DEL RIO H S
Campus Improvement Plan
2018/2019

Principal: Jose F. Perez, Ed. D.

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DEL RIO H S

Mission

Del Rio High School will "ensure that all students have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation". [Texas education Code 4.001 (a)]

Vision

a.) DRHS students will graduate college-career, and life ready. DRHS commits to delivering a high quality education.
b.) DRHS ensures that all students make progress in all subject areas.
c.) DRHS engages authentically with students, parents/guardians, teachers, and the community.
d.) DRHS builds ownership in SFDRCISD among internal and external stakeholders.
e.) DRHS creates high expectations for all students, employees,and parents/guardians.
f.) DRHS provides the social and emotional learning of every student.
g.) DRHS nurtures life long learning, diversity, inclusion and safety for every student.

Strategic Priorities

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

Priority 2.   Build a foundation of reading and math

Priority 3.   Connect high school to career and college

Priority 4.   Improving low-performing schools

DEL RIO H S Site Base

Name	Position
Almaguer, Carolina	Paraprofessional
Andrade, Roland	Community Member-BCFS
Arredondo, Kathy	English Department Representative
Barrera, Carlos	Assistant Principal
Gutierrez, Lisa	Parent
Jimenez, Mario	CTE Representative
Leyva, Ana	District Parental Representative
Mercer, Brittaney	Social Studies Representative
Perez, Dr. Jose	HS Principal
Rodriguez, Gisselle	Math Teacher
Sandate, Laura	Assistant Principal
Smith, Debra	Community Member
Talamantez, Alanna	Assistant Principal
Varela, Erika	Assistant Principal
Welch, Cindy	Counselor
Williams, Gordon	Science Department Representative
Zuniga, Richard	Special Populations Representative

Comprehensive Needs Assessment

Demographics

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Mastser schedule
- Attendance reports
- PEIMs

- DMAC reports
- Texas Academic Performance report
- Drop out rates

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

Findings/Analysis

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

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

Strengths	**Needs**
Block scheduling	Sheltered Instruction
Early college high school	Coteach
Student enrollment increase	EOC
DRFS and DRHS are 1 campus	ECHS Title I
Blended Academy	Teacher/student ratio
Migrant Program	At risk support system
	Truancy outreach programs
	Special Eduction academic support

Summary of Needs

- Special Education population support
- Provide sheltered instruction to ELL
- Credit accural opportunites
- Extra teachers in core areas
- At risk student support
- Truancy outreach support
- Tardy Reports and support
- Tardy Sweeps

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Comprehensive Needs Assessment

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:
- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.
- EOC scores
- DMAC
- TELPAS scores
- Report Cards
- Failure report

- CSRs
- Research based interventions
- GT program
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See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

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

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

Strengths	Needs
Planning protocol	Increase EOC scores
Sheltered Instruction	Increase EOC scores for special pops
Independent ELA instruction	Analyze formative data
EOC interventions	Research based interventions
Credit Recovery	Data days for EOC subjects
Study Hall	Google Plans
Accural recovery	Dash Board continuous training
	Skyward/grades

Summary of Needs

- Increase EOC scores for special populations, special ed., at risk, LEP, 504 students
- Follow curriculum (planning protocol)
- Analyze/utilze formative data; 6 week tests, benchmarks, quizzes, etc.
- Training for special populations/differentiated instruction/ AR program
- Class size, student:teacher ratio
- Number of special populations per classroom
- Teachers need to input grades in a timely manner. 2 grades per week for each student
- GT curriculum
- Additional CMC teacher for all students
- Books for Content Mastery/ and Behavior unit

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:
- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.
- Parental Liason monthly meetings
- TTES walk through data
- parent/teacher conferences
- SFDR climate survey
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See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

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

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

Strengths
- Community referrals to different agencies. SCAN, BCFS, CPS
- SFDR website
- Skyward/ parent portal
- Highly qualified teachers
- Information distributed in English & spanich
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Needs
- Custormer Service
- Improve parent/teacher communication
- Improve parent/counselor communication
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- Teacher inputs grades in timely manner
- Dress code
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Summary of Needs

- Customer services
- Identify duties and responsibilites of each House, Alpha, Beta, Omega, Gamma
- Increase parental involment
- Increase post-secondary guidance, FAFSA, College Applications, Scholarships
- Model appropriate dress code for teachers, staff and students
- Increase parental involvment with counselors and teachers
- Training for special populations/differentiated instruction
- Roles and Responisbilities of Secretary's
- Career Readiness counselor
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Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.
- Teacher certification
- Para professional qualifications
- TTESS
- SFDR job fair
- New Teacher Orientation

- SFDR professional development
- SFDR continuous education
- Higher education opportunities
- CTE certification
- Grow your own program

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

Findings/Analysis

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

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

Strengths
- Recruitment of Highly qualified teachers
- Customer service training for secretaries
- Job embedded professional training
- SFDR professional development
- Job fair
- New teacher orientation
- Teacher incentives

Needs
- Recruitment of higly qualified teachers
- Recruitment for ELA teachers
- Recruitment for Science teachers
- Improve Content area rigor
- TTES pre/post conference data
- Mentor program
- Support new staff
- Growth plans for strugglling teachers
- Walk thru feedback
- behavior management

Summary of Needs
- Recruitment of higly qualified teachers in the content area of English and Science
- Improve the level of rigor in content subject areas
- TTESS data follow up
- Mentor program for new teachers
- Mentor program/ growth plan for struggling teachers
- Continuous training on Capturing Kids Hearts

Comprehensive Needs Assessment
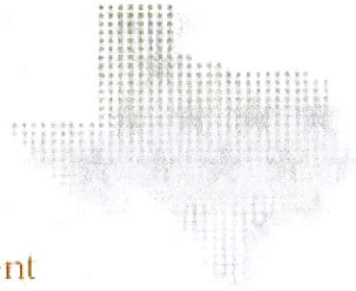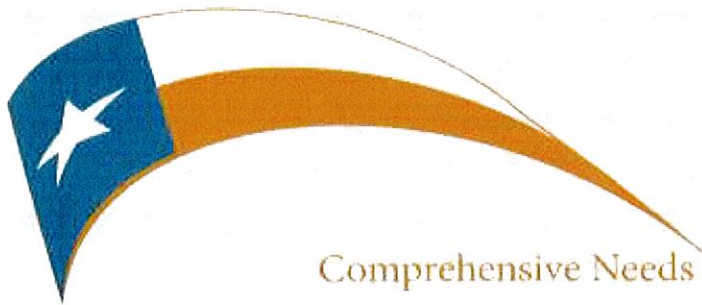
Curriculum, Instruction and Assessment

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- TEKS
- SFDR dashboard
- Leadforward
- Skyward
- Lesson plans

- EOC/STARR assessments
- DMAC
- School report card

Findings/Analysis

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

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

Strengths
- Instructional walk thrus
- Learning walks
- Planning protocol
- EOC goal setting
- Campus leadership team
- Instructinal interventions for special populations
- Co-teach model
- Data days
- Benchmark data
- DMAC data

Needs
- Identify student expectations
- Research based interventions and resources
- dashboard to guide instruction
- Rigor and depth of lesson plan
- Administrator feedback
- Professional Development

Summary of Needs

- Identify student expectations
- Identify interventions for academic weaknesses
- Curriculum writing
- Lesson plans: rigor and depth of knowledge
- Higher order/ critical thinking lesson
- professional development for dash board
- Google plans
- C&I to share resources for content areas and special populations
- Google plans

Comprehensive Needs Assessment

Family and Community Involvement

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

Potential Data Sources:

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

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

List the actual data sources reviewed below.

