

DEL RIO H S
Del Rio High School Campus Improvement Plan
2022/2023

Cynthia Salas and Jane Villarreal
100 Memorial Drive
(830) 788-4329
cynthia.salas@sldr-cisd.org jane.villarreal@sldr-cisd.org

Date Reviewed:

Date Approved:

DEL RIO H S

Mission

We inspire achievement and excellence — today and for a lifetime.

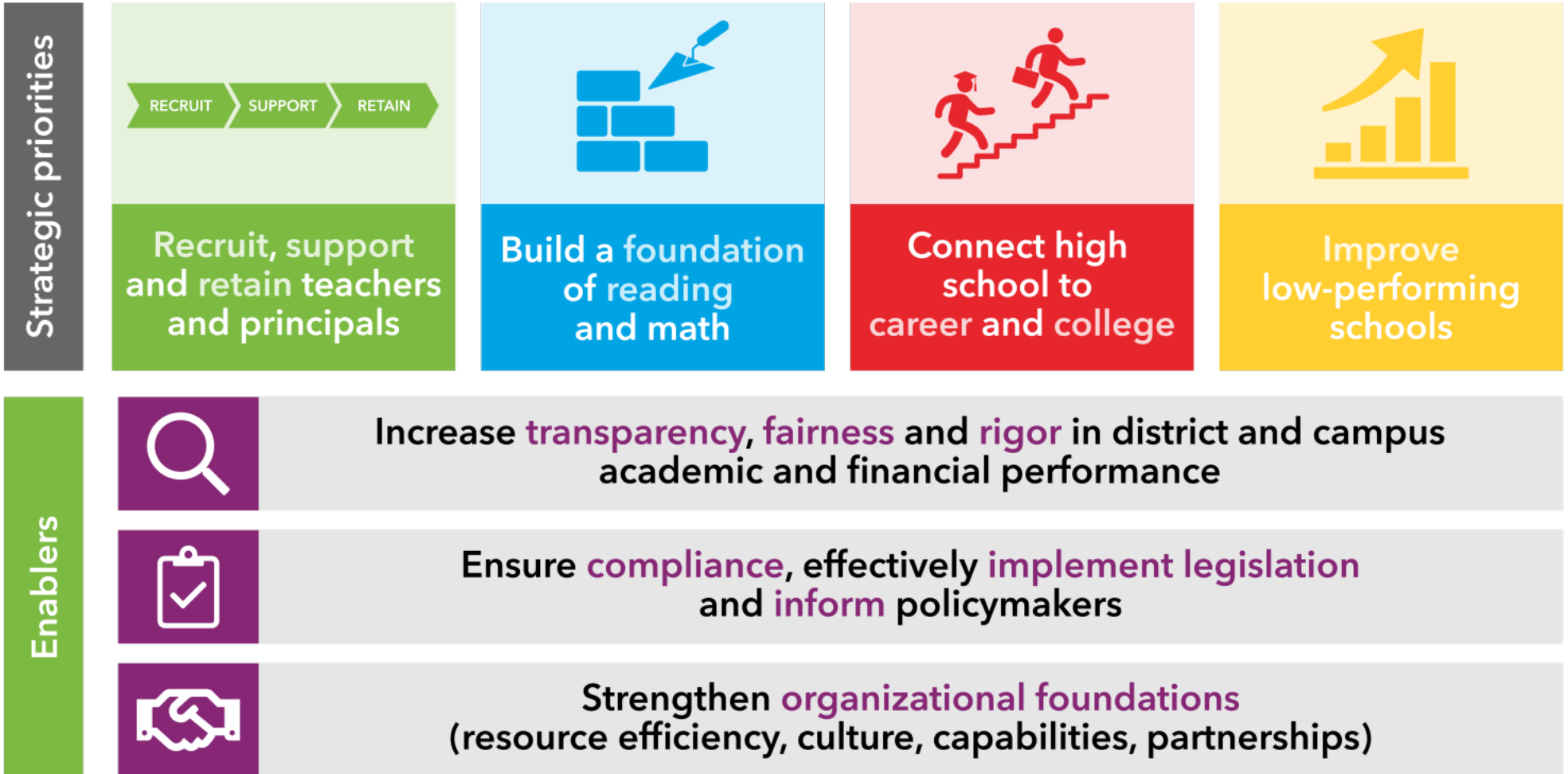
Vision

- DRHS students will earn a high-quality education and graduate college, career, and life-ready.*
- DRHS will engage authentically with students, parents/guardians, teachers, and the community.*
- DRHS will empower all students to achieve their greatest potential and serve as role models for future generations.*

Nondiscrimination Notice

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

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



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

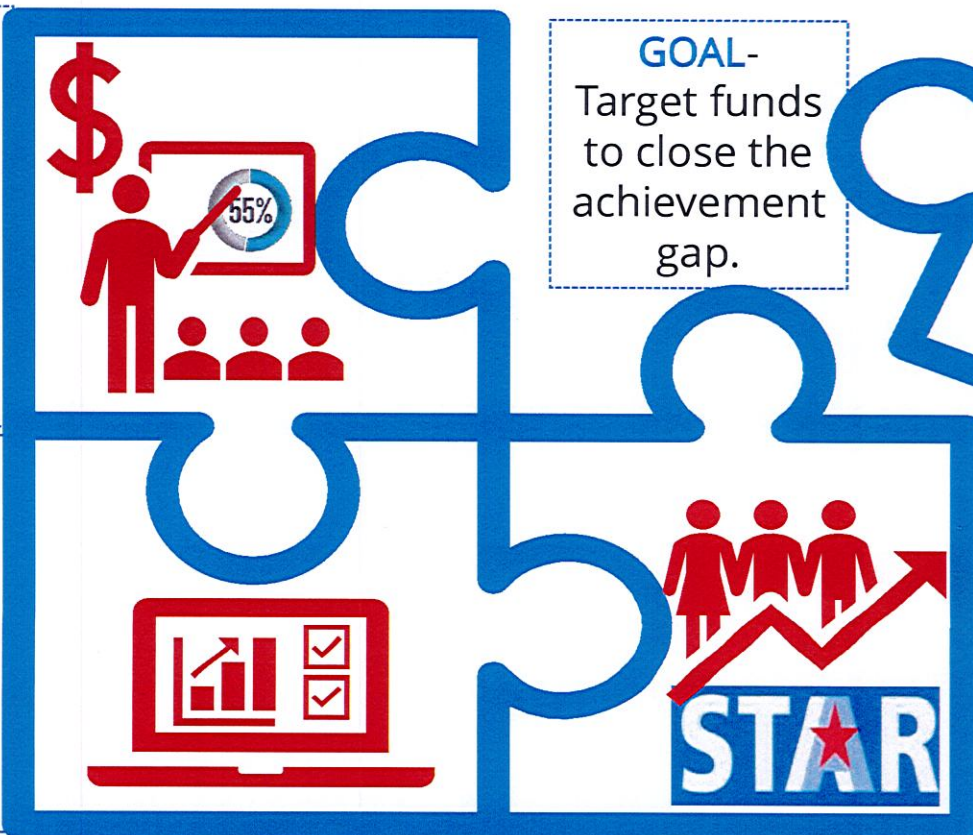
State Compensatory Education Program

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

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

GOAL- Target funds to close the achievement gap.

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



TEC, §29.081 TEC, §48.104



**adapted from TEA State Compensatory Education*

DEL RIO H S Site Base

Name	Position
Cuellar, Vangie	Special Populations Representative
Rodriguez, Gisselle	Math Teacher
Treviño, Cassandra	Paraprofessional
Sahagun, Cynthia	Assistant Principal
Brijalba, Melinda	Parent
Mercer, Brittaney	Social Studies Representative
Jimenez, Mario	CTE Representative
Williams, Gordon	Science Department Representative
Jordan, Cacedra	English Department Representative
Norton, Robert	Assistant Principal
Johnston, Shane	Assistant Principal
Espinoza, Joelda	Counselor
Pena, Sonia	Bilingual/ESL Strategist
Salas, Cindy	Del Rio High School Principal
Casillas, Ramona	Assistant Principal
Cardenas, Carolina	CTE Counselor

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

Objective 1. By May 2023, in Algebra 1 EOC: All the participants, including special education; will show an increase of 7% in the Approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development to support the skill building of blended learning aligned to instructional materials in all core areas in special education and (ESL) sheltered instruction classrooms. (TI) (Title I SW: 1,2,3) (Title I SW Elements: 2.2,2.4,2.5,2.6) (Title I TA: 1,5,6) (Target Group: EB,SPED,AtRisk) (Strategic Priorities: 4) (CSFs: 1,2,7)	Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2022 - May 2023	(F)IDEA Special Education, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Six weeks exams 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track 12/14/22 - On Track
2. Teachers and instructional aides will integrate instructional strategies and routines that maximize connection and personalization, support a variety of learning needs (e.g., supports for students who are EL and receive special education services), and actively engage students in rigorous grade-level learning. (TI) (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.2,2.6) (Title I TA: 5) (Target Group: All,EB,SPED) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,7)	Campus Administrators, Curriculum Coordinators, Instructional Aides, Special Ed Teacher, Strategists, Teachers	August 2022 - May 2023	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL	06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
3. Increase the quality of classroom instruction by setting high expectations, define and disseminate clear plans, and utilize the dashboard to archive documents for instructional staff. (TI) (Title I SW: 3,4) (Title I SW Elements: 1.1,2.2,2.4,2.5) (Title I TA: 1) (Target Group: All,EB,SPED,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022 - May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Classroom walk through data 06/29/23 - Completed (S) 02/03/23 - Significant Progress 12/14/22 - Some Progress
4. Assess student progress regularly through multiple remote means, including formative assessments and during bell to bell instruction.(TI) (Title I SW Elements: 1.1) (Title I TA: 2,4) (Target Group: All,EB,SPED) (Strategic Priorities: 2,4)	Cluster/Department Leaders, Special Ed Teacher, Strategists	August 2022 - May 2023	(F)Title I	Criteria: local six weeks assessments grades 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
5. Recruit highly effective teachers while providing instructional support to all mentees	Campus Administrators, Directors	August 2022 - May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Staffing patterns

