

# SAN FELIPE-DEL RIO CISD

## District Improvement Plan

**2022/2023**

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



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

7/31/2023

# SAN FELIPE-DEL RIO CISD

## **Mission**

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

## **Vision**

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

### Nondiscrimination Notice

SAN FELIPE-DEL RIO CISD 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.

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## Vision

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



## Mission

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

## Shared Beliefs

### WE BELIEVE:

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



## **District Goals**

### **Goal 1: Student Performance**

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

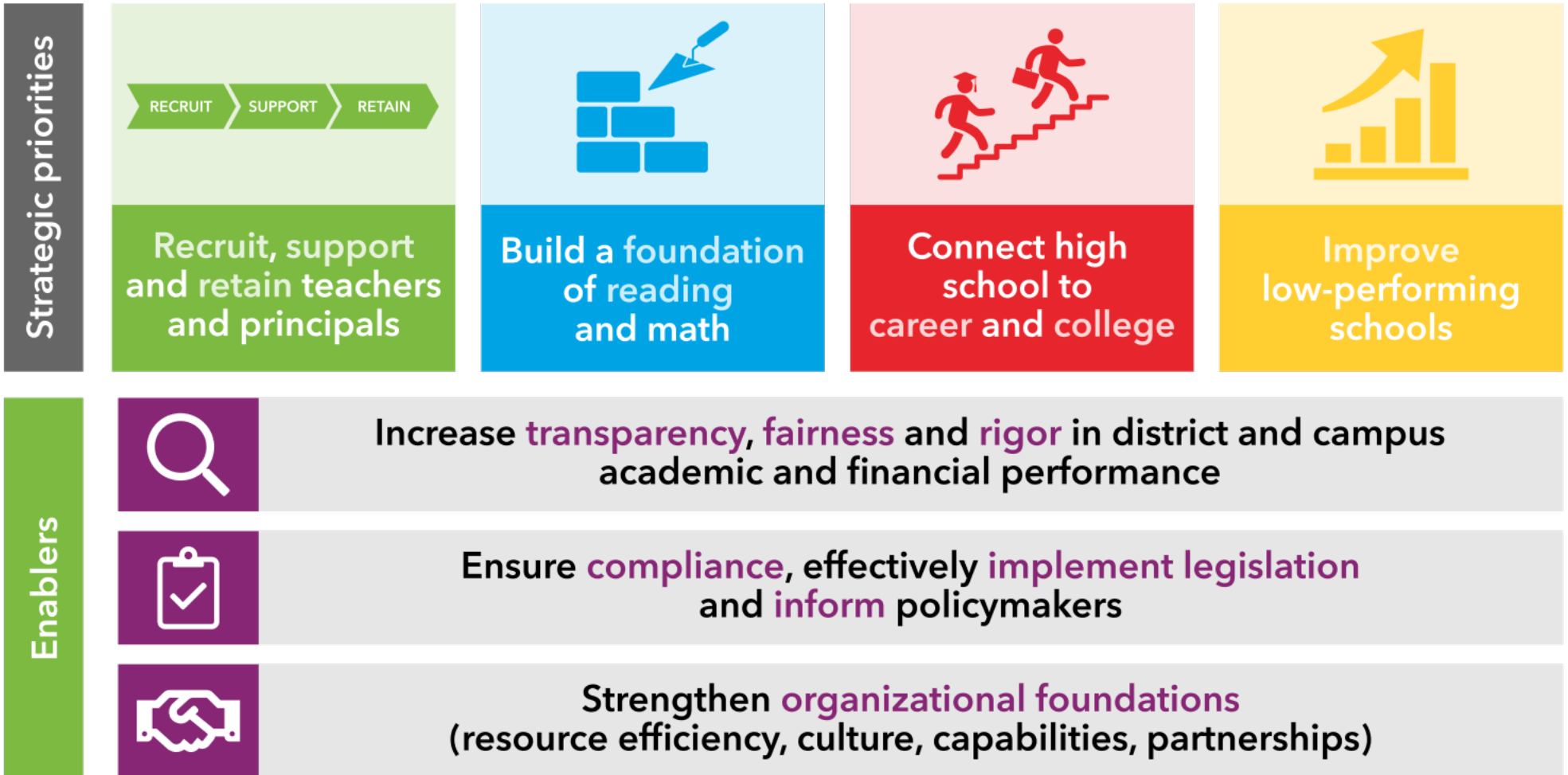
### **Goal 2: Finance**

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

### **Goal 3: Communication**

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

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



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

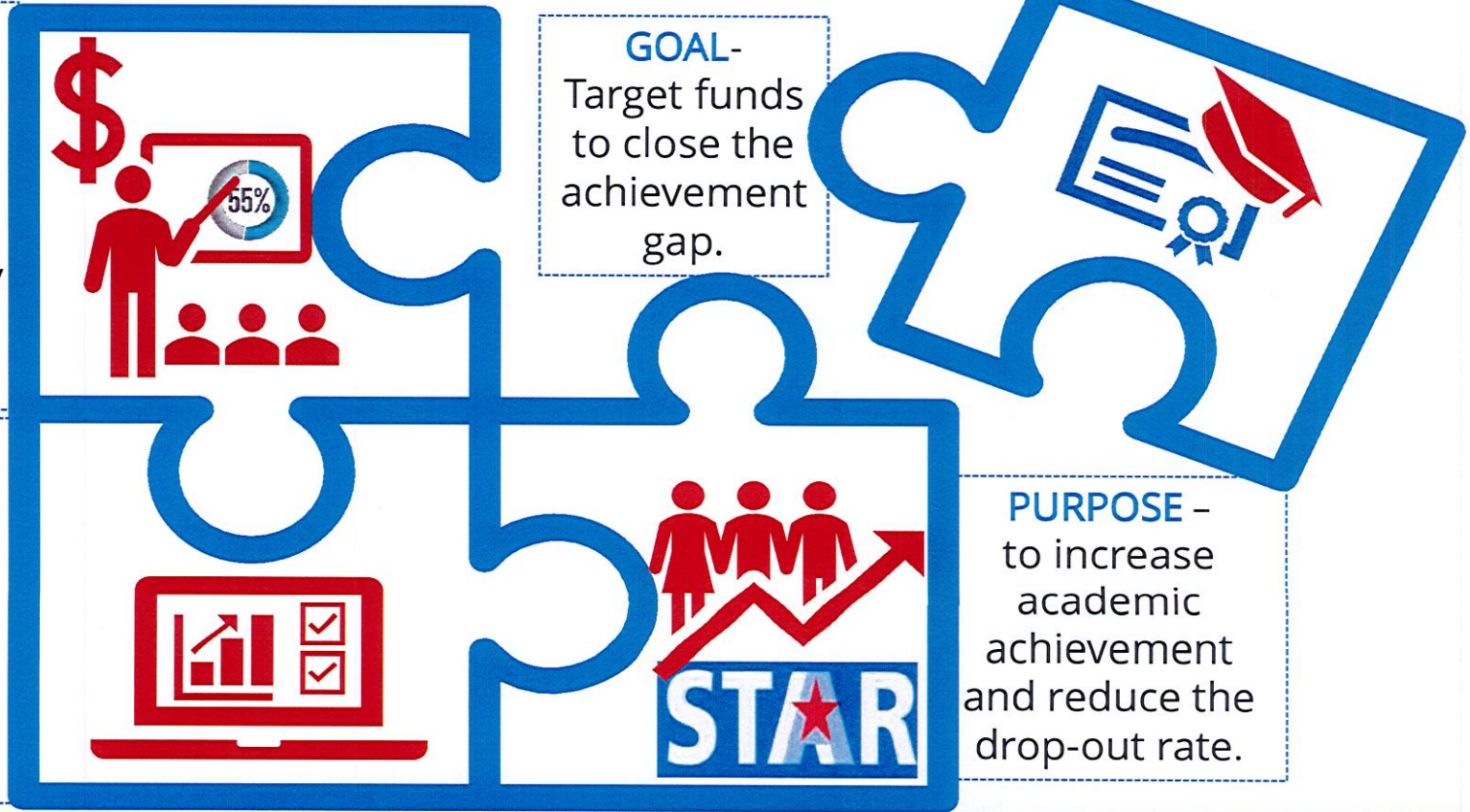
# State Compensatory Education Program

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

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

**GOAL-** Target funds to close the achievement gap.

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



TEC, §29.081

TEC, §48.104



# SAN FELIPE-DEL RIO CISD Site Base

Name	Position
White, Lynette	1st Grade Teacher, Calderon
Aguirre, Berta	3rd Grade Teacher, Chavira
Gonzalez, Bonita	Secondary ELA Teacher, DRHS
Garza, Robert	Secondary Non-Core Area Teacher, SFMMS
Hurtado, Raul	MS Assistant Principal
Zuniga, Alda	Non-Teaching Professional, Del Rio Cares
Serrano, Tanya	Business Representative
Dovalina, Cynthia	2nd Grade Teacher, NHE
Longo, Jessica	Head Start/Pre-K Teacher, Cardwell
Hill, Christi	5th Grade Teacher, Garfield
Zuniga, Yazmin	4th Grade Teacher, LG
Billig, Katherine	Secondary Math Teacher, DRHS
Thomas, Stephen	Secondary Science Teacher, Freshman
Mercer, Brittany	Secondary Social Studies Teacher, DRHS
Gavia, Lisa	Business Representative
Dr. Salinas, Dora	DRHS Lead Counselor
Garcia, Aidee	Chief Human Resources
Gomez, Aida	Chief Instructional Officer
Adams, Ruby	Director of State and Federal Programs
Rios, Carlos	Superintendent of Schools
Oba, Breanne	Community Representative
Martinez, Griselda	Community Representative
Farhat, Nadia	Parent Representative
Fernandez, Melyna	Parent Representative

# SAN FELIPE-DEL RIO CISD Site Base

Name	Position
Childress, Amy	Chief Financial Officer
Owens-Zapata, Mercedes	Kinder Teacher, Chavira
Cardenas, Regina	CTE
Luna, Monica	Special Education Director
Hernandez, Sandra	Director of Administration
Koslowski, Gloria	Para-Professional
Sandate, Laura	Principal
Westlake, Griselda	Title I Coordinator
Shafer, Karen	Bilingual Director
Zuniga, Alda	Del Rio CARES



# SAN FELIPE-DEL RIO CISD

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

**Objective 1.** (Curriculum and Instruction) During the 2022-2023 school year, TEKS aligned curriculum will be used with 100% fidelity through C & I documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor Planning Protocol Curriculum Dashboard usage utilizing data and technology to improve instruction through teacher and administrator collaboration during teacher planning sessions. Planning Protocol curriculum planning for all teachers for all grade levels through modified master schedule with 100% fidelity. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators	August 2022 - May 2023	(F)Title I, (F)Title IV SSAEP	Criteria: Six weeks usage reports, data documentation, data walls  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - Significant Progress
2. Monitor curriculum delivery using DMAC Walkthrough Tool for all grade levels for campus administration. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Directors	August 2022 - May 2023	(O)Local Districts	Criteria: DMAC Walkthrough reports  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - On Track
3. Participate in TEA Resilient School Support Program that facilitates evaluation of the effectiveness of district learning models to support and craft improvement, implementing co-develop strategies and connects curriculum leaders through resources in improving student achievement. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers, Teachers	August 2022-May 2023	(F)Title IIA Principal and Teacher Improvement	Criteria: Teacher lesson plans, planning guides  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
4. Continue with NIET (National Institute for Excellence in Teaching) professional development to improve teaching and learning, provide support and resources to enhance instruction of all students. (Title I SW Elements: 1.1,2.5) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	August 2022-May 2023	(F)Title IIA Principal and Teacher Improvement	Criteria: Data usage, lesson plans  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
5. Provide students and teachers with the necessary professional learning devices including technological devices to inform instruction, support teacher teacher collaboration and personalize instruction through equipment and software applications	Campus Administrators, Chief Instructional Officers, Teachers	August 2022-May 2023	(F)ESSER III LL, (F)Title I, (F)Title IV SSAEP	Criteria: Log in information, logs of items purchased, usage data  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - On Track

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**Objective 1.** (Curriculum and Instruction) During the 2022-2023 school year, TEKS aligned curriculum will be used with 100% fidelity through C & I documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
as needed to address learning loss and increase student achievement. (Title I SW Elements: 1.1,2.5) (Target Group: All)				
6. Provide technology professional services and resources including online instruction and learning resources as needed including Brain Pop and Renaissance to improve teaching and learning opportunities and provide support and resources to enhance instruction and increase student achievement. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2022-May 2023	(F)Title IV SSAEP, (S)State Compensatory - \$101,983.85	Criteria: Evaluations-Sign in sheets, Campus Data Usage  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
7. Utilize technology instructional programs, administrative programs, and home access when applicable enhancing classroom lessons and parent communication with programs such as Canvas, Google Classroom, Screencastify, TEXTHELP, Pear Deck, Zoom Video Communications to improve instruction and increase student success and reduce learning loss. (Title I SW Elements: 1.1,2.1,2.3) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	August 2022-May 2023	(F)ESSER III LL, (F)Title IV SSAEP, (F)Title V RLIS	Criteria: Surveys, walkthrough data, sign-ins  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - Significant Progress

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 2.** (Student Achievement) By May 2023, student achievement on state assessments for all students will increase by 10% in met standard, approaches and exceeds according to Assessment Accountability documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement, reduce the drop-out rate and learning loss through targeted instruction, tutorials, monitoring and other interventions as needed due to Covid. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2022-May 2023	(F)ESSER III LL, (S)State Compensatory	Criteria: Payroll/HR Documentation  06/30/23 - On Track (S) 01/31/23 - Significant Progress 08/15/22 - Some Progress
2. Provide high yield interventions such as iLit, SuccessMaker, TPRI, Lexia Learning, Reading Comprehension Toolkit, Read Naturally, Renaissance STAR Early Reader, AR subscription, BrainPop Jr and Brain Pop to provide proven strategies and accelerated education to all students, especially those struggling with reading comprehension to reduce learning loss caused by Covid. (Title I SW Elements: 1.1,2.2) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Teachers	August 2022-May 2023	(F)ESSER III LL, (S)State Compensatory - \$101,983.85	Criteria: Rosters, sign in sheets, data reports  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
3. Provide textbooks as needed (Sociology and You Texas digital and print student and teacher lesson center, Inc. McGraw Hill Company) to meet the demands of updated TEKS. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Chief Instructional Officers	August 2022-May 2023	(S)State Compensatory - \$4,852.10	Criteria: Inventory logs/distribution lists  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - Significant Progress
4. (Well-Rounded Education) Provide necessary student resources including Phonics for Reading Student Level Books for Bilingual Elementary Campuses to increase reading levels and student achievement. (Title I SW Elements: 2.4,2.5) (Target Group: BI) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2022-May 2023	(F)Title IV SSAEP	Criteria: Teacher lesson plans  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - Some Progress
5. (Effective Use of Technology) Provide students and teachers with the necessary		August 2022-May 2023	(F)Title IV SSAEP	Criteria: Log in information, logs of items purchased, usage data