- Monthly Parental meetings
- Community service agency information
- Parent volunteer information
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See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

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

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

Strengths	**Needs**
• Parental calendar of the month	• family volunteers
• Parental meetings monthly	• Encourage parent participation
• Parent/teacher conferences	• Use of technology to distribute informatin edmoto
• All calls home	• Literacy classes for parents
• SFDR facebook page	• Graduation information for parents
•	• DRHS programs availiability
•	• Parental calendar of the month
•	•
•	•
•	•
•	•

Summary of Needs

- Parent volunteers
- Encourage parent participation
- SFDR and DRHS social media to dessimenate important information
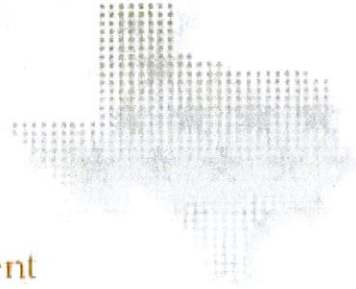- Literacy classes for parents
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Comprehensive Needs Assessment

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.
- Morning and afterschool duty rosters
- Campus decision making team
- Leadership teacm
- Master schedule
- TBSI team

- Emergency operating procedures
- Parent/student handbook
- cell phone policy
- School issued lap tops to students

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

Findings/Analysis

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

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

Strengths
- Core crisis team
- Campus PDM
- Administrative teacm (Houses)
- Department head meetings
- Department meetings
- Parent boosters
- Student council
- Teacher orginizations
- color printers
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Needs
- Hign expectations for school community
- Enforcement of cell phone policy
- Enforcement of dress code policy
- Mentor programs for new teachers
- Mentor programs for struggling teachers
- Mentor programs for at risk students
- Team building
- Curriculm support and walk thrus
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Summary of Needs
- Technology infrastructure
- Cell phone and dress code policy
- Reduce classroom counts
- Team building
- Mentor programs
- curriculum alignment
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Comprehensive Needs Assessment

Technology

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Technology updates
- Technology software/hardware
- Resource allocations
- Star chart
- Technology policy and procedures

- Student lap tops
- WiFi in school access to students and teachers
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See page x of the guide for probing questions related to Demographics.

Findings/Analyses

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

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

Strenths
- WiFi
- Individual technology products
- Accessibility to technology in library
- Media tech courses/endorsements
- Skyward for students and parents
- curriculum dashboard
- online professional development
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Needs
- WiFi
- student technology devices
- teacher laptops
- scanner
- copiers break down frequently
- purchase additional copy machines
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Summary of Needs

- Colored printers for classrooms, teacher workrooms and library
- Lap tops for teachers
- student computer devices
- toshiba copier machines
- portable computer screens
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Demographics

Special Education population support
Provide sheltered instruction to ELL
Credit accural opportunites
Extra teachers in core areas
At risk student support
Truancy outreach support
Tardy Reports and support
Tardy Sweeps

School Culture and Climate

Customer services
Identify duties and responsibilites of each House, Alpha, Beta, Omega, Gamma
Increase parental involment
Increase post-secondary guidance, FAFSA, College Applications, Scholarships
Model appropriate dress code for teachers, staff and students
Increase parental involvment with counselors and teachers
Training for special populations/differentiated instruction
Roles and Responisbilities of Secretary's
Career Readiness counselor

Curriculum, Instruction and Assessment

Identify student expectations
Identify interventions for academic weaknesses
Curriculum writing
Lesson plans: rigor and depth of knowledge
Higher order/ critical thinking lesson
professional development for dash board
Google plans

Google plans

School Context & Organization

Technology infrastructure
Cell phone and dress code policy
Reduce classroom counts
Team building
Mentor programs

Student Achievement

Increase EOC scores for special populations, special ed., at risk, LEP, 504 students

Follow curriculum (planning protocol)

Analyze/utilze formative data; 6 week tests, benchmarks, quizzes, etc.

Training for special populations/differentiated instruction/ AR program
Class size, student:teacher ratio
Number of special populations per classroom
Teachers need to input grades in a timely manner. 2 grades per week for each st
GT curriculum
Additional CMC teacher for all students
Books for Content Mastery/ and Behavior unit

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Teacher Quality

Recruitment of higly qualified teachers in the content area of English and Science

Improve the level of rigor in content subject areas
TTESS data follow up
Mentor program for new teachers
Mentor program/ growth plan for struggling teachers
Continuous training on Capturing Kids Hearts

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Family & Community Involvement

Parent volunteers
Encourage parent participation
SFDR and DRHS social media to dessimenate important information
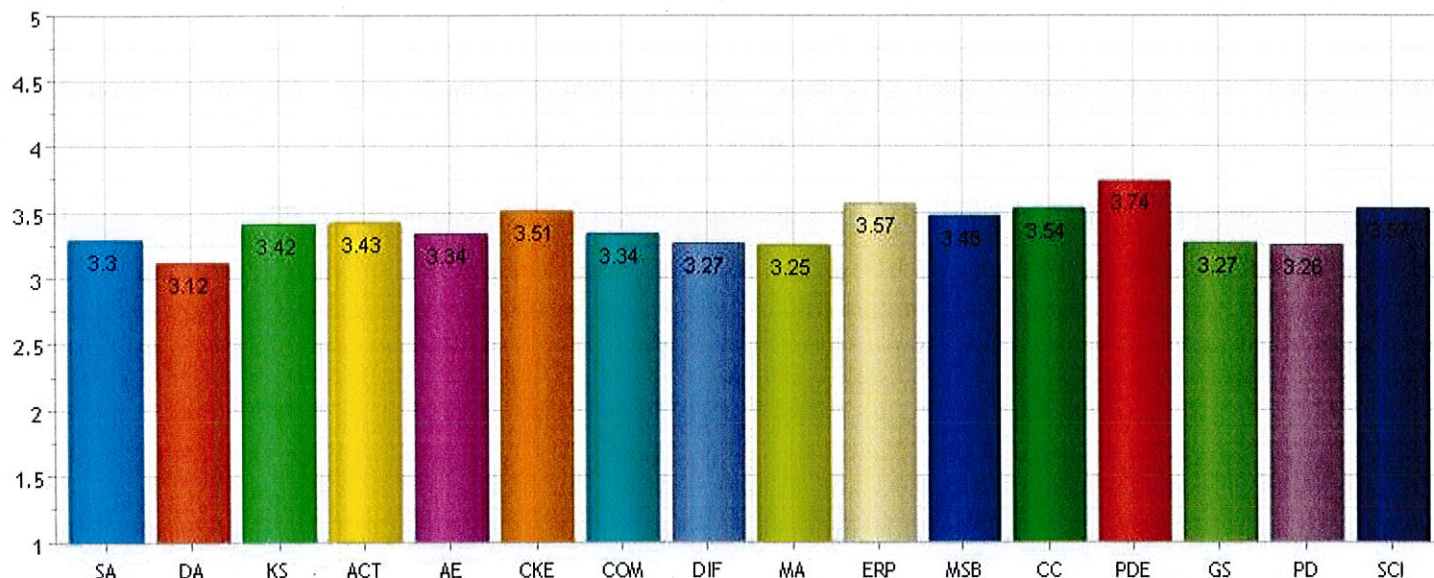Literacy classes for parents