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and building capacity of mentors. (TI) (Title I TA: 5) (Target Group: ECD,GT,CTE,10th,11th,12th) (Strategic Priorities: 1,4)				06/29/23 - On Track (S) 02/03/23 - On Track 02/03/23 - On Track 12/14/22 - On Track
6. Campus administrators will conduct at least 5 fifteen minute walkthroughs every two weeks while providing coaching teachers in Domain II and III of T-TESS (TI). (Title I SW: 1,2,3,4,5,9,10) (Title I TA: 6) (Target Group: ESL,EB,SPED,GT,CTE,10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators	August 2022 - May 2023	(S)Local Funds	Criteria: TTESS reports on DMAC 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
7. Plan and organize intervention and differentiation strategies to assist struggling students specifically those that meet HB 4545 requirements (Renaissance Learning, BrainPop)(TI). (Title I SW: 6,9) (Title I SW Elements: 2.4,2.6) (Title I TA: 4) (Target Group: All,H,ECD,ESL,EB,SPED) (Strategic Priorities: 2) (CSFs: 1,2,3,5)	Cluster/Department Leaders, Instructional Aides, Parental Aides, Parents, Strategists, Teachers	August 2022 - May 2023	(F)Title I, (S)State Compensatory - \$8,265.70	Criteria: Grades 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
8. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2022 -June 2023	(S)State Compensatory	Criteria: Payroll/HR Documentation 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track

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

Objective 2. By May 2023, 90% of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop high-performing teachers to promote blended learning in the classroom at DRHS. (Title I SW: 2) (Title I SW Elements: 1.1,2,2) (Title I TA: 5,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1) (CSFs: 1,7)	Campus Administrators	August 2022-May 2023	(F)Title IIA Principal and Teacher Improvement	Criteria: GSPD 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track
2. Create and disseminate instructional plans that clearly articulates Learning Targets and E.L.P.S. for each prep daily. (TI) (Title I SW Elements: 1.1) (Title I TA: 1,2) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Administrators	August 2022-May 2023	(S)Local Funds	Criteria: Grades 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
3. Adopt assessments that allow for mastery-based progression. (Title I SW Elements: 1.1,2,2) (Title I TA: 2,4) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,3,4) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(F)Title I	Criteria: Grades Six weeks exams benchmark EOC 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
4. Create opportunities to examine student data on common assessments. (TI) (Title I SW: 1,2) (Title I SW Elements: 1.1) (Title I TA: 1,2) (Target Group: EB,SPED,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades EOC Six weeks Exams 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
5. Train new staff, students, and families on the use of Skyward or DMAC for accessing instructional data. (TI) (Title I SW Elements: 1.1,2,1) (Title I TA: 7) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 1,3) (CSFs: 1,2,5,7)	Campus Administrators, Parental Aides, Strategists, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
6. Regularly review and coach teachers to use technology effectively while increasing student engagement (TI) (Title I SW Elements:	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades Graduation rate

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Objective 2. By May 2023, 90% of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.1,2.6) (Title I TA: 1,3) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,2)				06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
7. Teachers and instructional aides connect with students regularly through one-on-one conferences to develop relationships, support students with individual needs, and offer relevant, timely feedback. (TI) (Title I SW: 1,2,10) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1,2) (Target Group: EB,SPED) (Strategic Priorities: 1,2,3) (CSFs: 1,2,4)	Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades Graduation rates CCMR 06/29/23 - Completed (S) 12/14/22 - On Track

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Objective 3. By May 2023 in English 1 and 2 EOC: All the participants, including special education; will show an increase of 7% in the Approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Design lesson plans based on data and include strategies to address misconceptions (TI). (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.1) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Grades EOC 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
2. Enable teachers to regularly reflect and set goals based on their students' progress and mastery. Create systems to allow students to track and reflect on their progress while moving towards student ownership (TI). (Title I SW Elements: 1.1,2.1) (Title I TA: 2,7) (Target Group: ESL,SPED,GT,10th,11th) (Strategic Priorities: 1,2,3) (CSFs: 1,2,5,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades Six weeks assessments EOC 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
3. Develop a scheduling system that streamlines tracking, reviewing, and planning of interventions, ensuring all English teachers and campus stakeholders are aligned and properly collaborating. (Title I TA: 2) (Target Group: ESL,SPED,AtRisk,10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators, Special Ed Teacher, Strategists, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track

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Objective 4. By May 2023, in US History EOC: All 11th grade students enrolled in US History will show an increase of 7% in the Approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate, adapt, and organize accessible, high-quality TEKS-aligned instruction for all who are receiving special education services via content mastery. (Title I SW: 1,2) (Title I TA: 1,4) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2022-May 2023	(F)IDEA Special Education, (F)Title I	Criteria: Grades six weeks assessments 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
2. Progress monitor through assessments, adapt instruction, and focus on students that need additional support such as EL and students serviced by SE (TI). (Title I SW: 1,2) (Title I TA: 5) (Target Group: EB,SPED,10th,11th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Grades EOC 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - Significant Progress
3. Teachers shall conduct formal conferences to report on student progress with families and students in their preferred home language on a quarterly basis. (Title I TA: 2,4,7) (Target Group: EB,9th,10th,11th) (Strategic Priorities: 4)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2022-May 2023	(O)Local Districts	Criteria: Parent contact logs 06/29/23 - Completed (S) 02/03/23 - Significant Progress 12/14/22 - Some Progress

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

Objective 5. By May 2023, special education students participating in EOC testing will show an overall increase of a 5% passing rate at the Approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Set up a co-teach model where teachers co-facilitate classes, internalize the same grade level content, and support the same groups of students, to increase student achievement for students serviced in special education. (TI) (Title I SW: 2,4) (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Title I TA: 1,2,6) (Target Group: SPED,10th,11th) (Strategic Priorities: 1,2,3)</p>	<p>Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers</p>	<p>August 2022-May 2023</p>	<p>(F)IDEA Special Education, (F)Title I</p>	<p>Criteria: Grades Instructional playbook</p> <p>06/29/23 - Completed (S) 02/03/23 - On Track 02/03/23 - On Track 12/14/22 - On Track</p>
<p>2. Utilize the TTESS system to personalize professional development in providing coaching opportunities in providing the most effective teaching strategies for at-risk students. (Title I SW: 4) (Title I SW Elements: 2.5) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2022-May 2023</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: TTESS (GSPS) EOC data Grades</p> <p>06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress 12/14/22 - Significant Progress</p>
<p>3. Include additional opportunities throughout the day to connect, coach, and provide timely and relevant feedback to students. (TI) (Title I SW: 1,2) (Title I SW Elements: 2.4,2.5) (Title I TA: 3) (Target Group: EB,SPED) (Strategic Priorities: 4) (CSFs: 1,2,4,7)</p>	<p>Campus Administrators, Instructional Coaches, Special Ed Teacher, Strategists, Teachers</p>	<p>August 2022-May 2023</p>	<p>(F)Title I</p>	<p>Criteria: Teacher schedules Grades</p> <p>02/03/23 - On Track 12/14/22 - Significant Progress 12/14/22 - Significant Progress</p>

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

Objective 6. By May 2023, 93% of the twelfth grade students will graduate college, career, and military ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Educate all stakeholders in CCMR requirements while executing clear expectations for remediation before/after school and Saturdays (e.g., tutors). (TI) (Title I SW: 2,3) (Title I SW Elements: 2.4,2.5) (Title I TA: 1,3,4) (Target Group: ESL,SPED,AtRisk,10th,11th,12th) (Strategic Priorities: 1,2,4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August 2022-May 2023	(F)Title I	Criteria: Grades Six week assessments Student writing samples 06/29/23 - On Track (S) 02/03/23 - Significant Progress 12/14/22 - Some Progress
2. Develop plan to consistently evaluate student progress in College Prep classes while providing support to teachers (e.g., tutors). (Title I SW: 2,3) (Title I SW Elements: 2.2) (Title I TA: 1,2,8) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 1,4)	Campus Administrators	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP, (S)Local Funds	Criteria: Grades EARNed credits towards graduation 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
3. Assess student progress through response to intervention sessions and utilize curriculum-integrated tools (road maps, instructional strategies, and assessments) to understand mastery and inform instructional planning. (TI) (Title I TA: 2,5) (Target Group: ESL,SPED,AtRisk) (Strategic Priorities: 2,4) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Meeting logs Grades student work samples 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress 12/14/22 - Significant Progress
4. Counselors will monitor their students and collaborate with admin in creating additional Credit Recovery Classes as needed. (Title I SW Elements: 2.4,2.5) (Title I TA: 8) (Target Group: AtRisk,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,2)	Campus Administrators, Counselors, Directors, Teachers	August 2022-May 2023	(F)Title I, (F)Title IV SSAEP	06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - Significant Progress

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

Objective 7. By May 2023, the targeted graduation rate will be 93% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Integrate instructional strategies and routines (makeup hours and upgrade) that support a variety of learning needs (e.g., supports for students who are struggling to pass classes) while increasing student engagement. (Title I SW: 1,2,3,9) (Title I TA: 1,2,5) (Target Group: AtRisk) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Teachers	August 2022-May 2023	(F)Federal Grant, (F)Title I	Criteria: Earned credits Six weeks grades 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
2. Utilize Response to Intervention strategies and develop/implement plan for students that meet HB 4545 requirements. (Title I SW: 1,2) (Title I TA: 1,2) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2022-May 2023	(F)Title I, (S)Local Funds	06/29/23 - On Track (S) 12/14/22 - On Track
3. Observe and assess teacher delivery in providing quality lessons while providing feedback. (Title I SW: 8,9,10) (Title I TA: 3,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 1,2,6,7)	Campus Administrators, Teachers	August 2022-May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: TTESS walkthroughs 06/29/23 - Completed (S) 12/14/22 - On Track
4. Continue to monitor counselors as they meet with students daily to provide academic support (specifically for CCMR). (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Counselors	October 2022 - June 2023	(F)Title IV SSAEP	Criteria: Increase graduation rate by 3% 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track 12/14/22 - On Track

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- Goal 1.** The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 8.** By May 2023 on the culture and climate survey, a 5% increase in percentages of the teachers agree in the following areas: 1. they work in a safe environment; 2. they have the equipment, tools, and supplies needed to do their job; and 3. they are given appropriate assistance to resolve disciplinary problems in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gather holistic information on students to understand their social emotional needs in addition to their academic needs to provide anti-drug, anti-bullying, cyber-bullying assistance via counseling (BCFS, TCHAT, e.g.). (Title I TA: 1,8) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2022-May 2023	(F)Title IV SSAEP, (O)Local Districts	Criteria: Counselor logs Grades Attendance 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
2. All teachers will establish a common set of Classroom Expectations to promote positive and safe behavior. (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 3,4,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(F)Title IV SSAEP, (S)Local Funds	Criteria: Walk through seating charts signage 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track 12/14/22 - On Track
3. Maintain a clean and orderly environment by creating a high level of respect for campus culture, diversity, which includes school clubs, department functions, organizations and classes. (Target Group: All) (CSFs: 6)	Campus Administrators, Counselors, Librarian, Parental Aides, Teachers	August 2022-May 2023	(F)Title IV SSAEP, (S)Local Funds	06/29/23 - Completed (S) 02/03/23 - On Track 02/03/23 - On Track 12/14/22 - On Track 12/14/22 - On Track
4. Connect with students using the Del Rio Cares lessons during homeroom to build relationships, reflect on learning goals, and identify holistic needs. Provide monthly sessions in the library during lunches to address social and emotional needs. (Title I SW: 1,2) (Title I TA: 8) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(F)Title IV SSAEP, (F)Title V RLIS, (S)Local Funds	Criteria: Classroom Walk through 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress