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
technological devices to provide instruction and personalize instruction through equipment and software applications as needed including Logitech USV Headsets and other necessary items as needed. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)				06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - On Track
6. Continuation of Math curriculum instructional support, resources and teacher professional development through Sandra Garza Curriculum for Kindergarten through 7th grade students and Sirius Education Solutions software for Early College and Del Rio High School teachers to increase student academic achievement. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers, Teachers	August 2022-May 2023	(F)Title V RLIS	Criteria: Teacher Lesson Plans, Planning Protocol Documents  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
7. Identify, test, monitor and assist targeted populations including Special Education, Dyslexia, 504, Bilingual, Migrant, McKinney-Vento, Foster, At-Risk and offer tutorials as needed for student achievement and reduce learning loss for K-12th grade. Transportation will be provided to students and extra duty pay to staff as allowable. (Title I SW Elements: 2.2.2.5) (Target Group: ECD,ESL,EB,SPED,AtRisk) (Strategic Priorities: 2,3,4)	Campus Administrators, Directors, Teachers	Each six weeks	(F)ESSER III LL, (F)IDEA Special Education, (F)Title I, (S)State Compensatory - \$8,277.31	Criteria: Sign in sheets, agendas, training documents  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
8. Provide services and interventions to certified McKinney-Vento children, Migrant and Foster children including a designated liaison, immediate enrollment, access to transportation, free breakfast and lunch, school supplies, medical including immunizations, dental, toiletries and other services as needed providing a safe learning environment. (Title I SW Elements: 2.2,2.4,2.5) (Target Group:	Directors, Teachers, Title I Coordinator	August 2022-May 2023	(F)Title I	Criteria: Special Population rosters and monitoring forms  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Migrant,AtRisk,HS) (Strategic Priorities: 2)				
9. Continue with Region 15 SSA collaboration to assist students and families with McKinney-Vento needs including monitoring grades and attendance, mentoring of students and parents, and family needs including clothing, shoes, supplies, hygiene products, etc. (Title I SW Elements: 2.2,2.6) (Target Group: HS) (Strategic Priorities: 3)	Directors, Title I Coordinator	August 2022-May 2023	(F)Title I	Criteria: MV SRQs, monitoring forms, phone call and home visit logs  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
10. Identify, monitor and assist in providing enrichment curriculum for GT students to obtain Level III Advanced Performance Level on state assessments. (Title I SW Elements: 2.2,2.5) (Target Group: GT) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Lesson plans, planning guides  06/30/23 - On Track (S) 01/31/23 - Significant Progress 08/15/22 - Some Progress
11. Provide academic support and oversight of services to private non-profit schools (PNP) through meeting consultations via in person or virtual platforms. (Title I SW Elements: 2.2,2.3,3.2) (Target Group: All) (Strategic Priorities: 1)	Directors, Financial Analyst, PNP Administrative	June 2022-July 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP	Criteria: Agendas, sign in sheets  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track

# SAN FELIPE-DEL RIO CISD

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

**Objective 3.** (Professional Development) During the 2022-2023 school year, 100% of the Professional Development will meet the mission and goals of SFDR CISD according to Title II Guidelines and Campus and District Comprehensive Needs Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Plan and evaluate instructional programs including Title I Part A, Title I Part C, Title II Part A, Title III Part A, Title IV Part A to meet diverse needs of all students through District Planning and Decision Making Committee (DPDMC) Comprehensive Needs Assessment (CNA) process meetings and collaboration with Region 15. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ECD,ESL,EB,SPED) (Strategic Priorities: 1,2,3,4)</p>	<p>Chief Instructional Officers, Curriculum Coordinators, Directors</p>	<p>August 2022-June 2023</p>	<p>(S)State Compensatory - \$237,743.70</p>	<p>Criteria: District Climate Survey and teacher surveys.  01/31/23 - Significant Progress 08/15/22 - Some Progress</p>
<p>2. Ensure access to proven, effective instructional practices and professional development either in person or through virtual platform for all District Initiatives according to District Comprehensive Needs Assessment. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Chief Instructional Officers, Curriculum Coordinators, Directors, Region 15</p>	<p>August 2022-May 2023</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: Planning Protocol documents, Curriculum Dashboard  01/31/23 - On Track 08/15/22 - Significant Progress</p>
<p>3. Provide professional development in the use of resources, technology, strategies, activities, and lessons to support grade level TEKS to both new and veteran teachers in person or remote learning platform with Math curriculum Sandra Garza. (Title I SW Elements: 1.1,2.5) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2022-May 2023</p>	<p>(F)Title V RLIS</p>	<p>Criteria: Sign-in sheets, agendas  01/31/23 - On Track 08/15/22 - Significant Progress</p>
<p>4. Provide opportunities with NIET or other trainings for district administrators including principals, assistant principals, coordinators and directors for effective leadership qualities during staff development, Leadership Retreats, etc. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Campus Administrators, Chief Instructional Officers, Directors</p>	<p>August 2022-August 2023</p>	<p>(F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Criteria: Sign-in sheets, agendas  01/31/23 - Significant Progress 08/05/22 - Some Progress</p>
<p>5. Provide professional development and training opportunities for new teachers through Teacher Mentor Program in person or virtual</p>	<p>Campus Administrators, Teachers</p>	<p>August 2022-June 2023</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: Teacher/mentor documentation to include sign-in sheets of meetings, agendas, etc.</p>

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**Objective 3.** (Professional Development) During the 2022-2023 school year, 100% of the Professional Development will meet the mission and goals of SFDR CISD according to Title II Guidelines and Campus and District Comprehensive Needs Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
platform through Human Resources Department. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)				01/31/23 - On Track 08/15/22 - Some Progress
6. Provide LMS professional development to all teachers and district personnel on Google Classroom (Pre-K-5th) and Canvas (6th-12th) and other technological areas as needed. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers, Directors	August 2022-July 2023	(F)Title IIA Principal and Teacher Improvement	Criteria: Sign in sheets, agendas, certifications  01/31/23 - On Track 08/15/22 - Significant Progress
7. Provide training opportunities for professional development with Healthy Future of Texas (teen pregnancy) for secondary teachers and administrators as needed. (Title I SW Elements: 2.4) (Target Group: AtRisk)	Campus Administrators, Teachers	August 2022-May 2023	(F)Title V RLIS	Criteria: Sign in sheets, agenda  01/31/23 - Significant Progress 08/15/22 - Pending
8. Provide professional development opportunity for bilingual training to include LAS LINKS and TELPAS for staff as needed. (Title I SW Elements: 2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4)	Bilingual Department	August 2022-May 2023	(F)Title V RLIS	Criteria: Agendas, sign in sheets  01/31/23 - On Track 08/15/22 - Significant Progress
9. Provide professional development opportunity for Dyslexia Take Flight Training for staff as needed to identify and support dyslexia students. (Title I SW Elements: 2.4,2.5) (Target Group: Dys) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2022-May 2023	(S)State Compensatory - \$170	Criteria: Registration, agendas, sign in sheets  01/31/23 - On Track 08/15/22 - Some Progress
10. Provide professional development to all school staff including teachers, para-professionals, office staff, nurses, administrators, counselors regarding required Title I staff trainings, Identification of McKinney-Vento, Foster Care, and Migrant students and families and The Value and Utility of Parent Engagement. (Title I SW Elements: 1.1) (Target Group: All)	Directors	August 2022-May 2023	(F)Title I	Criteria: Campus Sign in sheets, agendas, ppts.  01/31/23 - On Track 08/15/22 - Some Progress

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**Objective 4.** (Assessment Data) By the end of the each six weeks, 100% of the instructional staff will use multiple sources of reliable data to assess, guide, monitor and strengthen instruction through DMAC documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training in DMAC and Planning Protocol Dashboard to all teachers and appropriate staff personnel as needed. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	August 2022-May 2023	(O)Local Districts	Criteria: Usage report, sign in sheets  06/30/23 - On Track (S) 01/31/23 - Significant Progress 08/15/22 - Some Progress
2. Disaggregate and evaluate DMAC data to meet state standards with student academic growth. Assist in the disaggregation of multiple sources of data during Staff Development and/or Planning Protocol in order to track student progress. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Directors	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP	Criteria: DMAC, state assessment, attendance reports  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - Some Progress
3. Progress Monitoring on AimHi for student growth tracking for Math and Reading 3rd-EOC. Medixsoft, Inc. (Title I SW Elements: 1.1,2.6) (Target Group: 3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2)	Chief Instructional Officers	August 2022-May 2023	(F)Title IV SSAEP	Criteria: Data reports, state assessment reports, benchmark data reports  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - Some Progress



# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 5.** (Safe and Healthy Schools) SFDR CISD will provide evidence based drug and violence prevention programs to educate students, parents and staff and will comply with district safety, discipline, bullying, mental health services, suicide, and drug-free policies through staff, student and parent communication and training by May 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Safety procedures, including awareness of policies on bullying, dating violence, sexual abuse and other maltreatment and address the prevention concerning unwanted physical or verbal aggression, sexual harassment, suicide prevention, and conflict resolution through written and electronic transmission of District Management Plan Incorporate "See Something, Say Something" to all campuses through QR codes. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Counselors, Teachers	August 2022-May 2023	(F)Title IV SSAEP	Criteria: Reports, school monitor data, District Plan  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
2. Provide curriculum/guidance relating to Child Abuse, Family Violence, Dating Violence, Suicide Prevention and Sex Trafficking and Human Sexuality to designated campuses through SHAC. (School Health Advisory Committee). (Title I SW Elements: 1.1,2.1) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP	Criteria: Curriculum, lesson plans, attendance logs, permission forms  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - On Track
3. Provide professional development to all campus and district staff on prevention, early identification, intervention mentoring programs, recovery support services, rehabilitation, mental health safety, bullying, dating violence, child sexual abuse and other maltreatment, conflict resolution, school drop out prevention, suicide prevention, human trafficking, suicide prevention and drug-free policies either in person or through remote training platform. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All)	Campus Administrators, Counselors, Directors, Parents, Teachers	August 2022-May 2023	(F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP	Criteria: Electronic media, written policies, sign in sheets, ppts., lessons  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
4. Provide student training and lessons to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products and e-cigarettes through classroom lessons, Del Rio CARES lessons, videos,	Campus Administrators, Chief Instructional Officers, Counselors, Curriculum Coordinators, Directors, Parents, Region 15, Teachers	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP, (F)Title V RLIS	Criteria: Agendas, sign in sheets  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track

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**Objective 5.** (Safe and Healthy Schools) SFDR CISD will provide evidence based drug and violence prevention programs to educate students, parents and staff and will comply with district safety, discipline, bullying, mental health services, suicide, and drug-free policies through staff, student and parent communication and training by May 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
written materials. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 3)				
5. Continuation of district wide Del Rio CARES mental health program with social-emotional lessons provided to all grade levels (K-2, 3-5, 6-8, 9-12) to promote safe and healthy school climates. Teachers and/or counselors provide weekly lessons to all students. District and community celebrate Del Rio CARES Day the last Thursday of each month with a positive character trait and activity. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All)	Campus Administrators, Counselors, Directors, Teachers	August 2022-May 2023	(F)Title IV SSAEP, (F)Title V RLIS	Criteria: Lessons, videos, DR Care logs, Planning Protocol Dashboard lessons, school monitor data, event pictures  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - On Track
6. Provide support and resources to Campus Discipline Plans to include reducing the overuse of discipline practices that remove students from the classroom through implementation of school wide positive behavioral intervention plans to improve academic outcomes and school conditions of student learning. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Directors, Teachers	August 2022-May 2023	(F)Title IV SSAEP	Criteria: Six weeks discipline report to include all office referrals  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
7. Address the needs of students in special programs of Special Education, Bilingual Education, 504, At-Risk, Military, Migrant, McKinney-Vento, Foster Care, students in neglected/delinquent facilities including drug and violence prevention, mental health services, mentoring opportunities through counseling sessions, and instructional support through student and parent trainings and meetings. (Title I SW Elements: 2.1,2.2,2.6) (Target Group: BI,ESL,Migrant,EB,SPED,AtRisk,FC,HS,504)	Counselors, Directors, Title I Coordinator	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP	Criteria: Agendas, sign in sheets, counselor monitor logs  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track

# SAN FELIPE-DEL RIO CISD

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

**Objective 5.** (Safe and Healthy Schools) SFDR CISD will provide evidence based drug and violence prevention programs to educate students, parents and staff and will comply with district safety, discipline, bullying, mental health services, suicide, and drug-free policies through staff, student and parent communication and training by May 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Establish partnerships within the community to provide resources and support for schools including serving as campus role models, campus guest speakers for student and parent trainings including District-Wide Parental Conference to strengthen the relationship and partnership between school and community. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3)	Chief Instructional Officers, Counselors, Directors, Teachers, Title I Coordinator	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP	Criteria: Agendas, flyers, sign in sheets, surveys  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track

# SAN FELIPE-DEL RIO CISD

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

**Objective 6.** (Higher Education/Careers) By the end of the 2022-2023 school year, student and parents will have be provided information on College and Career Readiness Program through variety forms of communication documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for students and parents including all at-risk and special populations students to view a broad range of career choices through a variety of methods including Career and College Days, guest speakers, college trips, Saturday camps, MOU with local colleges and universities as applicable/available for college trips, sessions for College and Career transitions and tours, and sessions for College and Career transitions. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Directors, Teachers	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP	Criteria: MOUs, agendas of events, sign in sheets  06/30/23 - On Track (S) 01/31/23 - Significant Progress 08/15/22 - Pending
2. Provide resources for students and parents on higher education admissions, financial aid, scholarships and curriculum and career pathway decisions. Plan and develop opportunities including student and parent meetings and college nights to inform more parents in a variety of communication platforms including FASFA submissions, Saturday camps, etc. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Directors, Parental Aides	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP	Criteria: Meeting agendas, sign in sheets, flyers  06/30/23 - Completed (S) 01/31/23 - Significant Progress 08/15/22 - Some Progress
3. Create Memorandum of Understandings (MOUS) with colleges and universities providing dual credit, online coursework to provide work based learning and experimental learning opportunities for all students to include Dual Credit (On Ramps), MOUs with SWTJC, Angelo State, UT, Texas Virtual School Network (TXVSN), Advance Placement courses, 60 hours Associates Degree, TSI coursework. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers	August 2022-May 2023	(F)Title I, (O)Local Districts	Criteria: Enrollment rosters  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - On Track
4. Provide classes, programs and activities to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), computer science	Campus Administrators, Counselors, Teachers	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP	Criteria: Master schedules, meeting agendas, sign in sheets, activity photos

# SAN FELIPE-DEL RIO CISD

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

**Objective 6.** (Higher Education/Careers) By the end of the 2022-2023 school year, student and parents will have be provided information on College and Career Readiness Program through variety forms of communication documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
through Master Schedule of classes and electives. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)				06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
5. Continue to provide secondary students the opportunity of apply for and attending Early College High School earning college credits while in high school and the possibility of graduating high school with an Associates Degree through lottery process. (Title I SW Elements: 2.3) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Campus Administrators	August 2022-May 2023	(O)Local Districts, (S)State Grant	Criteria: Master Schedule, ECHS enrollment and graduation data  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
6. Provide opportunities for students to take dual credit courses to earn college credits and/or Associates Degree to those not enrolled at Early College High School. (Title I SW Elements: 2.2,2.3,2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Campus Administrators, Counselors	August 2022-May 2023	(F)Title I	Criteria: Student schedules, Master Schedule with Dual Credit Courses  01/31/23 - On Track 08/15/22 - Some Progress
7. Provide TSI tutorials and testing opportunities to Freshman students to expose them to college pathways and coursework at the beginning of their high school education. (Title I SW Elements: 1.1) (Target Group: 9th) (Strategic Priorities: 3)	Campus Administrators, Counselors	August 2022-May 2023	(F)Title I	Criteria: TSI student tutorial and testing sign-in sheets  06/30/23 - On Track (S) 01/31/23 - Significant Progress 08/15/22 - Some Progress
8. Continue to support campuses in effective student transitions from Early Childhood to Elementary, Middle School to High School, and High School to Post-Secondary through parent meetings, meet and greets, open houses, campus tours. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors, Teachers	August 2022-- May 2023	(F)Title I, (S)Local Funds	Criteria: Meeting agendas, sign in sheets, campus schedules and tour pictures  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - Significant Progress

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 7.** (Well-Rounded Education: Drop-out rate reduction plans) Beginning August 2022, the district shall utilize school and community resources to reduce the dropout rate with recovery and prevention plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Career and Technology Pathways in STEM, Public Services, and Business and Industry for all students, including at risk students. (Title I SW Elements: 2.1,2.3) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers	August 2022-May 2023	(F)Title IV SSAEP	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
2. Provide strategies to support post-secondary education for at-risk students to include: TSI Prep College Readiness, XELLO, CTE Career Pathways, BCFS Counseling Support, GEAR UP, DEL RIO CARES, Blended Academy for at risk students 8th grade-5th year seniors, FAFSA, College/University Open House nights/trips. (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors, Teachers	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP, (F)Title V RLIS	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
3. Advanced academic and transition opportunities for all students including at risk students to include: Dual Credit (On Ramps), MOUs with SWTJC, Angelo State, UT, Texas Virtual School Network (TXVSN), Advance Placement courses, 60 hours Associates Degree, TSI coursework. (Title I SW Elements: 2.1) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
4. Provide recovery and prevention plans: Credit recovery, ODYSSEYWARE, EOC tutorials, Homebound services and transportation as needed for PRS (Pregnancy Related Services), OEY for all students including at risk students and special populations including Migrant, McKinney-Vento, Bilingual, Military, 504, etc. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Counselors, Teachers	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP, (S)State Compensatory - \$1,565.26	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - Significant Progress

