

IRENE C CARDWELL ELEMENTARY

Campus Improvement Plan

2020/2021

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

*The Foundation for Academic Success begins at
Irene C. Cardwell Head Start.*

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Date Reviewed:

Date Approved:

IRENE C CARDWELL ELEMENTARY

Mission

The mission of the San Felipe Del Rio CISD Irene C. Cardwell Head Start/Pre-K Program is to collaborate with families and community service organizations to provide parents and our children with opportunities, and resources to support them in achieving lifelong growth and learning through their individual strengths, needs, and interests.

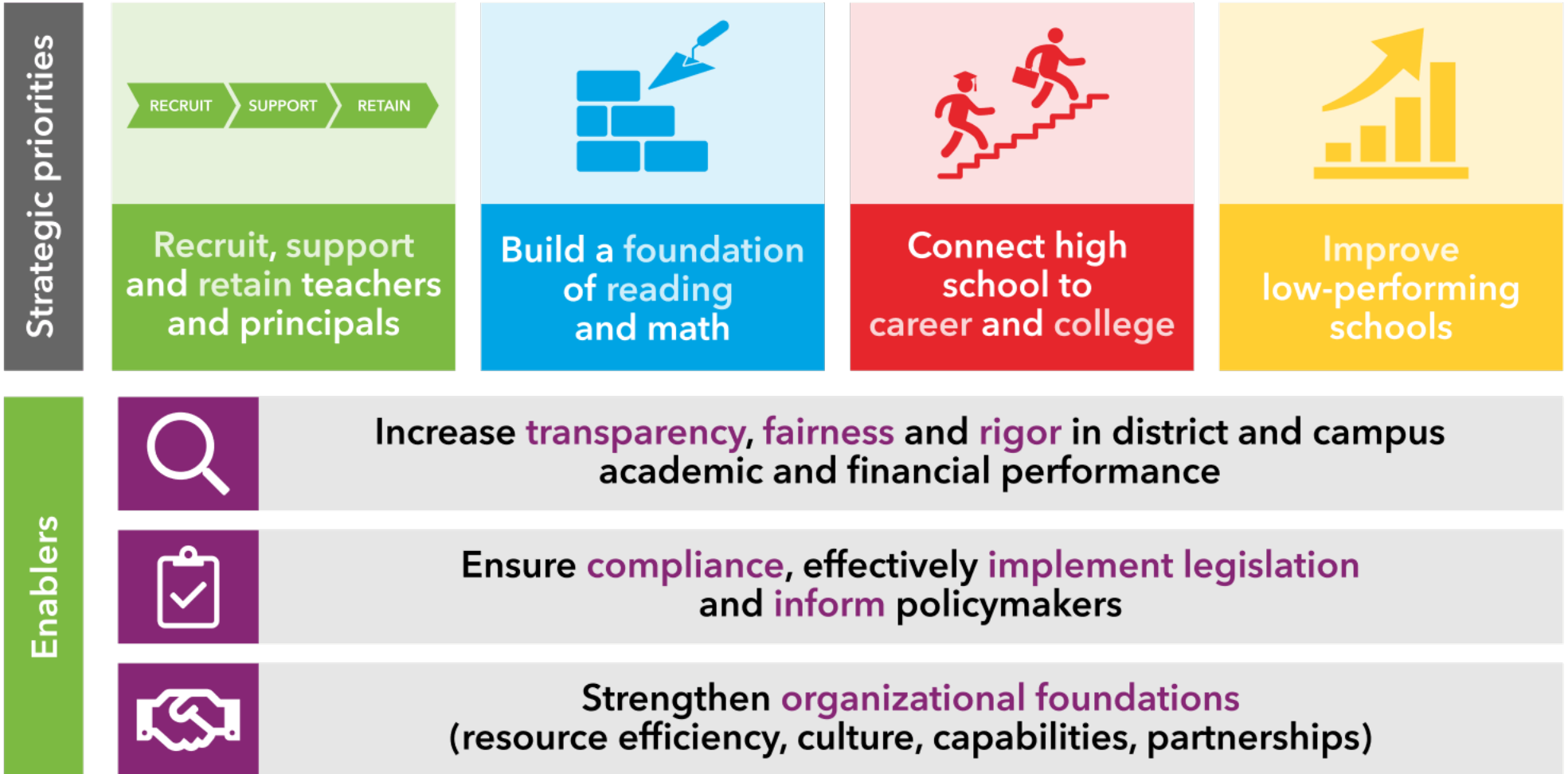
Vision

The vision for San Felipe Del Rio CISD Irene C. Cardwell Head Start and Pre-K is to see our families and community members as active participants in the preparation of our children for academic success as we achieve School Readiness goals.

Nondiscrimination Notice

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

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



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

IRENE C CARDWELL ELEMENTARY Site Base

Name	Position
Dixon, Patricia	Mental Health & Disabilities Coordinator
Padilla, Pam	Assistant Principal/Head Start Coordinator
Talamantez, Alanna	Principal/Director
Garcia, Valerie	Certified Nurse's Assistant
Gonzales, Diana	School board member
Galvan, Velma	Principal's Secretary
Webb, Linda	School Board member
Rodriguez, Antonia	Parental Aide
Guerrero, Jose	Business Representative
Longo, Jessica	Teacher
Rubio, Priscilla	Para-professional
De Luna, Desiree	Policy Council President
Torres, Wendy	Teacher

Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Curriculum Based Assessments	Formative Assessments	Portfolios
Surveys	Professional Development	Teacher leader input
Teacher evaluation results	Principal/Teacher self evaluation	Parent /Community data
Walk-Through observations	Staff Perception data	Community involvement
Parent Survey	Teacher Input	Policy Council
	Number of parent conferences held	Number of activities/workshops for parents
Records of home visits	PFE meeting sign ins/agendas	School Board Meetings
Director Meetings	Administrator Meetings	Enrollment Data

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>Multiple assessment report systems including CNA, grouping and formative assessments and by student</p> <p>Nine week progress monitoring report card.</p> <p>Student portfolios progress</p> <p>Kinder Readiness monthly parent trainings with surveys</p> <p>Curriculum team provides annual lesson plans.</p>	<p>Increase instructional time schedule for academic tracking of students progress within district including Bilingual students</p> <p>Age appropriate lesson activities and manipulatives.</p> <p>Build solid background knowledge.</p> <p>Increase differentiated instruction in all classrooms</p> <p>Before and after school tutorials.</p>	<p>Increase instructional day</p> <p>Progress monitoring</p> <p>Encourage literacy and math at home</p> <p>Kinder readiness/ transition</p>
Staff Quality	<p>Professional support including T-TESS, CLASS training by Mentor</p> <p>Practice based coaching (PBC) mentoring new employees</p> <p>School Readiness Committee collaboration with Kinder teachers for alignment of TEKS</p> <p>Instructional assistants have 60 college hours and CNA</p> <p>Parent engagement in weekly committee planning meetings</p> <p>Ongoing professional development opportunities in Early Childhood</p> <p>CLASS observations by colleges and mentors</p>	<p>Provide staff development opportunities for specialized professional development opportunities for special education for instructional</p> <p>Continue classroom management/ discipline professional development for all staff.</p> <p>Mentoring for new para professional staff.</p> <p>Mean start training for all new employees including Head Start Standards</p> <p>Offer employees support groups (ex. Dealing with cancer, divorce, etc.)</p> <p>Analyze the data from parent surveys to address family needs on a timely basis</p>	<p>C.D.A. certified</p> <p>Learning walks</p> <p>Teacher/Teacher Assistant Mentoring</p> <p>Highly Qualified teachers</p>

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	variety of parental engagement opportunities monthly and ongoing communication with parents All area staff weekly committee planning meetings. Staff team building activities including monthly mental health activities and recognition Student Support Team to address family needs. Active Policy Council composed of parents, community reps. with participation by school board	Provide additional training opportunities for parent volunteers Improvement of school facility for safety of students Increase parent recognition including those who volunteer at home health events for staff and parents	Health Safety Coordinator Wellness checks Customer service Volunteers Emergency Drills
College & Career Readiness/ Graduation/ Dropout Reduction	College Shirt Day SWTJC visit to campus Career Day Financial Aid training for parents	Awareness of College Readiness	Communication and awareness with Colleges
Family and Community Involvement	Many parent engagement opportunities and activities on weekly basis. Monthly literacy trainings, kinder readiness trainings for families of many topics from community Community interagency agreements with agencies and businesses in our community. Parent home visits conducted by teachers 2x per year Documents for parents translated and as printed (notes, calendars, flyers, agendas)	Create an on-site parent resource center. Updating information of campus activities on school website regularly Incentives / recognition for parents Provide parent survey analysis information to staff on a timely basis Increase outreach in community to promote program awareness	Literacy programs before and after school Family/school calendar All calls Volunteers
District/Campus Commitments	Students receive a nutritional breakfast and lunch District provides transportation, facilities, and pays 75% of salaries Updates are made available to Cardwell Reconstruction process is in place Maintenance department address work orders Technology addresses IT issues on campus computers	Repairs need to be done in a timely manner Rodents on campus security system 8 ft fence	Facilities checks Wellness checks

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.

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?
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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.



Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



Site Based Committee Sign In

District: SFDR

Date: February

Role	Name	Signature
Parent	Johanna Rodriguez	
Parent	Melissa Garcia	
Business Representative	Orlando Vicuna	
Business Representative	Guadalupe De La Paz	
Community Representative	Jose Guerrero	
Community Representative	Alida Helgerman	
Teacher	Anakaren Aguilar	
Teacher	Cindy Cardenas	
Teacher	Winnie Forester	
Teacher	Angelica Buffone	
Teacher	Maricela Garcia	
Teacher	Vanessa Luna	
Teacher	Lourdes McClellan	
Teacher	Alva Nieto	
Teacher	Melinda Escanuela	
Teacher		
District Personnel	Patricia Dixon	
District Personnel	Valerie Garcia	
District Personnel	Alanna Talamantez	
District Personnel	Antoniela Rodriguez	