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

Objective 9. By May 2023, 70% of ELL students will show an increase to the next composite proficiency level on TELPAS and a 10% increase of reclassification rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide EL tools for success in the classroom. (Glossaries/dictionaries, journals, word walls, anchor charts, voice recorders, etc.). (TI) (Title I SW: 1,2) (Title I TA: 1,4,8) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,4)	Bilingual Department, Campus Administrators, Strategists, Teachers	August 2022-May 2023	(F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Grades Assessment data Graduation rates CCMR EOC 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
2. Provide training to all sheltered instructional staff on implementing effective ESL strategies. (TI) (Title I SW: 1,4,5) (Title I TA: 1,6) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 4)	Bilingual Department, Campus Administrators, Strategists, Teachers	August 2022-May 2023	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Grades Walk through Certification 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
3. Use a Sheltered Instructional team to focus on total student participation, incorporate academic vocabulary, promote literacy, and language development. (TI) (Title I TA: 3,5) (Target Group: EB,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Walk through Grades EOC 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
4. Embed time in the instructional day to utilize the campus based strategist to supplement classroom instruction specific to Listening, Speaking, Reading, and Writing. (TI) (Title I TA: 5) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August 2022-May 2023	(F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Strategist schedule Student rosters Grades EOC data 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
5. Identify and adopt a plan that involves a teacher to promote language development (beginners/newcomers) to achieve proficiency in English. The teacher will use language rich strategies such as accountable conversion,	Campus Administrators, Counselors, Strategists, Teachers	August 2022-May 2023	(F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Master Schedule Grades Earned credits 06/29/23 - Completed (S)

DEL RIO H S

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

Objective 9. By May 2023, 70% of ELL students will show an increase to the next composite proficiency level on TELPAS and a 10% increase of reclassification rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
randomization, wait time, and vocabulary skills. (TI) (Title I TA: 5) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 2,4)				02/03/23 - On Track 12/14/22 - On Track

DEL RIO HS

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

Objective 10. By May 2023, 80% of the staff will increase their digital proficiency and integration of technology in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus library will provide teachers with current instructional resources, media, and technology that will include online encyclopedia, books, laptops, and online subscriptions. (Title I TA: 1,3) (Target Group: 10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Librarian, Teachers	August 2022-May 2023	(F)Federal Grant, (S)Technology Grant	Criteria: Grades Teacher input 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track
2. Train families (in their preferred home language) and students on how to utilize the varied of technology resources provided by our district. (Title I TA: 1,7) (Target Group: 10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August 2022- May 2023	(F)Title I	Criteria: Training schedule Grades 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress

DEL RIO H S

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

Objective 11. By May 2023, 90% of our Gifted and Talented students will achieve meets or masters levels on all the EOC tests and a 3 or better on AP exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new staff members will participate in the 5-Day Training to become GT Certified. Gifted and Talented Refresher Course will be monitored annually for completion. (Title I SW: 1,2,3,4) (Target Group: GT) (Strategic Priorities: 1) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2022-May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	06/29/23 - Completed (S) 02/03/23 - Significant Progress 12/14/22 - Some Progress
2. Provide the instructional materials necessary to meet the rigor of AP and Dual Credit courses (textbooks, technology, and study aides). (Title I SW: 1,3,5,10) (Title I TA: 1,3,6) (Target Group: GT,10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(F)Title I, (S)State Compensatory - \$10,068.61	Criteria: Grades AP scores Dual credit earned 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
3. Provide support and additional opportunities for students to increase their SAT and ACT Scores. (Title I TA: 1,5) (Target Group: GT,M,F,10th,11th,12th) (Strategic Priorities: 3,4)	Campus Administrators, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades AP scores 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress

DEL RIO HS

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

Objective 12. By May 2023, STAAR English I/II EOC Scores will improve to 70% (approaches), 55% (meets) and 75% (approaches) and 55% (meets), respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan effective lessons based on student data and trends. Focus on delivery that increases student engagement while making the thinking visible. (Title I SW: 1,3,9,10) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Teachers	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Grades Credits earned 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
2. Reflect on progress towards objectives within ELA2 lessons and identify effective strategies and activities that allow teacher to immediately check for understanding. (Title I SW: 1,9,10) (Target Group: ESL,Migrant,EB,SPED,GT,AtRisk,504,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Strategists, Teachers	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Grades Six weeks assessment data 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
3. Teachers will be coached on how to actively engage students during bell to bell instruction. Department Meetings will consist of mini (e.g., Cold calling, life-lines, no opt-outs, Think/Puzzle/Explore). (Title I SW: 1,2,3,4) (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,7)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2022-May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Grades Credits earned Canvas lessons 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress

DEL RIO HS

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

Objective 13. By May 2023, STAAR Algebra I EOC scores will improve from 84% (approaches) and 62% (meets) to 86% and 65%, respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor and provide support to teachers in reviewing and analyzing student data for planning and developing lessons to increase student achievement. (Title I SW: 1,3,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Strategists, Teachers	August 2022-May 2023	(F)Title I, (S)Local Funds, (S)State Grant	06/29/23 - Completed (S) 02/03/23 - On Track 02/03/23 - On Track 12/14/22 - Significant Progress
2. Plan for and incorporate strategies in math that assist struggling learners. Interventions will include: small group instruction and tutoring. (provide bus transportation as needed) (Title I SW: 1,2,3,9,10) (Title I TA: 1,5) (Target Group: ESL,EB,SPED,GT,AtRisk,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Strategists, Teachers	August 2022-May 2023	(F)Title I, (S)State Compensatory - \$1,620	Criteria: Grades Assessment data 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track 12/14/22 - On Track
3. Monitor special populations (to include LEP denials) through student performance data, progress reports, report cards, attendance, local assessments and formal evaluations (TI). (Title I SW: 2,9,10) (Title I TA: 1,2,4) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Strategists, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades Assessment data 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track

DEL RIO H S

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

Objective 14. By May 2023, STAAR Biology EOC scores will improve from 84% (approaches) and 52% (meets) to 89% and 57%, respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan and implement opportunities for guided instruction based on data per cycle. (Title I SW: 1,2,3,9,10) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Teachers	August 2022-May 2023	(O)Local Districts	Criteria: Grades 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
2. Monitor special populations (to include LEP denials) through student performance data, attendance records, progress reports and report cards, local assessments and formal assessments such as TELPAS and STAAR EOC. (TI) (Title I SW: 1,3,9) (Title I TA: 1,4) (Target Group: ECD,ESL,Migrant,EB,SPED,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades Attendance Assessment data 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
3. Provide all core area teachers, special education teachers, ESL Teachers and instructional aides with training on relevant language objectives and implementation strategies in order to meet System Safeguards. (TI) (Title I SW: 4) (Target Group: H,ECD,ESL,EB,SPED) (Strategic Priorities: 1,2) (CSFs: 1,3,7)	Campus Administrators, Cluster/Department Leaders	August 2022-May 2023	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track

DEL RIO HS

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

Objective 15. By May 2023, all teachers will implement with fidelity the Del Rio Cares lessons on a weekly basis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote social-emotional health for all students while training teachers in what specific actions might be seen in the classroom from students that are struggling. (Title I SW: 2) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,4,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(F)Title IV SSAEP, (S)Local Funds	Criteria: Grades Discipline referrals 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress 12/14/22 - Significant Progress
2. Promote health and wellness to all students in physical education classes (e.g., Big Decisions curriculum). (Title I SW: 2,3,9,10) (Title I TA: 1,3,4,5) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,4,6)	Campus Administrators, Teachers	August 2022-May 2023	(F)Title IV SSAEP, (O)Local Districts	Criteria: Grades Nurse referrals 06/29/23 - Completed (S) 02/03/23 - On Track 02/03/23 - On Track 12/14/22 - Significant Progress
3. Administer climate surveys and conduct parent orientations in preferred home language to provide assistance on graduation plans, attendance, and discipline (bullying, harassment, drug and alcohol use and aggressive/violent behavior). (Title I SW: 6,9) (Title I TA: 1,4,7) (Target Group: AtRisk,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 4,5,6)	Campus Administrators, Parental Aides, Parents	August 2022-May 2023	(F)Title IV SSAEP, (S)Local Funds	Criteria: Grades Attendance reports Discipline reports Counselor referrals 06/29/23 - Completed (S) 02/03/23 - Significant Progress 02/03/23 - Significant Progress 12/14/22 - Some Progress 12/14/22 - Some Progress
4. DRHS Counseling Department will assist in promoting and monitoring the implementation of Del Rio Cares. They will provide support to new teachers in delivery lessons. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	October 2022 - June 2023	(F)Title IV SSAEP, (F)Title V RLIS	06/29/23 - On Track (S) 02/03/23 - On Track 02/03/23 - On Track 12/14/22 - Significant Progress

DEL RIO H S

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. By May 2023, Del Rio High School will utilize local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with Cheer. (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2022 - May 2023	(S)Local Funds	Criteria: Schedules Student Rosters 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track
2. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with Belles (dance team). (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2022 - May 2023	(S)Local Funds	Criteria: Schedule of events Student rosters 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track
3. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with UIL. (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2022 - May 2023	(S)Local Funds	Criteria: Student rosters Schedule of events 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track
4. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with STUCO. (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2022 - May 2023	(S)Local Funds	Criteria: Student rosters Schedule of events 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track
5. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety. (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2022 - May 2023	(S)Local Funds	Criteria: Student rosters Schedule of events 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track
6. Continue to collaborate with Department Leaders to determine the focus of local funds in alignment with our academic goals. (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Financial Analyst	October 2022 - June 2023	(O)Local Districts	06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track