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 7.** (Well-Rounded Education: Drop-out rate reduction plans) Beginning August 2022, the district shall utilize school and community resources to reduce the dropout rate with recovery and prevention plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Assist campuses with a Dropout Prevention Review Committee to ensure that the dropout rate is reduced, that services to Migrant, McKinney-Vento, Foster, and PRS (Pregnancy Related Services) continue, and that all students have the opportunity to graduate from high school. Ensure all staff contributes to the drop-out prevention plan for at-risk students through tutorials, credit recovery, monitoring, college trips, guest motivational speakers, parent communication and all other programs available. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP	Criteria: Graduation data report 06/30/23 - On Track (S) 01/31/23 - Significant Progress 08/15/22 - Significant Progress

# SAN FELIPE-DEL RIO CISD

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

**Objective 8.** (Tutorial Attendance) By the end of 2022-2023, teacher led student tutorials will increase by 10% through sign in documentation to improve student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide after school tutorials and summer school opportunities and services for struggling students to increase student achievement and close performance gap to address learning loss caused by Covid. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Parental Aides, Parents	August 2022-May 2023	(F)ESSER III LL, (F)Federal Grant, (F)Title I	Criteria: Daily attendance records. 06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - Some Progress
2. Provide assistance for improving teacher tutorial participation by offering incentives to increase student tutorials. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1)	Attendance Staff, Campus Administrators	August 2022-May 2023	(F)Federal Grant, (F)Title I, (L)Principal Account, (S)Local Funds	Criteria: Six-weeks staff attendance reports. 06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - Some Progress



# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 9.** (Covid-19 Related Services) Due to COVID-19, district 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 provided by teachers and staff remotely working from home as needed with materials and supplies provided including teacher web cameras and Sony Digital Flash voice recorders to address learning loss. (Title I SW Elements: 1.1,2,5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers	August-May	(F)ESSER III LL, (F)Title I, (F)Title V RLIS	Criteria: Attendance Reports, Inventory, Sign in Sheets  06/30/23 - On Track (S) 11/01/21 - Completed
2. Breakfast and lunch programs available and delivered to students at different sites within the community and schools by district transportation as needed. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Chief Instructional Officers	August-May	(F)Federal Grant, (F)Title I, (S)State Grant	Criteria: Breakfast and lunch sign-in sheets  06/30/23 - Discontinued (S) 11/01/21 - Completed
3. Technology resources including laptops and hotspots available to students throughout the community for remote learning as needed due to learning loss caused by Covid. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Chief Instructional Officers	August-May	(F)ESSER III LL, (F)Federal Grant, (F)Title I, (S)State Grant, (S)Technology Grant	Criteria: Purchase orders, inventory  06/30/23 - On Track (S) 08/05/22 - On Track
4. Health and safety measures provided with necessary materials for all district schools and offices including but not limited to thermometers, plexi-glass, sanitizers, masks, air purification systems, etc. as needed. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Chief Instructional Officers	August-May	(F)Federal Grant	Criteria: Purchase orders  06/30/23 - Discontinued (S) 08/05/22 - Completed
5. Students will receive homebound services as needed (doctor's orders) and other activities and services needed to address their unique needs, either in person or remotely, by certified teacher as determined in ARD or 504 Committee Meetings (students at risk for Covid-19). (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August-May	(F)ESSER III LL, (F)IDEA Special Education, (F)Title I	Criteria: Teacher logs, lesson plans, sign in sheets  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - Some Progress

# SAN FELIPE-DEL RIO CISD

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

**Objective 10.** (Targeted Assistance) During 2022-2023 school year, Targeted Assistance campuses will be provided support through training, resources, progress monitoring planning and collaboration for Academic Achievement for student groups across all subject including Reading and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Targeted schools will utilize online resources to increase Reading scores with online resources including but not limited to Text Help Read/Write, Pear Deck Formative Checks, ELA Planning Guides, NIET, Epic Books, MyOn, Lone Star, Brain Pop, Renaissance, Lexia Learning, Flocabulary, Google and Canvas Platforms to increase academic achievement (meets grade level and above). (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2022-May 2023</p>	<p>(F)Title I, (S)State Compensatory - \$101,983.85</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p> <p>06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - Some Progress</p>
<p>2. Targeted schools will utilize online resources to increase Math scores with online resources including but not limited to District Wide Math Planning Zoom Sessions, 5th Grade Concept Recordings, NIET, TEA Resilient School Support Program, Progress Monitoring, AIM Hi, Road Map, Canvas and Google Platforms to increase academic achievement in Math (meets grade level or above). (Title I SW Elements: 2.4,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2022-May 2023</p>	<p>(F)Title I, (F)Title IV SSAEP</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p> <p>06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track</p>
<p>3. In order to show Academic Growth in Math, teachers will utilize Progress Monitoring Partner with NIET, participate in TEA Resilient Schools Support Program, AimHi, Google and Canvas platforms, Roadmap for the Year, daily planning. Campuses identified will utilize online programs including but not limited to Lone Star Math, Edmentum, Pearson Successmaker, Fast Focus, STEMscopes, STEAMscopes,BrainPop, Pear Deck, TAGT, Countdown Science/Math, Fast Focus Math, Reading Renaissance, Flocabulary, Discovery Education. (Title I SW Elements: 1.1,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2022-May 2023</p>	<p>(F)Title IV SSAEP, (F)Title V RLIS</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p> <p>06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track</p>

# SAN FELIPE-DEL RIO CISD

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

**Objective 10.** (Targeted Assistance) During 2022-2023 school year, Targeted Assistance campuses will be provided support through training, resources, progress monitoring planning and collaboration for Academic Achievement for student groups across all subject including Reading and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4)				
4. Student Success programs including but not limited to utilizing NIET to improve instruction both in person and through remote learning as needed, Lexia to Take Flight for Dyslexic students, TEA Resilient School Support Program, Progress Monitoring AimHi, Google, Canvas platforms for Identified student groups across all subjects . (Title I SW Elements: 1.1,2.5) (Target Group: SPED,Dys,504) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Teachers	August 2022-May 2023	(F)Title I, (S)State Compensatory - \$9,200	Criteria: Classroom lesson plans, progress reports, data usage reports  01/31/23 - On Track 08/15/22 - On Track

# SAN FELIPE-DEL RIO CISD

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

**Objective 1.** (District Budget) By August 1, 2022, 100% of budgets will reflect available resources for campuses and departments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate local, state, and federal allotments. (Title I SW Elements: 2.2) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	July 2022- July 2023	(F)ESSER III LL, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV SSAEP, (F)Title V RLIS, (O)Local Districts, (S)State Compensatory	Criteria: Agendas, sign-in sheet of meetings cross-departments  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
2. Use efficient and effective financial practices to balance school district budget. (Title I SW Elements: 2.2) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	July 2022- July 2023	(O)Local Districts	Criteria: Balanced Budget Workbooks and Data Reports  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track

# SAN FELIPE-DEL RIO CISD

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

**Objective 2.** (Teacher certifications/incentive plans) By the beginning of the school year, 98% of all positions will be filled by appropriately certified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit appropriately certified staff and offer signing bonuses for critical shortage areas. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June 2022 -June 2023	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Criteria: Human Resources new teacher data  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
2. The district shall maintain appropriately certified staff. Reimbursement- *certification fees to become appropriately certified Provide- *online study guides for Math and Bilingual Certifications (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June 2022 - May 2023	(F)Federal Grant, (F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Teacher certifications  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
3. Evaluate the student-teacher ratio and address ways to reduce class sizes in all grade levels and campuses by reviewing class counts and teacher certifications. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June 2022-May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Master Schedules  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - On Track
4. Address any disparities that result in low-income students and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers by placing students with veteran and experienced teachers by reviewing class rosters with students placed accordingly. (Title I SW Elements: 1.1) (Target Group: ECD,AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	August 2022-July 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Master Schedules  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - Significant Progress
5. All SFDR CISD employees will have the opportunity to participate in "Get Fit Program" promoting healthy choices and lifestyles. (Target Group: All) (Strategic Priorities: 1)	Chief Instructional Officers	August 2022-July 2023	(S)Local Funds	Criteria: Membership logs  06/30/23 - Discontinued (S) 01/31/23 - No Progress 08/15/22 - Pending
6. SFDR CISD will implement Deer Oaks	Chief Instructional Officers	August 2022-July	(O)Local Districts	Criteria: Monthly newsletters

# SAN FELIPE-DEL RIO CISD

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

**Objective 2.** (Teacher certifications/incentive plans) By the beginning of the school year, 98% of all positions will be filled by appropriately certified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Newsletter promoting positive mental health for all district employees. Topics of discussion include but not limited to: <ul style="list-style-type: none"> <li>• Online Seminar Reminder: Managing Workplace Stressors</li> <li>• Face Stress: Get Mentally Fit!</li> <li>• Flu Prevention at Work</li> <li>• A Simple Guide to Digging Out of Holiday Debt (Target Group: All) (Strategic Priorities: 1)</li> </ul>		2023		06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track

# SAN FELIPE-DEL RIO CISD

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

**Objective 3.** (PEIMS) By the beginning of the 2022-2023 school year, 100% of campuses will follow written procedures in PEIMS attendance coding

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor and review all Skyward data for accuracy. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2022 - August 2023	(S)Local Funds	Criteria: Skyward data usage 06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
2. Provide professional development (in person or through virtual platform) in PEIMS coding and integrity. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Region 15	August 2022 - August 2023	(O)Local Districts, (S)Local Funds	Criteria: Agendas and sign in sheets 06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - Some Progress
3. Continually monitor and review coding data for attendance. Provide monthly updates to school board all school attendance rates. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Attendance Staff, Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2022- June 2023	(O)Local Districts, (S)Local Funds	Criteria: Six Weeks Attendance Reports 06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track

# SAN FELIPE-DEL RIO CISD

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

**Objective 4.** (Attendance) By the beginning of the 2022-2023 school year, 100% of campuses will implement ideas and enhance existing initiatives to improve and monitor student and staff attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaboration with school and district personnel on strategies to increase student and staff attendance through CNA and CIP process. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	August 2022-May 2023	(F)Title I, (O)Local Districts	Criteria: Six Weeks attendance staff and student reports  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
2. Provide professional development (in person or through virtual platforms) on attendance policies to principals and attendance school staff. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1)	Attendance Staff, Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2022-May 2023	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: Meeting agendas and sign-in sheets  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - Some Progress



# SAN FELIPE-DEL RIO CISD

**Goal 3.** The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and District partners.

**Objective 1.** (Communication) By the beginning of the 2022-2023 school year, all campuses and district entities will improve public communication and disseminate information in a timely manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development (in person or virtual platforms) to improve parent and family engagement communication to all campus webmasters to update and maintain all campus and department websites. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2022 - May 2023	(F)Title I, (S)Local Funds	Criteria: Sign in sheets, agendas  06/30/23 - Completed (S) 01/31/23 - On Track 08/15/22 - On Track
2. Update and maintain district media sources including Facebook, District website with required public information and press releases to parents and community as needed in English and Spanish. (Title I SW Elements: 2.3) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	August 2022 - August 2023	(F)Title I, (O)Local Districts	Criteria: Media postings to include SFDR CISD FB, District and campus websites  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - On Track
3. Provide communication and trainings in dual languages through a variety of platforms including social media, written, electronic on necessary district concerns and topics. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Flyers, social media entries, letters, flyers, press releases  06/30/23 - On Track (S) 01/31/23 - On Track 08/15/22 - Significant Progress

# SAN FELIPE-DEL RIO CISD

**Goal 3.** The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and District partners.

**Objective 2.** (Community Partnerships) By the end of the first six weeks, 100% of all campuses will develop business and community partnerships to promote successful student leaders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assist campuses in expanding mentoring and volunteer opportunities with community organizations, businesses and Laughlin Air Force Base to include District-Wide Parent Conference, Adopt-A-Family, Operation Graduation, Easter baskets, Del Rio CARES, etc. (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, City, Counselors, Directors, Parental Aides	August 2022 - May 2023	(F)Title I, (F)Title IV SSAEP, (O)Local Districts	Criteria: Campus documentation of joint efforts including Base Buddies  01/31/23 - On Track 08/15/22 - Significant Progress
2. Provide support from Federal Programs to increase campus parental involvement activities and parent trainings through Campus Parental Liaison Professional Development a minimum of twice per year either in person or through Zoom as permitted. (First and Second Semester) (Title I SW Elements: 2.1,2.3,3.2) (Target Group: All) (Strategic Priorities: 4)	Directors, Parental Aides	August 2022 - July 2023	(F)Title I	Criteria: Agendas, sign-in sheets  01/31/23 - On Track 08/15/22 - On Track
3. Provide and increase parent engagement meetings and trainings through the support of community members a minimum of once per month with assistance from school parental liaisons either in person or through Zoom both during the day and evening. (Title I SW Elements: 3.1,3.2) (Target Group: All)	Parental Aides	September 2022- May 2023	(F)Title I	Criteria: Agendas and sign in sheets  01/31/23 - On Track 08/15/22 - Significant Progress
4. All school district liaisons will conduct home visits/mileage to increase student achievement, communication regarding discipline, ordering materials and supplies aligned to meeting agenda to increase parent engagement and student success. (Title I SW Elements: 3.2) (Target Group: All)	Parental Aides	August 2022-May 2023	(F)Title I	Criteria: Monthly Accountability documentation and mileage reports  01/31/23 - On Track 08/15/22 - Significant Progress
5. Campus weekly updates and/or school calendars will be distributed to parents of upcoming events through various forms of distribution (email, flyers, social media, etc.) in both English and Spanish. (Title I SW Elements: 2.1,3.1) (Target Group: All)	Parental Aides	August 2022-May 2023		Criteria: Weekly updates/flyers kept on campus files  01/31/23 - Significant Progress 08/15/22 - Some Progress

# SAN FELIPE-DEL RIO CISD

**Goal 3.** The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and District partners.

**Objective 2.** (Community Partnerships) By the end of the first six weeks, 100% of all campuses will develop business and community partnerships to promote successful student leaders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. All Title I campuses will conduct 2 Title I parent meetings on 2 different dates and 2 different times, collaborate with parents to review and update Campus Parent Engagement Policy and School-Parent Compact as needed. (Title I SW Elements: 2.2,2.3,3.1) (Target Group: All)	Directors, Parental Aides	August-2022- November 2022	(F)Title I	Criteria: Meeting flyers, agendas, sign in sheets  01/31/23 - On Track 08/15/22 - On Track

# Comprehensive Needs Assessment Summary – San Felipe Del Rio CISD 2022-2023

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

2021 TAPR Report  Staff Survey, 2021 Climate 2021 Federal State Report Card 2020-2021 School Report Card 0 Translated documents Transportation data	Lesson Plans 2021 TAPR Report Compensation Plans/Insurance 2020-2021 School Report Card 2021 TAPR Report Parent/Teacher Communication Logs PFE Meeting sign in sheets Technology inventory	Campus Master Schedules T-TESS Evaluations 2019-2021 Climate Survey 2019-2020 TAPR Report 2021 Federal Report Card Parent Surveys PEIMS Data Infrastructure Updates
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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?
<b>Academic Achievement</b>	Credit Recovery at Secondary Level available on multiple days	All scores including STAAR and EOC have decreased due to learning loss. Need targeted tutorials to increase the Reading Levels at all levels. Need to revisit returning to traditional schedule of classes for all secondary campuses.	Need targeted tutorials for all levels (elementary and secondary) for all subjects, not just tested subjects to increase reading levels.
	Data-available to all teachers and reviewed during RTI data days	Supplemental aides- need to train both teachers and students to utilize effectively.	Textbooks (consumables and/or online printables/purchased copyrights) for all content areas.
	Targeted lesson planning during the instructional day.	Textbooks-teachers need textbooks for their content area or computers to access an online textbook.	PD needs to be curriculum specific, especially for Bilingual teachers and address classroom management for beginning teachers from experienced teachers.
	McKinney-Vento and Foster students drop-out rate reduced through district collaboration and trainings.	Bilingual teachers need specialized professional development for effective instruction to increase score and increase number of students exiting the program.	
	After school targeted tutorials for elementary schools	Need to be creative in Closing the Gap to increase student interest and achievement (allow teacher allotements for resources)	
	Master schedules to provide smaller classroom student-teacher ratio	Increase number of guest speakers, volunteers, role models for students	