** Refer to local policies for specific attendance/role requirements for a site-based committee.*

*** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.*

IRENE C CARDWELL ELEMENTARY

Goal 1. A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

Objective 1. 100% of students who are tested will demonstrate improvement by attaining at least 10% increase in each domain assessed through LAP-3 during each aggregation period. (Oct, Feb, May)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. EARLY LITERACY - Implement comprehensive research-based early literacy strategies to primarily promote School Readiness & STEAM initiative including STEAM, O.W.L., vocabulary grammar/letter walls, library books, journals, shared reading & writing, whole/small group instruction, circle time, phonemic awareness & numeracy, read alouds, enrichment labs (Fine Arts to include Music, Art, Science, Literacy, Technology), Dr. Seuss Literacy Festival/Parade, Spring Math Festival, Arts performances, Fatherhood trainings, Families Reading Together, Books on the Move Community Reading Program, Family Literacy Program, Parent Reading Readiness and Outdoor interactive classroom.</p> <p>-----</p> <p>Resources **Student incentives, big books, O.W.L. Curriculum, updated Technology Lab, books, enhance library center furniture, celebrity readers, cameras, outdoor speaker system, Starfall software, School Readiness Plan, STEAM kits, literacy, listening centers, Ipads (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$22,300, (F)Title I - \$3,000, (O)Local Districts - \$2,600, (S)Local Funds - \$1,200</p>	<p>Criteria: Lesson plans, class schedules, pictures, sign-in sheets ----- 06/21/21 - Pending (S) 01/15/21 - On Track 09/17/20 - Pending</p>
<p>2. MATH - Implement comprehensive research based math strategies to primarily promote School Readiness and STEAM initiative utilizing morning meeting, read alouds, center-based activities, cross-curriculum lessons/activities, small groups, cooking activities, and special events(Fall/Spring festivals, 50th day of school, 100 Days of school, Families in Action, transitional flash cards, ABC-123 Saturday</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$10,000, (S)Local Funds - \$1,000</p>	<p>Criteria: Lesson plans, class schedules, pictures, sign-in sheets ----- 06/22/21 - On Track (S) 01/15/21 - On Track 09/23/20 - On Track</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>Camps, Math manipulative kits and Outdoor interactive classroom.) Use allowable methods under CDC guidelines to maximize student achievement. ----- Resources **O.W.L. Curriculum, camera, Supplements: Math manipulatives, enhance math center furniture, PE curriculum, Enrichment Labs, High Five Math, School Readiness Plan, Die-cut plates, STEAM kits, LAP-3 online resources, student Ipads (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>				
<p>3. SCIENCE - Implement comprehensive research-based science strategies to promote School Readiness and STEAM initiative utilizing morning meeting, read alouds, small groups, center-based activities, sand & water exploration, Science Enrichment Lab vocabulary & journals, gardens, shared writing, and special events (Pumpkin explorations through Fall Literacy Festival, ABC-123 Saturday camps, Butterfly Life Cycle, Earth Day, Science Fair, Sul Ross University Science Field Trip, Casa Cultura Multiculture Field Trip, Touch n Tell Science, Science Lab microscopes, recycling program and outdoor interactive classroom . ----- Resources **O.W.L. Curriculum, books, enhance Science center furniture, lesson enrichment videos, Science vocabulary, Science lab telescope, classroom telescopes, cameras, more Starfall software, sand & water tables, Science</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$13,000, (F)Title I - \$1,000, (S)Local Funds - \$3,000</p>	<p>Criteria: Lesson plans, class schedules, pictures, sign up sheets ----- 06/22/21 - On Track (S) 01/15/21 - On Track 10/12/20 - On Track</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Enrichment Lab, campus gardens, scientific method parent trainings, Science Fair, parent notes and flyers, School Readiness Plan, buses, Brain Pop (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 2)				
<p>4. LANGUAGE DEVELOPMENT - Implement comprehensive research based oral language strategies to primarily promote School Readiness and STEAM initiative components utilizing vocabulary walls, morning meeting, read alouds, transitions, music, cooking activities, center manipulative, phonological awareness activities, journals, fingerplays, gardens, field trips, and special events (Black Heritage, Hispanic Heritage, Spring Fling, Cinco de Mayo, Christmas Family events, Families in Action, Pumpkin explorations, Butterfly Life Cycle, Earth Day, classroom Science lessons, Veteran's Day Celebration, Thanksgiving Family Celebration, ABC-123 Saturday camps, Books on the Move, Casa de la Cultura, Sul Ross college Science trips).</p> <p>Resources **O.W.L. Curriculum, Technology Lab, Fine Arts lab, More Starfall software, Brain Pop, Jr., campus gardens, buses, School Readiness Plan, transitional flash cards, lessons/activities. As allowable (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, Cluster/Department Leaders, Teachers	All Year	(F)Federal Grant - \$4,300, (F)Title I - \$200, (S)Local Funds - \$200	Criteria: Lesson plans, class schedules, Technology Lab Log, pictures, sign in sheets ----- 06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - On Track
<p>5. ENRICHMENT LABS- Throughout the school year, the program will implement the use of weekly enrichment labs to increase students' Fine Arts, Math, Science, Technology, and Literacy skills to support School Readiness goals.</p> <p>-----</p>	Cluster/Department Leaders, Teachers	October - May	(F)Federal Grant - \$300	Criteria: Master schedule, pictures, sign-in sheets ----- 06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Resources **Curriculum supplemental binders & materials, Lab timelines, Brain Pop, Jr., More Starfall software, Ipads and accessories, Theatre music and plays, art paints and supplies to Enrichment Lab lessons. (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 2)				
6. Throughout the school year, instructional technology equipment such as speakers, computer based programs and lessons to include listening centers with CD players and CDs, student IPADS, teacher mini-IPADS and 6 laptops utilized for staff and parent trainings to help students, parents and teachers meet School Readiness goals and develop STEAM initiatives. ----- Resources CD players, audio speakers, Book Flex License, projectors, IPADS, mini-IPADS. (Title I SW: 1,2,3) (Target Group: PRE K,K) (Strategic Priorities: 2)	Directors	All Year	(F)Federal Grant - \$1,000	Criteria: Technology Lab computers, projectors, MP3 Players ----- 06/22/21 - Significant Progress (S) 01/15/21 - Some Progress 10/12/20 - On Track
7. Aggregate and analyze assessment data reports in order to provide individualized instruction in all classrooms to promote School Readiness and STEAM initiative utilizing LAP-3 reports. ----- Resources LAP-3 data aggregation & analysis reports, LAP-3 kit, license & software, test booklets & manipulatives, LAP-3 Grouping Report for 3 year old and 4 year old regular and 4 year old bilingual, binders, data days (Title I SW:	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	All Year	(F)Federal Grant - \$3,000	Criteria: All LAP-3 reports including dual language learner checklist, lesson plans, student portfolios----- -- 06/22/21 - Some Progress (S) 01/15/21 - On Track 10/12/20 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1,7,8,9) (Target Group: PRE K,K) (Strategic Priorities: 2)				
<p>8. STAFF DEVELOPMENT- Provide ongoing mentoring and coaching for instructional staff as well as parent trainings to include Fine & Gross Motor, Health & Safety, and Mental Health Development and CLASS Training Suites, Head Start Domains(Nutrition, Dental, Health and Hygiene, Safety, Family Service Coaching Plan, Practice Based Coaching, Relationship Based Competencies (RBC), Child Plus.) Via zoom or online platforms.</p> <p>-----</p> <p>Resources Dr. Amodei, Counselor, Region XV, Dr. Barnes with the University of Texas Health Science Center (UTHSC), BCFS Consultant, Nutritionist Training, Physical Fitness Training, Bus/Pedestrian & Safety Training, E-DECA trainings, CLASS Trainings, Bureau of Education Resource (BER), Conscious Discipline curriculum/training, Second Step curriculum, Love and Logic parent curriculum. (Title I SW: 4) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Reliable Staff (CLASS), Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$15,000, (F)Title I - \$0, (S)Local Funds - \$3,200</p>	<p>Criteria: GoSignMeUp reports, staff development plan, sign-in sheets, Form 9 Report, Occupational Therapist evaluation.</p> <p>06/22/21 - Completed (S) 01/15/21 - On Track 10/12/20 - On Track</p>
<p>9. RECRUITMENT- Recruit and retain highly qualified instructional staff by offering opportunities and support to obtain professional development including CLASS, CDA certification, mentoring, and observations in order to meet academic achievement standards for all students.</p> <p>-----</p> <p>Resources **Conscious Discipline training and DVD's,</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Reliable Staff (CLASS)</p>	<p>All Year</p>	<p>(F)Federal Grant - \$2,000</p>	<p>Criteria: GoSignMeUp, Professional Development Plan, SST Documentation, Walk through documentation</p> <p>-----</p> <p>06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - On Track</p>

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Goal 1. A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

Objective 1. 100% of students who are tested will demonstrate improvement by attaining at least 10% increase in each domain assessed through LAP-3 during each aggregation period. (Oct, Feb, May)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
CLASS trainings, Teacher Time Mini Series, ECKLC, professional development conferences and trainings, CDA training kits and books, Mini-Ipads, Practice Based Coaching (PBC), T-TESS, CORE Team, Child Study Team (Title I SW: 3,4,5) (Target Group: PRE K,K) (Strategic Priorities: 1)				
10. Maintain a process of Classroom Assessment Scoring System (CLASS) assessments that will focus on emotional support, classroom organization, and instructional support in order to monitor classroom quality. ----- Resources **Child Plus training, staff development conferences, trainings and substitutes, CLASS monitoring tool, CLASS Training Suites(ECKLC), CLASS observation schedules, LAP-3 training by Kaplan, checkpoint data with teachers, Practice Based Coaching (PBC), Conscious Discipline training/curriculum. (Title I SW: 2,8,9) (Target Group: PRE K) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Reliable Staff (CLASS)	September, January, April	(F)Federal Grant - \$5,000	Criteria: ChildPlus, Completed CLASS forms, Education Action Plans, Feedback forms ----- 06/22/21 - Some Progress (S) 01/15/21 - On Track 10/12/20 - On Track

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Goal 1. A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

Objective 2. The Code of Conduct and campus/classroom discipline plans will be consistently and fairly enforced for all students throughout each school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. POSITIVE REINFORCEMENT- Enforcement of Student Code of Conduct and campus/classroom discipline plans by staff through the use of classroom management strategies including positive reinforcement and manipulatives. Examples: safe place, reward board, treasure chest, behavior plans.</p> <p>-----</p> <p>Resources Conscious Discipline Consultant, walk through documentation, positive reinforcement and participation citizenship recognition, reward boards, treasure chest (per semester), Student Support Team (SST), six weeks awards and prizes, Love & Logic parental curriculum. (Title I SW: 1,2,4,6,8) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$10,700</p>	<p>Criteria: Walk through documentation, student behavior reports</p> <p>06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - On Track</p>
<p>2. Implement and monitor effective strategies in all classrooms to positively impact student behavior throughout the school year. Via zoom</p> <p>-----</p> <p>Resources Professional development and training with presenter, Bureau of Education and Research Cathy Morris, Conscious Discipline curriculum, safe place materials, counselor staff development and class trainings, Second Step curriculum, Love & Logic parental curriculum. (Title I SW: 1,2) (Target Group: PRE K) (Strategic Priorities: 1)</p>	<p>Counselors, Region 15, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$7,000</p>	<p>Criteria: Calming techniques, safe place, reward board, classroom rules posters, treasure box</p> <p>-----</p> <p>06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - On Track</p>

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Goal 1. A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.

Objective 3. By May 2021, a positive campus climate will be promoted through the implementation of activities and self-discipline strategies for all students, staff, parents and community members by a 10% increase on survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. MENTAL HEALTH EDUCATION- Provide activities and lessons to students on drug, alcohol, anti-violence and anti-bullying prevention. Examples: Red Ribbon Week materials, My Body Belongs to Me, Counselor, flyers, pictures, activity schedule, Drug Awareness Consultant, BCFS guest speaker, CPI, TBSI training, Conscious Discipline trainings and techniques, Mental Health/teacher lessons including Second Step curriculum. As per CDC guidelines</p> <p>-----</p> <p>Resources **Family and Community Social Worker, Counselor, Mental Health Consultant, flyers, pictures, activity schedule, Red Ribbon materials, Drug Awareness Consultant, BCFS guest speaker, school mascot, Conscious Discipline, Second Step curriculum. (Title I SW: 1,2,4,10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	<p>Campus Administrators, Counselors, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$1,500, (S)Local Funds - \$1,200</p>	<p>Criteria: Lesson plans, homework, sign in sheets</p> <p>-----</p> <p>06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - On Track</p>

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- Goal 1.** A quality curriculum shall be utilized for instruction with modifications based upon student achievement and teacher input and shall be actively monitored by administration for compliance with all accountability systems.
- Objective 4.** Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers and staff remotely working from home as needed with materials and supplies provided. (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	Sept. 2020-Sept. 2021		Criteria: Attendance logs, lesson plans, student packets 06/22/21 - Completed (S) 10/12/20 - On Track
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All)	Campus Administrators, Transportation Coordinator	Sept. 2020-Sept. 2021		Criteria: Distribution logs 06/22/21 - Completed (S)
3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2020-Sept. 2021		Criteria: Inventory and distribution logs 06/22/21 - Completed (S) 02/17/21 - On Track 09/01/20 - On Track
4. Health and safety measures provided with necessary materials for all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. (Target Group: All)	Campus Administrators, Health, Safety & Nutrition Coordinator	Sept. 2020-Sept. 2021		Criteria: Inventory and distribution logs 06/22/21 - Completed (S) 01/21/21 - On Track 09/01/20 - On Track

IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 1.** By June 2021, Irene Cardwell Head Start/Pre-K program will have utilized its resources efficiently and successfully to carry out its mission to impact all students, parents, staff and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. STAFF DEVELOPMENT /TRAININGS- Implement a campus staff development plan aligned with respective department/campus budgets that correlates with the Comprehensive Needs Assessment. Trainings will include: CIP, new Head Start Standards & Act, Head Start Orientation, CLASS Mini Suites, Bus/Pedestrian safety, Nutrition/Health, Science, Curriculum, CPI/TBSI, School Readiness Plan, Teacher Sensitivity, ECKLC, Center for Learning and Instruction (CLI)/Child Development Associates (CDA), Conscious Discipline, Second Step curriculum, Love & Logic Parental Curriculum, Program Governance Training, PFCE credential training, Write out of the Box staff training. Training will be virtual training.</p> <p>-----</p> <p>Resources **Presentation material, Fine Motor staff training, Head Start Outcome Framework Early Learning binder, CLASS DVDs & online resources, Conscious Discipline, Love and Logic, Second Step curriculums. (Title I SW: 1,4,10) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators</p>	<p>All Year</p>	<p>(F)Federal Grant - \$3,500</p>	<p>Criteria: Sign-in sheets, pictures, presentation evaluation -----</p> <p>06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - On Track</p>
<p>2. Utilize Title II funds to provide stipends as sign-on bonus to offer new teacher recruits of highly qualified teachers. (Title I SW: 5) (Target Group: PRE K) (Strategic Priorities: 1)</p>	<p>Directors</p>	<p>Ongoing</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: HQ Report</p> <p>06/22/21 - No Progress (S) 01/15/21 - On Track 10/12/20 - On Track</p>
<p>3. Utilize Title II funds to reimburse teachers if they pass an exam and also reimburse for mileage to increase highly qualified teachers. (Title I SW: 5) (Target Group: PRE K) (Strategic Priorities: 1)</p>	<p>Campus Administrators</p>	<p>Ongoing</p>	<p>(F)Title IIA Principal and Teacher Improvement - \$1,500</p>	<p>Criteria: HQ Report -----</p> <p>06/22/21 - Significant Progress (S) 01/15/21 - On Track</p>

IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 1.** By June 2021, Irene Cardwell Head Start/Pre-K program will have utilized its resources efficiently and successfully to carry out its mission to impact all students, parents, staff and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				10/12/20 - On Track
4. Utilize TExES Generalist Study Aid located in the library to help teachers study and pass exit exams. (Title I SW: 5) (Target Group: PRE K) (Strategic Priorities: 1)	Librarian, Teachers	Ongoing	(F)Title IIA Principal and Teacher Improvement - \$500	Criteria: HQ Report ----- 06/22/21 - On Track (S) 10/12/20 - On Track 01/16/20 - On Track
5. Teachers will complete CDA/CLI increasing teaching capacity in Early Childhood education and complete 90-120 hours and pay for CDA certification. (Title I SW: 4) (Target Group: PRE K) (Strategic Priorities: 1,2)	Campus Administrators	All year		Criteria: CDA/CLI summary reports 06/22/21 - Discontinued (S) 01/15/21 - On Track 10/12/20 - On Track
6. Parent Family and Community Engagement staff will have an opportunity to receive family service credentials through Region XX for certification as required by Head Start Act and procedures. Resources: Certificate of completion (Title I SW: 6) (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,M,F,At Risk,PRE K) (Strategic Priorities: 4) (CSFs: 5)	Campus Administrators	All year	(F)Federal Grant	Criteria: Certificate 06/22/21 - On Track (S) 01/15/21 - On Track 10/12/20 - On Track

IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** By June 2021, various opportunities will have been made available for parents to reinforce student educational outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Encourage parents to participate in specialized School Readiness trainings including Family Literacy Festivals (Fall & Spring), Policy Council meetings, Parent Committee meetings, Fatherhood training, Books on the Move Reading Program, Student Fine Arts Showcases, Science Fair, Kinder Readiness Academies, Love & Logic curriculum, Early bird classroom activities. Via remote access</p> <p>-----</p> <p>Resources **Newsletters, special guests, reminder notes, events calendar, marquee, cordless mic, canvas, paints, music, brushes, stands, smocks, watercolors, parent computers & printers (library), School Readiness Assessment process, School Readiness Plan, OWL Family Newsletter, LAP-3 reports, projection screen, program banners, and all call. (Title I SW: 1,6,7) (Target Group: PRE K,K)</p>	<p>Campus Administrators, Parents, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$1,800, (S)Local Funds - \$300</p>	<p>Criteria: School/Family Compact, In-Kind, Visitor's Log</p> <p>-----</p> <p>06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - On Track</p>
<p>2. Provide parents with daily opportunities to check out materials targeting all core areas from the library to use at home or school including Family Literacy & Book Fair. Family Literacy program will consist of: total 1500 read from students in a class will receive an pizza party, 2500 total books will receive field trip to county library and a class picnic, 3500 total books will receive a after school McDonalds party. CDs and Read Alouds will be provided for all classrooms. Due to COVID, online books are read through MyON. Librarian keeps track of each student and parents number of books read.</p>	<p>Campus Administrators, Librarian, Parents, Teachers</p>	<p>October thru May</p>	<p>(F)Federal Grant - \$3,000</p>	<p>Criteria: Library In-Kind, Class Check-Out Rosters</p> <p>-----</p> <p>06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - Pending</p>

IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** By June 2021, various opportunities will have been made available for parents to reinforce student educational outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>----- Resources **Library, replenished library books, class check-out rosters, medals, class incentives, juice and cookies, Disney movie license, certificates, printer cartridges, costumes, DVDs, student field trips, transportation. (Title I SW: 1,6) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>				
<p>3. Encourage opportunities for parents to participate in curriculum planning such as Policy Council, Parent Committee Meetings (PCM), Weekly curriculum planning meetings, special events planning, Comprehensive Needs Assessment (CNA), LPAC, CIP, curriculum development meetings, Self Assessment, School Readiness Plan as well as participate in Love and Logic parent curriculum. Via digital platform.</p> <p>----- Resources: Educational tools for Policy Council meetings and parent committee meetings, Policy Council meetings, CIP, CNA, LPAC, Self Assessment, School Readiness Plan, Love & Logic parent curriculum, Early Learning Outcome Framework(ELOF), appreciation supply tokens. (Title I SW: 6) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Family Community & Engagement Coordinator, Parents</p>	<p>All Year</p>	<p>(F)Federal Grant - \$3,500</p>	<p>Criteria: In-kind, Planning Notes, Pictures, Committee Meeting Planning Form</p> <p>-----</p> <p>06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 3.** In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide parent trainings at least 3 per month with a variety of presenters on topics indicated on parent survey at registration and family outcome checklist to include Math focused lessons, Kinder Readiness, Fatherhood Initiatives, Title I, Bilingual ESL, Migrant Services, Nutrition, O.W.L., Family literacy/math festivals, Health and Fitness, Mental Health, money management, parenting skills, financial and school Readiness.</p> <p>-----</p> <p>Resources **Program staff, ChildPlus report, Area Specialist, teachers, counselor, Fatherhood Council, O.W.L. resources, educational manipulatives, Legos, building manipulatives, School Readiness Plan, materials, prizes, snacks, Love & Logic, monthly Financial Literacy trainings for parents. (Title I SW: 1,2,6) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Counselors, Family Community & Engagement Coordinator, Teachers</p>	<p>September thru May</p>	<p>(F)Federal Grant - \$1,500, (F)Title I - \$500</p>	<p>Criteria: Sign-in sheets, pictures, meeting agenda, training schedule -----</p> <p>06/22/21 - Completed (S) 01/15/21 - On Track 10/12/20 - On Track</p>
<p>2. Volunteers are informed of their rights, responsibilities, campus procedures, and guidelines through an ongoing volunteer training. A volunteer handbook will be completed, maintained and distributed in English and Spanish for each volunteer who meets Head Start volunteer requirements and who provides services to students or the program excluding parents who volunteer outside the classroom or at home.</p> <p>-----</p> <p>Resources **Head Start standards, background checks, confidentiality statement, TB test results,</p>	<p>Campus Administrators, Family Community & Engagement Coordinator, Teachers</p>	<p>October</p>	<p>(F)Federal Grant - \$500</p>	<p>Criteria: Finished handbooks, sign-in sheets, volunteer training log, pictures -----</p> <p>06/22/21 - Significant Progress (S) 01/15/21 - On Track 10/12/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 3.** In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
volunteer handbooks, multimedia equipment, parent activity room, resources, equipment (Title I SW: 6) (Target Group: PRE K,K)				
<p>3. Provide Family Service personnel with appropriate training related to parents and families including training, Love & Logic parent curriculum, as well as ongoing Head Start trainings for PFCE framework (Family Outcome Framework).</p> <p>-----</p> <p>Resources **Presentation materials, credential trainings, HS FCE training suite, Region XV, Family Outcome Survey results, T&TA Plan, School Readiness Plan, Teaching & Learning training, Love & Logic parent curriculum. (Title I SW: 6,10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, ED Coordinator, Family Community & Engagement Coordinator	All Year	(F)Federal Grant - \$2,900	<p>Criteria: Sign-in sheets, pictures, certificates</p> <p>06/22/21 - Completed (S) 10/12/20 - On Track 01/16/20 - On Track</p>
<p>4. Health and Safety staff will maintain a CPR, Vision, and Hearing instructor certification. All staff with Health physical, TB test, CPR and first aid training as required by Head Start.</p> <p>-----</p> <p>Resources **Training manuals and books, mannequins, mouth pieces, renewal cards, updated CDs for CPR training (English and Spanish), TB test result. (Title I SW: 4) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	Campus Administrators, Cluster/Department Leaders, Health, Safety & Nutrition Coordinator	January	(F)Federal Grant - \$2,500	<p>Criteria: Sign-in sheets, certification cards</p> <p>-----</p> <p>06/22/21 - Completed 01/15/21 - On Track 10/12/20 - On Track</p>
<p>5. Provide bus monitors training in the use of seat belt cutters, basic first aid and CPR, Bus/Pedestrian Safety. Teachers, assistants, parents and students are trained twice a year on Bus/Pedestrian Safety. Annual crossing guard training.</p>	Campus Administrators, Teachers, Transportation Coordinator	August / September, January	(F)Federal Grant - \$500	<p>Criteria: Sign-in sheets, pictures</p> <p>-----</p> <p>06/22/21 - On Track (S) 01/15/21 - On Track 10/12/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

- Goal 2.** The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.
- Objective 3.** In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>----- Resources **Head Start bus, DVD, training schedules, Head Start training manual, I'm Safe curriculum supplement. (Title I SW: 1,4) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>				
<p>6. Provide staff members trainings to enhance their proficiencies to include topics in Math, Science, Music, Literacy, Special Needs, Technology, CLASS Mini suites, English Language Learners (ELL), Multicultural, teaching strategies, family needs, Conscious Discipline, Head Start Monitoring System, Head Start Act, Head Start Beginning Teachers Training, Policies & Procedures to promote School Readiness including STEAM initiative, Head Start coaching and mentoring for new teachers Practice Based Coaching (PBC).</p> <p>----- Resources **Head Start Act & Standards, Implementation Plans, Head Start Monitoring System, CLASS Minisuites, Conscious Discipline, T&TA Plan, Consultants, Second Step Curriculum, Child Plus training, Mental Health Motivational Speaker, ECKLC (Teacher time) (Title I SW: 1,4) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>	<p>Campus Administrators, Computer Aides, Family Community & Engagement Coordinator, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$3,000</p>	<p>Criteria: GoSignMeUp, certificates, sign-in sheets ----- 06/22/21 - On Track (S) 10/12/20 - On Track 01/16/20 - On Track</p>
<p>7. Provide training to all staff on the referral process/child study process when student and/or family needs are identified.</p> <p>----- Resources</p>	<p>Campus Administrators, Counselors, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$1,000</p>	<p>Criteria: Sign-in sheets, Referral forms ----- 06/22/21 - Completed 01/21/21 - On Track</p>

IRENE C CARDWELL ELEMENTARY

Goal 2. The District shall continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 3. In order to benefit students and their families, the program will provide ongoing trainings and partnership opportunities with community businesses and organizations to include district staff and board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
**Counselor, Referral forms, Head Start/PK Program Handbook, CORE Team, SST's, Community Resource Guide (Title I SW: 4,9) (Target Group: PRE K,K) (Strategic Priorities: 1)				10/12/20 - On Track

IRENE C CARDWELL ELEMENTARY

Goal 3. Campuses shall maintain an attendance rate of 96% or higher for students and staff to meet district goal. Head Start goal 85%.

Objective 1. (Head Start) By June 2021, the average daily attendance rate will increase by a percentage point for the campus and will be at 96%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. In order to improve and maintain attendance rates, the Attendance Committee will meet monthly to monitor or as needs are identified to carry out proper attendance procedures including referrals, parent conferences, SST's, home visits, and letters sent home and Child Plus.</p> <p>-----</p> <p>Resources **ChildPlus reports, Skyward reports, attendance procedure forms, parent school compact, attendance folder and special conference form (Title I SW: 1,6,9,10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	<p>Attendance Staff, Cluster/Department Leaders, Counselors, Family Community & Engagement Coordinator, Teachers</p>	<p>All Year</p>		<p>Criteria: Attendance records, SST Documentation, Attendance Procedure Form, Parent/School Compact, Parent Conferences, Home Visits, Parent Contact Log -----</p> <p>06/22/21 - Significant Progress (S) 01/13/21 - On Track 10/12/20 - Pending</p>
<p>2. Provide incentives and classroom awards assemblies to recognize students, parents, classes, and staff with perfect attendance for each six weeks, each semester, and the full year. Incentives include: certificates, prizes, medals, castle bounce, movie, snacks, field trips.</p> <p>Resources **Castle bounce, Jett Bowl, Mr. Gattis, prizes, hats, certificates, medals, snacks, movie, attendance rosters, traveling trophy, Attendance Procedure Form, public performance site license, donated 6 weeks bikes (female and male) and donations for parent incentives. (Title I SW: 1,10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	<p>Attendance Staff, Cluster/Department Leaders, Counselors, Family Community & Engagement Coordinator, Librarian</p>	<p>October, November, January, February, April, May</p>	<p>(F)Federal Grant - \$1,700</p>	<p>Criteria: Evaluation survey</p> <p>06/22/21 - On Track (S) 10/12/20 - On Track 01/15/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

Goal 4. The district shall provide meaningful and effective communications in a timely manner to all stakeholders.