DEL RIO HS

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. By May 2023, the campus will maintain a student attendance rate of 92%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Compile and track data on student attendance for identifying RTI to include daily family contacts, academic support, and social-emotional well-being. (TI) (Title I SW: 1,6,9) (Title I TA: 1) (Target Group: EB,SPED,10th,11th,12th) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Parental Aides, Parents, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades Attendance records Drop out rates 06/29/23 - Completed (S) 02/03/23 - Significant Progress 12/14/22 - Some Progress
2. DRHS (9th-12th) will increase the awareness of the compulsory attendance law among the school community and parents using Student Orientation, Open House, parental meetings, news media and presentations. (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	August 2022-May 2023	(S)Local Funds	06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
3. DRHS (9th-12th) counselors will regularly and systematically facilitate the identification of students with problems or anti-social behavior and provide them with support that encourages them to attend school and actively participate in their education. (Title I SW: 2,9) (Target Group: All,AtRisk) (Strategic Priorities: 4)	ARD Committee, Campus Administrators, Counselors, Parents, Teachers	August 2022-May 2023	(S)Local Funds	06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track 12/14/22 - On Track
4. DRHS (9th-12th) will promote student participation in school groups by increasing clubs and organizations in school. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Librarian, Teachers	August 2022-May 2023	(S)Local Funds	06/29/23 - On Track (S) 02/03/23 - On Track 02/03/23 - On Track 12/14/22 - On Track
5. DRHS (9th-12th) will provide professional development to all staff on the use of Skyward reports to maintain accurate attendance records. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, MIS Department	August 2022-May 2023	(S)Local Funds	06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
6. Communicate expectations to families and provide frequent feedback on effective technology usage and engagement strategies for struggling learners. (TI) (Title I SW: 1,6) (Title I TA: 1,7) (Target Group:)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades Attendance reports 06/29/23 - Completed (S) 02/03/23 - On Track

DEL RIO HS

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. By May 2023, the campus will maintain a student attendance rate of 92%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
EB,SPED,10th,11th,12th) (Strategic Priorities: 4)				12/14/22 - Significant Progress
7. Parental aides and counselors will provide training sessions for parents on how to use Skyward to check student attendance/tardies/grades as needed. (Title I SW: 6) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides	August 2022-May 2023	(S)Local Funds	Criteria: Meeting agenda Participation log Attendance reports 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - On Track
8. Coordinate monthly meetings to monitor and organize intervention plans for students with excessive absences. (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides, Parents, Special Ed Teacher, Strategists, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Attendance records Phone records 06/29/23 - Completed (S) 02/03/23 - On Track 12/14/22 - Significant Progress
9. Increase parental awareness of district and campus goals (Title 1 meetings, family engagement policy, and School compact). (Title I TA: 6) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Parental Aides	August 2022-May 2023	(S)Local Funds	Criteria: Parent participation log Graduation rates CCMR Attendance (ADA) 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track

DEL RIO H S

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. By May 2023, the campus will maintain a staff attendance rate of 92%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff training and guidance on how to participate in the district-wide health and wellness programs. (Title I SW: 4) (Title I TA: 6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Grades Attendance 06/29/23 - On Track (S) 02/03/23 - Significant Progress 12/14/22 - Some Progress

DEL RIO HS

Goal 3. The District shall provide clear, important and effective communication in a timely manner to parents, students, staff, stake holders and District Partners.

Objective 1. By May 2023, the campus will organize monthly services, meetings and activities that support and help the participation of parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer clear and consistent communication in their preferred home language for all students and families to communicate with school staff (phone, emails, automated messages, and Facebook) regarding classwork and assessments. (Title I SW Elements: 3.1,3.2) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Librarian, Parental Aides, Parents, Teachers	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Grades Attendance reports 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track
2. Offer clear and consistent communication means (in their preferred language) for all students and families so that they may stay current with staff on student progress. (Title I SW: 6,9) (Title I SW Elements: 2.3,3.1,3.2) (Title I TA: 1,7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Teachers	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Grades summative assessments 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track
3. Coordinate home visits to address attendance/discipline concerns. (Title I SW: 6,9) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Attendance Staff, Parents, Security, Strategists, Teachers	August 2022-May 2023	(S)Local Funds	Criteria: Parent meeting logs 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track
4. Plan and conduct college nights (FAFSA, college entrance exams, etc.) to introduce families to post-secondary education opportunities. Specific data will be posted on DRHS Counseling Matrix and monitored weekly for progress. (Title I SW Elements: 2.3,3.1,3.2) (Title I TA: 4,7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Parent meeting log Training material 06/29/23 - Completed (S) 02/03/23 - On Track 02/03/23 - On Track 12/14/22 - On Track

DEL RIO H S

Goal 3. The District shall provide clear, important and effective communication in a timely manner to parents, students, staff, stake holders and District Partners.

Objective 2. By May 2023, parent participation at Del Rio High School will increase by 10-15%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Del Rio High School (9th-12th) will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as: orientations, meetings, Open House, parental training, Big Decision parental training and extra-curricular/UIIL events. (TI) (Title I SW: 1,2,6) (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides	August 2022-May 2023	(F)Title I, (S)Local Funds	06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track 12/14/22 - On Track
2. Involve families with frequent and timely communication about events, activities, presentations, training opportunities, and school concerns through campus calendars, newsletters, district web page/Facebook and automated call system with an emphasis on stakeholder feedback. (Title I SW: 1,6) (Title I SW Elements: 3.1,3.2) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Training material (PPT, flyers, e.g.) Meeting schedule 06/29/23 - On Track (S) 02/03/23 - On Track 02/03/23 - On Track 12/14/22 - On Track
3. Provide progress and information for parents to access and utilize Skyward as a means to monitor student academic progress. (TI) (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides	August 2022-May 2023	(S)Local Funds	06/29/23 - On Track (S) 02/03/23 - On Track 02/03/23 - On Track 12/14/22 - On Track
4. Home visits conducted by parental aides to discuss attendance, discipline and/or teacher concerns with parents. (Title I SW: 6) (Title I SW Elements: 3.1,3.2) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Travel (mileage) logs Family contact logs 06/29/23 - On Track (S) 02/03/23 - On Track 12/14/22 - On Track

**DRHS Comprehensive Needs Assessment Summary
2022-2023**

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

2021-2022 Benchmark DMAC	Teacher Input	2020-2021 Campus TAPR
STAAR Performance Report	Teacher Information	Climate Survey
Dual Credit & AP Enrollment	SFDR Professional Development	climate survey
Campus Created Informational Flyers Extensions	Attendance Data	0
	Canvas & DMAC Reports	Texas Academic Performance Report
	Teacher Based Discussion	Teacher Responses to Questions
	Parent/ Teacher Communication Logs	Devices

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<ol style="list-style-type: none"> 1. Collaborative planning through Planning Protocol 2. Saturday Scholars 3. After school tutorials and Credit Recovery 4. Canvas/Online Learning Platforms 5. Content Mastery 6. Tutors for ELL students 	<ol style="list-style-type: none"> 1. Planning Protocol for all EOC tested areas and common planning periods for same subject areas. 2. Balanced class sizes for teachers when creating the Master Class Schedule. 3. 1:1 Initiative, each student has their own device; COWS in the classrooms. 4. Prevent student tardiness by conducting hallway sweeps, implementing a 2 minute bell warning, and issuing consequences for multiple tardies. 5. Motivate and educate SPED students about programs and resources available to support them. 6. Have teachers receive timely and useful feedback from walk-throughs. 	<p>Strategies to Engage students for success</p> <p>Target specific groups</p>
Staff Quality	<ol style="list-style-type: none"> 1. New teachers have felt supported by department members and campus administration. 2. District Incentives have offered incentives (ie: gym membership, insurance, stipends, etc). 3. The district offers competitive wages. 4. DRHS has been successful in maintaining a high teacher retention rate. 5. DRHS has developed a strong cohesiveness culture amongst all departments. 	<ol style="list-style-type: none"> 1. DRHS needs class sizes and Spec-ED students distributed equally amongst classes. Qualified support staff needed for special population students. 2. More time on new teacher orientation (2 additional days added to GT training at beginning of school year) 3. Need for stronger student accountability, consistent discipline, and support from administration. 4. Need for Administrator Assignments to be consistent amongst academic departments. 	<p>Student Accountability</p> <p>Campus Collaboratives</p>

<p>School Climate/ Safe & Healthy Schools</p>	<ol style="list-style-type: none"> 1. Good communication between Administration, Department Leaders and Staff. 2. Calling Parents when students don't attend to school. 3. High morale among Departments. 4. Hallway monitoring between lunches. 5. Duties of Assistant Principals and Counselors are very well described. 	<ol style="list-style-type: none"> 1. Teachers need to be notified of consequences for student discipline referrals. 2. The need for more staff presence around the campus. 3. All student restrooms need to be open during the school day. 4. Provide incentives for students with good attendance. 5. Provide teachers with phone numbers of security or administration. Teachers will be able to use these numbers when assistance is needed. 	<p>Code of Conduct and Demerit System Implemented by all</p> <p>Procedures for Cell Phones during instruction</p>
<p>College & Career Readiness/ Graduation/ Dropout Reduction</p>	<ol style="list-style-type: none"> 1. The college and military readiness standards are above the state's standards. 2. The availability of SAT & ACT exams being offered several times throughout the year. 3. The availability of Blended Academy which allows students the opportunity to re-gain credits & reduces students dropping out. 4. The variety of CTE Dual Credit course with certifications meeting industry level standards. 5. The rigor of CTE Dual Credit courses for students. 	<ol style="list-style-type: none"> 1. Increasing the graduation rate of ELL's and Spec. Educ students by 5%. 2. Increase the equity for enrollment in advanced measured courses (AP & Dual Credit) amongst Hispanic & low income students. 3. Increase DRHS's CCMR from 41% to 77% 4. Decrease DRHS's dropout rate by 1% 5. Increase the passing rate of AP courses through planned instruction by utilizing College Board's AP level of rigor. 	<p>Create more new TSDATE class periods, allow for a great number of students to participate.</p> <p>Establish an environment where students want to be at school. Possibly create E-Sports/Gaming club for students who are possibly classes to attend. Make stipends available to teachers to run these programs and find grants to start these kind of programs.</p> <p>Invest in more technology for the students. Ensure class sets of devices for each class period to ensure students are constantly building computer literacy while learning curriculum.</p> <p>Condense teacher emails, highlight important areas with a weekly update of important statistics.</p> <p>Prioritize creating a community at our campus. Possibly partner with businesses to create monthly meetings for parents to get involved with pep rallies/ UIL activities/athletics and clubs. Increase school spirit while increasing parental involvement. Highlight the involvement with a greater social media presence that spotlights parents and students for doing more for their school and community.</p>

<p>Family and Community Involvement</p>	<ol style="list-style-type: none"> 1. Translation of flyers and documents from English to Spanish. 2. Scheduling of Parent Meetings in both English and Spanish. 3. Parental Aides provide good customer service. 4. Commitment to educate parents and the community through social media outlets, email, and phone calls. 	<ol style="list-style-type: none"> 1. Provide open houses or showcases later in the year/second semester. 2. Equip high traffic areas with digital signage promoting important events and achievements. 3. Teachers need to make three documented parent contacts each week. 4. Teachers submit pictures of work periodically to parents to demonstrate quality of student work. 5. Provide better communication to parents and training on accessing Skyward Gradebook System. 6. Have parents use CTE and DRHS computer labs to fill in digital forms at the beginning of the year and update contact information. 	<p>Campus Guidelines to increase parent contacts and communication</p> <p>Welcome Back Bash</p> <p>Showcases</p>
<p>District/Campus Commitments</p>	<ol style="list-style-type: none"> 1. School transportation services. 2. Interactive programs and extensions. 3. Access to Immediate feedback. 4. The availability of Tutoring program after school. 5. Free breakfast and Lunch provided to all students. 	<ol style="list-style-type: none"> 1. Improve the security blocks and wi-fi connections on district devices. 2. Have the 360 Insight removed from Desktops. 3. Have the parking lot gates replaced with automatic password protected gates. 4. Equip classroom printers and projectors with bluetooth connections. 5. Have all DRHS campus security cameras repaired or replaced. 	<p>Security Updates on Devices</p> <p>Monitor Usage of Extensions</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.