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Technology

Colored printers for classrooms, teacher workrooms and library
Lap tops for teachers
student computer devices
toshiba copier machines
portable computer screens

Teacher Domain/Dimension Summary
for DEL RIO H S

Teachers: 113   Evaluations: 113

Dimension	Distinguished (x 5)	Accomplished (x 4)	Proficient (x 3)	Developing (x 2)	Improvement Needed (x 1)	Count	Average Score
Domain 1: Planning							
1. Standards and Alignment	2	30	74	2		108	3.3
2. Data and Assessment	2	13	89	4		108	3.12
3. Knowledge of Students	4	39	63	2		108	3.42
4. Activities	7	39	56	5	1	108	3.43
Domain 1 Average							3.31
Domain 2: Instruction							
1. Achieving Expectations	6	28	71	3		108	3.34
2. Content Knowledge and Expertise	11	37	55	4		107	3.51
3. Communication	1	42	59	5	1	108	3.34
4. Differentiation	1	34	65	7		107	3.27
5. Monitor and Adjust	3	28	69	7		107	3.25
Domain 2 Average							3.34
Domain 3: Learning Environment							
1. Classroom Environment, Routines and Procedures	5	56	43	4		108	3.57
2. Managing Student Behavior	4	46	54	3		107	3.48
3. Classroom Culture	4	56	42	6		108	3.54
Domain 3 Average							3.53
Domain 4: Professional Practices and Responsibilities							
1. Professional Demeanor and Ethics	11	63	38	1		113	3.74
2. Goal Setting	1	36	69	7		113	3.27
3. Professional Development	2	27	82	2		113	3.26
4. School Community Involvement	7	47	58	1		113	3.53
Domain 4 Average							3.45
Total	71	621	987	63	2	1744	3.4

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 1. By June 2019 50% of students taking the Algebra 1 STAAR/EOC will achieve Level II (meets) satisfactory scores for Campus Performance Objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prepare for exams with aligned instructional plans in all core areas including the co-teach special education classrooms. (Title I SW: 1,2,3) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Department Meetings
3. Provide all core area teachers, special education teachers, ESL Teachers and instructional aides with training on relevant objectives and implementation strategies in order to meet System Safeguards. (Title I SW: 1,2,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Curriculum Coordinators	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
4. Del Rio HS will purchase TEKS targeted materials for each teacher in the core area (Abydos, Plato, Curriculum Dashboard, ILit Programs, Educators.com)and provide teachers with copies of released state exams. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Librarian	August 2018-June 2019	(S)Local Funds - $700	Summative - Ongoing
5. Conduct training for the CTE teachers on integrating tested objectives from compatible math courses into their respective courses. (Target Group: CTE, 10th, 11th, 12th) (Strategic Priorities: 1,2,3,4)	Cluster/Department Leaders, Counselors, Curriculum Coordinators, Directors, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
8. Increase the quality of classroom instruction by setting high expectations in coordination with the IFD, YAG and focusing on TEKS Specificity through Planning Protocol. (Title I SW: 3,4) (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Teacher Sign In Sheets

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 1. By June 2019 50% of students taking the Algebra 1 STAAR/EOC will achieve Level II (meets) satisfactory scores for Campus Performance Objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. The Math department leader, interventionist and ESL strategist will monitor the teachers in their department/area including those in CTE, to ensure that intervention strategies, teaching strategies, QTEL strategies and resources are being utilized effectively and as a support to teachers that need it to meet System Safegaurds. (Target Group: All, 10th, 11th, 12th) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2018-June 2019	(S)Local Funds	Summative - Weekly
11. Every effort will be provided for DRHS to attract HQ staff. Opportunities such as job fairs, stipends, mentors, etc., will be made to hire a 100% highly qualified teachers for all core areas and electives. (Title I TA: 5) (Target Group: All)	Campus Administrators, Directors	March 2018-September 2019	(S)Local Funds	Summative - Meet with HR to view qualified applicants through applitrack.
12. Del Rio High School/Freshman Campus administrators will conduct 150 minutes of walkthroughs (minimum of 10 in the Core areas), meet with the Core area interventionist and ESL strategist monthly and each administrator will meet with the interventionist and ESL strategist weekly to go over instructional concerns and issues in order to meet System Safeguards. (Title I SW: 1,2,3,4,5,9,10) (Target Group: All)	Campus Administrators, Instructional Coaches	August 2018-June 2019	(S)Local Funds	Summative - More students will pass their EOCs and receive credit.
13. Teachers will incorporate intervention/differentiation strategies to assist struggling learners and enrich student learning. Interventions will include small group instruction, targeted tutoring, and/or before/after school tutorials and opportunities to upgrade failing grades from previous six weeks. (Title I SW: 6,9) (Target Group: All, H, ECD, ESL, LEP, SPED) (Strategic Priorities: 2) (CSFs: 1,2,3,5)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Instructional Aides, Parental Aides, Parents, Strategists, Teachers	August 2018-June 2019	(S)Local Funds - $3,500	Summative - Local assessments and STAAR EOC

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 2. By June 2019, 95 % of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop or purchase TEKS objective specific tutorial and intervention programs for Science. (Title I SW: 2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches	August 2018-June 2019	(S)Local Funds - $5,000	Summative - Ongoing
2. All departments and CTE will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s), for each prep daily. (Target Group: All, 10th, 11th, 12th)	Campus Administrators	August 2018-June 2019	(S)Local Funds - $4,000	Summative - Ongoing
3. Prepare for all exams with aligned instructional plans in all science courses and include material for content mastery special education teachers. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	September 2018-April 2019	(S)Local Funds - $700	Summative - Every Six Weeks
4. During planning sessions, teachers will examine student data on previous common assessments to identify weaknesses and strengths in order to target instruction (CSR's, DMAC, etc.). When available they will use state assessment data to guide instruction in tested areas. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	September 2018-June 2019	(S)Local Funds - $700	Summative - Monthly
5. Provide all science teachers and special education content mastery teachers with training on relevant TEKS objectives and implementation strategies. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Instructional Coaches	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
6. Purchase TEKS targeted materials for each Science teacher using the following software:DynaNotes, Plato, GradPoint, Software Programs, Educators.com. Will also provide teachers with electronic copies of test questions in their subject. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2018-June 2019	(S)Local Funds - $3,500	Summative - Ongoing
7. Conduct training for the CTE teachers on integrating objectives from compatible science courses into their respective courses. (Title I SW: 2,4) (Target Group: CTE)	Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing

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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 June 2019, 95 % of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Provide Professional Development for teachers in the Science content area. (Title I SW: 1,2) (Target Group: All, ECD, LEP, SPED, GT)	Campus Administrators	August 2017-June 2018	(S)Local Funds - $5,000	Summative - Teachers will receive PD and utilize new instructional materials.
9. Increase the quality of science instruction by specifically targeting instructional TEKS strategies in the Instructional Focused Documents, and Year At-A-Glance. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Unit test results
10. Provide all science teachers, including CTE with data sorted by scores and objectives of the students currently in their class to identify the strengths and weaknesses of the group at the beginning of the school year for planning purposes and to meet System Safeguards. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Curriculum Coordinators, Directors, Teachers	September 2018-June 2019	(S)Local Funds - $700	Summative - Ongoing
11. The Science department leader, interventionist and ESL strategist, including CTE will monitor the teachers in their area to ensure that intervention strategies, teaching strategies, QTEL strategies and resources are being utilized effectively and as a support to teachers that need it. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2018-June 2019	(S)Local Funds - $500	Summative - Ongoing Walk-Throughs
12. Prepare for the Biology EOC exams with EOC aligned instructional plans in Environmental Systems. (Target Group: All, ECD, LEP, SPED, 10th, 11th)	Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - $700	Summative - Ongoing