Objective 1. The program will provide effective communication with community businesses and organizations to include district staff, Policy Council, and SFDRICISD school board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Irene Cardwell Head Start/Pre-K will hold three Health Services Advisory Committee (HSAC) meetings to allow the exchange of information and sharing of expertise between volunteer/community agencies, parents, teachers and the school support staff.</p> <p>-----</p> <p>Resources **Monthly menus, Health reports, Monthly USDA report, certificates/plaques, agenda, meeting minutes, presentations, lunch provided (Title I SW: 10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Family Community & Engagement Coordinator, Health, Safety & Nutrition Coordinator</p>	<p>October, January, April</p>	<p>(F)Federal Grant - \$450</p>	<p>Criteria: Sign-in sheets, Meeting minutes, Pictures</p> <p>-----</p> <p>06/22/21 - Significant Progress (S) 01/28/21 - On Track 10/12/20 - On Track</p>
<p>2. Provide effective communication via a variety of media sources such as trainings, newsletters, district website, and campus meetings to staff, new parents, district administration, board members, Policy Council, and community representatives as needed. Provide make-up trainings for governing board and Policy Council members as needed, initial training with consultant for Policy Council and School Board.</p> <p>-----</p> <p>Resources **Head Start binder, Program Governance training manuals & DVDs, webinars, webmasters, multimedia equipment, counselor, T&TA Plan, miscellaneous cost (lunch provided) (Title I SW: 4,10) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Counselors, Curriculum Coordinators, Family Community & Engagement Coordinator</p>	<p>September, December, March</p>	<p>(F)Federal Grant - \$2,500</p>	<p>Criteria: Sign-in sheets, pictures, meeting agenda, volunteer training log, certificate of training</p> <p>06/22/21 - Significant Progress (S) 10/12/20 - On Track 01/16/20 - On Track</p>
<p>3. Work with district maintenance and security staff to align the campus' EOP with the district's Emergency Operation Plan (EOP).</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors</p>	<p>May</p>		<p>Criteria: Completed campus EOP, drill logs</p> <p>-----</p>

IRENE C CARDWELL ELEMENTARY

Goal 4. The district shall provide meaningful and effective communications in a timely manner to all stakeholders.

Objective 1. The program will provide effective communication with community businesses and organizations to include district staff, Policy Council, and SFDRCID school board members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>----- Resources **HeadStart standards, campus EOP, district's EOP (Title I SW: 1,8,9) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>				<p>06/22/21 - On Track (S) 01/28/21 - On Track 10/12/20 - On Track</p>
<p>4. Maintain mandatory Team Leader meetings twice a month and/or as needed to discuss school needs and/or professional development. ----- Resources **Meeting agendas, sign in sheets, handouts (Title I SW: 1,4,8) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>	<p>Campus Administrators, Cluster/Department Leaders</p>	<p>August - June</p>		<p>Criteria: Sign-in sheets, committee meeting agendas, meeting minutes ----- 06/22/21 - On Track (S) 01/28/21 - On Track 10/12/20 - On Track</p>
<p>5. Maintain mandatory weekly committee meetings and monthly coordinator meetings or any scheduled support meetings to provide information and provide professional development as needed. Staff meetings once a month. ----- Resources **Meeting agenda, minutes, Child Plus Reports, Review of Head Start protocol, handouts, sign in sheets (Title I SW: 1,4,8) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>All Year</p>		<p>Criteria: Signed planning form, completed lesson plans, completed forms as needed 06/22/21 - On Track (S) 01/28/21 - On Track 10/12/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 1. In order to maintain the required number of students at 100%, the program will implement a continuous plan of enrollment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide opportunities to enroll and maintain waitlist for all eligible 3 and 4 year old children including 10% of students with disabilities within the community into the Head Start/PK programs. Recruiting for 10% disabilities from students Language Lab, ECSE, and community.</p> <p>-----</p> <p>Resources **ChildPlus, Registration Packet, Parent-Teacher Conference forms and Attendance Procedure forms, scanners (Title I SW: 1,10) (Target Group: PRE K,K) (Strategic Priorities: 1,2)</p>	<p>Cluster/Department Leaders, Counselors, ECI, Family Community & Engagement Coordinator, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$4,000</p>	<p>Criteria: Student folders, flyers & brochures, TV advertisements, public service announcements, school marquee</p> <p>-----</p> <p>06/22/21 - On Track (S) 01/27/21 - On Track 10/12/20 - On Track</p>
<p>2. Assign an initial placement for all eligible students enrolled to appropriate classrooms based on their home language survey and Pre-LAS Oral Language test results with LPAC recommendation and parent consent.</p> <p>-----</p> <p>Resources **Pre-LAS Assessment & results in English and Spanish, Home Language Survey, student folders, class rosters, LPAC student folders, Bilingual Assessment Logs, LPAC recommendation and parent consent. (Title I SW: 8,10) (Target Group: PRE K,K)</p>	<p>Campus Administrators, ECI, ELD Advocates, ELPAC Committee</p>	<p>All Year</p>		<p>Criteria: Enrollment cards, Woodcock-Munoz Assessment, Class Rosters</p> <p>-----</p> <p>06/22/21 - On Track (S) 01/18/21 - On Track 10/12/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 2. By the end of May 2021, numerous transition activities will have been provided for all students entering and leaving the prekindergarten program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide Head Start/ Pre-kindergarten transition activities into the Head Start Program from home, and ECI. In addition provide transition activities from Head Start Program to Kindergarten respective SFDRICISD elementary campuses. Examples: Transition trips, transition pep rally, transition 3 year olds to 4 year old classrooms.</p> <p>-----</p> <p>Resources **Elementary Field trips, pep rallies, parent trainings from elementary school representatives, buses, student t-shirts for safety identification, name tags, transition-focused classroom activities, transition rosters, pom poms, school band, refreshments. (Title I SW: 1,7,10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	<p>Campus Administrators, Counselors, Teachers</p>	<p>August, May</p>	<p>(F)Federal Grant - \$1,110, (S)Local Funds - \$500</p>	<p>Criteria: Lesson plans, Permission slips, ARD minutes, IEP's, Pictures, Language experience activities, Field trip schedules</p> <p>-----</p> <p>06/22/21 - Completed (S) 10/12/20 - On Track 01/16/20 - On Track</p>
<p>2. Teachers and assistants conduct required home visits prior to starting school program year or within 2 weeks of enrollment. First parent conference conducted in November. In January, conduct 2nd home visit and in May, conduct 2nd parent conference to register students for 2nd year Prekindergarten or Kindergarten.</p> <p>-----</p> <p>Resources **Welcome packet, enrollment cards, parent conference forms, local travel expense statement, time sheets, substitutes, home visit packets (Title I SW: 1,7) (Target Group: PRE K,K) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Counselors, Teachers</p>	<p>All Year</p>	<p>(F)Federal Grant - \$3,300</p>	<p>Criteria: Home visit and parent conference half sheets</p> <p>-----</p> <p>06/22/21 - Significant Progress (S) 01/29/21 - On Track 10/12/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 3. By May 2021, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Monitor/adjust all initial required Head Start child health, dental, and hygiene screenings and immunizations of all students. (Height, weight, hemoglobin, lead, TB, physicals, vision, hearing, blood pressure, screenings).</p> <p>-----</p> <p>Resources **Student files, ChildPlus software, health forms, Nurse SST's, wellness check-up form (Title I SW: 10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	<p>Health, Safety & Nutrition Coordinator</p>	<p>All Year</p>	<p>(F)Federal Grant - \$1,560</p>	<p>Criteria: All completed health forms, health committee meeting minutes</p> <p>06/22/21 - On Track (S) 01/28/21 - On Track 10/12/20 - On Track</p>
<p>2. Provide follow up services for students who failed routine screenings and provide/offer referrals and assistance with appointments, counseling, etc.</p> <p>-----</p> <p>Resources **Registration packet, Parent-teacher conference forms and Attendance Procedure forms, Referral forms, Student Screening Monitoring Form, ChildPlus reports, Nurse SST meetings with parents (Title I SW: 1,6,10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	<p>Health, Safety & Nutrition Coordinator</p>	<p>All Year</p>		<p>Criteria: Required health reports, health committee meeting minutes, referral forms</p> <p>-----</p> <p>Quarterly Compliance Review</p> <p>06/22/21 - On Track (S) 01/25/21 - On Track 10/12/20 - On Track</p>
<p>3. Provide all students with in-school vision, hearing, height, weight, blood pressure. (Student dentals & physicals administered out of school once a year.)</p> <p>-----</p> <p>Resources Screening reports, paper eye covers, Child plus monitor and referrals (Title I SW: 10) (Target Group: PRE K,K) (Strategic Priorities:</p>	<p>Health, Safety & Nutrition Coordinator</p>	<p>All Year</p>	<p>(F)Federal Grant - \$500</p>	<p>Criteria: Required health reports</p> <p>06/22/21 - On Track (S) 01/29/21 - On Track 10/12/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 3. By May 2021, all Head Start students will have received dental, health, and hygiene screenings and necessary follow-up care. By the end of each school year, all staff will have received a yearly TB test and have the required physicals documented on ChildPlus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1)</p> <p>4. Perform random checks every 6 weeks to all facilities used by students to monitor safety, dental & health hygiene including tooth brushing and hand washing along with the daily classroom safety checklist.</p> <p>-----</p> <p>Resources **Health & Safety checklist, Classroom Cleaning checklist, fire drill log, tooth brush containers, tooth brush and toothpaste, hand washing classroom lessons. (Title I SW: 9,10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	<p>Health, Safety & Nutrition Coordinator</p>	<p>All Year</p>	<p>(F)Federal Grant - \$1,000</p>	<p>Criteria: Completed logs & checklists</p> <p>-----</p> <p>06/22/21 - On Track (S) 01/25/21 - On Track 10/12/20 - On Track</p>
<p>5. Maintain and monitor staff records to ensure that TB test and physicals meet HS requirements as well as new staff physical within 30 days of hire.</p> <p>-----</p> <p>Resources **Staff records, ChildPlus and physical exam results (Title I SW: 10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	<p>Campus Administrators, Health, Safety & Nutrition Coordinator</p>	<p>October</p>	<p>(F)Federal Grant - \$3,500</p>	<p>Criteria: Health records</p> <p>06/22/21 - On Track (S) 01/26/21 - On Track 10/12/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 4. 100% of all identified students will receive appropriate medical attention and proper documentation will be kept on ChildPlus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide training to all staff including nursing staff on medication dispensation and communicate with parents on a regular basis and as needed documenting every dose and medication.</p> <p>-----</p> <p>Resources **ChildPlus, Medication Log, 504 documentation, continuance form, doctor prescriptions/labels (Title I SW: 6,10) (Target Group: PRE K,K) (Strategic Priorities: 1)</p>	<p>Campus Administrators, Health, Safety & Nutrition Coordinator</p>	<p>All Year</p>		<p>Criteria: Medication Log, Parent Communication Logs, Sign-in sheets</p> <p>-----</p> <p>06/22/21 - On Track (S) 01/27/21 - On Track 10/14/20 - On Track</p>
<p>2. Maintain documentation to monitor reported injuries and dispensation of medications under lock and key.</p> <p>-----</p> <p>Resources **ChildPlus, Dispensation Log, Authorization Waiver, Ouch Notes (Title I SW: 10) (Target Group: PRE K,K)</p>	<p>Health, Safety & Nutrition Coordinator</p>	<p>All Year</p>		<p>Criteria: Completed dispensation log, signed waivers, incident log</p> <p>-----</p> <p>06/22/21 - On Track (S) 01/16/21 - On Track 10/14/20 - On Track</p>
<p>3. Provide two trainings (one in Fall and one in Spring) on understanding health records and requirements and procedures to all staff and parents. Nurses review 3015 report on Child Plus to review at committee meetings. (Title I SW: 6,10)</p>	<p>Health, Safety & Nutrition Coordinator</p>			<p>Criteria: Parent Communication Log, Sign-in sheet</p> <p>06/22/21 - Significant Progress (S) 01/16/21 - On Track 10/14/20 - On Track</p>

IRENE C CARDWELL ELEMENTARY

Goal 5. The district shall provide early childhood program(s), available to all eligible students, as state and federal funds become available.