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

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- 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.

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

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

DEL RIO FRESHMAN SCHOOL

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



**EMPOWERING
CHILDREN TO
REACH THEIR
FULL POTENTIAL**

**JANE VILLARREAL,
PRINCIPAL
90 MEMORIAL
Del Rio, Texas 78840**

830-778-4400

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

SFDR CISD 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.

SFDR CISD 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.

SFDR CISD Shared Beliefs

We believe:

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

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

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

Student Agreement

As a student, I agree to:

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

Parent Agreement

As a parent, I agree to:

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

Development and Distribution

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

Del Rio Freshman School

Parental Liaison

Laura Rivera

830-778-4419

laura.rivera@sfdrcisd.org

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

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

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

Desarrollado Conjuntamente

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

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

Construyendo asociaciones

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

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

La Comunicacion 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 SFDRCSID

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 830-778-4400.

ESCUELA DEL RIO FRESHMAN

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



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

**JANE VILLARREAL,
PRINCIPAL**

90 MEMORIAL

Del Rio, Texas 78840

830-778-4400

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

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.

Misión 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 del Estudiante

Como estudiante, acepto:

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

Acuerdo de los Padres

Como padre, acepto:

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

Desarrollo y Distribucion

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

Del Rio Freshman School
Parental Liaison
Laura Rivera
830-778-4419
laura.rivera@sfdrcisd.org

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

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Jointly Developed

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

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Building Partnerships

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DEL RIO HIGH SCHOOL

School-Teacher Parent-Student Compact 2022-2023



**EMPOWERING
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**CYNTHIA SALAS,
PRINCIPAL**

**100 MEMORIAL DR.
Del Rio, Texas 78840
830-778-4300**

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

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We believe:

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- Keep open communication with my child's teacher and be available for questions.
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Development and Distribution

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- The school will distribute this compact to all parents of participating Title I, Part A children.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

Del Rio High School

Title I

Parental Liaisons

Carolina Almaguer (830-778-4348)

carolina.almaguer@sfdrcisd.org

Gloria Rubio (830-778-4319)

gloria.rubio@sfdrcisd.org

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

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

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Desarrollado Conjuntamente

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- Sitio web del distrito y escuelas SFDRICISD

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DEL RIO HIGH SCHOOL

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



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

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

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Acuerdo Escolar

Como escuela, aceptamos:

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

Acuerdo del maestro

Como maestro, acepto:

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

Acuerdo del Estudiante

Como estudiante, acepto:

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

Acuerdo de los Padres

Como padre, acepto:

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

Desarrollo y Distribucion

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

Del Rio High School

Title I

Parental Liaisons

Carolina Almaguer (830-778-4348)

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Gloria Rubio (830-778-4319)

gloria.rubio@sfdrcisd.org

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

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

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

Jointly Developed

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

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

Building Partnerships

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

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

Communication is Key

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

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

For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4300.

DEL RIO HIGH SCHOOL

School-Teacher Parent-Student Compact 2022-2023



**EMPOWERING
CHILDREN TO
REACH THEIR
FULL POTENTIAL**

**CYNTHIA SALAS,
PRINCIPAL**

**100 MEMORIAL DR.
Del Rio, Texas 78840
830-778-4300**

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

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 my school.

Parent Agreement

As a parent, I agree to:

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

Development and Distribution

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

Del Rio High School

Title I

Parental Liaisons

Carolina Almaguer (830-778-4348)

carolina.almaguer@sfdrcisd.org

Gloria Rubio (830-778-4319)

gloria.rubio@sfdrcisd.org

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

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

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

Desarrollado Conjuntamente

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

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

Construyendo asociaciones

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

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

La Comunicacion 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 SFDRCSISD

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 830-778-4300.

DEL RIO HIGH SCHOOL

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



EMPODERAR A LOS NIÑOS PARA ALCANZAR SU MAXIMO POTENCIAL

CYNTHIA SALAS,
PRINCIPAL

100 MEMORIAL DR.
Del Rio, Texas 78840
830-778-4300

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

Vision del Distrito SFDRCIDSD

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

Misión del Distrito SFDRCIDSD

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

Creencias Compartidas

Nosotros creemos:

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

Acuerdo Escolar

Como escuela, aceptamos:

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

Acuerdo del maestro

Como maestro, acepto:

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

Acuerdo del Estudiante

Como estudiante, acepto:

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

Acuerdo de los Padres

Como padre, acepto:

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

Desarrollo y Distribucion

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

Del Rio High School

Title I

Parental Liaisons

Carolina Almaguer (830-778-4348)

carolina.almaguer@sfdrcisd.org

Gloria Rubio (830-778-4319)

gloria.rubio@sfdrcisd.org

Del Rio Freshman School



Invites you to a parent meeting

ANNUAL TITLE 1 MEETING/Junta Anual de Titulo 1
CAMPUS PARENTAL ENGAGEMENT POLICY REVIEW/
Revisión de la Poliza del Plantel

August 31, 2022@5:15 pm/31 de Agosto 2022 @ 5:15 pm

Place : Del Rio Freshman Library
Lugar: Biblioteca de la escuela Freshman

Speaker/Oradora: Ruby Adams-Federal Programs Director

For questions contact/Para preguntas favor de comunicarse con:
Laura Rivera/DRFS Parental Liaison @ Ext 4419





Title 1 Annual Review Parent Meeting

Date: Wednesday, August 31, 2022

Time: 5:15 p.m.

Location: DRFS Library

Presenter: Mrs. Adams/Federal Programs Director

Agenda

Welcome Parents

- Welcome/Bienvidenos: Laura Rivera – DRHS Parental Liaison
 - Title 1 Annual Review
 - Del Rio Freshman Parent/Family Engagement Policy
- Del Rio Freshman School-Teacher, Parent-Student Compact 2022-2023
 - School Calendar/Bell Schedule
 - Tentative Parent Meeting Schedules
 - Next Parent Meeting: Sept. 13, 2022



MEETING MINUTES

"Title 1 Annual Review"

LOCATION: DRFS-Library

DATE: 08/31/2022/5:15 PM

PRESENTER: Mrs. Adams/Federal Programs Director

FACILITATOR: DRFS Parental Liaison – Laura Rivera

Parent meeting started promptly at 5:15 pm. Mrs. Laura Rivera welcomed all parents joining the parent meeting. Ms. Adams/Federal Programs Director was the speaker. She also welcomed all parents and shared a very interesting topic/Title 1 Annual Review. Mrs. Laura Rivera DRFS Parental Liaison started the meeting by passing out information packages to all parents. The package included a copy of the Title 1 presentation, Del Rio Freshman Family Engagement Policy, and the School-Teacher, Parent-Student Compact. Mrs. Adams began the meeting by making one on one conversations with each parent in attendance. She explained that education was KEY for all students to be successful in school and in life and to be good/productive members of society. She said to the parents that what most of us want is for our children to have a better life than we did. Immediately, the parents felt important and you could tell they felt welcomed and were enjoying the conversation with her. Ms. Adams went on to explain the Title 1 Program and how it worked. She explained the program was the largest Federal assistance program for our nation's schools and the goal was to obtain a fair/equitable and higher quality of education for all students. She proceeded to explain the ESSA Grant Funds, Campus Allocations/Reservations, the planning cycle. She went on to explain how Title 1 law requires that all Title 1 schools and families work together through parent and Family engagement. She explained how the Family Engagement Policy Plan, District Parent and Fam Engagement Policy, School Parent Compact, CIP Plan/CAN and District Improvement Plan/DCNA were used to involve parents and community. Parents were engaged by sharing their own student's stories. They also participated by asking questions and answering questions. Parents enjoyed snacks and refreshments served. Parents were very thankful and they seemed very pleased with Ms. Adams and how the meeting was conducted in both languages, English and Spanish. Meeting was adjourned.

Laura Rivera

DRFS Parental Liaisons

830-778-4419

Del Rio Freshman

Title 1 Annual Review

August 31, 2022/ 5:30 pm

Presenter: Ms. Adams/Federal Programs Director



Parent's Name	Student's Name	Phone Number	Email/Address
Petra Fernandez	Arredia Giovanni	830 212 9363	Petra51012@gmail.com
Jacob Fernandez	-	512 903 3511	FernandezJ019@gmail.com
Vivie Mtz	Mape Mtz	830 422 1794	LuviPugs520@yahoo.com
Lisa Ortiz	Chey Ortiz	830 719 1800	
Rosa Gallegos	Julian Gallegos	(830) 765-5019	866 Cecilio St.
Julio Gallegos	Julian Gallegos	(830) 765-2620	866 Cecilio St.
Ramiro Ortiz	Chey Ortiz	(830) 734-4968	
CARMEN FLORES	AIKO SANCHEZ	830 461 4116	carmenceciliafloresalvarez@hotmail.com
Phaovon Wtz	Adriel Wtz	830-313-24-29	
Sosana Rodriguez	Aleida Flores	(830) 734-2506	
Ana Aguilar	Chelsy Trocheta		
Sawra Purnos	Allannah Marting	(830) 422-1794	

IEP
Please
call

**DEL RIO FRESHMAN
PARENT AND FAMILY ENGAGEMENT POLICY
2022-2023**

STATEMENT OF PURPOSE

- I. DEL RIO FRESHMAN 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. **Del Rio Freshman** 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

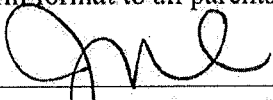
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCSID Federal and State Programs Department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

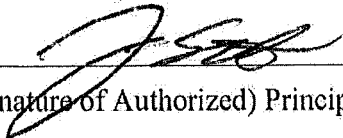
ADOPTION

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 **DEL RIO FRESHMAN** on **Aug. 31, 2022** and will be in effect for the period of 2022-2023. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.