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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 June 2019, 95 % of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. IPC and chemistry teachers will be posting their English Language Proficiency Standards (E.L.P.S.) for their ELLs in student friendly language. Instructional aides will be assisting the IPC classroom to assist our ELL's. Teachers will also be focusing on QTEL strategies and academic vocabulary to assist our ELL students. (Title I SW: 1,2,10) (Title I TA: 1,2) (Target Group: LEP, SPED)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2018-June 2019	(S)Local Funds - $1,645	Summative - An increase in ELL students getting their IPC credit.
14. The Campus Administrators will conduct T-TESS walkthroughs(minimum of 8 in the Core Content Areas. Administrator will meet with campus staff to review instructional strategies to improve scores. (Title I SW: 1,2,3,9) (Title I TA: 2,3,5) (Target Group: All)	Campus Administrators, Instructional Coaches	August 2018-June 2019	(S)Local Funds - $700	Summative - More students will pass their EOCs and receive credits.

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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 3. By May 2019, 60% of all students in English II will achieve Level II on the English II STAAR/EOC; 63% of the Economically Disadvantaged, 65% of the Hispanic, 71% of the White students will achieve Level II on the English II STAAAR/EOC test; 31% of Economically Disadvantaged, 31% of Hispanic and 30% of White students in the 10th grade will score a Level III on the English II STAAR/EOC test in order to meet Campus Performance Objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All departments and CTE will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s), and an Agenda for each prep every day. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - $4,000	Summative - Ongoing Walk-Throughs
3. During planning sessions, teachers will examine student data on previous common assessments to identify weaknesses and strengths in order to target instruction (CSR's, DMAC, etc.). When available they will use state assessment data to guide instruction in tested areas. (Title I SW: 1,2,4) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - $700	Summative - Students pass their English EOCs.
4. Provide all English and special education co-teachers with training on relevant EOC objectives and implementation strategies including QTEL strategies. (Target Group: All, 10th, 11th)	Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-May 2019	(S)Local Funds - $1,500	Summative - Ongoing
5. Purchase TEKS targeted materials for each English teacher and provide teachers with electronic copies of released state exams. (Target Group: All, 10th, 11th, 12th)	Cluster/Department Leaders, Instructional Coaches, Teachers	September 201-May 2019	(S)Local Funds - $3,500	Summative - Ongoing
6. Conduct training for the CTE teachers on integrating tested objectives from English 1 and 2 into compatible CTE courses. (Target Group: CTE)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-May 2019	(S)Local Funds	Summative - Ongoing
7. Provide English teachers with instructional materials particular to scripted writing samples in correlation with EOC. (Target Group: 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	July 2018-June 2019	(S)Local Funds - $2,500	Summative - Ongoing
8. Develop a master schedule which allows English teachers to have a common planning period for collaboration and implementation of the "Planning Protocol". (Target Group: All)	Campus Administrators	August 2018-June 2019	(S)Local Funds	Summative - Master Schedule-Agendas-Sign-In Sheets

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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 3. By May 2019, 60% of all students in English II will achieve Level II on the English II STAAR/EOC; 63% of the Economically Disadvantaged, 65% of the Hispanic, 71% of the White students will achieve Level II on the English II STAAAR/EOC test; 31% of Economically Disadvantaged, 31% of Hispanic and 30% of White students in the 10th grade will score a Level III on the English II STAAR/EOC test in order to meet Campus Performance Objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Increase the quality of classroom instruction in ELA by utilizing TEKS standards as stated in Instructional Focus Document, and Year At-A-Glance. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Unit test results
10. Send ELA teachers to training and conferences including ABYDOS, iLit, TCEA and TCTELA. (Title I SW: 4) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-July 2019	(S)Local Funds - $3,000	Summative - Ongoing
11. Provide all ELA teachers, including CTE with data sorted by scores and objectives of the students currently in their class to further identify the strengths and weaknesses of all groups. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	September 2018-June 2019	(S)Local Funds - $700	Summative - Ongoing
12. The Curriculum Department and Campus Based Strategist and Interventionist will monitor the ELA teachers to ensure that Ilit ,Abydos, and QTEL strategies, are taught with fidelity. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2018-June 2019	(S)Local Funds	Summative - Ongoing-Walk-Throughs
13. All at-risk students, will be supported by double blocking English 1 and 2 respectively thus supporting the District Writing Plan. (Target Group: All)	Campus Administrators, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Every six weeks
14. Our 10th and 11th grade ELL students taking English 2 or English 3 will have an additional support class in Reading and Writing in order to meet EOC STAAR standards. (Title I SW: 2) (Title I TA: 2) (Target Group: LEP, SPED, 10th, 11th)	Bilingual Department, Campus Administrators, Counselors	August 2018-June 2019	(S)Local Funds - $500	Summative - Ongoing
15. Reading support staff will be hired to support students who are below grade level.A reading program will be utilized to close the achievement gap in reading. (Target Group: ESL, LEP)	Campus Administrators	August 2018-June 2019	(S)Local Funds - $4,091.40	Summative - Students in these reading courses will pass their EOC English tests

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Objective 3.   By May 2019, 60% of all students in English II will achieve Level II on the English II STAAR/EOC; 63% of the Economically Disadvantaged, 65% of the Hispanic, 71% of the White students will achieve Level II on the English II STAAAR/EOC test; 31% of Economically Disadvantaged, 31% of Hispanic and 30% of White students in the 10th grade will score a Level III on the English II STAAR/EOC test in order to meet Campus Performance Objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
16. The Campus Administrators will conduct T-TESS walkthroughs(minimum of 8 in the Core Content Area. (Title I SW: 1,3,9) (Title I TA: 2,3,5) (Target Group: All)	Campus Administrators	August 2018-June 2019	(S)Local Funds	Summative - Students EOC passing standards will increase.

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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 4. By May 2019, 91% of all 11th grade students enrolled in US History will meet Level II on the US History STAAR/EOC; 90% of our Economically Disadvantaged, 91% of our Hispanics, and 97% of our White students will meet Level II on the US History STAAR/EOC; 35% of Economically Disadvantaged, 38% of Hispanics, and 47% of White students in US History will meet Level III on the US History STAAR/EOC test to meet System Safeguards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All departments and CTE will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s). (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - $800	Summative - Walk-throughs
2. Teachers will prepare for all the US History EOC exam with TEKS aligned instructional plans including the content mastery special education teachers. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-May 2019	(S)Local Funds - $700	Summative - Department Meetings
3. During planning sessions, teachers will examine student data on previous common assessments to identify strengths and weaknesses in order to target instruction. When available they will use state assessment data to guide instruction in tested areas. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	September 2018-June 2019	(S)Local Funds - $750	Summative - Yearly
5. Teachers will purchase TEKS targeted materials including TEA state released exams. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2018-June 2019	(S)Local Funds - $1,500	Summative - Ongoing
6. Will conduct Professional Development for the CTE teachers on integrating tested objectives from US History that are aligned to CTE courses. (Title I SW: 1,2) (Target Group: All, CTE)	Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - $700	Summative - Ongoing
7. Develop a master schedule that allows Social Studies teachers of the same course to have a common planning period for collaboration and implementation of the "Planning Protocol". (Target Group: All)	Campus Administrators, Teachers	April 2018-September 2019	(S)Local Funds	Summative - Master schedule accomodates for planning periods
8. Increase the quality of classroom instruction in Social Studies by setting higher expectations in coordination with the IFD, YAG, and focusing on TEKS Specificity utilizing instructional coaching and the 1:1 initiative. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Weekly