Objective 5. By May 2021, Irene Cardwell Head Start/Pre-K teachers will meet with district kindergarten teachers in order to collaborate on School Readiness plan as well as conduct learning walks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Irene Cardwell Head Start/Pre-K teachers will meet with district Kindergarten teachers collaborating, updating and aligning School Readiness Plan with vertical alignment.</p> <p>Resources: Lunch is provided (Title I SW: 1,7,10) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Teachers</p>	<p>All year</p>		<p>Criteria: Sign in sheets, agendas, School Readiness Plan</p> <p>06/22/21 - On Track (S) 01/16/21 - On Track 10/14/20 - On Track</p>
<p>2. Irene Cardwell Head Start/Pre-K will work with district Kindergarten teachers to conduct Learning Walks at all campuses for all new Head Start/ Pre-K teachers to tour kinder classrooms. Kinder teachers will tour Cardwell teacher classrooms. (Title I SW: 7,8) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Teachers</p>	<p>all year</p>		<p>Criteria: Sign in sheets, learning walk forms, agendas</p> <p>06/22/21 - On Track (S) 01/16/21 - On Track 10/14/20 - On Track</p>



Irene Cardwell Head Start 2020 - 2021 Program Goals Program Data- Year 2

Program Goal (BROAD)	Program Objective (SMART)	Program Support	Program Expected Outcomes	Measure	Data Resource
<i>What does the program want to accomplish? Long Term</i>	<i>What does the program plan to do to meet the goal?</i>	<i>What action does the program plan to take to support the goal?</i>	<i>Which Program Outcomes from PFCE and SR Plans are related to this goal?</i>	<i>Effort or Effect</i>	<i>What data will be used to show progress?</i>
GOAL (1) The Irene Cardwell Head Start Program will enhance children's language development.	The Program will continue to implement a high quality state-adopted curriculum that focuses on early literacy, numeracy, and oral language development. Begin the process of adopting a new curriculum that focuses on all Domains of Child Development and Implement in year 3.	The ICHS Program teachers will implement the OWL curriculum with fidelity to increase student vocabulary, letter and letter sound knowledge. Use recommended strategies such as Building Voc., Letter Knowledge, Early Math & Children's Talk as documented in T/TA Plan.	SRG(5-6) Child will speak in complete sentences using conversational rules of spoken language while increasing ability to use more complex sentences with proper syntax order (adverbs, adjectives, etc.). SRG(7) Children will show progress in naming at least 20 uppercase and 20 lowercase letters, associating 8-12 sounds and identifying at least 10 sight words. SRG(8) Children will name numerals 1-20 and count to 50 . (SRP Impacts- Literacy, Oral Lang. Dev. & Mathematics)	Effect	LAP-3 Data OWL Review and Check Progress Monitoring Data Practice Based Coaching Data Curriculum Fidelity Assessment
	The ICHS Program will design and implement a training plan to include parent trainings focused on early literacy, numeracy, and oral language development.	The ICHS Program will encourage parent participation in all special events that focus on early literacy, numeracy, and oral language development such as Literacy & Math Festivals, Family Literacy Program, Science Fair, Families Reading Together, Reading Readiness Academy, ABC123 Saturday Camp.	SRG-PFCE(2) 10% of enrolled students' families will engage in the program's monthly trainings and activities throughout the year that focus on the promotion of family well being through community support. (PFCE Impacts- Families as Lifelong Educators & Learners)	Effort & Effect	Parent Surveys, Event sign-in logs, event flyer.

Current Challenges experienced by the program in achieving these goals were:

1. Limited engagement when students aren't involved
2. Priorities of parents not aligned with needs assessment.

Justification for modifications to objectives:
 A greater focus on Math Knowledge and Skills has been embedded within the teaching scope of the



Irene Cardwell Head Start 2020 - 2021 Program Goals Program Data- Year 2

Program Goal (BROAD)	Program Objective (SMART)	Program Support	Program Expected Outcomes	Measure	Data Resource
<i>What does the program want to accomplish? Long Term</i>	<i>What does the program plan to do to meet the goal?</i>	<i>What action does the program plan to take to support the goal?</i>	<i>Which Program Outcomes from PFCE and SR Plans are related to this goal?</i>	<i>Effort or Effect</i>	<i>What data will be used to show progress?</i>
GOAL (2) The Irene Cardwell Head Start Program will enhance the health, mental health and well being of the families and children served by the program.	(A) The ICHS Program will design, implement and monitor a training plan to include parents, staff, and children that focuses on mental health, health & safety, and family well being.	The ICHS Program will provide specialized classroom lessons that focus on health and dental hygiene, nutrition, and safety to staff, families, and children. The program will contract with a local nutritionist or dietician to provide services.	SRG(13) Children will demonstrate a growing awareness of being able to follow basic health, nutrition, and safety rules, fire safety, pedestrian, and traffic safety, and be able to recognize potentially harmful objects, substances, and activities. (PFCE Impact- Family Well Being & Families as Learners)	Effort and Effect	Lap-3 Data Child Plus Reports T/TA Plan & MOU's Training Surveys and Sign in Logs Training Handouts/ Agendas/ Minutes
	(B) 100% of the ICHS program families will receive appropriate recommended services that correlate to health, safety, and family well being. As needs arise and become identified through the monitoring process.	Through the Student Support Team process the ICHS program will refer families to appropriate agencies to ensure that needs are being addressed. Love & Logic Parental Curriculum Implementation Implementation of Financial Literacy Program	SRG-PFCE(2) 10% of enrolled students' families will engage in the program's monthly trainings and activities throughout the year that focus on the promotion of family well being through community support. (PFCE Impacts- Families as Lifelong Educators; Families Connections to Peers and Community)	Effort	SST- Doc. Referral Forms PFCE Data Reports Family Outcomes Form
Current Challenges experienced by the program in achieving these goals were: 1. Create specialized learning opportunities prioritizing outreach efforts. 2. Limited resources within the rural community to meet needs of the family, policy accepting only U.S. documentation 3. Work schedules, transportation, no insurance, parent follow thru of not turning in documentation Justification for modifications to objectives: Specialized PFCE data reports required to identify specific needs.					



Irene Cardwell Head Start 2020 - 2021 Program Goals Program Data- Year 2

Program Goal (BROAD)	Program Objective (SMART)	Program Support	Program Expected Outcomes	Measure	Data Resource
<i>What does the program want to accomplish? Long Term</i>	<i>What does the program plan to do to meet the goal?</i>	<i>What action does the program plan to take to support the goal?</i>	<i>Which Program Outcomes from PFCE and SR Plans are related to this goal?</i>	<i>Effort or Effect</i>	<i>What data will be used to show progress?</i>
GOAL (3) The Irene Cardwell Head Start Program will enhance the quality of relationships within families.	(A) The ICHS Program will create a training plan to deliver monthly trainings to parents in Eng. / Span. using the appropriate curriculums and resources. (B) The ICHS Program will implement its monthly training plan to inspire and encourage high quality positive interactions between the child and their family throughout the year.	The ICHS Program's Fatherhood Council will schedule and implement planned trainings for fathers that focus on Literacy, High Quality Relationships, and Family Fitness. Will also provide parents with additional specialized training focusing on discipline, parenting, and peer-to-peer family relationships.	SRG-PFCE(2) 10% of enrolled students' families will engage in the program's monthly trainings and activities throughout the year that focus on the promotion of family well being through community support. (PFCE Framework- Parent and Child Relationships) (PFCE Framework- Families Connections to Peers and Community)	Effort and Effect	Parent Surveys & Testimonials Child Plus Tracking Reports Campus Improvement Plan Training Surveys and Sign in Logs Training Handouts/ Agendas/ Minutes
<p>Challenges experienced by the program in achieving the goal were:</p> <ol style="list-style-type: none"> 1. Limited engagement as a result of work schedules. 2. Cultural barriers <p>Justification for creating an additional objective. Objective (B) was developed to support Goal (3) in increasing the quality and quantity of participation from both English and Non-English speakers.</p>					



Irene Cardwell Head Start 2020 - 2021 Program Goals Program Impact - Year 2

Program Goal (BROAD)	Program Five Year Impact
<i>What does the program want to accomplish? Within Five Year Period</i>	<i>What possible impact will your program achieve at the conclusion of the five year grant period and what difference will it have made for children, families, and the community?</i>
GOAL (1) The Irene Cardwell Head Start Program will enhance children's language development.	<p>As a result of accomplishing this goal,</p> <ul style="list-style-type: none"> * Children will continue to become more confident in expressing their feelings, and improve their communication with peers, adults, and their families thus improving the quality of relationships they have. * Children will continue to improve their communication skills as they transition from year to year into kindergarten and subsequent grades thereafter, demonstrating use of highly enriched oral language skills. * Children will continue to improve in reading fluency and comprehension, speakers, and leaders as they progress into higher grades such as third grade.
GOAL (2) The Irene Cardwell Head Start Program will enhance the health, mental health and well being of the families and children served by the program.	<p>As a result of accomplishing this goal,</p> <ul style="list-style-type: none"> * Children's school attendance will continue to improve as they will demonstrate healthier habits, feel more confident in their relationships, and become more fit further enhancing their physical activity. The school environment will become a more positive, secure and safe place to learn on a daily basis. * Families will continue to become healthier participants of their community as they become more responsible in advocating for healthy family nutrition, and a safe and nurturing home environment for their family. * Families will become more knowledgeable about managing finances and be able to reach financial security as they will have more time available to search for a job as well as maintain one since their children will be able to attend school regularly and consistently.
GOAL (3) The Irene Cardwell Head Start Program will enhance the quality of relationships within families.	<p>As a result of accomplishing this goal,</p> <ul style="list-style-type: none"> * Stability and unity in the families will continue to improve as parent and child relationships improve. High quality interactions will continue to enhance children's experiences therefore improving their overall development including oral language, social emotional, and physical development. * Children will continue to benefit from the high quality learning opportunities that come from their engagement in their families. As their interactions improve so will their skills and concepts in book and print, literacy, math, and science.

2019-20 Texas Academic Performance Report

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

Campus Name: **IRENE C CARDWELL EL**

Campus Number: **233901108**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: SAN FELIPE-DEL RIO CISD
Campus Name: IRENE C CARDWELL EL
Campus Number: 233901108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 508
Grade Span: EE - PK
School Type: Elementary

There is no data for this campus.

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: IRENE C CARDWELL EL
Campus Number: 233901108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 508
Grade Span: EE - PK
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: IRENE C CARDWELL EL
Campus Number: 233901108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 508
Grade Span: EE - PK
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: IRENE C CARDWELL EL
Campus Number: 233901108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 508
Grade Span: EE - PK
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 490
 Grade Span: EE - PK
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	95%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	95%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	95.4%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	82.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	83.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	88.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	664	355,615
By Ethnicity:				
African American	-	-	3	43,953
Hispanic	-	-	612	180,673
White	-	-	44	105,577
American Indian	-	-	0	1,293
Asian	-	-	3	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	4	1,090
Foundation H.S. Program (No Endorsement)	-	-	51	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	608	285,538
Special Education Graduates	-	-	62	27,598
Economically Disadvantaged Graduates	-	-	439	186,364
LEP Graduates	-	-	57	25,189
At-Risk Graduates	-	-	383	146,432

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	69.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	47.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	32.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	30.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	45.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	37.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	57.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	52.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	22.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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2018-19	2.3%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	71.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	77.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	9.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	7.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	25.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	27.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	71.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	78.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	2.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	2.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	2.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	18.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	19.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	10.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	12.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	19.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	17.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	22.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	6.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	1.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	43.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	43.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	32.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1012	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1010	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	512	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	501	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	503	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	59.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	53.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	40.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	36.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	14.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	49.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	55.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	508	100.0%	10,311	5,479,173	523	100.0%	10,331	5,493,940
Students by Grade:								
Early Childhood Education	34	6.7%	0.4%	0.3%	49	9.4%	0.5%	0.5%
Pre-Kindergarten	474	93.3%	4.9%	4.5%	474	90.6%	4.9%	4.5%
Kindergarten	0	0.0%	6.5%	7.0%	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 2	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	6.7%	7.7%	0	0.0%	6.6%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	0	0.0%	7.3%	8.2%	0	0.0%	7.3%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.3%	6.4%	0	0.0%	7.3%	6.4%
Ethnic Distribution:								
African American	5	1.0%	0.7%	12.6%	5	1.0%	0.7%	12.6%
Hispanic	483	95.1%	93.0%	52.8%	497	95.0%	93.0%	52.8%
White	18	3.5%	5.5%	27.0%	18	3.4%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	2	0.4%	0.4%	4.6%	2	0.4%	0.4%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	1	0.2%	0.0%	0.2%
Two or More Races	0	0.0%	0.3%	2.5%	0	0.0%	0.3%	2.5%
Sex:								
Female	264	52.0%	49.5%	48.8%	270	51.6%	49.5%	48.8%
Male	244	48.0%	50.5%	51.2%	253	48.4%	50.5%	51.2%
Economically Disadvantaged	481	94.7%	72.7%	60.3%	487	93.1%	72.6%	60.2%
Non-Educationally Disadvantaged	27	5.3%	27.3%	39.7%	36	6.9%	27.4%	39.8%
Section 504 Students	0	0.0%	9.3%	6.9%	0	0.0%	9.3%	6.9%
English Learners (EL)	132	26.0%	17.1%	20.3%	132	25.2%	17.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.8%	1.5%				
Students w/ Dyslexia	0	0.0%	3.7%	4.1%	0	0.0%	3.7%	4.1%
Foster Care	4	0.8%	0.1%	0.3%	4	0.8%	0.1%	0.3%
Homeless	14	2.8%	1.1%	1.4%	14	2.7%	1.1%	1.4%
Immigrant	21	4.1%	1.6%	2.3%	21	4.0%	1.6%	2.3%
Migrant	8	1.6%	1.9%	0.3%	9	1.7%	1.9%	0.3%
Title I	508	100.0%	99.8%	65.1%	523	100.0%	99.8%	65.1%
Military Connected	25	4.9%	2.8%	1.9%	25	4.8%	2.8%	1.9%
At-Risk	476	93.7%	68.4%	50.6%	476	91.0%	68.3%	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Total Students: 508
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 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	133	26.2%	16.8%	20.6%	133	25.4%	16.7%	20.6%
Career & Technical Education	0	0.0%	32.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	84.2%	50.8%	0	-	84.2%	50.8%
Gifted & Talented Education	0	0.0%	8.7%	8.1%	0	0.0%	8.7%	8.1%
Special Education	84	16.5%	12.1%	10.5%	98	18.7%	12.2%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	84							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	45.3%	42.4%				
Students with Physical Disabilities	67	79.8%	25.1%	21.4%				
Students with Autism	*	*	6.6%	13.8%				
Students with Behavioral Disabilities	10	11.9%	22.6%	20.8%				
Students with Non-Categorical Early Childhood	*	*	0.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	0	0.0%	11.3%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	0	0.0%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	13	11.0%						