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?
<b>Staff Quality</b>	<p>Competitive Salary (compensation plans and free insurance)</p> <p>T-TESS evaluation system (pre-conference, goal setting, post conference, walk-throughs)</p> <p>Additional stipend certifications (Master's, Bilingual, Special Education, etc.)</p> <p>New Teacher Mentor Program</p> <p>Grow Our Own Teacher Programs</p> <p>Teacher weekly and monthly recognitions (school website)</p>	<p>Consistency with administration during the school year (no mid year moves)</p> <p>Retention incentives for veteran teachers, increase teacher morale</p> <p>Increase opportunities for individualized PD (not one size fits all). Be more purposeful.</p> <p>Climate Surveys (campus and district) - implement changes to improve low areas</p> <p>Lower student to teacher ratio (even out class sizes at HS)</p> <p>Even out student population among Elementary schools</p>	<p>Improve low areas (below 90%) on all areas of Climate Survey</p> <p>Retention incentives for veteran teachers, increase teacher morale</p> <p>Purposeful PD, allow staff give input</p>
<b>School Climate/ Safe &amp; Healthy Schools</b>	<p>Two counselors at every elementary campus</p> <p>Strong security department</p> <p>All staff have the ability to complete annual climate survey</p> <p>Creation of health services coordinator</p> <p>A high percentage of employees enjoy their job</p> <p>All district employees receive insurance at no cost</p>	<p>Make surveys understandable with a clear purpose for parents/students</p> <p>Still need at least one security officer on every campus</p> <p>Timely climate survey results made available to all district staff</p> <p>Diverse student advisory council for every campus (Elementary - Secondary)</p> <p>Teacher have limited to zero involvement regarding instructional issues</p> <p>District administrators must improve relationships with staff members (as per 2021 climate survey)</p>	<p>Still need at least one security officer at every campus</p> <p>Diverse student advisory council for every campus (Elementary - Secondary)</p> <p>District administrators must improve relationship with staff members (as per 2021 climate survey)</p>
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	<p>Graduates with Endorsements and Distinguished</p> <p>CCMR Graduates</p> <p>Dual Credit Course Completion</p> <p>RDA- OSP (MV, Foster, Military Drop Out rates improvements)</p>	<p>Improve drop-out rate for special populations (Bilingual, Title I, Special Education, At Risk, etc.)</p> <p>Make available weekly after school CTE Hands On Workshops to expose students to careers/CTE Programs that students are unable to take or fit into their schedules.</p> <p>TSI Testing starting at Freshman Year/Opportunities for more Dual Credit Classes at Del Rio High School</p> <p>Motivational Speakers/Role Models/Military Partnerships/College Tours</p>	<p>Increase enrollment into Blended Academy/Reduce barrier to entry/partnership with CTE for transportation to and from CTE Center &amp; Blended to keep students enrolled in CTE Pathway</p> <p>Motivational Speakers/Role Models/Military Partnerships/College Tours</p> <p>TSI Testing starting at Freshman Year/Opportunities for more Dual Credit Classes at Del Rio High School</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Availability of Early College High School</p> <p>Availability of CTE Program</p>	<p>Increase enrollment into Blended Academy/Reduce barrier to entry/partnership with CTE for transportation to and from CTE Center &amp; Blended to keep students enrolled in CTE Pathway</p> <p>Lower class counts in EOC Tested Subject Areas</p>	
<b>Family and Community Involvement</b>	<p>Parental Liaison assigned to every campus</p> <p>Use of Social Media including Facebook, ClassDojo, WhatsApp, etc. to communicate with parents</p> <p>Monthly parent meetings and trainings on a variety of topics to benefit student achievement at home</p> <p>Use of Parent Surveys</p> <p>Use of Parent Committees at school and district levels</p> <p>Parental Liaison, administrators, and teachers conducting home visits as needed</p>	<p>Parental trainings and meetings offered at different times of the day including evenings</p> <p>Increase number of parents attending meetings at all campuses</p> <p>Bring back mass distribution phone calls to improve campus communication</p> <p>Weekly reminders (phone calls, email, flyers) of upcoming events</p> <p>Increase Adult Education services (GED, Citizenship, Literacy) for parents and guardians</p> <p>Increase community partnerships (donations, guest speakers, role models)</p>	<p>Campus weekly reminders of upcoming events</p> <p>Bring back mass distribution phone calls to improve communication.</p> <p>Parental meetings offered at different times of the day including evenings.</p>
<b>District/Campus Commitments</b>	<p>Best CTE Programs in the state (certifications, resources available upon graduation)</p> <p>Early College High School (students able to graduate with Associates Degree)</p> <p>Communication of Foster and McKinney-Vento information is able to service more students and families.</p> <p>Transportation Department is available for all eligible students including Foster, McKinney-Vento, Special Education (trained and professional).</p> <p>Elementary single point of entry efficient and securing safety for all children and staff.</p> <p>Technology at elementary is one-to-one (students). Staff provided new technology devices and training.</p>	<p>Single point of entry not secure at all campuses including freshman and high school.</p> <p>Develop a plan for consequences for unexcused absences and unexcused tardies</p> <p>At secondary level, need additional technology devices for students.</p> <p>Need new facilities for our Life Skills unit, specifically DRMS. (only has 2 classrooms)</p> <p>All playgrounds need to be updated, some broken or missing pieces to meet safety standards.</p> <p>Need updated Social Studies curriculum including textbooks for elementary level.</p>	<p>Campus Plans for unexcused absences and tardies consequences.</p> <p>Update all playgrounds to meet safety measures.</p> <p>Update all Life Skills units including DRMS.</p> <p>Provide SS Curriculum</p> <p>DRHS Single Point of Entry</p>

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

# Site Based Committee Sign In

District: San Felipe Del Rio CISD

Date: 14-Apr-22

Role	Name	Signature
Parent	Nadia Farhat	Via Zoom Committees
Parent	Melyna Fernandez	Via Zoom Committees
Business Representative	Tanya Serrano	Via Zoom Committees
Business Representative	Lisa Gavia	Via Zoom Committees
Community Representative	Breanne Oba	Via Zoom Committees
Community Representative	Griselda Martinez	Via Zoom Committees
Teacher	Jessica Longo	Via Zoom Committees
Teacher	Billie Cruz	Via Zoom Committees
Teacher	Lynette White	Via Zoom Committees
Teacher	Cynthia Dovalina	Via Zoom Committees
Teacher	Erika Barrera	Via Zoom Committees
Teacher	Laura Limon	Via Zoom Committees
Teacher	Nelda Ortiz	Via Zoom Committees
Teacher	Christy Hill	Via Zoom Committees
Teacher	Bonita Gonzalez	Via Zoom Committees
Teacher	Katherine Billig	Via Zoom Committees
Teacher	Stephen Thomas	Via Zoom Committees
Teacher	Brittany Mercer	Via Zoom Committees
Teacher	Regina Cardenas	Via Zoom Committees
Teacher	Jose Delgado	Via Zoom Committees
Non-Teaching Professional	Raul Hurtado	Via Zoom Committees
Non-Teaching Professional	Alda Zuniga	Via Zoom Committees
Non-Teaching Professional	Monica Luna	Via Zoom Committees
Non-Teaching Professional	Joelda Espinoza	Via Zoom Committees
Non-Teaching Professional	Maria Elena Faz	Via Zoom Committees
District Professional	Ruby Adams	Via Zoom Committees
District Professional	Aidee Garcia	
District Professional	Aida Gomez	
District Professional	Amy Childress	
District Professional	Sandra Hernandez	
District Professional	Dr. Carlos Rios	

**SAN FELIPE DEL RIO**

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

**District Planning and Decision Making Committee Meeting**

**January 5, 2023  
Via Zoom at 4:00 pm**

**Planning Agenda**

- |       |                                                                                               |              |
|-------|-----------------------------------------------------------------------------------------------|--------------|
| I.    | Welcome                                                                                       | Ruby Adams   |
| II.   | Superintendent's Message                                                                      | Dr. Rios     |
| III.  | Introduction of all members<br>Draw 2 or 4 year membership slots                              | Ruby Adams   |
| IV.   | District Calendar 2023-2024                                                                   | Aidee Garcia |
| V.    | ESSA Grant Requirements                                                                       | Ruby Adams   |
| VI.   | Review 2022-2023 DIP/2023-2024 CNA (Binder)                                                   | Ruby Adams   |
| VII.  | Tentative Upcoming Meetings<br>A. February 23, 2023<br>B. March 23, 2023<br>C. April 27, 2023 |              |
| VIII. | Questions/Concerns/Closing Remarks                                                            | Ruby Adams   |





## 2022-2023 SFDRCISD DPDMC MEMBERS

POSITION	MEMBER	CAMPUS	Begins	Ends	Term	EXTENSION
Pre-K Teacher	Jessica Longo	Cardwell	2019-2020	2022-2023	4 years	1417
Kinder Teacher	Mercedes Owens-Zapata	Chavira	2022-2023			1803
1st Grade Teacher	Lynette White	Calderon	2021-2022	2022-2023	2 years	1119
2nd grade Teacher	Cynthia Dovalina	North Heights	2021-2022	2022-2023	2 years	1718
3rd Grade Teacher	Berta Aguirre	Ruben Chavira	2022-2023			1826
4th Grade Teacher	Yazmin Zuniga	Lonnie Green	2022-2023			1239
5th Grade Teacher	Cristy Hill	Garfield	2019-2020	2022-2023	4 years	1336
Sec. ELA Teacher	Bonita Gonzalez	DRHS	2021-2022	2024-2025	4 years	2040
Sec. Math Teacher	Katherine Billig	DRHS	2021-2022	2024-2025	4 years	2050
Sec. Science Teacher	Stephen Thomas	DRFS	2021-2022	2024-2025	4 years	2221
Sec. Social Studies Teacher	Brittany Mercer	DRHS	2019-2020	2022-2023	4 years	2007
Sec. Non-Core Area Teacher	Regina Cardenas	CTE	2021-2022	2022-2023	2 years	2503
Sec. Non-Core Area Teacher	Robert Garza	Del Rio Freshman	2022-2023			2946
Non-Teaching	Raul Hurtado	Assistant Principal	2021-2022	2022-2023	2 years	4504
	Alda Zuniga	Del Rio Cares	2021-2022	2024-2025	4 years	4149
	Monica Luna	Special Education	2021-2022	2024-2025	4 years	4250
	Dora Salinas	Secondary Lead Counselor	2021-2022	2024-2025	4 years	4302
	Karen Shafer	Bilingual Department	2021-2022	2022-2023	2 years	2738
	Laura Sandate	Blended Principal	2022-2023	2023-2024	2 years	4680
	Gloria Koslowska	Adult Education	2022-2023	2024-2025	4 years	4155
	Griselda Westlake	Title I Coordinator	2022-2023	2024-2025	2 years	4141
Business Rep	Tanya Serrano	Money Concepts	2021-2022	2022-2023	2 years	<a href="tel:830-313-0367">830-313-0367</a> <a href="mailto:tserrano@moneyconcepts.com">tserrano@moneyconcepts.com</a>
	Lisa Gavia	DPS	2020-2021	2023-2024	4 years	<a href="tel:830-703-9567">830-703-9567</a> <a href="mailto:lisa.gavia@dps.texas.gov">lisa.gavia@dps.texas.gov</a>
Community	Breanne Oba	Community	2020-2021	2023-2024	4 years	<a href="tel:808-227-7131">808-227-7131</a> <a href="mailto:boba@cadenafamilypractice.com">boba@cadenafamilypractice.com</a>
	Griselda Martinez	Community	2019-2020	2022-2023	4 years	<a href="tel:830-719-2662">830-719-2662</a> <a href="mailto:gmartinez87@stx.rr.com">gmartinez87@stx.rr.com</a>
	Janette Gomez	Community	2022-2023			<a href="tel:830-298-4788">830-298-4788</a> <a href="mailto:janette.gomez@us.af.mil">janette.gomez@us.af.mil</a>
Parent	Nadia Farhat	Parent	2019-2020	2022-2023	4 years	<a href="tel:830-734-3841">830-734-3841</a> <a href="mailto:nadifarhat@gmail.com">nadifarhat@gmail.com</a>
	Melyna Fernandez	Parent	2021-2022	2022-2023	2 years	<a href="tel:210-274-5822">210-274-5822</a> <a href="mailto:mag_896@hotmail.com">mag_896@hotmail.com</a>
Federal and State Programs Director	Ruby Adams					
Chief Human Resources Officer	Aidee Garcia					
Chief Instructional Officer	Aida V. Gomez					
Chief Financial Officer	Amy Childress					
Administrative Director	Sandra Hernandez					
Superintendent of Schools	Dr. Carlos H. Rios					

## SITE BASED DECISION MAKING COMMITTEE

### Parent:

- ◆ A parent is a person who stands in parental relation to a child.
- ◆ Employees of the district are NOT considered parent representatives on the team.
- ◆ Parents are not considered representatives of community members on the team.

### Community Representative:

- ◆ Community representatives must reside in the district.
- ◆ Community representatives must be at least 18 years of age.
- ◆ Parents are not considered a representative of community members on the committee.

### Business Representative:

- ◆ A business representative is a person who is an owner of a business enterprise. (Does not have to reside in the district and business does not have to be located in the district.)
- ◆ At least one business representative must serve on the committee.

### District Personnel:

- ◆ Elected Classroom Teachers (per district policy)
- ◆ Other Campus and District Level Staff

## COMPOSITION OF DISTRICT & CAMPUS COMMITTEES

### ELECTED PROFESSIONAL STAFF

- $\frac{2}{3}$  Classroom Teachers
- $\frac{1}{3}$  Other Campus & District Level Staff

### OTHERS - SELECTED BASED ON LOCAL POLICY

- Parents
- Community Members
- Business Representatives



REGION 15 EDUCATION SERVICE CENTER

612 S. IRENE

P. O. BOX 5199

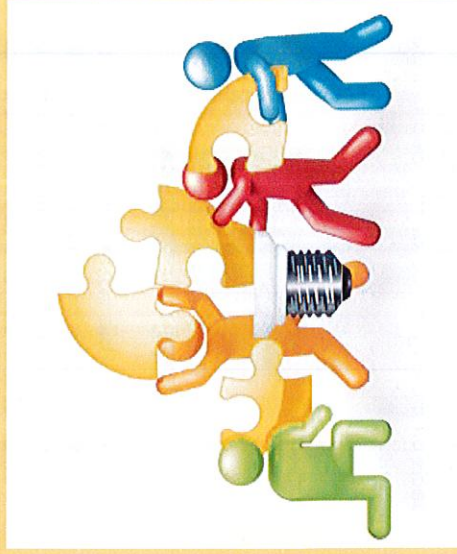
SAN ANGELO, TX 76903

PHONE: 325.658.6571

FAX: 325.655.4823

## Site Based Decision Making Committee

## Roles & Responsibilities



Collaborating To Improve Student Achievement



# STAKEHOLDER MEMBERS



STAKEHOLDER GROUP	TX ED. CODE	TITLE I SCHOOL WIDE	TITLE I TARGETED ASSISTANCE	TITLE II-A (LEA)	TITLE IV-A (LEA)
<b>PARENTS</b> not an employee; not also "community member"	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TEACHERS</b> Per TEC: 2/3 of professional staff = teachers; at least one SpEd teacher required	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>PRINCIPALS</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OTHER SCHOOL LEADERS</b> principal, asst. principal, or other individuals responsible for daily instructional leadership/managerial operations of campus		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>PARAPROFESSIONALS</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>LEA ADMINISTRATORS</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<b>INDIAN TRIBES/TRIBE ORGANIZATIONS</b> (if applicable)		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<b>SPECIALIZED INSTRUCTIONAL SUPPORT</b> school counselor, social worker, psychologist; other qualified personnel such as nurses, speech language pathologists, school librarians involved in assessment, diagnosis, counseling, educational, therapeutic, and other necessary services		<input checked="" type="checkbox"/> (if appropriate)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TECHNICAL ASSISTANCE PROVIDERS</b> (IF APPLICABLE)		<input checked="" type="checkbox"/> (if appropriate)			
<b>SCHOOL STAFF WHO WILL CARRYOUT THE PLAN</b>		<input checked="" type="checkbox"/>			
<b>STUDENTS</b> (secondary level)		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<b>OTHER INDIVIDUALS</b> (as determined by the school)		<input checked="" type="checkbox"/>			
<b>CHARTER SCHOOL LEADERS</b> (if applicable)				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>COMMUNITY MEMBERS</b> TEC: 18+yrs old; resides in LEA; represent community's diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<b>BUSINESS MEMBERS</b> (does not have to be located within LEA)	<input checked="" type="checkbox"/>				
<b>COMMUNITY PARTNERS OR COMMUNITY-BASED ORGANIZATIONS</b>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OTHER ORGANIZATIONS OR PARTNERS WITH EXPERTISE W/PROGRAM</b> *can be satisfied by attending ESC training overview for this program				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>LOCAL GOV'T REPS</b> (i.e. law enforcement; juvenile court; child welfare; public housing)					<input checked="" type="checkbox"/>

\* Roles that are plural must have at least two representative members  
(See statute on next page)

# ESSA Statute Regarding Stakeholders

## Title I-A Schoolwide Program: Section 1114

(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

## Title I-A Targeted Assistance Program: Section 1115

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A;

## Title II-A: Section 2103

(3) CONSULTATION.—In developing the application described in paragraph (2), a local educational agency shall — (A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

## Title IV: Section 4106

(1) IN GENERAL.—A local educational agency, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart.