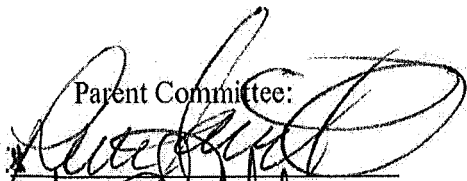
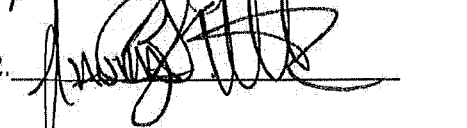
(Signature of Authorized) Principal

Aug. 31, 2022
(Date)



(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

- 1. 
- 2. 
- 3. _____

DEL RIO FRESHMAN
POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES
2022-2023

DECLARACIÓN DE PROPÓSITO

- I. DEL RIO FRESHMAN administración, facultad, apoyo personal, padres y los miembros de la comunidad desarrollarán, acordarán y distribuirán a los padres una Política de participación de padres y familias por escrito y Escuela – Padre Compacto. La política deberá establecer expectativas y establecer la estructura de calidad para la participación de los padres. Esto se logrará como parte del proceso para el plan de mejoramiento escolar.

La escuela valora el papel que desempeñan los padres como los primeros maestros de sus hijos y la influencia de su continuo apoyo para permitir que sus hijos alcancen los estándares de desempeño estudiantil del estado.

La siguiente política cumple con los requisitos legales de ESSA, Sección 1116(d). Esta política estará disponible para todos los padres de San Felipe Del Rio Consolidated Independent School District.

PARTICIPACIÓN DE PADRES Y FAMILIARES EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO de la Junta de Fideicomisarios del Distrito Escolar Independiente Consolidado de San Felipe Del Río, administradores, maestros, personal de apoyo, padres y comunidad, en asociación con agencias públicas y privadas, está comprometido a brindar el apoyo, los recursos y el rigor académico para garantizar que todos los estudiantes alcanzan la excelencia educativa y social.

ESCUELA - PACTO DE PADRES

- III. El Pacto entre la escuela y los padres describirá los medios por los cuales los padres y la escuela compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Una revisión y revisión anual, si es necesario, será parte del Plan de Mejoramiento del Campus (CIP) y del proceso de la Evaluación Integral de Necesidades (CNA). La Política de participación de padres y familias del Título I se revisará y distribuirá a los padres durante las primeras seis semanas de clases, reuniones especiales u otras iniciativas a nivel del campus durante la escuela.

OPORTUNIDADES DE PARTICIPACIÓN DE LOS PADRES

- IV. La capacidad de cada campus para construir una fuerte camaradería con padres deberá ser logrado por el ofrecimiento de oportunidades por padres para proporcionar información y hacer recomendaciones con respecto a los programas de Título I. Estas oportunidades se abordarán en el Plan de Mejoramiento del Campus (CIP) y la Evaluación Integral de Necesidades del Campus (CNA), Comité de Evaluación del Dominio de Idioma (LPAC), comités y capacitaciones, reuniones de padres de Título I y capacitaciones. Además, taller de habilidades para padres, voluntarios del campus, preparación para la escuela, capacitación para padres, capacitación en alfabetización y uso de tecnología, según corresponda, se proporcionará a los padres para fomentar la educación de los padres. El plantel involucrará a los padres en las actividades escolares que incluyen reuniones, capacitaciones, ceremonias de premiación, actuaciones estudiantiles, eventos especiales y conferencias de padres y alumnos.

COMUNICACIÓN DEL PERSONAL Y LOS PADRES

- V. **DEL RIO FRESHMAN:** hará todo lo posible para comunicar a los padres la información sobre los programas del Título I, Parte A, las descripciones y explicaciones del plan de estudios, las evaluaciones académicas utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes durante las visitas al hogar y los padres. conferencias
- VI. Se utilizarán contactos personales, llamadas telefónicas, boletines mensuales, menús, calendarios, notas de los maestros, la marquesina de la escuela, visitas al hogar, conferencias de padres y maestro, correo electrónico del distrito, sitio web del distrito, página de Facebook del distrito y avisos escritos para establecer y mantener líneas abiertas de comunicación con los padres. Toda la información oral o escrita relacionada con los programas escolares para padres se proporcionará en un formato y un idioma que los padres puedan comprender.

EVALUACIÓN

- VII. Padres serán informados e invitados a participar en la evaluación anual del contenido y el efecto de la Política y prácticas de participación de padres y familias del campus. Ellos también consideraran:
- Calidad académica del Título I, Parte A Escuelas
 - Identificar formas de superar las barreras que pueden limitar la participación de padres
 - Revisión y revisión de Campus School – Padres Compacto
 - Aumentar padre intervención

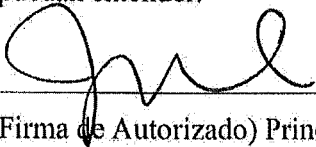
Los resultados de la evaluación anual se utilizarán para revisar y diseñar prácticas y estrategias de políticas de padres para mejorar la participación de los padres a nivel del distrito y del campus. Se pueden proporcionar comentarios sobre los requisitos del Título I de ESSA mencionados anteriormente llamando al Departamento de Programas Federales y Estatales de SFDRCSID al 830-778-4153.

RESERVA DE FONDOS

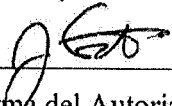
- VIII. Los padres de niños que reciben servicios del Título I, Parte A están involucrados e informados en las decisiones sobre cómo se asignan estos fondos para la participación de los padres. actividades.

ADOPCIÓN

Esta Política de participación de los padres y la familia de la escuela ha sido desarrollada y acordada en conjunto con los padres de los niños que participan en los programas Título I, Parte A, como lo demuestran los padres, administradores y consejeros. Esta política fue aprobada por **DEL RIO FRESHMAN** el **31 de agosto** y estará vigente para el período 2022-2023. La notificación electrónica y/o escrita de esta política se distribuirá en un formato comprensible y uniforme a todos los padres y miembros de la comunidad, en un idioma que todos puedan entender.

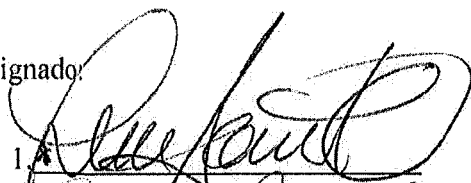
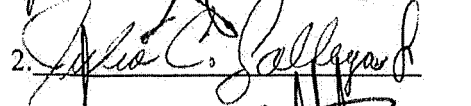
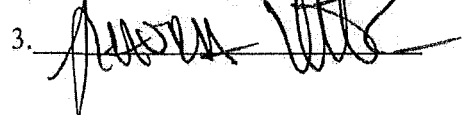


(Firma de Autorizado) Principal



(Firma del Autorizado) Principal / Asistente Comité de padres designado

31 de agosto 2022
(Fecha)

1. 
2. 
3. 

Del Rio Freshman



Invites you to a "ZOOM" parent meeting

ANNUAL TITLE 1 MEETING/Junta Anual de Titulo 1
CAMPUS PARENTAL ENGAGEMENT POLICY REVIEW/
Revision de la Poliza del Plantel

August 29, 2022@10 am/29 de Agosto 2022@ 10 am

Speaker/Oradora: Ruby Adams-Federal Programs Director

For questions contact/Para preguntas favor de comunicarse con:
Laura Rivera/DRFS Parental Liaison @ Ext 4419

Meeting ID: 882 4865 8858 **Passcode: 8xvxTy**





Title 1 Annual Review Parent Meeting

Date: August 29, 202/10:00 am

Location: Via Zoom

Presenter: Mrs. Adams/Federal Programs Director

Agenda

Welcome Parents

- Welcome/Bienvidos: Laura Rivera – DRHS Parental Liaison

Presenter: Ms. Adams/Federal Programs Director

- Title 1 Annual Review
- Del Rio Freshman Parent/Family Engagement Policy
- Del Rio Freshman School-Teacher, Parent-Student Compact 2022-2023



MEETING MINUTES

"Title 1 Annual Review"

LOCATION: Via Zoom

DATE: 08/29/2022 @ 10:00 AM

PRESENTER: Mrs. Adams/Federal Programs Director









FACILITATOR: DRFS Parental Liaison – Laura Rivera

Parent meeting started promptly at 10 am. Mrs. Laura Rivera welcomed all parents joining the parent meeting. Ms. Adams/Federal Programs Director was the speaker. She also welcomed all parents and shared a very interesting topic/Title 1 Annual Review.

Ms. Adams explained that education was KEY for all students to be successful in school and in life and to be good/productive members of society. She said to the parents that what most of us want is for our children to have a better life than we did. Immediately, the parents felt important and you could tell they felt welcomed and were enjoying the conversation with her. Ms. Adams went on to explain the Title 1 Program and how it worked. She explained the program was the largest Federal assistance program for our nation's schools and the goal was to obtain a fair/equitable and higher quality of education for all students. She proceeded to explain the ESSA Grant Funds, Campus Allocations/Reservations, the planning cycle. She went on to explain how Title 1 law requires that all Title 1 schools and families work together through parent and Family engagement. She explained how the Family Engagement Policy Plan, District Parent and Fam Engagement Policy, School Parent Compact, CIP Plan/CAN and District Improvement Plan/DCNA were used to involve parents and community.

Laura Rivera
DRFS Parental Liaisons
830-778-4419

CHAT

- LR Laura Rivera (Me)  
- R Rufina Adams (Host)  
- KS Karla S Garza 
- MM motorola moto g stylus 5G  
- G griselda.westlake 

Invite Mute Me Reclaim Host

Chat

motorola moto g stylus 5G to Everyone

Stephanie Gonzales

Me to Everyone

Who can see your messages?

Everyone

Rivera, Laura P.