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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 4.   By May 2019, 91% of all 11th grade students enrolled in US History will meet Level II on the US History STAAR/EOC; 90% of our Economically Disadvantaged, 91% of our Hispanics, and 97% of our White students will meet Level II on the US History STAAR/EOC; 35% of Economically Disadvantaged, 38% of Hispanics, and 47% of White students in US History will meet Level III on the US History STAAR/EOC test to meet System Safeguards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Provide all Social Studies teachers, including CTE with data sorted by scores and objectives of the students currently in their class to identify the strengths and weaknesses of the group at the beginning of the school year for planning purposes. (Title I SW: 1,2,8) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	September 2018-June 2019	(S)Local Funds - $700	Summative - Ongoing
10. The Social studies department leader and instructional coach, including the CTE department leader will monitor the teachers in their content to ensure that instructional strategies and resources are being utilized effectively. (Title I SW: 9) (Title I TA: 3) (Target Group: All)	Cluster/Department Leaders, Instructional Coaches	August 2018-June 2019	(S)Local Funds	Summative - Weekly
11. The Social Studies teachers will post their English Language Proficiency Standards (E.L.P.S.) for their ELLs. Instructional aides will be assisting US History teachers. Teachers will also focus on academic vocabulary to assist our ELLs. (Title I TA: 2,4) (Target Group: LEP, 10th, 11th)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
12. The Campus Administrators will conduct T-TESS walkthroughs(8 in the Core Content area. Administrator will meet with their respective Instructional teachers to go over instructional strategies and implementation. (Title I SW: 1,2,3,9) (Target Group: All)	Campus Administrators	August 2018-June 2019	(S)Local Funds	Summative - More students will pass their EOCs, and increase in Level III and more will receive their credits.

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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 4. By May 2019, 91% of all 11th grade students enrolled in US History will meet Level II on the US History STAAR/EOC; 90% of our Economically Disadvantaged, 91% of our Hispanics, and 97% of our White students will meet Level II on the US History STAAR/EOC; 35% of Economically Disadvantaged, 38% of Hispanics, and 47% of White students in US History will meet Level III on the US History STAAR/EOC test to meet System Safeguards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Teachers will incorporate intervention/differentiation strategies to assist struggling learners and enrich student learning. Interventions will include small group instruction, targeted tutoring, and/or before/after school tutorials and opportunities to upgrade failing grades from previous six weeks. (Title I SW: 3,4,6,9) (Target Group: All, H, ECD, ESL, LEP, SPED) (Strategic Priorities: 2,4) (CSFs: 1,3,4,5,7)	Attendance Staff, Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators, Instructional Aides, Instructional Coaches, Parents, Special Ed Teacher, Strategists, Teachers	August 2018-June 2019	(S)Local Funds - $7,000	Summative - Local assessment and STAAR EOC
14. Provide supplemental STAAR EOC materials for focused intervention and remediation. (Title I SW: 3,4,9) (Target Group: All, H, ECD, ESL, LEP, SPED) (Strategic Priorities: 2,4) (CSFs: 1,2,3,7)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Strategists	August 2018-June 2019	(S)Local Funds - $10,500	Summative - Local assessments and STAAR EOC
15. Provide all core area teachers, special education teachers, ESL Teachers and instructional aides with training on relevant objectives and implementation strategies in order to meet System Safeguards. (Title I SW: 4) (Target Group: All, H, ECD, ESL, LEP, SPED) (Strategic Priorities: 1,2) (CSFs: 1,3,7)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	August 2018-June 2019	(S)Local Funds - $6,000	Summative - Local Assessments and STAAR EOC

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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 2019, 45% of all special education students will achieve passing on their EOC tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide PD for co-teach staff on co-teaching strategies, classroom management, and restructuring the curriculum to include intervention strategies for the co-teach classes. (Title I SW: 2,4) (Title I TA: 1,2,6) (Target Group: SPED)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Directors, Instructional Coaches, Teachers	July 2018-June 2019	(S)Local Funds - $500	Summative - Student scores on EOC tests
2. Continue co-teach classes in ELA and Mathematics and expand the co-teach model to the Science and Social Studies departments by providing Instructional Aides in the classrooms. These teachers and their assigned aides will be trained. (Title I SW: 3,10) (Title I TA: 2) (Target Group: SPED)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Directors, Teachers	August 2018-June 2019	(S)Local Funds - $1,000	Summative - Students in the Special Education program EOC results.
3. Reduce the number of special education students that do not have a co-teach structure to increase student achievement and teacher intervention. (Title I SW: 1) (Target Group: SPED)	Campus Administrators	July 2018-September 2019	(S)Local Funds	Summative - Ongoing
4. All departments and CTE will post the TEKS objective(s: Learning Target(s), E.L.P.S. objective(s). (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - $2,000	Summative - Walk-throughs
5. During planning sessions, teachers will examine student data on common assessments to identify strengths and weaknesses in order to target instruction. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - $700	Summative - Yearly
6. Provide all core area and special education teachers with training on relevant objectives and implementation strategies. (Title I SW: 1,2) (Target Group: All, SPED)	Campus Administrators, Curriculum Coordinators, Instructional Coaches	August 2018-June 2019	(S)Local Funds - $3,500	Summative - Ongoing
7. Conduct training for the CTE teachers on working with students with special needs and how to modify instruction in their respective courses. (Title I SW: 1,2) (Target Group: SPED, CTE)	Cluster/Department Leaders, Curriculum Coordinators, Directors, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - $1,000	Summative - Ongoing

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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 August 2019, the graduation rate will be 95% or better with 80% of the seniors graduating under the Recommended or Advanced High School Program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold EOC camps for identified students in all core areas that have not successfully met Level II on the Algebra 1, Biology, English 1, English 2 and/or US History STAAR/EOC test. (Title I SW: 2,3) (Title I TA: 1,3,4) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Dean of Instruction, Instructional Coaches, Parental Aides, Teachers	October 2018-July 2019	(S)Local Funds - $4,000	Summative - Yearly
2. Allow STAAR/EOC tutorial sessions to count towards attendance make-up hours at the teacher's discretion in all departments and CTE program classes. (Title I SW: 1,10) (Title I TA: 1,4) (Target Group: AtRisk, 10th, 11th, 12th)	Attendance Staff, Campus Administrators, Counselors, Teachers	October 2018-May 2019	(S)Local Funds - $8,000	Summative - Students will regain credit
3. Utilize Response to Intervention tier strategies and child case study to meet the needs of individual students in all departments and CTE. (Title I SW: 2) (Target Group: AtRisk)	Campus Administrators, Counselors, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
4. Identify students for Pregnancy Related Services (PRS) programs early. (Title I SW: 2) (Target Group: AtRisk)	Attendance Staff, Campus Administrators, Counselors, Teachers	August 2018-June 2019	(S)Local Funds - $500	Summative - Ongoing
5. Budget funds for certified teachers and substitutes to continue after school programs for tutorials, interventions and remediation. Include funds for our MAPS course and school day tutors for credit recovery labs. (Title I SW: 2,3) (Title I TA: 8) (Target Group: AtRisk, 10th, 11th, 12th)	Campus Administrators	September 2018-August 2019	(S)Local Funds - $25,000	Summative - Annual Allocation
6. Provide all core area and special education teachers with training on relevant EOC objectives,TEKS objectives and implementation strategies. (Target Group: All, AtRisk)	Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2018-May 2019	(S)Local Funds	Summative - Ongoing

