important information will be given to
our Lamar parents on
Title I District Policy and
School/Parent/Student compact
and how title I funds and the parental
involvement requirements are used.

LAMAR ELEMENTARY



Lamar Elementary

Title I / Parent Compact Meeting

October 6th, 2022

12:00 p.m. – 1:00 p.m.

Agenda

- | | |
|-----------------------------------|----------------------------------|
| 1. Welcome/Bienvenida | Estela Gomez
Parental Liaison |
| 2. Gradebook/Parent Portal | Mrs. R. Adams |
| 3. Question/ Preguntas | |
| 4. Meeting adjourned/Fin de junta | |

Thank you for coming!

Gracias por venir

11:57:48 From Rufina Adams To Everyone:

Title I Parent Meeting, Family Engagement Policy, Campus Compact, Thursday,
October 6, 2022, 12 noon

12:02:25 From Rufina Adams To Everyone:

Ruby Adams

12:02:36 From Estela Gomez To Everyone:

Estela Gomez

Lamar Elementary

October 6th, 2022

Title I / Parent Compact Meeting

12:00 p.m. – 1:00 p.m. (Via Zoom)

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The meeting was conducted in English and Spanish.

- ✓ Introduced myself and presenter Ms. Adams
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Lamar Elementary

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Estela Gomez

**LAMAR ELEMENTARY
PARENT AND FAMILY ENGAGEMENT POLICY
2022-2023**

STATEMENT OF PURPOSE

- I. Lamar Elementary administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the school improvement plan process.

The school values the role parents play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

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

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

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SCHOOL - PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

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

STAFF AND PARENT COMMUNICATION

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

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the Campus Parent and Family Engagement Policy and practices. They will also consider:
- Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

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

RESERVATION OF FUNDS

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

ADOPTION

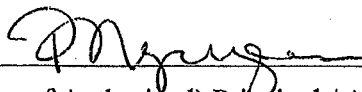
This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Lamar Elementary** on **October 4, 2022** and will be in effect for the period of 2022-2023. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.



(Signature of Authorized) Principal

10-4-22

(Date)



(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. Regina Alarcon
2. Veronica Dutey
3. Marya [Signature]

**LAMAR ELEMENTARY
PARENT AND FAMILY ENGAGEMENT POLICY
2022-2023**

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PARENTAL INVOLVEMENT OPPORTUNITIES

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STAFF AND PARENT COMMUNICATION

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- Academic quality of Title I, Part A Schools
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- Increase parent involvement

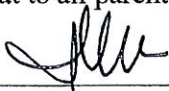
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ADOPTION

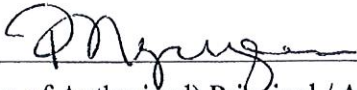
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(Signature of Authorized) Principal

10-4-22

(Date)



(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. Regina Alarcon

2. Veronica Dutz

3. Marya [Signature]

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

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

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

Jointly Developed

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

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

Building Partnerships

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

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

Communication is Key

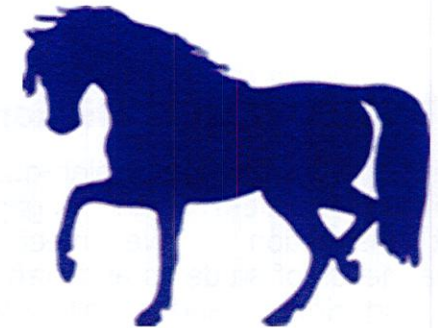
We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

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

For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4730.

LAMAR ELEMENTARY SCHOOL

**School-Teacher
Parent-Student
Compact
2022-2023**



**EMPOWERING
CHILDREN TO
REACH THEIR
FULL POTENTIAL**

**DR. ALANNA
TALAMANTEZ, PRINCIPAL**

**301 Waters St.
Del Rio, Texas 78840**

830-778-4730

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

SFDRICISD District Vision

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

SFDRICISD District Mission

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

SFDRICISD Shared Beliefs

We believe:

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

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

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

Student Agreement

As a student, I agree to:

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

Parent Agreement

As a parent, I agree to:

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

Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

Lamar Elementary

Title I

Parental Liaison

Estela Gomez

830-778-4730

estela.gomez@sfdrcisd.org

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

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

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

Desarrollado Conjuntamente

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

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

Construyendo asociaciones

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

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Especiales en la Escuela
- Pláticas/Reuniones con los Principales

La Comunicación es clave

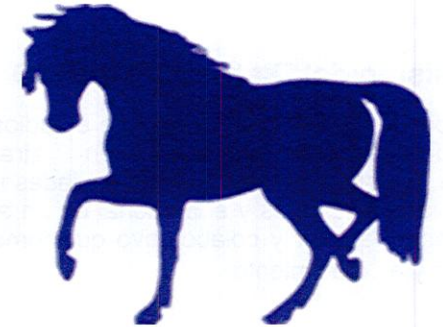
Estamos comprometidos con la comunicación bidireccional frecuente con los estudiantes y las familias con respecto al aprendizaje de los estudiantes. Nuestra escuela reconoce la importancia de compartir información consistente y específica con los padres.

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

Para obtener información sobre cómo proporcionar comentarios o para obtener acceso a nuestro Plan de mejora del campus, comuníquese con la oficina de nuestra escuela al 830-778-4730.

LAMAR ELEMENTARY SCHOOL

**Acuerdo entre Escuela-Maestro-
Padre-Alumno
2022-2023**



**EMPODERAR A
LOS NIÑOS PARA
ALCANZAR SU
MAXIMO
POTENCIAL**

**Mrs. Iris Oca, PRINCIPAL
301 Waters St.
Del Rio, Texas 78840**

830-778-4730

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

Vision del Distrito SFDR CISD

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

Misión del Distrito SFDR CISD

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

Creencias Compartidas

Nosotros creemos:

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

Acuerdo Escolar

Como escuela, aceptamos:

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

Acuerdo del maestro

Como maestro, acepto:

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

Acuerdo del Estudiante

Como estudiante, acepto:

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

Acuerdo de los Padres

Como padre, acepto:

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

Desarrollo y Distribucion

- Este pacto ha sido desarrollado conjuntamente y acordado con los padres de los niños que participan en los Programas Título I, Parte A.
- La escuela distribuirá este compacto a todos los padres de los niños participantes del Título I, Parte A.
- El campus proporcionará una copia de esta política a los padres en el idioma que los padres puedan entender.

Lamar Elementary

Parental Liaison

Estela Gomez

830-778-4738

estela.gomez@sfdrcisd.org

Lamar Staff McKinney-Vento and Value and Utility Training

McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs Department



Key Provisions of McKinney-Vento Federal Law:

Subtitle VII-8 of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA-Title I, Part A-Improving Basic Programs:

- Immediate enrollment/eliminate barriers
- Choice of schools in the best interest of the child
- Transportation services upon parent request
- Educational resources/supplies, clothing, hygiene products
- Free reimbursable meals (breakfast, lunch)
- Academic support and tutoring

Who is considered homeless?

- Individuals who lack a Fixed, Adequate and Regular (FAR) nighttime residence, including:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons.
 - Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative, adequate accommodations.
 - Living in emergency or transitional shelters.
 - Awaiting foster care placement. Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
 - Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar situations.
 - Migratory children living in the circumstances described above.
 - Unaccompanied youth living in the circumstances described above.

How do people become homeless?

- Poverty
- Loss of job/income/disability/incarceration
- Lack of affordable housing
- Natural disasters including hurricanes, floods, tornadoes, fire
- Insect or mold infestations
- Domestic violence/disputes
- Intolerable home environment
- Every case is different and generally has a very unique reason.

Warning Signs of the Homeless: Lack of Educational Continuity:

- Attendance at many different schools
- Lack of personal enrollment records
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize



Warning Signs of the Homeless: Poor Nutrient and Hygiene

- Lack of immunization or immunization records
- Unmet medical/dental needs
- Increased vulnerability to cold/flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)
- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming (well groomed one day and poorly groomed the next)



Warning Signs of the Homeless: Transportation and Attendance Concerns

- Erratic attendance/lateness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in school field trips
- Absences on days when students are to bring special treats from home
- Inability to contact parent(s) with wrong numbers, disconnected phones