From: Zoom <no-reply@zoom.us>
Sent: Monday, August 29, 2022 10:29 AM
To: Rivera, Laura P.
Subject: Rufina Adams has joined your meeting - Title 1 Annual Review



Hi Laura Rivera,

Rufina Adams has joined your meeting:

Topic **Title 1 Annual Review**

Meeting ID 882 4865 8858

Time Aug 29, 2022 10:00 AM Central Time (US and Canada)

[Start Meeting](#)

Thank you for choosing Zoom.
-The Zoom Team



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McKinney-Vento/Families in Transition

Staff Training
Sign In Sheet

Del Rio Freshman School

September 19, 2022

Campus

Date

Staff Name	Position	Signature
Norma Linn	Librarian	[Signature]
Jesus Linares	Teacher	[Signature]
Alice Lopez	Teacher	[Signature]
Melissa Benavides	teacher	[Signature]
Armando Nunez	Teacher	[Signature]
Lindsay Dixon	nurse	[Signature]
Karen Hildreth	Teacher	[Signature]
JOSE ORTIZ	Teacher	[Signature]
Grace Wright	aide	[Signature]
Catherine Calvert	teacher	[Signature]
Ramuel Rodriguez	Teacher	[Signature]
Hunter Hodges	Tutor	[Signature]
Leticia Bosquez	Teacher	[Signature]
Rosa Elena Ariza	tutor	[Signature]
Mario T	Resource Asst	[Signature]
M Fuentes	teacher	[Signature]
Mathieu Dalrymple	Teacher	[Signature]
Arturo Garcia	teacher	[Signature]
Kayme Tims	teacher	[Signature]
Elina Mendon	Aide	[Signature]

**The Value and Utility of Parent and Family Engagement
Staff Training
Sign In Sheet**

Del Rio Freshman School

September 19, 2022

Campus

Date

Staff Name	Position	Signature
Celina Mendonca	Aide	[Signature]
Julissa Casillas	Teacher	[Signature]
Sandra Garcia	Librarian	[Signature]
Miriam Treviño	Spanish	[Signature]
Sarah Fernandez	teacher	[Signature]
Maria T. Ortega	teacher	[Signature]
David Ruiz	Teacher	[Signature]
Maria L Hernandez	ISS monitor	[Signature]
Emma Zamora	Teache	[Signature]
Melva Cortez	Teacher	[Signature]
Somara Treviño	Teacher	[Signature]
Stephen Thomas	Teacher	[Signature]
Jezeel Martinez	Instructional Aide	[Signature]
Martin Castro	teacher	[Signature]
Sonia Peña	Strategist	[Signature]
Monica Rivera	counselor	[Signature]
Pamela Ochello	teacher	[Signature]
Alejandro Ros	Teacher	[Signature]
Summer Almaguer	teacher	[Signature]
Martha Sanchez	teacher	[Signature]

McKinney-Vento/Families in Transition

Staff Training

Sign In Sheet

Del Rio Freshman School

September 19, 2022

Campus

Date

Staff Name	Position	Signature
Norma Limon	Librarian	[Signature]
Jesus Limon	Teacher	[Signature]
Alice Lopez	Teacher	[Signature]
Melissa Benavides	Teacher	[Signature]
Amanda Mesa	Teacher	[Signature]
Lindsay Dixon	Nurse	[Signature]
Karen Hildreth	Teacher	[Signature]
Jose Ortiz	Teacher	[Signature]
Grace Wright	aide	[Signature]
Catherine Calvert	teacher	[Signature]
Ramuel Rodriguez	Teacher	[Signature]
Hunter Hodges	Tutor	[Signature]
Leticia Bosquez	Teacher	[Signature]
Dora Elena Ariza	tutor	[Signature]
Mario T	Resource Asst	[Signature]
R Fuentes	teacher	[Signature]
Mathieu Dalrymple	Teacher	[Signature]
Arturo Garcia	teacher	[Signature]
Kayme Sims	teacher	[Signature]
Elina Mendon	Aide	[Signature]

**The Value and Utility of Parent and Family Engagement
Staff Training
Sign In Sheet**


Del Rio Freshman School

September 19, 2022

Campus

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Sarah Fernandez	teacher	[Signature]
Maria T. Ortiz	teacher	[Signature]
David Ruiz	Teacher	[Signature]
maria L Hernandez	issmonitor	[Signature]
Bianca Zamora	Teache	[Signature]
Melva Cortez	Teacher	[Signature]
Somara Treviño	Teacher	[Signature]
Stephen Thomas	Teacher	[Signature]
Tezreel Martinez	Instructional Aide	[Signature]
Martin Caluso	teacher	[Signature]
Sonia Peña	Strategist	[Signature]
Monica Rivera	counselor	[Signature]
Pamela Ochello	teacher	[Signature]
Alejandro Res	Teacher	[Signature]
Summer Almaguer	teacher	[Signature]
Martha Sanchez	teacher	[Signature]



Please join us for a parent meeting
Por favor únete a nosotras para una
reunion de pades.

Topic/Tema: TITLE I MEETING

Location/Lugar: DRHS Cafeteria

Date/Fecha: 9/13/2022

Time/Hora: 5:15 p.m.

IMPORTANT INFORMATION WILL BE GIVEN TO THE PARENTS ON
ESSA, TITLE I DISTRICT POLICY AND SCHOOL/PARENT/STUDENT
COMPACT AND HOW TITLE I FUNDS AND THE PARENTAL
INVOLVEMENT REQUIREMENTS ARE USED.

SE PROPORCIONARA INFORMACION MUY IMPORTANTE A LOS
PADRES SOBRE ESSA, LA POLIZA DE EL DISTRITO DE PADRES DE
TITULO 1 Y EL COMPACTO DE ESCUELA/PADRE/ESTUDIANTE, Y
COMO SE USAN LOS FONDOS DEL TITULO I Y LOS REQUISITOS DE
PARTICIPACION DE LOS PADRES.

CONTACT/COMUNICARSE

DRHS:

- CAROLINA ALMAGUER- 830-778-4348
- GLORIA RUBIO- 830-778-4319



Del Rio High School

Welcome Back Parents

Date: Tuesday, September 13, 2022

Time: 5:15 p.m.

Location: DRHS Cafeteria


Agenda

- Welcome/Bienvenidos: Carolina Almaguer & Gloria Rubio – DRHS Parental Liaison
 - Title 1 Review
 - DRHS Parent/Family Engagement Policy
 - DRHS Teacher-Parent-Student Compact 2022-2023
 - School Calendar/Bell Schedule
 - Tentative Parent Meeting Schedules
 - OPEN HOUSE SEPTEMBER 22, 2022

MEETING MINUTES
"ATTENDANCE MEETING"
LOCATION: DRHS – CAFETERIA
DATE: 09/13/2022
TIME: 5:15 PM
FACILITATOR:
DRHS CAROLINA ALMAGUER & GLORIA RUBIO

Parent meeting started at promptly at 5:15 pm. Mrs. Almaguer welcomed all the parents joining the parent meeting and introduced Parental Liaison Carolina Almaguer – DRHS and Gloria Rubio –DRHS. Informed parents to sign in on the sign in sheet. Mrs. Carolina Almaguer started the meeting by passing out Title 1 PowerPoint, Parent Campus Compact, and Campus Parent and Family Engagement Policy. Meeting ended at 6:30 pm.

Carolina Almaguer & Gloria Rubio
DRHS Parental Liaisons
830-778-4348 / 830-778-4319



Please join us for a parent meeting
Por favor únete a nosotras para una
reunion de pades.

Topic/Tema: TITLE I MEETING

Location/Lugar: DRHS Cafeteria

Date/Fecha: 9/19/2022

Time/Hora: 5:15 p.m.

IMPORTANT INFORMATION WILL BE GIVEN TO THE PARENTS ON
ESSA, TITLE I DISTRICT POLICY AND SCHOOL/PARENT/STUDENT
COMPACT AND HOW TITLE I FUNDS AND THE PARENTAL
INVOLVEMENT REQUIREMENTS ARE USED.

SE PROPORCIONARA INFORMACION MUY IMPORTANTE A LOS
PADRES SOBRE ESSA, LA POLIZA DE EL DISTRITO DE PADRES DE
TITULO 1 Y EL COMPACTO DE ESCUELA/PADRE/ESTUDIANTE, Y
COMO SE USAN LOS FONDOS DEL TITULO I Y LOS REQUISITOS DE
PARTICIPACION DE LOS PADRES.

CONTACT/COMUNICARSE

DRHS:

- CAROLINA ALMAGUER- 830-778-4348
- GLORIA RUBIO- 830-778-4319



Del Rio High School

Welcome Back Parents

Date: Monday, September 19, 2022

Time: 5:15 p.m.

Location: DRHS Cafeteria

Agenda

- Welcome/Bienvenidos: Carolina Almaguer & Gloria Rubio – DRHS Parental Liaison
 - Assistant Principal – Ms. Jessica Guanajuato
 - Title 1 Review
 - DRHS Parent/Family Engagement Policy
 - DRHS Teacher-Parent-Student Compact 2022-2023
 - School Calendar/Bell Schedule
 - Tentative Parent Meeting Schedules
 - OPEN HOUSE SEPTEMBER 22, 2022

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"ATTENDANCE MEETING"
LOCATION: DRHS – CAFETERIA

DATE: 09/19/2022

TIME: 5:15 PM

FACILITATOR:

DRHS CAROLINA ALMAGUER & GLORIA RUBIO

Parent meeting started at promptly at 5:15 pm. Mrs. Almaguer welcomed all the parents joining the parent meeting and introduced Parental Liaison Carolina Almaguer – DRHS, Gloria Rubio –DRHS and Jessica Guanjuanto – DRHS Assistant Principal. Informed parents to sign in on the sign in sheet. Ms. Jessica Guanjuanto started the meeting by passing out Title 1 PowerPoint, Parent Campus Compact, and Campus Parent and Family Engagement Policy. Meeting ended at 6:30 pm.

Carolina Almaguer & Gloria Rubio
DRHS Parental Liaisons
830-778-4348 / 830-778-4319

STAFF AND PARENT COMMUNICATION

- V. **Del Rio High School**: 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

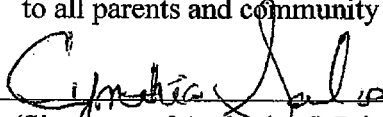
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCID Federal and State Programs Department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

RESERVATION OF FUNDS

- II. 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

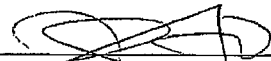
This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Del Rio High School** on **9/19/22** and will be in 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.



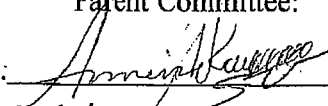
(Signature of Authorized) Principal

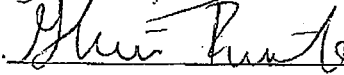
9/19/2022

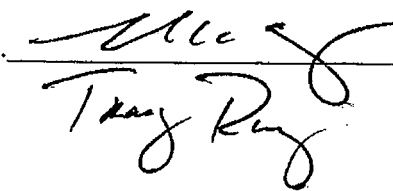
(Date)



(Signature of Authorized) Principal / Asst. Designee

Parent Committee:
1. 