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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 August 2019, the graduation rate will be 95% or better with 80% of the seniors graduating under the Recommended or Advanced High School Program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide credit recovery labs for 8 periods: focusing on Seniors and Juniors. Starting September 2018, we will provide at least one from 7:30am to 8:10 am and 3:30-4:30 p.m. As the numbers increase, we will open labs as needed. (Title I TA: 8) (Target Group: AtRisk, 11th, 12th)	Campus Administrators, Counselors, Directors, Teachers	August 2018-June 2019	(S)Local Funds - $2,500	Summative - Graduation Percentages and Numbers for 2015-2016
8. DRHS will have a Commitment to Graduate Ceremony for the sophomore and junior class to promote on-time graduation and an increase in effort to perform better on EOC tests. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Counselors	October 2018-June 2019	(S)Local Funds	Summative - Number of graduates will be measured from this cohort.
9. Utilize the master schedule to allow core area math teachers of the same course to have a common planning period for collaboration and implemention of the "Planning Protocol". (Target Group: All, 10th, 11th, 12th)	Campus Administrators	June 2018-August 2019	(S)Local Funds	Summative - EOY Sign In Sheets, Survey
10. Provide all math teachers, including those in CTE with data sorted by scores and objectives of the students currently in their class to identify the strengths and weaknesses of the group at the beginning of the school year for planning purposes. (Target Group: CTE, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches	August 2018-September 2019	(S)Local Funds - $700	Summative - Ongoing

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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 August 2019, the drop-out rate will be 5% or lower.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Allow course and EOC tutorial sessions to count towards attendance make-up hours at the teacher's discretion for all departments, including CTE. Parental Liasons will make home visits for students needing to pass their EOC tests during test time. (Title I SW: 1,2) (Title I TA: 1,2) (Target Group: AtRisk)	Attendance Staff, Campus Administrators, Counselors, Teachers	October 2018-June 2019	(S)Local Funds	Summative - Students will regain credit
2. Utilize Response to Intervention strategies and child case studies to meet the needs of individual students in all departments and CTE. (Title I SW: 1,2) (Title I TA: 1,2) (Target Group: AtRisk)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
3. Identify students for Pregnancy Related Services (PRS) programs early. CEHI students will be served by highly qualified teachers to ensure that students are continuing their education and scheduled to graduate with their cohort. (Title I SW: 2) (Target Group: AtRisk)	Attendance Staff, Campus Administrators, Counselors, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
4. All Administrators will conduct 2 forty minute Walk-Throughs weekly focusing on Instructional Strategies using T-TESS as the Evaluation Model. Other models include "Planning Protocol" and the 5-E Model for Fine Arts, Physical Education and CTE. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Teachers	August 2019-June 2018	(S)Local Funds - $500	Summative - Weekly and ongoing
5. We will have credit recovery labs open for 8 periods daily: One for Seniors and another for Juniors. Starting September 2018, a lab will be utilized from 7:30am to 8:10am and 3:35 pm to 4:35 p.m. If that one has all seats filled, we will open labs as needed. (Title I SW: 2,9) (Title I TA: 8) (Target Group: AtRisk, 11th, 12th)	Campus Administrators, Counselors, Directors, Teachers	August 2018-June 2019	(S)Local Funds - $12,500	Summative - Credits will be earned and this will be an ongoing process.

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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 June 2019 DRHS will provide a minimum of one activity that promotes social, cultural, interpersonal skills, and safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide anti-drug, anti-bullying, cyber-bullying training for all students, parents and staff. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Counselors, Librarian, Parental Aides	September 2018-May 2019	(S)Local Funds - $1,700	Summative - Ongoing
2. Each department and CTE will establish a common set of Classroom Expectations to promote positive and safe behavior. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
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)	Campus Administrators, Counselors, Librarian, Parental Aides, Teachers	September 2018-June 2019	(S)Local Funds - $5,000	Summative - Ongoing
4. Staff members will be trained in Capturing Kids Hearts to promote a positive learning environment and meet the needs of all students. (Title I SW: 1,2) (Target Group: All, AtRisk)	Campus Administrators, Cluster/Department Leaders	August 2018-June 2019	(S)Local Funds	Summative - A measurable decrease in discipline referrals.
5. Provide student activities that promote social, cultural, interpersonal skills, and safety such as the following: STUCO, UIL, Sports, ROTC, and academic activities. (Target Group: All)	Campus Administrators, Teachers	August 2018-June 2019	(S)Local Funds - $793.40	Summative - Increase In student participation, growth, fitness gram, student products such as yearbook.

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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 June 2019 Del Rio High School/Freshman Campus will have 50% of ELL students improve in the acquisition of a second language.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Ell's with Glossaries/Dictionaries for Core Content Areas, CTE and Electives. Technology will be implemented to help ELL's translate on their devices and/or smartphones. A hard copy of a Spanish/English dictionary in their classroom will be provided as needed. (Title I SW: 1,2) (Target Group: ESL, LEP)	Bilingual Department, Campus Administrators, Curriculum Coordinators, Instructional Coaches, Teachers	September 2018-June 2019	(S)Local Funds - $5,000	Summative - TELPAS and EOC results
2. Send staff to Abydos Training, Ilit training, Sheltered Instruction, and campus based training to improve rigorous instruction for STAAR. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Bilingual Department, Campus Administrators, Instructional Coaches	August 2018-October 2019	(S)Local Funds	Summative - teachers will receive training and use new materials and activities

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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 10. By June 2019, 90% of the staff will increase their digital proficiency and integration of technology in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incentives will be provided for students utilizing their campus based devices. (extra time, extra credit, and other discretionary incentives). (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Teachers	October 2018-June 2019	(S)Local Funds	Summative - All students will have checked out and back a device
2. Curriculum and Instruction will provide training for Core Area staff, CTE and Elective Teachers as needed on technology services that include (DMAC, SKYWARD, Gradebook, ILIT, FLEXBOOKS). (Title I SW: 1,2,3,4) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	October 2018-May 2019	(S)Local Funds	Summative - Number of teachers using technology will increase by 50%
3. The campus library will provide teachers with current instructional resources, media, and technology that will include online encyclopedia, books, laptops, and online subscriptions. (Target Group: All)	Librarian, Teachers	September 2018-June 2019	(S)Local Funds - $32,220	Summative - The number of teachers utilizing technology will increase.