Class Size Information

	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.9	19.0
Grade 1	-	20.6	18.9
Grade 2	-	19.2	18.8
Grade 3	-	19.0	19.0
Grade 4	-	20.1	19.2
Grade 5	-	21.0	20.9
Grade 6	-	22.6	20.4
Secondary:			
English/Language Arts	-	20.0	16.4

Texas Education Agency
Texas Academic Performance Report
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Class Size Information

	Campus	District	State
Foreign Languages	-	21.7	18.7
Mathematics	-	20.3	17.8
Science	-	23.4	18.8
Social Studies	-	22.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.8	100.0%	100.0%	100.0%
Professional Staff:	31.0	49.4%	53.3%	63.7%
Teachers	27.0	43.0%	42.4%	49.4%
Professional Support	3.0	4.8%	7.6%	10.2%
Campus Administration (School Leadership)	1.0	1.6%	2.3%	3.0%
Educational Aides:	31.8	50.6%	11.8%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	29.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	58.2	92.7%	88.5%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.8%
Hispanic	23.1	85.7%	80.4%	28.1%
White	2.9	10.6%	16.5%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	1.0	3.7%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	3.0	11.1%	22.0%	23.8%
Females	24.0	88.9%	78.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.3%
Bachelors	20.1	74.6%	76.4%	73.4%
Masters	6.9	25.4%	21.8%	24.5%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.0%	7.4%
1-5 Years Experience	5.0	18.5%	28.7%	27.9%
6-10 Years Experience	7.0	25.9%	17.7%	19.4%
11-20 Years Experience	11.9	43.9%	25.5%	29.4%
Over 20 Years Experience	3.1	11.6%	22.1%	15.9%
Number of Students per Teacher	18.8	n/a	16.6	15.1

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	5.3	6.2
Average Years Experience of Principals with District	1.0	5.3	5.3
Average Years Experience of Assistant Principals	0.0	3.7	5.3
Average Years Experience of Assistant Principals with District	0.0	3.5	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers	12.4	12.9	11.1
Average Years Experience of Teachers with District:	10.9	11.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$44,299	\$49,868
1-5 Years Experience	\$48,891	\$53,338	\$52,823
6-10 Years Experience	\$51,551	\$51,757	\$55,756
11-20 Years Experience	\$58,143	\$57,950	\$59,308
Over 20 Years Experience	\$61,517	\$63,632	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$55,111	\$55,969	\$57,091
Professional Support	\$70,748	\$72,455	\$67,352
Campus Administration (School Leadership)	\$93,595	\$85,531	\$82,512
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SAIV FELIPE-DEL RIO CISD
 Campus Name: IRENE C CARDWELL EL
 Campus Number: 233901108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 508
 Grade Span: EE - PK
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	7.0	25.9%	9.0%	6.5%
Career & Technical Education	0.0	0.0%	6.5%	5.0%
Compensatory Education	18.0	66.7%	6.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	0.0	0.0%	69.2%	70.9%
Special Education	2.0	7.4%	5.5%	9.3%
Other	0.0	0.0%	3.3%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	April 2, 2020
SUBJECT:	Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Background

As announced in the *To the Administrator Addressed* [letter](#) dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.

If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or SIDivision@tea.texas.gov.

Sincerely,

Mike Morath
Commissioner

**Texas Education Agency
2020 Accountability Ratings Overall Summary
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD**

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement.](#)

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency
2020 Accountability Ratings Overall Summary
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement.](#)

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Distinction designations were not awarded in 2020.

**Texas Education Agency
2019-20 School Report Card
IRENE C CARDWELL EL (233901108)**

Accountability Rating

IRENE C CARDWELL EL is paired with DR LONNIE GREEN JR EL (233901113)

All Districts and Schools Were Not Rated in 2020 Due to COVID-19



Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 508
Grade Span: EE - PK

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2020/index.html>

[Click here to read the official announcement.](#)

School and Student Information

This section provides demographic information about IRENE C CARDWELL EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2018-19)	-	94.6%	95.4%
Enrollment by Race/Ethnicity			
African American	1.0%	0.7%	12.6%
Hispanic	95.0%	93.0%	52.8%
White	3.4%	5.5%	27.0%
American Indian	0.0%	0.1%	0.4%
Asian	0.4%	0.4%	4.6%
Pacific Islander	0.2%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	93.1%	72.6%	60.2%
Special Education	18.7%	12.2%	10.7%
English Learners	25.2%	17.1%	20.3%
Mobility Rate (2018-19)	0.0%	11.3%	15.3%

School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	58.3%	64.6%
Instructional Expenditure Ratio	n/a	53.7%	62.8%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,909	\$9,763	\$9,913
Instruction	\$5,803	\$5,147	\$5,558
Instructional Leadership	\$528	\$188	\$162
School Leadership	\$299	\$465	\$589

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

There is no STAAR performance data for this campus.

Irene C. Cardwell Elementary School	2020	2019	2018	2017	2016	2015	2014	2013
Job Satisfaction and Engagement								
I like the work I do.	100%	100%	100%	99%	100%	98%	100%	98%
On most days I feel good about what I have accomplished.	100%	98%	100%	97%	97%	98%	95%	92%
I understand what is expected of me in my job.	100%	97%	97%	94%	99%	98%	97%	94%
I would recommend my campus or department to a friend as a good place to work.	96%	94%	92%	79%	94%	88%	82%	73%
My job allows me to use my skills and abilities.	97%	96%	97%	90%	94%	92%	94%	94%
Working Conditions								
The hours I work are reasonable.	99%	94%	95%	93%	94%	99%	95%	86%
My workload is appropriate for my position.	92%	89%	90%	76%	84%	87%	76%	67%
I work in a environment that is safe.	79%	78%	81%	79%	96%	87%	90%	94%
I feel secure in my employment with this district.	98%	94%	90%	86%	99%	93%	94%	N/A
I have the equipment, tools, and supplies I need to do my job.	88%	90%	87%	78%	84%	86%	86%	92%
Relationship with Coworkers								
I can depend on my coworkers.	94%	91%	94%	83%	93%	94%	79%	88%
I like the people I work with.	98%	94%	99%	92%	99%	93%	92%	88%
I feel loyal to my immediate team or work group.	99%	96%	100%	95%	99%	95%	97%	94%
My team works well together.	96%	93%	94%	86%	94%	92%	85%	82%
Relationship with Supervisor								
My supervisor sets clear goals and objectives.	99%	94%	90%	72%	96%	86%	85%	80%
I get the training I need to do my job effectively.	93%	92%	86%	74%	79%	84%	76%	84%
I receive useful feedback n my job performance.	95%	91%	90%	76%	82%	82%	71%	71%
My supervisor provides the support I need with problems on the job.	92%	90%	88%	69%	88%	82%	79%	73%
I am allowed to make decisions within my scope of authority.	90%	86%	86%	64%	90%	81%	76%	71%
My supervisor makes timely decisions.	95%	93%	88%	77%	88%	86%	76%	82%
I can communicate openly and honestly with my supervisor.	94%	88%	90%	72%	93%	87%	76%	78%
My work is appreciated by my supervisor.	94%	91%	91%	73%	79%	86%	75%	73%
I trust my supervisor.	94%	90%	87%	68%	90%	88%	79%	71%
I like working for my supervisor.	96%	91%		73%	91%	87%	83%	77%
Campus Environment								
I get the information I need from campus leaders.	97%	93%	92%	87%	88%	95%	92%	82%
My campus is clean and properly maintained.	87%	85%	85%	77%	88%	84%	91%	83%
My principal is effective in leading my campus to achieve its goals.	97%	98%	90%	83%	92%	91%	94%	90%
My principal treats me with respect.	97%	97%	94%	75%	96%	91%	96%	88%
Curriculum and Instruction Support								
I have sufficient access to resources and materials.	96%	96%	88%	95%	80%	81%	100%	71%
I have sufficient access to instructional technology.	76%	72%	77%	53%	85%	58%	90%	94%
Teachers have a role in selecting instructional materials and resources.	88%	92%	81%	74%	75%	85%	85%	65%
Staff development provides teachers with useful knowledge and skills.	96%	96%	90%	89%	85%	88%	100%	94%
I am satisfied with resources for teachers with special populations.	80%	76%	81%	58%	58%	69%	90%	94%
Teachers are held to high professional standards.	96%	96%	90%	89%	100%	96%	95%	88%
I have the opportunity to collaborate with colleagues.	100%	100%	95%	95%	100%	96%	90%	76%
I am provided opportunities to learn from other teachers.	100%	96%	83%	95%	85%	85%	81%	65%
I receive feedback that can help me improve my teaching.	100%	100%	79%	89%	95%	81%	80%	88%
Teachers are involved in decisions about instructional issues.	92%	96%	80%	63%	85%	96%	85%	76%
Student Discipline Support								
The principal provides leadership in setting and maintaining behavioral standards for students.	92%	84%	87%	68%	80%	92%	95%	69%
Our students code of conduct is consistently and fairly enforced.	92%	68%	83%	68%	75%	85%	81%	71%
I am given appropriate assistance to resolve disciplinary problems in my classroom.	88%	72%	65%	68%	80%	88%	90%	59%

Agenda Item Input

[Title | Parent Involvement Policy] Meeting

Date Submitted: October 08, 2020
1:15-1:45 PM

Submitted by: Dr. Alana Talamantez

Agenda Item (Short Title): School Parent Involvement Policy

Time Allotment: 30 minutes

Information Item

Discussion Item

Action Item

Background Information:

Title I A Head Start Working Together for Children

Additional Information/Notes:

Evaluating needs of our students at Cardwell Head Start Parent Involvement Policy for campus success.

Attachments: No Yes If yes, title of attachment: Parent Involvement Policy

Agenda Item (Short Title):

Time Allotment: _____ minutes

Information Item

Discussion Item

Action Item

Background Information:

Additional Information/Notes:

Attachments: No Yes If yes, title of attachment:

**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
IRENE CARDWELL HEAD START/PK PARENT INVOLVEMENT POLICY
2019-2020**

STATEMENT OF PURPOSE

I. The San Felipe Del Rio Consolidated Independent School District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parental Involvement Policy as School - Parent Compact. The policy shall set expectations and establish a framework for quality parent involvement participation. This shall be achieved as part of the district's improvement plan process.

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

The following policy is in compliance with the legal requirements of the No Child Left Behind Act of 2001 (PL 107-110, Section 1118). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School.

PARENT INVOLVEMENT 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 district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children's teacher during the first and second home visits. The Title I Parental Involvement Policy shall be reviewed and distributed to parents during the first two weeks of school. Policy Council Meetings, PCLM, special table meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

IV. The district's 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 Migrant Parent Advisory Council (MPAC), Parent Committee Meetings (PCM), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees, Policy Council Meetings (PC) and surveys. In addition, parent skills workshops, family parent curriculum, campus volunteers, Knight traditions, fatherhood training, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement.

EVALUATION

VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the District Parental Involvement Policy and practices. They will also consider:

- Academic quality of Title I Part A Schools
- Effectiveness of any evidence-based practices which require parent 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.

RESERVATION OF FUNDS

VIII. Parents of children receiving Title I, Part A services are notified and informed in the discussion regarding how these funds are allocated for parental involvement activities.

ADOPTION

IX. This School Parental Involvement 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 coaches. This policy was approved by Irene Cardwell Head Start, PK on September 18, 2019 and will be in effect for the period of 2019-2020. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 23, 2019. It will be made available to the local community on or before September 23, 2019. Irene Cardwell Head Start, PK, notified each parent of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.

Signature of Authorized Principal _____ Date _____
Signature of Authorized Principal (Att. Designee) _____ Parent Committee
1. _____
2. _____
3. _____

**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
PARENT AND FAMILY ENGAGEMENT POLICY
2020-2021**

STATEMENT OF PURPOSE

- I. The San Felipe Del Rio Consolidated Independent School District 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 district’s improvement plan process.

The district 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.

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

- I. 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 district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children’s teacher during the first six weeks. 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 such as Policy Council meetings, and Parent Committee meetings during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The District’s 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 Migrant Parent Advisory Council (PAC), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees 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.

Information on the “Value and Utility of Parent’s Contributions,” and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Head Start, Pre-kindergarten, Special Ed program, community agencies and private schools.