15:51:27 From Rufina Adams to Everyone:  
DPDMC January Meeting, January 5, 2023, 4:00 pm

15:51:33 From Rufina Adams to Everyone:  
Ruby Adams

15:51:40 From katherine.billig to Everyone:  
Katie Billig

15:52:01 From Lynette White to Everyone:  
Lynette White-Calderon

15:52:17 From Bertha Aguirre to Everyone:  
Bertha Aguirre

15:54:38 From jessica.longo to Everyone:  
Jessica Longo Cardwell

15:55:13 From Alda Zuniga to Everyone:  
Alda Zuniga

15:57:01 From Nadia Farhat to Everyone:  
Nadia Farhat

15:57:26 From gloria.koslowska to Everyone:  
Gloria Koslowska

15:57:45 From Regina Cardenas to Everyone:  
Regina Cardenas

15:58:03 From Lisa Gavia to Everyone:  
Good afternoon. Sorry I couldn't hear anyone. Lisa Gavia - DPS

15:58:49 From Robert Garza to Everyone:  
Robert garza

15:59:04 From Rufina Adams to Everyone:  
I am glad you can hear us now.

15:59:47 From Mrs. Hill to Everyone:  
Cristy Hill-Garfield

15:59:48 From Raul Hurtado to Everyone:  
Raul Hurtado - DRMS

15:59:52 From Laura Sandate to Everyone:  
Laura Sandate

15:59:53 From karen.shafer to Everyone:  
Hello! :)

16:00:01 From Grace Westlake to Everyone:  
grace westlake

16:00:13 From Janette Gomez, Laughlin AFB to Everyone:  
Janette Gómez - LAFB School Liaison Program Manager

16:00:43 From merce to Everyone:  
Mercedes Owens-Zapata -RCE kindergarten

16:01:35 From Monica Villarreal to Everyone:  
Monica Villarreal - HR

16:02:33 From bonita.gonzalez to Everyone:  
Bonita Gonzalez

16:02:58 From Dr. Dora Elia Salinas to Everyone:  
Dora Elia Salinas

16:03:30 From Melyna's iPhone to Everyone:  
Melyna Fernández

16:04:44 From Griselda Martinez to Everyone:  
Present

16:23:43 From billie.cruz to Everyone:  
Billie Jo Cruz

16:31:10 From Aidee Garcia to Everyone:  
Aidee Garcia

16:31:17 From Dr. Carlos Rios to Everyone:  
Carlos Rios

16:31:25 From Monica Villarreal to Everyone:  
Michele Smith is sitting in here in my office.

16:31:27 From yazmin.zuniga to Everyone:  
Yazmin Zuniga 4th grade LGE

16:44:08 From Regina Cardenas to Everyone:  
When is the due date?

16:45:31 From Lisa Gavia to Everyone:  
I prefer zoom

16:45:33 From Mrs. Hill to Everyone:  
zoom

16:45:35 From merce to Everyone:  
zoom for me

16:45:35 From bonita.gonzalez to Everyone:  
zoom

16:45:41 From Robert Garza to Everyone:  
Zoom

16:45:44 From Regina Cardenas to Everyone:  
In person

16:45:45 From Dr. Dora Elia Salinas to Everyone:  
Zoom

16:45:45 From katherine.billig to Everyone:  
zoom

16:45:47 From jessica.longo to Everyone:  
zoom

16:45:54 From Janette Gomez, Laughlin AFB to Everyone:  
Zoom

16:45:54 From Melyna's iPhone to Everyone:  
Zoom

16:45:59 From karen.shafer to Everyone:  
Zoom works!

16:46:08 From Lynette White to Everyone:  
zoom

16:46:08 From Bertha Aguirre to Everyone:  
zoom

16:46:09 From gloria.koslowska to Everyone:  
zoom

16:46:27 From Lynette White to Everyone:  
yes

16:46:37 From Lynette White to Everyone:  
steaks

16:47:17 From Griselda Martinez to Everyone:  
Zoom works. In person with committee.

16:48:48 From billie.cruz to Everyone:  
Thank you😊

16:53:19 From Regina Cardenas to Everyone:  
thank you!

SAN FELIPE DEL RIO

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

**District Planning and Decision Making Committee Meeting**

**February 23, 2023 Planning Agenda  
Zoom-4 pm-5 pm**

- I. Welcome Ms. Adams
  
- II. Focus Dr. Rios
  
- III. Comprehensive Needs Assessment Consultations Ms. Adams
  - A. Title I, Part A Improving Basic Programs
  - B. Title I, Part C Migrant Education Program
  - C. Title II, Part A Supporting Effective Instruction Program
  - D. Title III, Part A-(ELA) English Language Acquisition, Language Enhancement and Academic Achievement Act
  - E. Title IV, Part A, Subpart 1:
    - Student Support and Academic Enrichment Program
    - 1. Well-Rounded Education
    - 2. Safe and Healthy Schools
    - 3. Effective Use of Technology
  - F. Title V, Part B, Subpart 2- Rural and Low-Income School Program
  
- IV. Review CNA process in detail
  - A. Set team leader meeting
  - B. Once met, begin committee discussions
  
- V. Collaboration: Questions-Concerns-Recommendations
  
- VI. Upcoming DPDMC meeting date: March 23, 2023, Zoom-4 pm-5pm.  
April 27, 2023-SPC-4pm-5pm.





## ESSA Title Programs

**Title I, Part A Improving Basic Programs** provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

**Title I, Part C Migrant** provides supplemental instructional and support services for migrant students and out of school migrant youth.

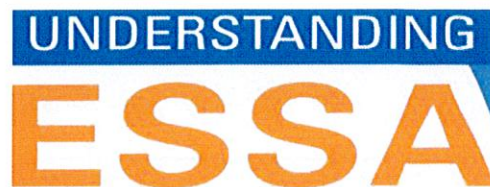
**Title I, Part D Subpart 2 Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk** supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

**Title II, Part A Supporting Effective Instruction** is to increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

**Title III, Part A English Language Acquisition (ELA)** is to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

**Title IV, Part A – Student and Support and Academic Enrichment Program (SSAEP)** is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

**Title V, Part B, Subpart 2-Rural & Low-Income School (RLIS)** addresses the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants; and who receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.



## 2022-2023 SFDRCSID - ESSA Funding Amounts

Name of Grant Program	Fund	Begin Date	End Date	Final Amount
Title I, Part A Improving Basic Programs	211	7/1/2022	9/30/2023	\$ 3,371,186.00
Title I, Part C Migrant	212	7/1/2022	9/30/2023	\$ 167,386.00
Title II, Part A Supporting Effective Instruction	255	7/1/2022	9/30/2023	\$ 460,349.00
Title III, Part A - ELA	263	7/1/2022	9/30/2023	\$ 185,416.00
Title IV, Part A, Subpart 1 - Student Support and Academic Enrichment Program	289	7/1/2022	9/30/2023	\$ 255,380.00
Title V, Part B, Subpart 2 - Rural & Low-Income School	270	11/08/2022	9/30/2023	\$ 275,868.00



## 2022-2023 CNA/DIP Committee Assignments



Academic Achievement	Staff Quality	School Climate & Health	College & Career/Graduation/ Dropout	Parent & Community Engagement	District/Campus Commitments
Committee 1 Members	Committee 2 Members	Committee 3 Members	Committee 4 Members	Committee 5 Members	Committee 6 Members
Bonita Gonzalez	Brittany Mercer	Alda Zuniga	Regina Cardenas	Katherine Billig	Cynthia Dovalina
Grace Westlake	Berta Aguirre	Karen Shafer	Monica Luna	Janette Gomez	Raul Hurtado
Stephen Thomas	Tanya Serrano	Lynn White	Griselda Martinez	Mercedez Owens-Zapata	Melyna Fernandez
Yazmin Zuniga	Breanne Oba	Cristy Hill	Laura Sandate	Lisa Gavia	Jessica Longo
Nadia Farhat	Robert Garza		Dora Salinas	Gloria Koslowska	

District Improvement Plan 1.1, 1.2 (15)	District Improvement Plan 1.3, 1.4 (14)	District Improvement Plan 1.5, 1.9, 1.10 (17)	District Improvement Plan 1.6, 1.7, 1.8 (12)	District Improvement Plan 3.1, 3.2 (7)	District Improvement Plan 2.1, 2.2, 2.3, 2.4 (13)
Committee 1 Members	Committee 2 Members	Committee 3 Members	Committee 4 Members	Committee 5 Members	Committee 6 Members
Bonita Gonzalez	Brittany Mercer	Alda Zuniga	Regina Cardenas	Katherine Billig	Cynthia Dovalina
Grace Westlake	Berta Aguirre	Karen Shafer	Monica Luna	Janette Gomez	Raul Hurtado
Stephen Thomas	Tanya Serrano	Lynn White	Griselda Martinez	Mercedez Owens-Zapata	Melyna Fernandez
Yazmin Zuniga	Breanne Oba	Cristy Hill	Laura Sandate	Lisa Gavia	Jessica Longo
Nadia Farhat	Robert Garza		Dora Salinas	Gloria Koslowska	



# Comprehensive Needs Assessment

## **Introduction**

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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**

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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

**SAN FELIPE DEL RIO**

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

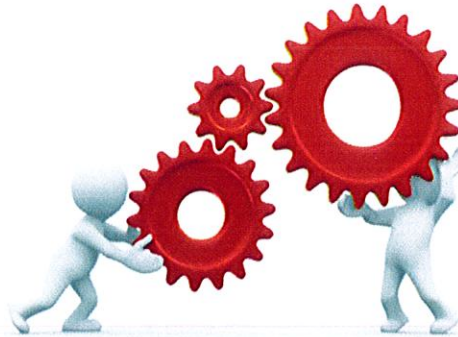
**District Planning and Decision Making Committee Meeting**

**March 23, 2023**

**4:00 pm-5:00 pm via Zoom**

**Planning Agenda**

- I. **Welcome**
- II. **Focus**
- III. **2023-2024 ESSA District and Campus  
Parent Engagement Policy/School Compact**
- IV. **ESSA Self-Evaluation**
- V. **Review 2023-2024 CNA/DIP Assignments**
- VI. **Questions, Comments, Concerns**
- VII. **Closing**



# SAN FELIPE DEL RIO

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

## DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY

2023-2024

### *Statement of Purpose*

The San Felipe Del Rio Consolidated Independent School District Board of Trustees recognizes that family-school partnerships that focus on academics and social values strengthen the student-school and family dynamic that is critical for student success. The purpose of the District Parent and Family Engagement Policy is to build capacity of schools through meaningful parent family engagement and communication. To this end, the District supports the purpose for the Parent and Family Engagement Policy as a commitment to establish and maintain open lines of meaningful, two-way communication between home, school, community and other stakeholders.

**1. The District and parents of students in Title I Programs shall develop jointly with, agree on with, and distribute to parents a written Parent and Family Engagement Policy. The policy shall be incorporated into a District plan developed under the Every Student Succeeds Act (ESSA), Section 1116 (a)(1).**

- The District invites representative parents from each campus, administrators and other District personnel to be part of the Parental Policy Review Committee.
- The District will convene an annual meeting of the Parental Policy Review Committee to provide information with regard to the Parental Involvement Survey.
- Parents and other members of the review committee have the opportunity discuss the items, suggest development of new items and reach a consensus for each policy item.
- The District Parent and Family Engagement Policy is placed on the District website and sent to each campus for distribution to parents. It is distributed with the students along with the corresponding school's parental policy with enrollment package.

**2. Involve parents in the joint development of the District plan, including the Parent and Family Engagement Policy, ESSA, Section 1116(a)(2) and the process of school review and improvement. The District will ensure that:**

- District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) committee and meetings.
- District parents from the campuses are invited to apply for parental positions in the District School Health Advisory Council (SHAC). Each SHAC term is 2 years and the SHAC must meet a minimum of 4 times per year.
- Parents are involved in the planning, review, and evaluation of ESSA Title I, Part A.
- Parents are involved in the planning and review of the District Parent and Family Engagement Policy.

**3. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance under ESSA, Section 1116(a)(2)(B).**

- The District provides training for parents on how to use computers and tablets issued to students to support their academic success. The district provides training to parents on student grade access.
- Literacy training, computer training classes and General Education Development (G.E.D.) preparation sessions and Citizenship classes are provided for parents of District students at Federal Programs Building, Annex II.
- Federal Programs staff will conduct campus visits and obtain documentation to monitor and support Title I, Part A and Parent Family Engagement Policy, Title I parent meetings (2), and School-Family Compact.

**4. Each District Title I campus will develop a *School-Family Compact and Campus Parent Engagement Policy*, under ESSA, Section 1116(e). The compact will:**

- Be revised annually at the beginning of school by a committee of staff and parents.
- Describe the responsibilities of parents, students, and school personnel to improve student achievement.
- Describe how the school will provide high quality curriculum and instruction in a supportive and effective learning environment.
- Describe the teacher grade entry and attendance policy procedures.
- Describe how parents can support student learning.
- Describe how the school and parents will establish on-going communication.
- Describe how the parent-teacher conferences will be scheduled.
- Distribute to all District parents by their respective campus.

**5. The District will build the schools' and parents' capacity for strong parental engagement. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities under ESSA, Section 1116(e)(1)(2)(3).**

- The District recruits and includes parents in the School Health Advisory Council (SHAC).
  - Language Proficiency Assessment Committee (LPAC), campus meetings with the principal and parental trainings at the campus and District level.
  - Training will be provided at campuses to educate teachers, counselors, principals and other staff in the value and utility of contributions of parents / families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs, and build ties between the parents and the schools.
  - Parental Liaisons will be used for parental involvement activities.
  - Each campus will provide materials and training to help parents work with their children. Each Title I Parental Liaison will provide a minimum of eight trainings for parents throughout the school year. Campuses with two parental aides will provide 16 trainings either in person or via ZOOM.
  - The District will provide training for parents in understanding federal, state and local assessment standards and how they can monitor their children's progress, through parental trainings at the campus.
  - Provide parents with information on campus and district procedures on how to address concerns, and how to access teachers, administrators and other personnel.
  - Through home visits, phone calls, and other media, campus parental liaisons will reach out to parents of all students and form relationships that build trust and respect for their culture and values.
  - Parental Liaisons will make frequent home visits to support student achievement and attendance including visits to deliver positive comments about students as well.
  - Federal Programs personnel participate in agency and community group meetings and trainings.
  - The District shall establish and maintain a Migrant Parent Advisory Council (PAC).
  - The District includes parents in the Planning and Decision Making (DPDM) meetings.
  - The District includes parents in Family and Community Engagement Stakeholder Committee (FACE).
- 6. The District, to the extent feasible and appropriate, coordinates and integrates Parent and Family Engagement strategies with parental activities and/or meetings and offers classes to parents of current district students under ESSA, Section, 1116(a)(2)(c) and Section 1116(e)(4).**

- The District provides Parent Education Services to parents of current district students at Annex II.
- Monthly community trainings and presentations are offered to parents at Annex II.