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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 11.   By June 2019, 50% of our Gifted and Talented students will achieve a Level III on their STAAR/EOC tests for this academic year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff members will be trained in strategies to help with Gifted and Talented Students; as well as Pre-AP and AP training. (Title I SW: 1,2,3,4) (Target Group: GT)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	October 2018-August 2019	(S)Local Funds - $3,000	Summative - Number of teachers trained or registered for training by the end of the fiscal year.
2. CTE Dual Credit Courses which result in certification or meet industry standards will be considered as an advanced academic course for GT students. (Title I SW: 1,2) (Target Group: GT)	Campus Administrators, Directors	June 2019	(S)Local Funds	Summative - HB 5 requirement for GT
3. Students in AP and Dual Credit courses will be provided with the instructional materials and textbooks necessary to meet the requirements for THECB standards. (Title I SW: 10) (Target Group: GT, AtRisk)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	August 2018-June 2019	(S)Local Funds - $3,600	Summative - The items identified by the teachers will be purchased.

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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 12. By June 2019, 55% of our ELLs will achieve Level II satisfactory on all of their STAAR/EOC tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to increase ELL student achievement through instructional support, the following supplemental positions will be utilized: Interventionist and strategist. (Title I SW: 1,4,6) (Target Group: LEP)	Campus Administrators	August 2018-June 2019	(S)Local Funds - $3,000	Summative - Student scores will increase on STAAR/EOC and more students will graduate.
2. During planning sessions, teachers will examine student data on previous common assessments to identify strengths and weaknesses in order to target instruction. When available they will use state assessment data to guide instruction in tested areas. (Title I SW: 1,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - $1,000	Summative - Yearly

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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 13. By June 2019, Freshman students taking the STAAR English I EOC Scores will improve from 58% to 65% passing at the approaches level. In English II, Freshman campus will improve scores from 97% passing to 98% passing at the approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will incorporate interventions/differentiation strategies in ELA to assist struggling learners and enrich students. Interventions will include: small group instruction, power block, targeted tutoring, and/or after school tutoring, with the option to "upgrade" failing grades from previous six weeks (EOC resources). (Title I SW: 1,3,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - $6,000	Summative - lesson plans Student EOC scores
2. Monitor students in special populations (ESL, Special Education, Migrant, 504, GT, At-risk) through student performance data, attendance and participation based on progress reports, report cards, PEIMS data, DMAC data and formal/informal evaluations programs. (Title I SW: 1,9,10) (Target Group: ESL, Migrant, LEP, SPED, GT, AtRisk, 9th, 504)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Strategists, Teachers	August 2018-June 2019	(S)Local Funds - $1,000	Summative - Improved scores in STAAR EOC scores
3. Teachers will be provided with proper professional development by the campus strategist, interventionist, and department leader to adequately plan for 90 min block sessions and to target RTI groups. (Title I SW: 1,2,3,4) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Instructional Coaches, Strategists	August 2018-June 2019	(S)Local Funds - $500	Summative - Increase of student achievement in STAAR EOC scores
4. Provide students with opportunity to improve their writing by establishing journal entries throughout campus. (Title I SW: 2,10) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders	August 2018-June 2019	(S)Local Funds	Summative - Improvement in ELA scores.
5. Provide supplemental resources for STAAR EOC preparation (Title I SW: 1,3,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,3,4,7)	Campus Administrators, Instructional Coaches, Master Reading Teachers, Teachers	august 2018 - May 2019	(S)Local Funds - $2,000	Summative - ongoing

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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 14. By June 2019, Freshman students taking the STAAR Algebra I EOC will improve from 80% to 85% passing at the approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and analyze student data (RTI/DATA DAY) for continued improvement in student achievement and instruction decision making. (Title I SW: 1,3,8) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Strategists, Teachers	August 2017 - June 2018	(S)Local Funds - $500	Summative - Increase student achievement in EOC scores and local summatives.
2. Teachers will incorporate interventions/strategies in math to assist struggling learners and enrich student learning. Interventions will include: small group instruction, targeted tutoring, and/or before/after school tutoring with the option to upgrade failing grades from previous six weeks. (Title I SW: 1,2,3,9,10) (Target Group: All, ESL, LEP, SPED, GT, AtRisk) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Strategists, Teachers	August 2018 - June 2019	(S)Local Funds - $3,500	Summative - Lesson plans, increased scores in formal/informal assessments and EOC scores.
3. Provide supplemental STAAR EOC materials for Algebra classes to improve student achievement. (Title I SW: 1,3,9) (Target Group: All, LEP, SPED, GT, AtRisk) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Strategists, Teachers	August 2018 - June 2019	(S)Local Funds - $1,500	Summative - Increased performance in formal/informal assessments and STAAR EOC scores.
4. Monitor special populations (to include LEP denials) through student performance data, progress reports, report cards, attendance, local assessments and formal evaluations (such as TELPAS and STAAR). (Title I SW: 2,9,10) (Target Group: ECD, ESL, Migrant, LEP, SPED, GT, AtRisk, 504) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Counselors, Instructional Coaches, Strategists, Teachers	August 2017 - June 2018	(S)Local Funds - $500	Summative - Improvement by all sub populations in local assessments and STAAR EOC scores.
5. Provide professional development for effective lesson planning for 90 min block sessions. (Title I SW: 1,2,3,9,10) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Instructional Coaches, Strategists	August 2018 - June 2019	(S)Local Funds	Summative - Increased student performance in local assessments and STAAR EOC.

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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 15. By June 2019, Freshman students taking STAAR Biology EOC will improve from 83% passing to 87% at the accomplished level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will incorporate intervention/differentiation strategies to assist struggling learners and enrich student learning. Interventions will include small group instruction, targeted tutoring, and/or before/after school tutorials and opportunities to upgrade failing grades from previous six weeks. (Title I SW: 1,2,3,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Teachers	August 2018 - June 2019	(S)Local Funds - $3,500	Summative - Lesson plans, local assessments and STAAR EOC
2. Provide supplemental STAAR EOC materials for focused intervention and remediation. (Title I SW: 3,9,10) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders	August 2018 - June 2019	(S)Local Funds - $3,000	Summative - Increased student performance in local assessments and STAAR EOC.
3. 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. (Title I SW: 1,3,9) (Target Group: ECD, ESL, Migrant, LEP, SPED, AtRisk, 504)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 20178- June 2019	(S)Local Funds - $500	Summative - Increased student performance in local assessments and STAAR EOC.
4. Provide all core area teachers, special education teachers, ESL Teachers and instructional aides with training on relevant objectives (SLO) and implementation strategies in order to meet System Safeguards. (Title I SW: 4) (Target Group: All, H, ECD, ESL, LEP, SPED) (Strategic Priorities: 1,2) (CSFs: 1,3,7)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	August 2017- June 2018	(S)Local Funds	Summative - Local assessments and STAAR EOC

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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 16. For the 2018-2019 school year, Del Rio High School/Freshman Campus staff will implement campus wide discipline management/character education programs for development of successful habits, prevention of aggressive behavior, harassment, drug/alcohol use, cyber bullying and bullying in school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will incorporate effective discipline management to prevent and minimize aggressive behavior, harassment, bullying and drug/alcohol use. Administration, teachers and counselors will assist in creating a safe school environment. Video will be shown to inform students about consequences for making terroristic threats and responsibility to report such behavior. (Title I SW: 2) (Target Group: All) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2018-June 2019	(S)Local Funds - $1,500	Summative - decrease in discipline issues and office referrals.
2. Teachers will incorporate "Capturing Kids Hearts" and DR Cares strategies to increase positive relationships between teachers and students. (Title I SW: 2) (Target Group: All) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2018 - June 2019	(S)Local Funds - $1,500	Summative - Enhanced teacher student relationships
3. Parental aides will provide parental training on identifying and dealing with bullying, harassment, drug and alcohol use and aggressive/violent behavior and the implementation of successful student habits. (Title I SW: 6) (Target Group: All, AtRisk) (CSFs: 6)	Campus Administrators, Parental Aides, Parents	August 2018 - June 2019	(S)Local Funds	Summative - Increased parent involvement