2. 

3. 

DEL RIO HIGH SCHOOL
PARENT AND FAMILY ENGAGEMENT POLICY
2022-2023

STATEMENT OF PURPOSE

- I. Del Rio High School administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and 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

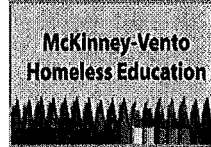
- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. 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.

McKinney-Vento Families in Transition Education Assistance Act

SFDRCISD Federal and State Programs Department



Key Provisions of McKinney-Vento Federal Law:

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

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

Who is considered homeless?

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

How do people become homeless?

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

Warning Signs of the Homeless: Lack of Educational Continuity:

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



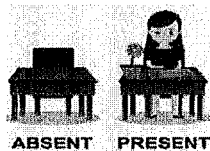
Warning Signs of the Homeless: Poor Nutrient and Hygiene

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



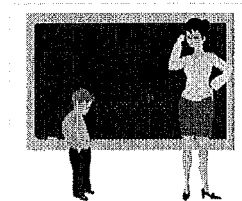
Warning Signs of the Homeless: Transportation and Attendance Concerns

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



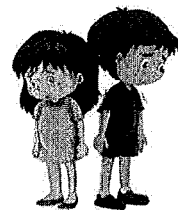
Warning Signs of the Homeless: Lack of Privacy/After School Hours

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



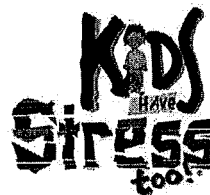
Warning Signs of the Homeless: Social and Emotional Concerns

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



Typical stressful experiences of children in homeless situations:

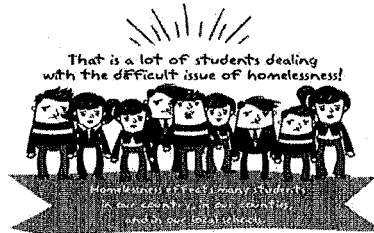
- Physical Abuse
- Health Problems
- Low self-esteem
- Malnutrition
- Sleeping Problems
- Lags in language skills
- Learning disabilities
- Developmental delays



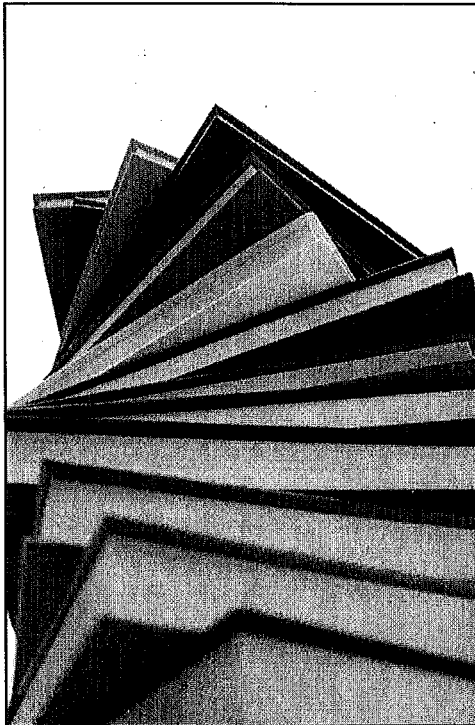
Reactions/statements by parent, guardian or child:

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

Questions/Concerns



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



The Value and Utility of Parental and Family Engagement Staff Training

SFDRCSID Federal and State
Programs Department

ESSA TITLE I REQUIREMENTS

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

What is Parental and Family Engagement?

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



Parent and Family Engagement include:

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



Outdated thinking of Parent and Family Engagement:

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



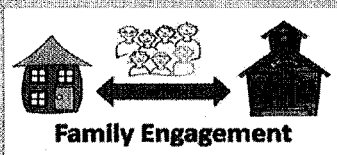
Welcoming Atmosphere:

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



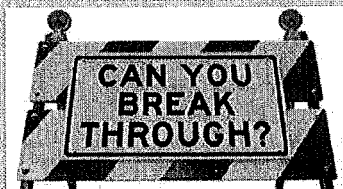
Parent and Family Engagement benefits:

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



Barriers to Family Engagement:

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



Overcoming Barriers:

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



Staff Reflections:

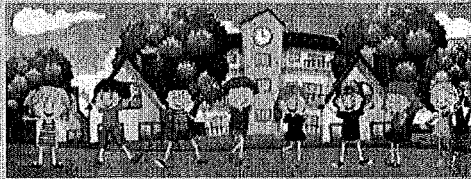
- Why are some teachers more successful than others in engaging parents?
- For what reasons do parents currently visit your campus?
- Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- What is one goal you have set to improve your parent communication?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



Positive School Climate

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

- Unknown Principal



QUESTIONS?

Have a successful, positive and
engaging school year!

**Everywhere
you go, leave a
glitter trail of
KINDNESS
behind you.**

SFDRCSID Federal and State Programs

McKinney-Vento/Families in Transition

Staff Training

Sign In Sheet

Del Rio Freshman School

September 19, 2022

Campus _____

Date _____

Staff Name	Position	Signature
Julissa Castillo	Teacher	
Sandra Garza	Librarian	
Miriam Treviño	Spanish	
Sarah Fernandez	teacher	
Maria T. Ortega	teacher	
David Ruiz	teacher	
Maria L. Hernandez	ISS monitor	
Jofana Zorn	teacher	
Melva Cortez	teacher	
Somara Treviño	teacher	
Steph Chance	teacher	
Jezreel Martinez	Instructional Aide	
Marta Cardenas	Teacher	
Sonia Peña	Strategist	
Monica Rivera	counselor	
Pamela Ochello	teacher	
Summer Almaguer	teacher	
Martha Sanchez	teacher	
ROBERT GARCIA	TEACHER	
Silvia Hultin	teacher	

McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs Department



How do people become homeless?

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

Key Provisions of McKinney-Vento Federal Law:

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

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

Warning Signs of the Homeless: Lack of Educational Continuity:

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



Who is considered homeless?

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

Warning Signs of the Homeless: Poor Nutrient and Hygiene

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



Warning Signs of the Homeless: Transportation and Attendance Concerns

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



Typical stressful experiences of children in homeless situations:

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



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

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



Reactions/statements by parent, guardian or child:

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

Warning Signs of the Homeless: Social and Emotional Concerns

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



Questions/Concerns



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



The Value and Utility of Parental and Family Engagement Staff Training

SFDRCSID Federal and State Programs Department

Parent and Family Engagement include:

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



ESSA TITLE I REQUIREMENTS

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



Outdated thinking of Parent and Family Engagement:

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



What is Parental and Family Engagement?

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



Welcoming Atmosphere:

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



Parent and Family Engagement benefits:

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



Staff Reflections:

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



Barriers to Family Engagement:

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



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• Unknown Principal



Overcoming Barriers:

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



QUESTIONS?

Have a successful, positive and engaging school year!



SFDRCSID Federal and State Programs

McKinney-Vento/Value and Utility of Parent Engagement Staff Training Sign-In Sheet

Del Rio High School
Campus

11/9/2022 4:00pm
Date/Time

Staff Name	Position	Signature
Anailisa Sulica	ELA teacher	Anailisa
Claudia Ortiz	ELA	Claudia
Diana Sulica	ELA	Diana Sulica
Zelina Escobar	ELA	Zelina
Diego Reyes	ELA	Diego
Alma E. Staples	Sp Ed aide	Alma
Efrain Favela	Sp Ed Teacher	Efrain
Bori Benavides	Foreign Lang.	Bori Benavides
Frenchy McCrea	Ath. Director	Frenchy
John Nardlow	S. S. Teacher	John
Rouder	ELC	Rouder
Yazmina Zapata	Secretary	Y. Zapata
Carolina Amarguez	Parental Liaison	Carolina Amarguez
Melinda Garcia	Attendance Clerk	Melinda Garcia
Sally B. Marquez	PRINCIPAL SAC	Sally B. Marquez
Vicky Perez	PE	Vicky
Davin Hawkins	ISS	Davin
Brad Dixon	Athletics	Brad
Jackie Nicole Leurie	PN-athletics	Jackie
Michael Sances	MATH	Michael
Josh Bowman	SpEd	Josh Bowman
Luis F. Soriano	Social Studies	Luis

Ramiro J Frausto

Social Studies

Rai J Frausto

Cynthia R Frausto

Counselor

Cynthia R Frausto

Roderick Taylor

Football Coach

Rai J Frausto

Eloy Gloria Jr

Credit Recovery

McKinney-Vento/Value and Utility of Parent Engagement Staff Training Sign-In Sheet

Del Rio High School
Campus

11/9/2022 4:00pm
Date/Time

Staff Name	Position	Signature
Alexandra Torres	Teacher	A Torres
Jessica Cortez	Teacher	Jessica Cortez
Lizet Hernandez	Teacher	Lizet Hernandez
Arabella Villarreal	Teacher	Arabella Villarreal
Jawler Herrera Jr.	Teacher	Jawler Herrera Jr.
Chelsee Ramirez	Bookkeeper	Chelsee Ramirez
Marcela Villa	Paraprofessional	M. Villa
Monica Sandoval	Teacher	Monica Sandoval
Teal Townsend	Teacher	Teal Townsend
Carlos Bernal	Teacher	Carlos Bernal
Margo Baker	Teacher	Margo Baker
Janie Villarreal	Secretary	Janie Villarreal
Gloria Rubio	Parental	Gloria Rubio
Bonita Gonzalez	Teacher	Bonita Gonzalez
Joshua		
Larissa Garanzua	Teacher	Larissa Garanzua
Brenda Silva	Teacher	Brenda Silva

**McKinney-Vento/Value and Utility of Parent Engagement
Staff Training Sign-In Sheet**

Del Rio High School
Campus

11/9/2022 4:00pm
Date/Time

Staff Name	Position	Signature
Kerisa Medina	teacher	[Signature]
AURORA Guerra	teacher	[Signature]
Midelle Padilla	teacher	[Signature]
Cecedra Jordan	teacher	[Signature]
Beatrice Alarcon	teacher	Beatrice Alarcon
Julie A. Olivo	teacher assistant	[Signature]
Kelly Ruiz	teacher	[Signature]
Larissa Fuentes	teacher	[Signature]
Velma S. Gutierrez	Teacher	[Signature]
Lisa Nielsen	teacher	[Signature]
James Milender	teacher	[Signature]
Krysti Miralles	teacher	[Signature]
Mike Samson	ISS sup.	[Signature] -11-9-22
Mark A Guerra	Teacher	[Signature]
Martin Sandate	Teacher	[Signature]