Warning Signs of the Homeless: Lack of Privacy/After School Hours

- Consistent lack of preparation for school
- Incomplete or missing homework (no place to keep work/supplies)
- Unable to complete special projects
- Lack of basic school supplies
- Loss of books and other supplies on regular basis
- Concern for safety of belongings
- Refusing invitations from classmates



Warning Signs of the Homeless: Social and Emotional Concerns

- poor self-esteem
- extreme shyness
- unwilling to risk forming relationships
- difficulty socializing at recess
- difficulty trusting people
- aggression, "old" beyond years
- protective of parents
- clinging behaviors
- developmental delays
- fear of abandonments
- school phobia - wants to be with parents
- need for immediate gratification
- anxiety late in the school day



Typical stressful experiences of children in homeless situations:

- Physical Abuse
- Health Problems
- Low self-esteem
- Malnutrition
- Sleeping Problems
- Lags in language skills
- Learning disabilities
- Developmental delays



Reactions/statements by parent, guardian or child:

- Exhibiting anger or embarrassment when asked about current address.
- Mention staying with grandparents, other relatives, friends, in a motel or comments such as:
- "I don't remember the name of our previous school."
- "We've been moving around a lot."
- "Our address is new; I can't remember it." (lack of permanency?)
- "We're staying with relatives until we get settled."
- "We're going through a bad time right now."
- "We've been unpacking, traveling, etc." (to explain poor appearance/hygiene)

Questions/Concerns



THANK YOU FOR YOUR ASSISTANCE
WITH OUR HOMELESS CHILDREN AND FAMILIES.



The Value and Utility of Parental and Family Engagement Staff Training

SFDRCSID Federal and State Programs Department


ESSA TITLE I REQUIREMENTS

- Must train staff on the Value and Utility of Parent and Family Engagement.
- Must train staff on McKinney-Vento/Families In Transition.
- With parents, jointly create Campus Parent and Family Engagement Policy and School-Compact.
- Hold 2 Title I meetings in the fall with flexible hours.
- Encourage campus Parent and Family Engagement.
- Provide parents available school and community resources.




What is Parental and Family Engagement?

- The participation of parents and families in regular two-way, meaningful communication involving their student's academic learning and other school activities.
- Every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background.
- Consequently, every family has the potential to support and improve the academic achievement of their children.
- Parents are their child's first teacher.
- Parent engagement is a process and not a one time activity as it requires ongoing energy and effort.




Parent and Family Engagement include:

- participation of parents and families in regular, two-way meaningful communication involving student academic learning and other school activities ensuring.
- parents/families play an important role in assisting their child's learning.
- parents/families are encouraged to be actively involved in their child's education at school.
- parents/families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.




Outdated thinking of Parent and Family Engagement:

- Parents should come to school only when invited.
- Parents only come to school for discipline issues.
- Stay-at-home mothers serve as "homeroom mothers".
- Parents visit school mainly for children's performances and open houses.
- Parents only help raise money for school.



Welcoming Atmosphere:

- The physical environment: parking areas, office, classrooms, lobby, hallways, classrooms, cafeteria, playground, etc.
- Written materials: newsletters, student and school activity calendars, parent handbook, flyers and other materials distributed by the school in a language parents can understand. Attractive and informative campus website, polite, informative telephone message lines.
- Procedures and policies: the polite and informative communication of events, open house, conferences, etc.
- Staff visible throughout the entire day with a welcoming smile.



Parent and Family Engagement benefits:

- ❑ Research demonstrates parent and family engagement significantly contributes to improved student outcomes.
- ❑ Everyone including all students, parents, teachers, administrators and communities, benefit from family engagement.
- ❑ Improvements occur regardless of economic, racial or cultural backgrounds.
- ❑ More positive attitudes toward school and teachers.
- ❑ Higher achievement, better attendance and more homework completed consistently.
- ❑ Reduced drop out rates.
- ❑ Higher graduation rates and enrollment rates in post-secondary education.
- ❑ Improved school environment accomplished through feelings of "ownership" in entity



Barriers to Family Engagement:

- ❑ Language differences
- ❑ Divide Between Home and School
- ❑ Past Negative Experiences With Education
- ❑ Negative View of the School System
- ❑ Understanding the culture and family dynamic is KEY to building positive partnerships with students and families.