SAN FELIPE DEL RIO CISD
POLÍTICA DE COMPROMISO DE PADRES Y FAMILIAS
2020-2021

LA DECLARACION DE PROPOSITO

- I. La administración, los profesores, la facultad, el apoyo de personal, los padres de familia y miembros de la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio desarrollaran, se pondrán de acuerdo y les distribuirán a los padres por escrito una Póliza de Participación de Padres de Familia y un Convenio de Escuela – Padre – Estudiante. La póliza expondrá expectativas y establecerá un sistema para participación de calidad de los padres. Esto será realizado como parte del proceso del plan de mejoramiento del distrito.

El distrito valora el papel que toman los padres como el primer maestro de sus hijos y la influencia del apoyo continuo para lograr que sus hijos satisfagan las normas estatales del funcionamiento de un estudiante.

La siguiente póliza está de acuerdo con los requisitos legales del Acta de ESSA, Sección 1116 (b).

PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO del Consejo Directivo, los administradores, los profesores, el apoyo de personal, los padres de familia y la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio, al asociarse con las agencias públicas y privadas, están comprometidos a proveer el apoyo, los recursos y el rigor académico para asegurar que todos los estudiantes lleven a cabo excelencia educativa y social.

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

- III. El Convenio de Escuela – Padre – Estudiante buscara los medios por los cuales los padres, la escuela y los estudiantes compartirán responsabilidad para una realización académica mejora al estudiante o un dominio de las altas normas del estado. Un repaso y una revisión anual, si es necesario, serán parte del proceso del plan de mejoramiento al nivel del distrito y el campo escolar.

Aunque las firmas no serán requeridas, se les urge a los padres que firmen y discutan el convenio con sus hijos y profesores.

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio de la matrícula, Conocer el Maestro, Organización de padres (PCM), juntas llamadas especiales, y otros iniciativas al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

- IV. La capacidad del distrito al hacer una sociedad colectiva fuerte con los padres será realizada al ofrecer oportunidades para que los padres provean información y hagan recomendaciones relativo a los programas del Título I. Además, el distrito les ayudara a los padres a entender el contenido académico del estado y normas de realización, evaluación estatales y locales y como observar el progreso de sus hijos. Estas oportunidades serán programadas en el Consejo Consultivo de Padres Migrantes (PAC), Comité de Planeación y Toma de Decisiones del Distrito (DPDM), y el Comité de Apreciación de Idioma y Pre eficiencia (LPAC), juntas llamadas especiales, y entrenamientos. Además, talleres de habilidades donde se aprenderá a ser buenos padres, alfabetismo, voluntarios del plantel, entrenamiento y uso de tecnología serán proveídos al personal durante las juntas de facultad del campo escolar y otros iniciativas al nivel del campo escolar.

La información en “el valor y servicio de las contribuciones de los padres” y como extenderse y comunicarse con los padres como compañeros iguales en la educación de sus hijos. Estos serán programados y proveídos al personal durante las juntas de la facultad del campo escolar y otros iniciativas al nivel del campo escolar.

Al punto factible y apropiado el distrito coordinara e integrara programas de participación del padre y actividades con Head Start, Pre-Kindergarten, programa especial ECSE, agencias de comunidad y escuelas privadas.

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

13:12:44

From Nubia Sanchez : Aranza Gallegos...Mrs Puente

13:13:09

From Nubia Sanchez : Nubia Sanchez

13:33:40

From Ricardo Meza : Ricardo meza

13:34:04

From Julie Ballin : Julie Ballin for Ethan Ballin (Mrs. DeLeon)

Agenda Item Input

[Student Parent School Compact] Meeting

Date Submitted: August 24, 2020, September 29, 2020, and October 1, 2020

Submitted by: Teachers & Ruby Adams

Agenda Item (Short Title): Student Parent School Compact

Time Allotment: 30 minutes

Information Item

Discussion Item

Action Item

Background Information:

Student Parent School Compact

Additional Information/Notes:

Teachers discussed with parent during home visit on August 24, 2020.

Discussed with parents during Title I Meeting on September 29, 2020 and on October 1, 2020.

Attachments: No Yes If yes, title of attachment: Student Parent School Compact

Agenda Item (Short Title):

Time Allotment: _____ minutes

Information Item

Discussion Item

Action Item

Background Information:

Additional Information/Notes:

Attachments: No Yes If yes, title of attachment:



Irene C. Cardwell Head Start & Pre-K Student-Parent-School Compact

Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to other.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at 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; attend parent conferences and school activities.
- Keep communication with my child's teacher and be available for questions.
- Read with my child and/or encourage daily reading at home.

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 quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.



Irene C. Cardwell Head Start & Pre-K Compacto estudiante-padre-escuela

Acuerdo estudiantil

Como estudiante, acepto:

- Asistir a la escuela todos los días ya tiempo.
- Síga todas las reglas de la escuela y sea respetuoso con los demás.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo positivo para mis compañeros de clase y otros en la escuela.

Acuerdo de padres

Como padre, acepto:

- Asegurarme de 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.
- Voluntario, asistir a conferencias de padres y actividades escolares.
- Mantener comunicación con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o fomentar la lectura diaria en casa.

Acuerdo escolar

Como escuela, aceptamos:

- Haga de la escuela un lugar positivo, de apoyo, seguro y con un ambiente de aprendizaje saludable.
- Brindar oportunidades para reuniones de padres y capacitaciones que mejoren la participación de los padres.
- Proporcionar un currículo de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos efectivos y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación padre-escuela.

Agenda Item Input
[Title I Annual Parent] Meeting

Date Submitted: September 29, 2020 10:00-11:00 A.M	Submitted by: Ruby Adams
---	--------------------------

Agenda Item (Short Title): Title I Annual Parent Meeting

Time Allotment: 60 minutes

Information Item

Discussion Item

Action Item

Background Information:

Title I A Head Start Working Together for Children

Additional Information/Notes:

Evaluating needs of our students at Cardwell Head Start Parent Involvement

Attachments: No Yes If yes, title of attachment:

Agenda Item (Short Title):

Time Allotment: _____ minutes

Information Item

Discussion Item

Action Item

Background Information:

Additional Information/Notes:

Attachments: No Yes If yes, title of attachment:

09:54:30 From rufina.adams@sfdr-cisd.org : Title I First Parent Meeting,
September 29, 2020, 10:00 a.m.

09:54:45 From rufina.adams@sfdr-cisd.org : Rufina Adams, Federal Programs
Director

09:56:10 From Pamela Padilla : Liza P Padilla - Irene Cardwell Head Start
Coordinator

09:56:22 From antoniela.rodriguez@sfdr-cisd.org : Antonietta Rodriguez

09:56:32 From antoniela.rodriguez@sfdr-cisd.org : Julie Ortiz- PFCE

09:57:00 From antoniela.rodriguez@sfdr-cisd.org : Santa Sandoval/Cardwell

09:57:02 From antoniela.rodriguez@sfdr-cisd.org : Gabriella Vaquera- PFCE

09:58:09 From Gael&Damian Copado : Delia Galván (Parent of Twins Copado in
Miss Romo's class)

09:58:46 From Sara Galindo : Sara Galindo- parent of Sergio Galindo (Mrs.
McClellan's)

09:59:10 From Erica Reyna : Erica Reyna - parent

10:00:17 From Derrick Padagas : Derrick Padagas- parent of Trina Elisha
Padagas

10:00:28 From Erica Falcon : parent-Erica Falcon

10:00:37 From Ethan Ballin/Julie : Julie Ballin parent of Ethan Ballin
(Mrs. DeLeon)

10:00:57 From Karla Silguero : Karla Silguero parent- Ilithya Sanchez

10:01:56 From Nylah Ramirez : Amanda Ramirez parent of Nylah Ramirez (Mrs.
Verdusco)

10:02:12 From Anna Jacobo : I can't hear anything on my end

10:03:44 From Sarah : Sarah Howard parent

10:04:07 From Monica Hernandez : Mónica Hernandez -parent of Everardo
Hernandez (Ms. Torres)

10:06:04 From Cris : Paul Atay parent - Skyeler

10:08:04 From Zavala : Carissa Zavala -Lando Zavala Mrs. Juarez

10:10:41 From Oscar Martinez : Valeria J. Martinez parent
Oscar L. Martinez parent

10:12:38 From Susana : Susana Mejorado Mrs Padilla

10:17:33 From Oscar Martinez : Valeria J. Martinez parent - Miss Romo
Oscar L. Martinez parent - Mrs Cardenas

10:18:33 From Eddy Chapa : Richard Chapa parent- Miss Romo

10:24:08 From Erica Reyna : someone else is talking

10:28:53 From Anna Jacobo : Anna Jacobo parent

10:28:56 From Kassandra Van Hoozier : Kassandra Van Hoozier parent

10:29:02 From Kylie Lowe : Kylie Lowe - Allen Vowell

10:29:02 From Makaylah Ramos : Makaylah Ramos (Parent) Aiden Rodarte - Miss
Romo

10:29:43 From Velma Trevino : where do I sign in?

10:30:07 From Edith : Mateo Barboza parent Martha

10:30:25 From Velma Trevino : Velma Trevino

10:30:30 From Erica Falcon : parent-Erica Falcon

10:30:35 From Gael&Damian Copado : Delia Galván (parent of twins Copado in
Miss Romo's class)

10:30:37 From Erica Reyna : Erica Reyna- parent

10:30:37 From Anna Jacobo : Anna Jacobo parent

Rodriguez, Antonia

From: Rodriguez, Antonia
Sent: Monday, September 28, 2020 10:33 AM
To: Rodriguez, Antonia; elardzsoriano@yahoo.com
Subject: Cardwell Title I Annual Parent Meeting

IRENE CARDWELL HEAD START/PK

Title I Annual Parent Meeting

Please join us via ZOOM

Tuesday, September 29, 2020

10:00 A.M.

or

Thursday, October 1, 2020

12:45 P.M.



See ZOOM link below

IRENE CARDWELL HEAD START/PK

**Título I reunión
anual de padres de familia**

Por favor acompañenos via ZOOM

Martes, 29 de septiembre, 2020

10:00 A.M.

o

Jueves, 1 de octubre, 2020

12:45 P.M.



El enlace de ZOOM se encuentra abajo.

Irene Cardwell is inviting you to a scheduled Zoom meeting.

Topic: Title I Annual Parent Meeting

Time: Sep 29, 2020 10:00 AM Central Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/93894427712?pwd=VnpYNFZlVmI0R3NTMmZpaUdSc3BRZz09>

Meeting ID: 938 9442 7712

Passcode: UV04bc

OR

Topic: Title I Annual Parent Meeting

Time: Oct 1, 2020 12:45 PM Central Time (US and Canada)

Zoom Meeting

Speaker View

Chat

From sabrina to Everyone:
Sabrina Beltran - Parent (DeLeon)

From Regina Paine to Everyone:
Regina Paine-Parent

From Santiago Gonzalez to Everyone:
Cynthia Garcia - Parent

From Leslie Rodriguez to Everyone:
Parent: Leslie Rodriguez Student:
Julianna Soto Mrs. De Leon's class.

From Crystal to Everyone:
crystal Rodriguez parent

From Elsa Candela to Everyone:
Elsa Candela - Parent (Ms. Romo)

From Regina Paine to Everyone:
Yes

From sabrina to Everyone:
yes

From Santiago Gonzalez to Everyone:
yes

From Crystal to Everyone:
yes!