- 7. The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand under ESSA, Section 1116(e)(5).**
- Information distributed to parents in English and Spanish.



- Meetings and trainings are conducted in English and Spanish.
- Translators for parents are available at all meetings.

**8. SFDRCID conducts, with the involvement of parents, an annual survey to evaluate the content and effectiveness of the parental involvement policy in improving the academic quality of schools, including identification of barriers to greater participation by parents, particularly those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background under ESSA, Section 1116(a)(2)(D) . The survey will include:**

- Questions to evaluate the effectiveness of the Title I Parental Program.
- Questions to determine if parental involvement is increasing.
- Questions to identify barriers prohibiting participation by parents.
- The results of the survey will be used to design strategies that will improve student achievement.

**9. Parent engagement will increase when compared to the previous school year's data under ESSA, Section 1116(a)(1)(11). Documentation will be used determine the Parental Involvement progress:**

- Parental / Title I survey
- Parental Liaison monthly accountability data
- Previous three year's data

**10. The District will involve parents in the activities of the schools served under ESSA, Section 1116(a)(2)(C). Parental Involvement: Campuses will invite and engage parents in activities of the campus including student performances, and other special events.**

- Each school will host a minimum of two Title I parent meetings at two different times with flexible times.
- Parental involvement presentations and training
- District and campus Parental Policy review Committee
- Athletic events
- Band performances
- Choir performances
- Academic awards and recognition presentation
- Drama presentations

**NAME OF SCHOOL**

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

**STATEMENT OF PURPOSE**

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

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

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

**PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT**

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

**SCHOOL - PARENT COMPACT**

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

**PARENTAL INVOLVEMENT OPPORTUNITIES**

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

**STAFF AND PARENT COMMUNICATION**

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

**EVALUATION**

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

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

**RESERVATION OF FUNDS**

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

**ADOPTION**

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

\_\_\_\_\_  
(Signature of Authorized) Principal

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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

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

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year at each campus.
- Feedback and additional support are welcomed at any time.
- Linked to Campus Improvement Plans and Comprehensive Needs Assessments.

## Jointly Developed

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

## Building Partnerships With Our Families

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining school events including meetings, trainings and programs throughout the school year:

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

## Communication is Key

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

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

For additional information regarding any of our ESSA programs, please contact:

**SFDRCSID**

**Federal and State Programs**

**830-778-4153**

## SAN FELIPE DEL RIO CISD

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



**TOGETHER  
WE ARE BETTER**

**315 Griner Street  
Del Rio, TX 78842**

**830-778-4000**

# GOALS FOR STUDENT ACHIEVEMENT – Students, Parents, Teachers, Schools

## SFDRICISD District Vision

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

## SFDRICISD District Mission

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

## SFDRICISD Shared Beliefs

We believe:

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

## School Agreement

As a school, we agree to:

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

## Teacher Agreement

As a teacher, I agree to:

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

## Student Agreement

As a student, I agree to:

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

## Parent Agreement

As a parent, I agree to:

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

## Development and Distribution

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

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

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

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

## Jointly Developed

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

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

## Building Partnerships

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

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

## Communication is Key

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

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

**For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4650.**

## IRENE C. CARDWELL ELEMENTARY SCHOOL

School-Teacher  
Parent-Student  
Compact  
2022-2023



## EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

DR. ALANNA  
TALAMANTEZ, PRINCIPAL

1009 Avenue J.

Del Rio, Texas 78840

830-778-4650

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

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

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

## Desarrollado Conjuntamente

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

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

## Construyendo asociaciones

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

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

## La Comunicación es clave

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

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

**Para obtener información sobre cómo proporcionar comentarios o para obtener acceso a nuestro Plan de mejora del campus, comuníquese con la oficina de nuestra escuela al 830-778-4650.**

## IRENE C. CARDWELL ELEMENTARY SCHOOL

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



## EMPODERAR A LOS NIÑOS PARA ALCANZAR SU MAXIMO POTENCIAL

DR. ALANNA TALAMANTEZ,  
PRINCIPAL  
1009 Avenue J.

Del Rio, Texas 78840

830-778-4650

# Rubric Self-Evaluation Summary Table

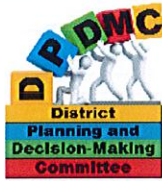
NC: Not Compliant	MC: Meets Compliance	I: Innovative	E: Exceptional		
ESSA: Title I, Part A: Section Heading		NC	MC	I	E
Section 1116(d)(1)(2)(A)(B)(C)	<b>Shared Responsibilities for High Student Academic Achievement – School-Parent Compacts</b>				
Section 1116(e)(1)	<b>Building Capacity for Involvement– Providing Information to Parents</b>				
Section 1116(e)(2)	<b>Building Capacity for Involvement– Providing Materials and Training for Parents</b>				
Section 1116(e)(3)	<b>Building Capacity for Involvement– Staff Training</b>				
Section 1116(e)(4)	<b>Building Capacity for Involvement– Coordination and Integration of Early Childhood Education Programs</b>				
Section 1116(e)(5)	<b>Building Capacity for Involvement– Appropriate Language and Format of Materials</b>				
Section 1116(e)(6)	<b>Building Capacity for Involvement– Involving Parents in Staff Training</b>				
Section 1116(e)(7)	<b>Building Capacity for Involvement– Literacy Training</b>				
Section 1116(e)(8)	<b>Building Capacity for Involvement– Title I, Part A Funds for Transportation and Childcare Costs</b>				
Section 1116(e)(9)	<b>Building Capacity for Involvement– Training Parents to Involve Other Parents</b>				
Section 1116(e)(10)	<b>Building Capacity for Involvement– Flexible Meetings</b>				
Section 1116(e)(11)	<b>Building Capacity for Involvement– Model Approaches for Parent and Family Engagement</b>				
Section 1116(e)(12)	<b>Building Capacity for Involvement– Parent Advisory Council</b>				
Section 1116(e)(13)	<b>Building Capacity for Involvement– Community-Based Organizations and Businesses</b>				
Section 1116(e)(14)	<b>Building Capacity for Involvement– Other Reasonable Support</b>				
Section 1116(f)	<b>Accessibility</b>				

Used by permission – Georgia Department of Education Office of School Improvement



# ESSA Rubric Self-Evaluation Summary Table

NC: Not Compliant		MC: Meets		I: Innovative		E: Exceptional	
ESSA: Title I, Part A: Section Heading		NC	MC	I	E		
Section 1116(a)(1)(2)	<b>Local Educational Agency Parent and Family Engagement Policy – Written Policy Development</b>						
Section 1116(a)(2)(A)	<b>Local Educational Agency Parent and Family Engagement Policy – Written Jointly with Parents</b>						
Section 1116(a)(2)(B)	<b>Local Educational Agency Parent and Family Engagement Policy – Technical Assistance</b>						
Section 1116(a)(2)(B)	<b>Local Educational Agency Parent and Family Engagement Policy – Building Capacity for Involvement</b>						
Section 1116(a)(2)(C)	<b>Local Educational Agency Parent and Family Engagement Policy – Coordination and Integration of Early Childhood Programs</b>						
Section 1116(a)(2)(E)	<b>Local Educational Agency Parent and Family Engagement Policy – Annual Evaluation</b>						
Section 1116(a)(2)(F)	<b>Local Educational Agency Parent and Family Engagement Policy – Involvement of Parents</b>						
Section 1116(a)(3)(A) and (a)(3)(C) and (a)(3)(D)	<b>Title I, Part A Parent and Family Engagement Funding Allocations</b>						
Section 1116(a)(3)(B)	<b>Parent Input into the 1% Parent and Family Engagement Set-Aside</b>						
Section 1116(b)(1)	<b>School Level Parent and Family Engagement Policy – Written Policy Involvement</b>						
Section 1116(c)(1)	<b>School Level Policy Involvement– Annual Title I, Part A Parent Meeting</b>						
Section 1116(c)(2)	<b>School Level Policy Involvement– Flexible Meetings</b>						
Section 1116(c)(3)	<b>School Level Policy Involvement – School Parent and Family Engagement Plan and Schoolwide Plan</b>						
Section 1116(c)(4)(A)	<b>School Level Policy Involvement– Timely Information</b>						
Section 1116(c)(4)(B)	<b>School Level Policy Involvement – Description of Curriculum, Assessments, and Achievement Levels</b>						
Section 1116(c)(4)(C)	<b>School Level Policy Involvement– Opportunity for Regular Meetings</b>						



## 2022-2023 CNA/DIP Committee Assignments



Academic Achievement	Staff Quality	School Climate & Health	College & Career/Graduation/ Dropout	Parent & Community Engagement	District/Campus Commitments
Committee 1 Members	Committee 2 Members	Committee 3 Members	Committee 4 Members	Committee 5 Members	Committee 6 Members
Bonita Gonzalez	Brittany Mercer	Alda Zuniga	Regina Cardenas	Katherine Billig	Cynthia Dovalina
Grace Westlake	Berta Aguirre	Karen Shafer	Monica Luna	Janette Gomez	Raul Hurtado
Stephen Thomas	Tanya Serrano	Lynn White	Griselda Martinez	Mercedez Owens-Zapata	Melyna Fernandez
Yazmin Zuniga	Breanne Oba	Cristy Hill	Laura Sandate	Lisa Gavia	Jessica Longo
Nadia Farhat	Robert Garza		Dora Salinas	Gloria Koslowska	

District Improvement Plan 1.1, 1.2 (15)	District Improvement Plan 1.3, 1.4 (14)	District Improvement Plan 1.5, 1.9, 1.10 (17)	District Improvement Plan 1.6, 1.7, 1.8 (12)	District Improvement Plan 3.1, 3.2 (7)	District Improvement Plan 2.1, 2.2, 2.3, 2.4 (13)
Committee 1 Members	Committee 2 Members	Committee 3 Members	Committee 4 Members	Committee 5 Members	Committee 6 Members
Bonita Gonzalez	Brittany Mercer	Alda Zuniga	Regina Cardenas	Katherine Billig	Cynthia Dovalina
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Yazmin Zuniga	Breanne Oba	Cristy Hill	Laura Sandate	Lisa Gavia	Jessica Longo
Nadia Farhat	Robert Garza		Dora Salinas	Gloria Koslowska	

15:56:28 From Rufina Adams to Everyone:  
March DPDMC Meeting, March 23, 2023, 4 pm

15:56:32 From Rufina Adams to Everyone:  
Ruby Adams

15:56:45 From jessica.longo to Everyone:  
Jessica Longo-Cardwell

15:56:45 From Tanya Serrano to Everyone:  
Tanya Serrano-Money Concepts

15:56:46 From gloria.koslowska to Everyone:  
Gloria Koslowska

15:56:53 From Bertha Aguirre to Everyone:  
Bertha Aguirre Chavira

15:56:54 From Mrs. Hill to Everyone:  
Cristy Hill-Garfield

15:57:15 From Tanya Serrano to Everyone:  
Hello Ms. Adams!

15:58:31 From bonita.gonzalez to Everyone:  
Bonita Gonzalez

15:59:12 From Melyna's iPhone to Everyone:  
Melyna Fernández

15:59:27 From merce to Everyone:  
Mercedez Zapata

16:00:39 From Katherine Billig to Everyone:  
Katie Billig

16:00:44 From Lisa Gavia to Everyone:  
Lisa Gavia - DPS Del Rio

16:02:11 From Mrs. Mercer to Everyone:  
Brittany Mercer

16:03:18 From Mrs. Hill to Everyone:  
Happy birthday, Jessica!

16:03:36 From Tanya Serrano to Everyone:  
Happy Birthday Jessica!!

16:03:41 From Raul Hurtado to Everyone:  
Raul Hurtado - DRMS

16:12:18 From Melyna's iPhone to Everyone:  
Sorry, I have to leave the call. Picking up my kids. Keep me posted. See you  
next month.

16:24:47 From Grace Westlake to Everyone:  
Grace Westlake

16:24:56 From Laura Sandate to Everyone:  
Laura Sandate, Blended Academy

16:26:12 From Lisa Gavia to Everyone:  
Thank you! Have a blessed week!

16:26:20 From Tanya Serrano to Everyone:  
I will contact you about this Saturday

**SAN FELIPE DEL RIO**

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

**District Planning and Decision Making Committee Meeting**

**April 27, 2023**

**4:00 pm-5:00**

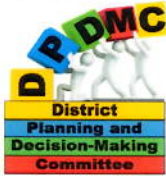
**Annex II, Portable Building A**

**Planning Agenda**

- I. **Welcome**
- II. **Focus**
- III. **District Comprehensive Needs Assessment Committee Presentations and Discussions**
- IV. **Review District Improvement Plan**
- V. **Other Business**
- VI. **Closing**

Our SFDRCIDSD Comprehensive Needs Assessment (CNA) plan is designed to gather input, opinions, and ideas from staff, students, parents, business and community members to identify needs and performance challenges in academic achievement, staff quality, school climate-safe and healthy schools, college and career-graduation and drop out reduction, family and community engagement, and district and campus commitment.





## 2022-2023 CNA/DIP Committee Assignments



Academic Achievement	Staff Quality	School Climate & Health	College & Career/Graduation/ Dropout	Parent & Community Engagement	District/Campus Commitments
Committee 1 Members	Committee 2 Members	Committee 3 Members	Committee 4 Members	Committee 5 Members	Committee 6 Members
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Yazmin Zuniga	Breanne Oba	Cristy Hill	Laura Sandate	Lisa Gavia	Jessica Longo
Nadia Farhat	Robert Garza		Dora Salinas	Gloria Koslowska	

# Comprehensive Needs Assessment

(Recommended practices when completing your CNA.)

- 1. First Committee Meeting:** Review 2023-2024 CNA template with your team. Read each section carefully. Collaborate on the resources you will need to complete your CNA. You may review prior year's CNA as a reference to start. Be sure to have a sign in sheet for meeting with all stakeholders present either in person or through Zoom. After reviewing document, you may assign specific questions to research for individual team members prior to next meeting. Set next meeting date.



**Academic Achievement**

When evaluating student academic achievement, an LEA or campus should keep in mind that one data source will not encompass the totality of student academic growth and progress. Moreover, LEAs and campuses should disaggregate student data according to ethnicity, gender, socio-economic status, special programs, and other categories in order to see how various populations measure. Further, data sources may provide different insight across the content areas, giving districts and schools a foundation for prioritizing focus for the upcoming school year.

**Probing Questions**


These questions can serve as a point of discussion for the site-based committee. LEAs and campuses may want to utilize other questions in order to understand their data.

- What are growing enrollment populations? What is the LEA/campus mobility rate?
- How is this data different than previous years?
- What is the enrollment in [special program]?
- How does this data change over time as students exit from [special program]?
- What are the teacher/student ratios? How do these correlate with performance?
- How does testing data disaggregate across demographics (ethnicity, gender, socioeconomic status, special program, etc)?
- How does demographic academic data change across the content areas?
- Which students are reaching their goals? How does this compare across programs/content areas/campuses?
- Are there Comprehensive/Targeted Support campuses? What does the data suggest about their specific needs?
- How does the LEA/campus provide an enriched, accelerated, and well-rounded curriculum?
- How does the LEA/campus increase the amount and quality of learning time?