Overcoming Barriers:

- ❑ Sharing information is a two way process.
- ❑ Share with families what is happening in your school and have families share about the child's experiences.
- ❑ Home visits or visits to neutral sites are less threatening environments.
- ❑ Written correspondence is not as effective as personal conferences and in the language of the parent.
- ❑ Offer times and locations of scheduled meetings convenient for parents.
- ❑ Have interpreters and childcare available.
- ❑ Offer bilingual staff, phone calls, written communications in Spanish when needed.
- ❑ Meetings should be informal and based upon family interests.
- ❑ Make first meetings more social events rather than formal events.
- ❑ Offer school-provided opportunities for participation by families, single parents, employed parents, fathers, etc.
- ❑ Ask families for event ideas and include them in your planning.
- ❑ Develop a plan for Parent and Community Engagement.



Staff Reflections:

- ❑ Why are some teachers more successful than others in engaging parents?
- ❑ For what reasons do parents currently visit your campus?
- ❑ Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- ❑ What is one goal you have set to improve your parent communication?
- ❑ How can you help make your school more inviting?
- ❑ What can I do to improve my relationship with my parents?



Positive School Climate

"It doesn't matter how many structured activities a school creates, parents must feel welcomed, accepted, respected and validated at their school and by school leaders. That atmosphere is something that has to be ingrained rather than something contrived by events that are primarily intended to be scored or counted."

• Unknown Principal



QUESTIONS?

Have a successful, positive and engaging school year!



SFDRCSID Federal and State Programs

Chat

rufina.adams to Everyone

R Staff McKinney-Vento and Value and Utility Training, Monday, November 7, 2022 at 3:15 pm

regina.alarcon to Everyone

R Regina Alarcon - Attendance Secretary

daritza.hernandez to Everyone

DH Daritza Hernandez


Sonya Sotelo to Everyone

S Sonya Sotelo

Priscilla.Nguyen to Everyone

PN Priscilla Nguyen

Me to Everyone

 Iris Oca - Principal

veronica.gutierrez to Everyone

V Veronica Gutierrez

marilu.colin to Everyone

MC Marilu Colin

Diana.Guzman to Everyone

DG Diana P. Guzman

billie.cruz to Everyone

B Billie Jo Cruz

patricia.villarreal to Everyone

P Patty Villarreal 5th Grade Lamar Elementary

iPhone to Everyone

I Alma Hernandez

Chat

iPhone to Everyone

I Alma Hernandez

Rubys Iphone to Everyone

RI Ruby Buitron

roberta.hernandez to Everyone

R Roberta Hernandez - Behavior Unit Lamar

Vanessa Ramirez to Everyone

VR Vanessa Ramirez

Eduardo Garcia to Everyone

EG Eduardo Garcia- instructional aide

laura.martinez to Everyone

L Laura G. Martinez - 3rd gr. Lamar

Norma Mendoza to Everyone

NM Norma Mendoza

joanne.magana to Everyone

J Joanne Magana-1st grade

Katherine.Martinez to Everyone

K Katherine Martinez- 5th grade

Claudia Gallegos to Everyone

CG Claudia E. Gallegos (Lamar Kinder)

diana.ruiz to Everyone

D Diana P Ruiz-Avila Speech

adriana.vasquez to Everyone

A Adriana Vasquez - 5th Grade

Chat

adriana.vasquez to Everyone

A *Issues with camera.

Arlene's iPhone to Everyone

AI Arlene Salazar

Kasandra Chacon to Everyone

KC Hi im here! I've been listening but I had trouble logg

christopher.wren to Everyone

C Coach Wren

juanita.reyna to Me (Direct Message)

J Juanita Reyna

Lucia Cardona Vargas to Everyone

L Mrs.Tamez is here with me

adamary.morales to Everyone

A Adamary Morales

Emely Escobar to Everyone

EE Emely Escobar

sandra.jimenez to Everyone

S Marisa Perez - 4th Grade (with Jimenez)

Amanda Cienega to Everyone

AC Amanda Cienega - Sped

juanita.reyna to Everyone

J Juanita Reyna

Diana Guzman to Everyone

DG Claudia Gallegos in Diana Guzman's classroom.