From Maggie Medina to Everyone:
Dominique Castillo- Mrs. Y. Flores

To: Everyone

File

Unmute Stop Video Post-queue Chat Leave

Type here to search

1:13 PM 10/1/2020

Zoom Meeting

Participants (10)

Find a participant

- antoniela.rodriguez@sfd... (Me)
- rufina.adams@sfdr-cisd... (Host)
- Crystal
- Elsa Candela
- Gabriella Vaquera

Invite Unmute Me

Chat

From Regina Paine to Everyone:
Yes

From sabrina to Everyone:
yes

From Santiago Gonzalez to Everyone:
yes

From Crystal to Everyone:
yes

To: Everyone

File

Unmute Stop Video Post-queue Chat Leave

Type here to search

12:47 PM 10/1/2020

Agenda Item Input [Title I Annual Parent] Meeting	
Date Submitted: October 1, 2020 12:45-1:45 P.M	Submitted by: Ruby Adams

Agenda Item (Short Title): Title I Annual Parent Meeting
Time Allotment: 60 minutes
 Information Item
 Discussion Item
 Action Item

Background Information:
Title I A Head Start Working Together for Children

Additional Information/Notes:
Evaluating needs of our students at Cardwell Head Start Parent Involvement

Attachments: No Yes If yes, title of attachment:

Agenda Item (Short Title):
Time Allotment: _____ minutes
 Information Item
 Discussion Item
 Action Item

Background Information:

Additional Information/Notes:

Attachments: No Yes If yes, title of attachment:

12:38:20 From rufina.adams@sfdr-cisd.org : Second Title I Parent Training,
October 1, 2020 at 12:45 p.m.
12:38:32 From rufina.adams@sfdr-cisd.org : Rufina Adams, Director
12:39:05 From Gabriella Vaquera : Gabriella Vaquera
12:39:17 From antoniela.rodriquez@sfdr-cisd.org : Antoniel Rodriguez
12:45:42 From veronica : Veronica Merkle- Parent
12:45:53 From sabrina : Sabrina Beltran - Parent (DeLeon)
12:46:01 From Regina Paine : Regina Paine-Parent
12:46:07 From Santiago Gonzalez : Cynthia Garcia - Parent
12:46:12 From Leslie Rodriguez : Parent: Leslie Rodriguez Student: Julianna
Soto Mrs. De Leon's class.
12:46:19 From Crystal : crystal Rodriguez parent
12:46:51 From Elsa Candela : Elsa Candela - Parent (Ms. Romo)
12:46:53 From Regina Paine : Yes
12:46:55 From sabrina : yes
12:47:00 From Santiago Gonzalez : yes
12:47:04 From Crystal : yes
12:56:46 From Maggie Medina : Dominique Castillo- Mrs. Y. Flores
13:13:53 From Maggie Medina : Very informative meeting... Thank you so much
for your time!!!
13:14:52 From rufina.adams@sfdr-cisd.org : 778-4124 Ruby Adams
13:15:11 From Leslie Rodriguez : Thank you
13:15:46 From rufina.adams@sfdr-cisd.org : Parent Engagement Policy
Meeting, October 1, 2020 1:15 pm
13:16:14 From Gabriella Vaquera : Gabriella Vaquera
13:16:19 From Santiago Gonzalez : Cynthia Garcia - Parent
13:16:21 From Maggie Medina : Maggie Medina- Parent
13:16:26 From sabrina : Sabrina Beltran- parent (DeLeon)
13:16:29 From Regina Paine : Regina Paine-Parent
13:16:33 From Leslie Rodriguez : Parent: Leslie Rodriguez Student: Julianna
Soto Mrs. De Leon's class.
13:16:36 From veronica : Veronica Merkle Parent
13:16:48 From Crystal : Crystal Rodriguez - parent
13:17:06 From Elsa Candela : Elsa Candela - parent
13:18:51 From Regina Paine : Interested
13:19:17 From antoniela.rodriquez@sfdr-cisd.org : Antoniel Rodriguez
13:20:23 From Leslie Rodriguez : Antoniel call me if you need a parent.

Cardwell

Agenda Item Input	
[McKinney-Vento Staff Training] Meeting	
Date Submitted: September 30, 2020 2:15-3:15 P.M	Submitted by: Ruby Adams

Agenda Item (Short Title): McKinney-Vento Staff Training
 Time Allotment: 60 minutes
 Information Item
 Discussion Item
 Action Item

Background Information:
 Title I McKinney-Vento Staff Training

Additional Information/Notes:
 McKinney-Vento Families in Transition Education Assistance Act

Attachments: No Yes If yes, title of attachment:

Agenda Item (Short Title):
 Time Allotment: _____ minutes
 Information Item
 Discussion Item
 Action Item

Background Information:

RECEIVED OCT 01 2020

Additional Information/Notes:

Attachments: No Yes If yes, title of attachment:

Agenda Item Input

[The Value and Utility of Parental and Family Engagement Staff Training] Meeting

Date Submitted: September 30, 2020 2:15-3:15 P.M	Submitted by: Ruby Adams
---	--------------------------

Agenda Item (Short Title): The Value and Utility of Parental and Family Engagement Staff Training

Time Allotment: 60 minutes

Information Item

Discussion Item

Action Item

Background Information:

The Value and Utility of Parental and Family Engagement Staff Training

Additional Information/Notes:

Parent/Family Engagement

Attachments: No Yes If yes, title of attachment:

Agenda Item (Short Title):

Time Allotment: _____ minutes

Information Item

Discussion Item

Action Item

Background Information:

Additional Information/Notes:

RECEIVED OCT 01 2020

Attachments: No Yes If yes, title of attachment:

-14:13:30 From delia.antu : DeliaAntu
 14:16:18 From noe.amaya : Noe Amaya
 Analia Barrera
 14:16:23 From Maricela Garcia : Maricela M. Garcia
 14:16:24 From melinda.brijalba : Melinda Brijalba
 14:16:25 From April Mendez : April Mendez
 14:16:27 From harry.jackman : Harry Jackman
 14:16:27 From Jessica Longo : Jessica Longo
 14:16:32 From Jessica Longo : Sandra Gavirio
 14:16:32 From April Mendez : Robert Estrada
 14:16:33 From Melinda Escanuela : Melinda Escanuela
 14:16:35 From Guadalupe.ortiz : Guadalupe Ortiz
 14:16:37 From araceli.galindo : Araceli Galindo
 14:16:37 From harry.jackman : Eva Perez
 14:16:38 From gabriella.vaquera : Gabriella Vaquera
 14:16:39 From Winnie Forester : Winnie Forester
 14:16:41 From santa.sandoval : Santa Sandoval/PFCE Cardwell
 14:16:44 From Guadalupe.ortiz : Veronica Dominguez
 14:16:44 From Maricela Garcia : Sandra George
 14:16:49 From harry.jackman : Maria Gonzalez
 14:16:49 From Amanda Padilla : Amanda Padilla
 14:16:52 From Melinda Escanuela : Socoro Zapata
 14:16:54 From harry.jackman : Maria Galindo
 14:16:56 From Nancy Garza : nancy Garza
 14:16:58 From Don Olivo : Donald.Olivo
 14:17:02 From flor.romo : Nora Rodriguez
 14:17:07 From carla.santos : Carla Santos PFCE
 14:17:09 From flor.romo : Flor Romo
 14:17:12 From Maria Yanez : Maria Yanez
 14:17:21 From Marisela Verastegui : Marisela Verastegui PFCE
 14:17:22 From mari.rios : Mari Rios
 14:17:30 From tess.verusco : Tess Verusco and Socorro Zarazua
 14:17:35 From antoniela.rodriguez : Antonielia Rodriguez PFCE
 14:17:41 From Velma Galvan : Velma Galvan
 14:18:28 From soraida.ramos : soraida ramos,imelda MORALES, ARACELI CORREA
 14:18:50 From Amanda Padilla : Paulina Sorola
 14:19:00 From Julie Ortiz : Julie Ortiz-PFCE
 14:19:23 From Magdalena Puente : Magdalena Puente and Sobeida Villanueva
 14:19:33 From Yuridia Flores : Yuridia Flores
 14:20:12 From gisela.phillips : Gisela Phillips & Cindy Pruneda
 14:20:12 From valerie.garcia : Valerie Garcia
 14:20:32 From Jennifer Juarez : Jennifer Juarez
 14:20:34 From Tania De Leon : Tania De Leon
 14:21:13 From Jasinta vasquez : Liliana Sandoval
 14:21:42 From Jasinta vasquez : jasintavsquez
 14:21:54 From Alva Nieto : Alva E. Nieto / Josefina Capetillo
 14:22:17 From Pamela Padilla : Liza Padilla
 14:26:34 From Pastora R. Marizol A. : Marisol Alvarado- Pastora Ramirez
 14:26:44 From melinda.brijalba : Angelica Buffone
 14:26:54 From melinda.brijalba : Flor Charles

14:28:21 From Esquivel : Jo Elda Esquivel
14:30:50 From selina.salas : Selina
14:32:06 From valerie.garcia : Roger Molano is here
14:32:19 From V. Luna : Elsa Escareno & Vanessa Luna
14:33:04 From iPhone : McNamara.,.,., here
14:37:58 From Viola Guadiana : Viola Y. Guadiana
14:38:00 From Cardenas : cardenas
14:38:01 From katherinee.martinez : Katherine Martinez
14:38:07 From Patricia Dixon : Patricia Dixon
14:38:07 From Vero Ortiz : Veronica Ortiz
14:38:09 From juanita.longoriadear : Juanita Longoria
14:38:25 From juanita.longoriadear : Aleida Cantu Ochoa
14:38:28 From Rosa Aidee Lowe : R. Lowe
14:38:43 From iPhone : Y.McNamara
14:39:38 From Isabel : Isabel Capetillo
14:39:57 From cindy.pruneda : Cindy Pruneda
14:45:32 From Pamela Padilla : Liza P. Padilla
14:50:30 From Martha Ocada : Martha Ocada

The image displays a Zoom meeting window with a grid of 15 video thumbnails. Each thumbnail shows a different background, likely representing a participant's video feed. The names of the participants are overlaid on the bottom of each thumbnail. At the bottom of the window, a Windows taskbar is visible, featuring a search bar with the text "Type here to search" and several application icons.

Participant Name	Thumbnail Description
valerie.garcia	Dark background with a person's silhouette
soraida.ramos	Dark background with a person's silhouette
gisela.phillips	Classroom setting with a whiteboard
Alva Nieto	Dark background with a person's silhouette
Viola Guadiana	Dark background with a person's silhouette
Bus Monitors	Dark background with a person's silhouette
Cardenas	Dark background with a person's silhouette
katherinee	Dark background with a person's silhouette
Yuridia Flores	Dark background with a person's silhouette
juanita.longoriad...	Dark background with a person's silhouette
Jasinta vasquez	Dark background with a person's silhouette
Nancy Ga	Dark background with a person's silhouette
Andrea	Dark background with a person's silhouette
Martha Ocada	Dark background with a person's silhouette
Genoveva Zertu...	Dark background with a person's silhouette
Tania	Dark background with a person's silhouette
Pat.barrera	Dark background with a person's silhouette
Vero Ortiz	Dark background with a person's silhouette
iPhone	Dark background with a person's silhouette

A screenshot of a Zoom meeting grid showing 16 participants in a 4x4 layout. The participants' names are: Pamela Padilla, Maricela Garcia, Marisela Veraste..., santa.sand, Don Olivo, Julie Ortiz, valerie.garcia, soraida.ra, Alva Nieto, V. Luna, Viola Guadiana, Bus Monitors, katherinee.marti..., Rosa Aidee Lowe, Yuridia Flores, juanita.lon, Nancy Garza, cindy.pruneda, Andrea, and Martha O. The bottom of the screen features a control bar with icons for Unmute, Stop Video, Participants (57), Chat, and Record. Below the control bar is a Windows taskbar with a search bar containing the text 'Type here to search' and several taskbar icons.



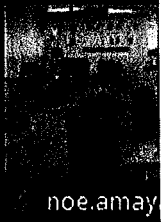
rufina.adams@sfd-r-...



antoniela.rodrig...



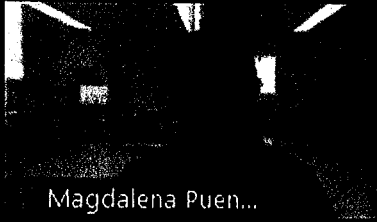
Velma Galvan



noe.amay



Pastora R. Mariz...



Magdalena Puen...



flor.romo



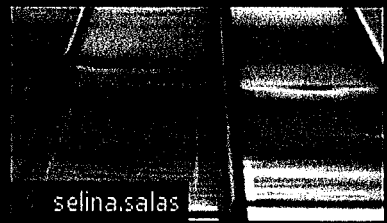
Maria Yan



winnie Forester



harry.jackman



selina.salas



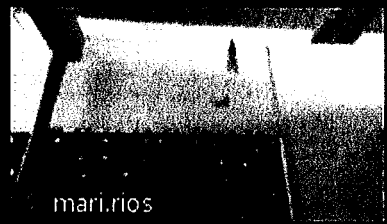
melinda.b



Jessica Longo



April Mendez



mari.rios



gabriella.v



Guadalupe.ortiz



Amanda Padilla



carla.santos



tess.verdu

Unmute

Stop Video







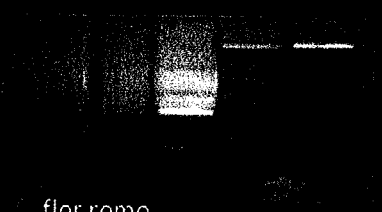
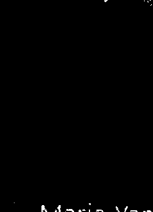





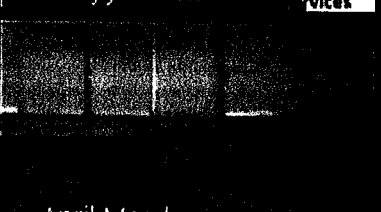






Participants

Chat

Record

Type here to search



 <p>rufina.adams@sfdr-...</p>	 <p>antoniela.rodrig...</p>	 <p>Velma Galvan</p>	 <p>noe.amaya</p>
 <p>Pastora R. Mariz...</p>	 <p>Magdalena Puen...</p>	 <p>flor.romo</p>	 <p>Maria Yan</p>
 <p>Winnie Forester</p>	 <p>harry.jackman</p>	 <p>selina.salas</p>	 <p>melinda.brija</p>
 <p>Jessica Longo</p>	 <p>April Mendez</p>	 <p>Don Olivo</p>	 <p>gabriella.v</p>
 <p>Guadalupe.ortiz</p>	 <p>Amanda Padilla</p>	 <p>carla.santos</p>	 <p>tess.verdu</p>

Windows taskbar: Type here to search