**Suggested Data Sources**

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

1. STAAR/EDC results	10. Computer Software Reports
2. Texas Academic Performance Reports	11. Individual Education Plans
3. TELPAS Results	12. Tutoring reports
4. Curriculum-Based Assessments	13. Graduation rate
5. Formative Assessments	14. SAT/ACT scores
6. Student self-tracking/goal setting	15. Dual credit
7. Tutoring reports	16. Surveys
8. Portfolios	
9. AP/IB data	



**Data sources utilized**

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

(insert data source)	(insert data source)
(insert data source)	(insert data source)

**Identified Strengths/Needs**

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths

Summary of Needs

## 2. Second Committee Meeting:

**Step 1:** Review focus and probing questions for your focus area. Begin to collaborate and answer questions utilizing data resources. Assign a secretary to take notes. Be sure to have a sign in sheet. Once your team is ready to continue, discuss the focus summary of needs. Once complete, continue with discussion summary of needs. Please note these will automatically populate into the CNA summary sheet. Review the summary sheet to ensure information has transferred with correct grammar and spelling. You will then collaborate and decide which needs are your top priorities. Place and type in order of priority (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) on summary sheet.

**Step 2:** On chart paper, write the title and select probing question and data resources used for collaboration. Together with team, create a T-chart with one area for strengths and one area for needs and write in your top 3 for each. Select a team member to be the team's presenter.

**Step 3:** Review assigned District Improvement Plan areas. In red ink, cross out updates and/or add recommendations. Once complete, team leader will email both updated CNA and DIP assigned areas to Ms. Adams, [rufina.adams@sfd-cisd.org](mailto:rufina.adams@sfd-cisd.org)

- APRIL DPDMC Meeting:** During April DPDMC, team leader or assigned speaker will review each focus area chart presentation. After each presentation, all DPDMC stakeholders from all committees will be able to share their feedback and evaluate each focus area on strengths and needs by placing sticky notes for each. All CNA charts will be reviewed at 4<sup>th</sup> meeting.

**ACADEMIC ACHIEVEMENT**  
**Probing Questions**

1. How does the LEA/campus provide an enriched, accelerated, and well-rounded
2. How does the LEA/campus increase the amount and quality of learning time?
3. How is this data different than previous years?
4. What are the teacher/student ratio? How do these correlate with performance?

**Data Sources Utilized**

1. 2021 TAPR Report
2. Campus Master Schedules
3. 2021 Federal Report Cards
4. Campus Lesson Plans

Strengths	Needs
<ol style="list-style-type: none"> <li>1. Credit Recovery at Secondary Level available on multiple days.</li> <li>2. Data available to all teachers and reviewed during RTI data days</li> <li>3. Targeted lesson planning during the instructional day.</li> </ol>	<ol style="list-style-type: none"> <li>1. All scores including STARR and EOC have decreased due to learning loss. Need targeted tutorials to increase the Reading Levels at all levels. Need to revisit returning to traditional schedule of classes for all secondary campuses</li> <li>2. Supplemental aides need to train both teachers and students to utilize effectively.</li> <li>3. Textbooks- teachers need textbooks for their content area or computers to access an online textbook.</li> </ol>

The chart also features a T-chart titled 'Academic Achievement Strengths' and 'Needs' with several colorful sticky notes (teal, pink, purple) placed on the chart paper.

#### 4. DPDMC CNA-DIP Final Evaluations:

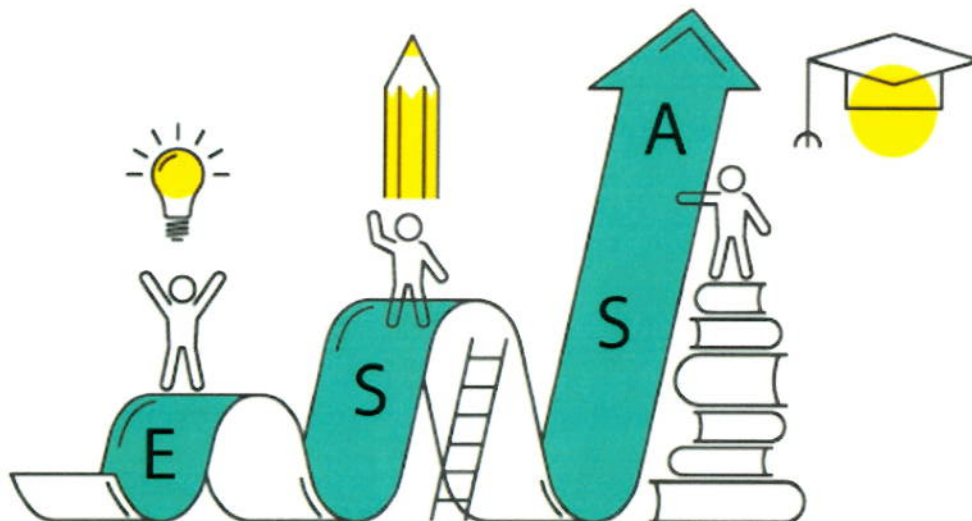
**Step 1:** CNA: Team leaders will meet with Ms. Adams to review and update each focus area as needed and finalize District CNA 2023-2024. Date will be determined at a later time. All other DPDMC committee members are welcomed to also be in attendance.

**Step 2:** DIP: During same meeting, team leaders will update and evaluate 2022-2023 District Improvement Plan with DPDMC recommendations.



**DPDMC Team Leader Meeting Agenda**  
**Wednesday, March 1, 2023, 4 pm via Zoom**

- I. Welcome team leaders**
- II. Review Region 15 CNA template**
- III. Review each focus area as it relates to ESSA**
- IV. Review data/resources needed**
- V. Review probing questions used for program evaluations**
- VI. Review step-by-step CNA process**
- VII. Review upcoming meetings, due dates**
- VIII. Questions? Concerns?**







**SAN FELIPE DEL RIO**  
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**District Planning and Decision-Making Committee Meeting**  
**April 27, 2023**  
**Sign-in Sheet**

Lynette White - 1<sup>st</sup> grade  
 Bertha Aguirre - RCE 3<sup>rd</sup>  
 Paula Sanchez - Indersy ELA pre-K  
 Jessica Long Cardwell  
 Cristy Hill - Garfield - 5  
 Mercedes Owens Zapata K RCE  
 Alda Zuniga  
 Laura Soriano - Principal  
 Katie Bullis - Secondary Math  
 Tanya Serrano - Business  
 Dr. Dorella See - Lead Counsel  
 Karen Sheff - Bilingual  
 B. Mercer DRHS-SS  
 Janette Gomez - Community  
 ROBERT GREN Non Core  
 Lisa L. Lavin - TXDPS  
 RAG DRMS  
 Yamin Zuniga LGE - 4<sup>th</sup>  
 Akira Kishida  
 Alvaro  
 Monica Luna  
 Beanie Oka

M. Futub  
 Doralina  
 Stephen Thomas  
 Regina Cardenas  
 Melyna (Parent) Fernandez  
 Griselda Martinez

## District Planning and Decision Making Committee Meeting

April 27, 2023 4 PM-5 PM

The meeting was held in the Annex II Portable Building with 19 members in attendance.

Mrs. Ruby Adams began the meeting by voicing appreciation for everybody's participation. She reminded the group that being part of the DPDMC is an honor since you are elected by your peers to represent them.

Each of the six subcommittees presented a summary of their section of the Campus Needs Assessment (CNA). Committee 5, Parent & Community Engagement was allowed to present first because Mrs. Katherine Billig had to leave the meeting earlier than scheduled. After each subcommittee presentation, the remaining members would add additional strengths and needs to the subcommittee's poster. This activity kept all members engaged because we had to pay attention to be able to add to the group's existing summary and were able to provide input from each person's perspective with their grade level and school experience.

A certificate of appreciation and a generous goody bag was given to each DPDMC member thanking everyone for their hard work with DPDMC with the DIP and CNA and many meetings and collaborations.

Messages of farewell were shared with both Katherine Billig and Jessica Longo, who will both be moving before the beginning of the new school year to another city. Ms. Adams informed group that elections for 2023-2024 would be taking place in September. She thanked all members whose term has ended and encouraged to run again for 2023-2024.

Team leaders will be reviewing and updating 2023-2024 CNA with each committee chart recommendations of strengths and needs and aligning to 2023-2045 District Improvement Plan.

# SAN FELIPE DEL RIO

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

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## DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY

2022-2023

### *Statement of Purpose*

The San Felipe Del Rio Consolidated Independent School District Board of Trustees recognizes that family-school partnerships that focus on academics and social values strengthen the student-school and family dynamic that is critical for student success. The purpose of the District Parent and Family Engagement Policy is to build capacity of schools through meaningful parent family engagement and communication. To this end, the District supports the purpose for the Parent and Family Engagement Policy as a commitment to establish and maintain open lines of meaningful, two-way communication between home, school, community and other stakeholders.

**1. The District and parents of students in Title I Programs shall develop jointly with, agree on with, and distribute to parents a written Parent and Family Engagement Policy. The policy shall be incorporated into a District plan developed under the Every Student Succeeds Act (ESSA), Section 1116(b).**

- The District invites representative parents from each campus, administrators and other District personnel to be part of the Parental Policy Review Committee.
- The District will convene an annual meeting of the Parental Policy Review Committee to provide information with regard to the Parental Involvement Survey.
- Parents and other members of the review committee have the opportunity discuss the items, suggest development of new items and reach a consensus for each policy item.
- The District Parent and Family Engagement Policy is placed on the District website and sent to each campus for distribution to parents. It is distributed with the students along with the corresponding school's parental policy with enrollment package.

**2. Involve parents in the joint development of the District plan, including the Parent and Family Engagement Policy, ESSA, Section 1116(a)(2)(A) and the process of school review and improvement. The District will ensure that:**

EQUAL OPPORTUNITY EMPLOYER

Telephone: (830) 778-4000

- District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) committee and meetings.
- District parents from the campuses are invited to apply for parental positions in the District School Health Advisory Council (SHAC). Each SHAC term is 2 years and the SHAC must meet a minimum of 4 times per year.
- Parents are involved in the planning, review, and evaluation of ESSA Title I, Part A.
- Parents are involved in the planning and review of the District Parent and Family Engagement Policy.

**3. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance under ESSA, Section 1116(a)(2)(B).**

- The District provides training for parents on how to use computers and tablets issued to students to support their academic success. The district provides training to parents on student grade access.
- Literacy training, computer training classes and General Education Development (G.E.D.) preparation sessions and Citizenship classes are provided for parents of District students at Federal Programs Building, Annex II.
- Federal Programs staff will conduct campus visits and obtain documentation to monitor and support Title I, Part A and Parent Family Engagement Policy, Title I parent meetings (2), and School-Family Compact.

**4. Each District Title I campus will develop a *School-Family Compact*, under ESSA, Section 1116(d).**

**The compact will:**

- Be revised annually at the beginning of school by a committee of staff and parents.
- Describe the responsibilities of parents, students, and school personnel to improve student achievement.
- Describe how the school will provide high quality curriculum and instruction in a supportive and effective learning environment.
- Describe the teacher grade entry and attendance policy procedures.
- Describe how parents can support student learning.
- Describe how the school and parents will establish on-going communication.
- Describe how the parent-teacher conferences will be scheduled.
- Distribute to all District parents by their respective campus.

**5. The District will build the schools' and parents' capacity for strong parental engagement. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities under ESSA, Section 1116(e)(f):**

- The District recruits and includes parents in the School Health Advisory Council (SHAC).
  - Language Proficiency Assessment Committee (LPAC), campus meetings with the principal and parental trainings at the campus and District level.
  - Training will be provided at campuses to educate teachers, counselors, principals and other staff in the value and utility of contributions of parents / families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs, and build ties between the parents and the schools.
  - Parental Liaisons will be used for parental involvement activities.
  - Each campus will provide materials and training to help parents work with their children. Each Title I Parental Liaison will provide a minimum of eight trainings for parents throughout the school year. Campuses with two parental aides will provide 16 trainings either in person or via ZOOM.
  - The District will provide training for parents in understanding federal, state and local assessment standards and how they can monitor their children’s progress, through parental trainings at the campus.
  - Provide parents with information on campus and district procedures on how to address concerns, and how to access teachers, administrators and other personnel.
  - Through home visits, phone calls, and other media, campus parental liaisons will reach out to parents of all students and form relationships that build trust and respect for their culture and values.
  - Parental Liaisons will make frequent home visits to support student achievement and attendance including visits to deliver positive comments about students as well.
  - Federal Programs personnel participate in agency and community group meetings and trainings.
  - The District shall establish and maintain a Migrant Parent Advisory Council (PAC).
  - The District includes parents in the Planning and Decision Making (DPDM) meetings.
  - The District includes parents in Family and Community Engagement Stakeholder Committee (FACE).
- 6. The District, to the extent feasible and appropriate, coordinates and integrates Parent and Family Engagement strategies with parental activities and/or meetings and offers classes to parents of current district students under ESSA, Section, 1116(e)(13)(14):**
- The District provides Parent Education Services to parents of current district students at Annex II.
  - Monthly community trainings and presentations are offered to parents at Annex II.
- 7. The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand under ESSA, Section(e)(5):**
- Information distributed to parents in English and Spanish.

- Meetings and trainings are conducted in English and Spanish.
  - Translators for parents are available at all meetings.
- 8. SFDRCIDSD conducts, with the involvement of parents, an annual survey to evaluate the content and effectiveness of the parental involvement policy in improving the academic quality of schools, including identification of barriers to greater participation by parents, particularly those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background under ESSA, Section 1116(a)(D) . The survey will include:**
- Questions to evaluate the effectiveness of the Title I Parental Program.
  - Questions to determine if parental involvement is increasing.
  - Questions to identify barriers prohibiting participation by parents.
  - The results of the survey will be used to design strategies that will improve student achievement.
- 9. Parent engagement will increase when compared to the previous school year's data under ESSA, Section(a)(1)(11). Documentation will be used determine the Parental Involvement progress:**
- Parental / Title I survey
  - Parental Liaison monthly accountability data
  - Previous three year's data
- 10. The District will involve parents in the activities of the schools served under ESSA, Section 1116(a)(2)(F). Parental Involvement: Campuses will invite and engage parents in activities of the campus including student performances, and other special events.**
- Each school will host a minimum of two Title I parent meetings at two different times with flexible times.
  - Parental involvement presentations and training
  - District and campus Parental Policy review Committee
  - Athletic events
  - Band performances
  - Choir performances
  - Academic awards and recognition presentation
  - Drama presentations

# SAN FELIPE DEL RIO

*Consolidated Independent School District*



P.O. Drawer 428002

DEL RÍO, TEXAS 78842

## POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES DEL DISTRITO

2022-2023

### ***Declaración de propósito***

La Junta de Fideicomisarios del Distrito Escolar Independiente Consolidado de San Felipe Del Río reconoce que las asociaciones entre la familia y la escuela que se enfocan en los valores académicos y sociales fortalecen la dinámica estudiante-escuela y familia que es fundamental para el éxito de los estudiante. El propósito de la Política de participación de los padres y la familia del distrito es desarrollar la capacidad de las escuelas a través de una participación y comunicación significativa entre los padres y la familia. Con este fin, el Distrito apoya el propósito de la Política de participación de padres y familias como un compromiso para establecer y mantener líneas abiertas de comunicación bidireccional significativa entre el hogar, la escuela, la comunidad y otras partes interesadas.

### **1. El Distrito y los padres de estudiantes en Programas de Título I desarrollarán conjuntamente, acordarán y distribuirán a los padres una Política de participación de los padres y la familia por escrito. La política se incorporará a un plan del Distrito desarrollado bajo la Ley Every Student Succeeds Act (ESSA), Sección 1116(b).**

- El Distrito invita a padres representantes de cada escuela, administradores y otro personal del Distrito a ser parte del ser parte del Comité de Revisión de la Política de Padres.

- El Distrito convocará una reunión anual del Comité de Revisión de Políticas de Padres para proporcionar información con respecto a la Encuesta de Participación de los Padres.

- Los padres y otros miembros del comité de revisión tienen la oportunidad de discutir los artículos, sugerir el desarrollo de nuevos elementos y llegar a un consenso para cada elemento de política.

- La Política de Participación de Padres y Familias del Distrito se coloca en el sitio web del Distrito y se envía a cada plantel para su distribución a los padres. Se distribuye con los estudiantes junto con la política de padres de la escuela correspondiente con el paquete de inscripción.

### **• Involucrar a los padres en el desarrollo conjunto del plan del Distrito, incluida la Política de participación de padres y familias, ESSA, Sección 1116(a)(2)(A) y el proceso de revisión y mejora de la escuela. El Distrito se asegurará de que:**

- Los padres del distrito de cada una de las escuelas están invitados a participar en el comité y las reuniones del Comité de Planificación y Toma de Decisiones del Distrito (DPDM).

- Se invita a los padres del distrito de los campus a postularse para puestos de padres en el Departamento de Salud Escolar del Distrito Consejo Consultivo (SHAC). Cada término de SHAC es de 2 años y el SHAC debe reunirse un mínimo de 4 veces al año.

- Los padres participarán en la planificación, revisión y evaluación de ESSA Título I, Parte A.

- Los padres participan en la planificación y revisión de la Política de participación de padres y familias del distrito.

EMPLEADOR DE IGUALDAD DE OPORTUNIDADES

Teléfono: (830) 778-4000

**3. Proporcionar la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar a las escuelas participantes en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar bajo ESSA, Sección 1116(a)(2)(B).**

- ▽ **Capacitación en alfabetización, clases de capacitación en computación y sesiones de preparación para el Desarrollo de Educación General (GED) y clases de Ciudadanía se brindan a los padres de estudiantes del Distrito en el Edificio de Programas Federales, Anexo II.**
- ▽ **Se brindará capacitación en las escuelas para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres/familias, y sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres y construir lazos entre los padres y las escuelas.**

**( "Cada escuela del Título I del Distrito desarrollará un Acuerdo Escuela-Familia, bajo ESSA, Sección 1116(d)."**

**El pacto:**

- **Sera revisado anualmente al comienzo del año escolar por un comité de personal y padres.**
- **Describir las responsabilidades de los padres, estudiantes y personal escolar para mejorar el rendimiento académico de los estudiantes.**
- **Describir cómo la escuela proporcionará un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.**
- **Se brindará capacitación en las escuelas para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres/familias, y sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres y construir lazos entre los padres y las escuelas.**
- **Se brindará capacitación en las escuelas para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres/familias, y sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres y construir lazos entre los padres y las escuelas.**
- **Los Enlaces de Padre se utilizarán para las actividades de participación de los padres.**

**5. El Distrito desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres. Las oportunidades para una fuerte participación de los padres se abordarán a través de estas capacitaciones, reuniones y otras actividades bajo ESSA, Sección 1116(e)(f):**

- **El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC).**
- **Comité de Evaluación del Dominio del Idioma (LPAC), reuniones del plantel con el director y los padres capacitaciones a nivel de campus y distrito.**
- **Se brindará capacitación en las escuelas para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres/familias, y sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres y construir lazos entre los padres y las escuelas.**
- **Los Enlaces de Padre se utilizarán para las actividades de participación de los padres.**



- Cada campus proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos. Cada enlace de padres de Título I proporcionará un mínimo de ocho capacitaciones para los padres durante el año escolar. Los campus con dos asistentes para padres proporcionarán 16 capacitaciones en persona o a través de ZOOM.
- El Distrito brindará capacitación a los padres para que comprendan los estándares de evaluación federales, estatales y locales y cómo pueden monitorear el progreso de sus hijos, a través de capacitaciones para padres en el campus.
- Proporcionar a los padres información sobre los procedimientos del campus y del distrito sobre cómo abordar las inquietudes y cómo acceder a los maestros, administradores y otro personal.
- A través de visitas domiciliarias, llamadas telefónicas y otros medios, los enlaces de padres del campus se comunicarán con los padres de todos los estudiantes y formar relaciones que generen confianza y respeto por su cultura y valores.
- Los enlaces de padres realizarán visitas domiciliarias frecuentes para apoyar el rendimiento y la asistencia de los estudiantes inculcando visitas para entregar comentarios positivos sobre los estudiantes también.
- El personal de Programas Federales participa en reuniones y capacitaciones de agencias y grupos comunitarios.
- El Distrito deberá establecer y mantener un Consejo Asesor de Padres Migrantes (PAC).
- El Distrito incluye a los padres en las reuniones de Planificación y Toma de Decisiones (DPDM).
- El Distrito incluye a los padres en el Comité de Partes Interesadas de Participación Familiar y Comunitaria (FACE).

**6. El distrito, en la medida de lo posible y apropiado, coordina e integra las estrategias de participación de los padres y la familia con las actividades y/o reuniones de los padres y ofrece clases a los padres de los estudiantes actuales del distrito bajo ESSA, Sección, 1116(e)(13)(14). ):**

- El Distrito brinda Servicios de Educación para Padres a los padres de estudiantes actuales del distrito en el Anexo II.
- Se ofrecen capacitaciones y presentaciones comunitarias mensuales a los padres en el Anexo II.

**7. El Distrito se asegurará de que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender según ESSA, Sección (e)(5):**

- Información distribuida a los padres en inglés y español.
- Las reuniones y capacitaciones se llevan a cabo en inglés y español.
- Traductores para padres están disponibles en todas las reuniones.

**8. SFDRICISD lleva a cabo, con la participación de los padres, una encuesta anual para evaluar el contenido y la eficacia de la política de participación de los padres para mejorar la calidad académica de las escuelas, incluida la identificación de barreras para una mayor participación de los padres, en particular aquellos que están en desventaja económica, discapacitados, tienen dominio limitado del inglés, alfabetización limitada o pertenecen a una minoría racial o étnica según ESSA, Sección 1116(a)(D) . La encuesta incluirá:**

- Preguntas para evaluar la efectividad del Programa de Padres Título I.
- Preguntas para determinar si la participación de los padres está aumentando.
- Preguntas para identificar las barreras que impiden la participación de los padres.
- Los resultados de la encuesta se utilizarán para diseñar estrategias que mejorarán el rendimiento estudiantil.

**9. La participación de los padres aumentará en comparación con los datos del año escolar anterior según ESSA, Sección (a) (1) (11). La documentación se utilizará para determinar el progreso de la participación de los padres:**

- Encuesta para padres / Título I
- Datos de rendición de cuentas mensuales del enlace de padres
- Datos de los tres años anteriores

**10. El Distrito involucrará a los padres en las actividades de las escuelas atendidas bajo ESSA, Sección 1116(a)(2)(F).**

**Participación de los padres: las escuelas invitarán e involucrarán a los padres en las actividades de la escuela, incluidas las actuaciones de los estudiantes y otros eventos especiales.**

- Cada escuela organizará un mínimo de dos reuniones de padres de Título I en dos momentos diferentes con horarios flexibles.
- Presentaciones y capacitación sobre participación de los padres
- Comité de revisión de la política de padres del campus y del distrito
- Eventos deportivos
- Actuaciones de la banda
- Actuaciones corales
- Entrega de premios y reconocimientos académicos
- Presentaciones de teatro

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

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

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year at each campus.
- Feedback and additional support are welcomed at any time.
- Linked to Campus Improvement Plans and Comprehensive Needs Assessments.

### Jointly Developed

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

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

## Building Partnerships With Our Families

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining school events including meetings, trainings and programs throughout the school year:

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

### Communication is Key

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

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDR CISD District and School Websites

**For additional information regarding any of our ESSA programs, please contact::**

**SFDR CISD**

**Federal and State Programs**

**830-778-4153**

## SAN FELIPE DEL RIO CISD

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



**TOGETHER  
WE ARE BETTER**

**315 Griner Street**

**Del Rio, TX 78842**

**830-778-4000**

# GOALS FOR STUDENT ACHIEVEMENT– Students, Parents, Teachers, Schools

## SFDRCID District Vision

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

## SFDRCID District Mission

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

## SFDRCID Shared Beliefs

We believe:

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

## School Agreement

As a school, we agree to:

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

## Teacher Agreement

As a teacher, I agree to:

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

## Student Agreement

As a student, I agree to:

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

## Parent Agreement

As a parent, I agree to:

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

## Development and Distribution

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

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

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

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

## Desarrollado Conjuntamente

Los padres, los estudiantes y el personal trabajan juntos y comparten ideas para desarrollar nuestro pacto entre la escuela, los padres y los estudiantes.

- Se lleva a cabo una reunión cada año al comienzo del año escolar con los miembros del comité para revisar y actualizar el pacto después de la reunión del Título I.
- El Pacto asegura que los estudiantes tengan la mejor oportunidad para el logro académico por parte de la escuela y la familia trabajando juntos.

## Construyendo asociaciones con nuestras familias

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar:

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

### La Comunicación es clave

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

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

**Para obtener información adicional sobre cualquiera de nuestros programas ESSA, comuníquese con:**

**SFDR CISD**  
**Federal and State Programs**  
**830-778-4153**

## SAN FELIPE DEL RIO CISD

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



**JUNTOS  
SOMOS MEJORES**

**315 Griner Street  
Del Rio, TX 78842  
830-778-4000**

# OBJETIVOS PARA EL RENDIMIENTO DEL ESTUDIANTE – Estudiantes, Padres, Maestros, Escuelas

## Vision del Distrito SFDRICISD

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

## Mision del Distrito SFDRICISD

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

## Creencias Compartidas

Nosotros creemos:

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

## Acuerdo Escolar

Como escuela, aceptamos:

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

## Acuerdo del maestro

Como maestro, acepto:

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

## Acuerdo de los Padres

Como padre, acepto:

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

## Acuerdo del Estudiante

Como estudiante, acepto:

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

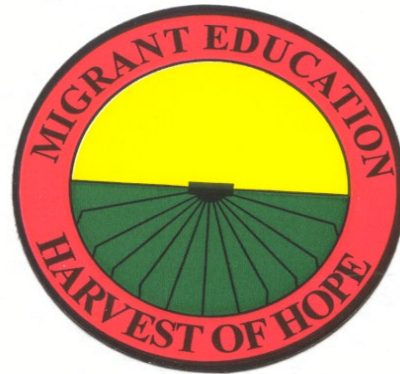
## Desarrollo y Distribucion

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

**SAN FELIPE DEL RIO**  
*Consolidated Independent School District*



**Migrant Education Program**  
**Title I, Part C**



**Priority for Services (PFS) Action Plan**  
**2022-2023**

# **SAN FELIPE DEL RIO CISD**

## **Migrant Education Program Staff**

### **2022-2023**

**As part of the Division of ESSA Program Coordination, the SFDR-CISD Migrant Education Program will provide supplemental resources aimed at helping migrant students achieve academic success, as outlined in Title I, Part C of Every Student Succeeds Act (ESSA). The SFDR-CISD staff will provide the coordination of supplemental resources, which include the following:**

- \*Identification and Recruitment of Migratory Children in the District;**
- \*Collection and Exchange of Data through the use of the New Generation System (NGS) Database;**
  - \*District Migrant Parent Advisory Council (PAC);**
  - \*Migrant Reading Is Fundamental (RIF) Program;**
- \*Summer Migrant Program: Mathematics Achievement Success (MAS);**
  - \*Coordination with the Texas Migrant Interstate Program; and**
  - \*Graduation Enhancement.**

<b>* Ruby Adams, Federal and State Program Director</b>	<b>778-4124</b>
<b>* Alejandra Villarreal, Specialist, Special Revenue Grant Funding</b>	<b>778-4156</b>
<b>* Grace Westlake, Title I Coordinator</b>	<b>778-4141</b>
<b>* Alma Santellanes, Migrant Program Secretary</b>	<b>778-4153</b>
<b>* Mary Martinez, Identification and Recruitment (ID &amp; R)</b>	<b>778-4151</b>
<b>* Graciela Hernandez, New Generation System (NGS)</b>	<b>778-4145</b>



## Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) requires that Migrant Education Program funds should first be used to address the unique needs of migrant children that result from their migratory lifestyle or are needed to permit migrant children to participate effectively in school.

Migrant children are eligible for services under the regular Title I, Part A on the same basis as other children. MEP funds are intended to supplement services provided under Part A and other programs to meet the needs of migrant students that arise from their migrant status.

Both the State's Consolidated Application to the U.S. Department of Education and the State's comprehensive needs assessment delineate how the activities and services of the SFDR-CISD are assessed, delivered, and evaluated based on addressing the indentified needs of the District's migrant student population.



# Priority for Service (PFS) Action Plan for Migrant Students



As part of the ESSA Consolidated Application for Federal Funding, Part 3 of Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year.

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for San Felipe Del Rio CISD	
Grades 3rd to 12th	Students who failed one or more section of the STAAR, or are LEP Exempt, ARD Exempt, Absent, or were not enrolled in a Texas school during the STAAR testing period for their grade level, including Ungraded (UG) or Out of School (OS) students; <b>and</b> have their school interrupted during the previous or current regular school year.
Grades K - 2nd	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental program Component, or have been retained, or are overaged for their current grade level <b>and</b> have their school interrupted during the previous or current regular school year.

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 3, Every Student Succeeds Act (ESSA) Consolidated Application for Federal Funding, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**San Felipe Del Rio Consolidated Independent School District**  
**Migrant Priority for Services Action Plan**

**2022-2023**

**GOALS:**

To provide supplemental services to meet the needs of Migrant identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.

**OBJECTIVES:**

- PFS students will have access to supplemental instructional and support services.
- PFS students will be on grade level within 2 years.
- PFS students will meet the state academic achievement standard (STAAR/EOC).
- Parents of PFS students will be informed of their child's academic progress and the instructional services provided.
- PFS students will graduate with a high school diploma.

Program/Activities	Timeline	Person(s) Responsible	Documentation
<b>MONITOR: Priority of Service (PFS) monthly reports to identify migrant children and youth who require priority access to MEP services.</b>			
Run monthly NGS PFS reports to identify Migrant children and Youth who require priority access to MEP services	Aug - On going	NGS Specialist	Electronically Read/Received Data Sheets PFS Monthly Reports
Monthly and quarterly rosters/reports provided to campus principal and counselors of all PFS	Aug-June	Federal & State Prog. Dir. NGS Specialist	PFS Action Plans PFS Monthly Reports
<b>Monitor: Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining students success, including timelines for achieving stated goals and objectives.</b>			
PFS Action Plan review PFS Campus/School trainings	Aug- On-going	Federal & State Prog. Dir.	Meetings Minutes Sign-In Sheets Virtual Meeting Chat Logs
MEP staff will coordinate the PFS Action Plan utilizing the new district calendar, Local Needs Assessment and other data to identify when and what services will be provided for PFS students for the coming year.	Sept-May	Federal & State Prog. Dir Migrant Recruiter LNAC	Meeting Minutes Sign-In Sheets Virtual Meeting Chat Logs
Finalize draft for uploading with District Improvement Plan before school starts.	July - August	Federal & State Prog. Dir	Meeting Minutes Sign-In Sheets

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

**Migrant Priority for Services Action Plan**

2022-2023

**Communicate: The progress and determine the needs of PFS Migrant Students.**

Required Activities	Timeline	Person(s) Responsible	Documentation
During the academic calendar, the Title I Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the PFS criteria and update NGS PFS Reports.	September-August	Federal & State Prog. Dir	Email documentation
During the academic calendar, the Title I Part C Migrant Coordinator or MEP staff will provide parents of PFS students the information on the PFS criteria.	September-August	Federal & State Prog. Dir NGS Specialist Recruiter PAC Officers	Phone contact logs Email documentation Office visits/Home visits
During the academic calendar year, the Federal Programs Director or MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children.	September-August	Federal & State Prog. Dir MEP Staff	Office visits/Home visits Community visits  Phone/Virtual meetings

**Provide services to PFS Migrant students.**

The District's Federal Program Director or MEP staff will use the PFS reports to give priority placement to these students in Migrant Education program activities.	September-August	Federal & State Prog. Dir MEP Staff	Email documentation Parent Contact Virtual Meetings
The District's Federal Program Director or MEP staff will ensure that PFS students receive Priority access to instructional services as well as social workers and community social service agencies.	September-August	Federal & State Prog. Dir MEP Staff	Email documentation Community Resource List Supplemental Distribution Forms
The District's Federal Program Director or MEP staff will determine what Federal, State, or Local programs for PFS students.	September-August	Federal & State Prog. Dir MEP Staff	Student Participation List Invoices Virtual Meetings Community Agencies
Parent meetings to provide community resources and services.	September-August	Federal & State Prog. Dir MEP Staff	Virtual Meetings Phone contact logs