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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 June of 2019, Del Rio High School/Freshman Campus will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Development of local campus budget will be aligned to the campus improvement plan. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Dean of Instruction, Teachers	August 2018-June 2019	(S)Local Funds	Summative - CIP is approved
2. Tutorials will be provided for the CTE CNA Skill Set in order to increase the number of students obtaining certification. (Title I SW: 3,4) (Target Group: All, ECD, ESL, Migrant, LEP, SPED, GT, CTE, 504)	Campus Administrators, Cluster/Department Leaders, Directors, Teachers	January 2018 - June 2019	(S)Local Funds	Summative - Yearly
3. Resources will be utilized to facilitate student performance in the subject area of Math. (Title I SW: 1,3,4) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Strategists	August 2018-June 2019	(S)Local Funds - $19,750	Summative - STAAR Data summary reports
4. Resources will be utilized to facilitate student performance in the subject are of Social Studies. (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2018-June 2019	(S)Local Funds - $19,750	Summative - STAAR Data
5. Resources will be utilized to facilitate student performance in the subject are of ELA. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2018-June 2019	(S)Local Funds - $19,750	Summative - STAAR Data
6. Resources will be utilized to facilitate student performance in the subject are of Science. (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2018-June 2019	(S)Local Funds - $19,750	Summative - STAAR Data
7. Resources will be utilized to facilitate student performance in all subjects areas for Instructional Leadership. (Title I SW: 1,2,3,4) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors	August 2018-June 2019	(S)Local Funds - $7,616	Summative - STAAR Data, Teacher Input, Surveys

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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 June 2019, Del Rio High School/Freshman Campus will maintain a student attendance rate of 96%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students with a history of poor attendance will be identified before August so Counselors/Administrators can speak to them and their parents about the risk of failing and not graduating with their Cohort. (Title I SW: 1,2,6) (Target Group: All)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Parental Aides, Parents, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing: Every Six Weeks
2. DRHS 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. As an incentive refreshments and door prizes will be provided. (Title I SW: 1,2,6) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	September 2018-May 2019	(S)Local Funds - $6,500	Summative - Ongoing, at least two times a semester
3. The campus will celebrate students with perfect attendance per six weeks with certificates and incentives. (Title I SW: 1,2) (Target Group: All, AtRisk)	Attendance Staff, Campus Administrators, Parental Aides	October 2018-June 2019	(S)Local Funds - $6,500	Summative - Ongoing-every six weeks
4. DRHS 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) (Target Group: All, AtRisk)	ARD Committee, Campus Administrators, Counselors, Parents, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
5. DRHS will promote student participation in school groups by increasing clubs and organizations in school. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Counselors, Librarian, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
6. DRHS 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)	Attendance Staff, Campus Administrators, MIS Department	August 2017-June 2018	(S)Local Funds	Summative - Ongoing-every six weeks

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 2. By June 2019, Del Rio High School/Freshman Campus will maintain a student attendance rate of 96%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Teachers will contact parents and guardians consistently about the attendance of their students for all classes via phone calls and postcards on a daily basis. Teachers will consistently review at their student's attendance in all of their other classes. (Title I SW: 1,2) (Target Group: All)	Attendance Staff, Campus Administrators, Teachers	August 2018-June 2019	(S)Local Funds - $1,000	Summative - Ongoing-pulling reports with student's absences of three or more regularly
8. Curriculum and Instruction/PEIMS will provide training sessions for parents on how to use Skyward to check student attendance/tardies/grades as needed. (Title I SW: 2,6) (Target Group: All)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, MIS Department, Parental Aides	August 2017-June 2018	(S)Local Funds	Summative - Agendas and Evaluations
9. Attendance Procedures for campus will be developed so there is a systematic process. Students reported absent during 1st period will be called to see why they are not in attendance and documentation will be noted. Students marked absent during 2nd period will be verified by 1st period attendance; as well as on student check-in/check-out forms, counselor/library/nurse/etc. logs. Students with attendance problems will have a case manager, counselor and administrator assigned to them to provide interventions and contracts and maintain student and parent contact. (Title I SW: 1,2) (Target Group: All)	Attendance Staff, Campus Administrators, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing-daily
10. Daily announcements will be made to stress which class had the best attendance: Sophomores, Juniors or Seniors. These percentages will be put in iRam and Status Update presentations. (Title I TA: 1) (Target Group: All, AtRisk)	Attendance Staff, Campus Administrators, Teachers	September 2018-June 2019	(S)Local Funds	Summative - Daily
11. Saturday camp will be scheduled for the year. (make up hours, tutoring, credit recovery). (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Teachers	August-2018-June 2019	(S)Local Funds - $3,500	Summative - Attendance logs, student sign in sheets

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 2. By June 2019, Del Rio High School/Freshman Campus will maintain a student attendance rate of 96%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Attendance committee (parental aides, counselors, administrators, attendance secretary) will monitor and meet as necessary to review and establish intervention plans for students with excessive absences. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Attendance Staff, Campus Administrators, Parental Aides, Parents	Aug 2018-May 2019	(S)Local Funds	Formative - Daily reports Each six weeks (ADA report)
13. Recognize and celebrate students with perfect attendance per six weeks. offer incentives such as drawings for prizes. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Campus Administrators, Counselors	Aug 2018 - May 2019	(S)Local Funds	Formative - Each six weeks
14. Increase parental awareness of importance of attendance and attendance laws through orientations, presentations by parental aides and conferences with counselors and administration. (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Counselors, Parental Aides, Parents, Teachers	Aug 2018 - May 2019	(S)Local Funds	Summative - Each semester

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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 June 2019, the campus will maintain a staff attendance rate of 96%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will celebrate the staff's birthdays each semester with a cake in the workrooms to improve school culture, staff recognition and collaboration. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors	August 2018-June 2019	(S)Local Funds - $1,000	Summative - Better attendance-not so many substitutes in the classroom
2. The campus will celebrate and recognize staff's perfect attendance during monthly meetings. (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors	September 2018-June 2019	(S)Local Funds - $1,000	Summative - Better attendance will be evident
3. Every six weeks, staff members will be entered into a perfect attendance raffle for each semester. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors	August 2018-June 2019	(S)Local Funds	Summative - Increased attendance for staff
4. Encourage staff to participate in the district-wide health and wellness programs. (Title I SW: 1,2) (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	September 2017-June 2018	(S)Local Funds	Summative - One day a week: plan on starting a walking program with some weight lifting

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

Objective 4. Throughout the 2018-2019 Scholastic year, Del Rio high School/Freshman Campus will utilize 90% of local funds to directly impact student achievement/success/scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Del Rio High School budget will be aligned to campus improvement plan and will be utilized to increase student achievement. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Teachers	August 2018 - June 2019	(S)Local Funds	Summative - Evaluation by district financial department

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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 5. Throughout the course of the 2018-2019 Academic year, Del Rio Freshman Campus will allocate resources towards the beautification of campus and front office.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Financial resources will be allocated toward purchase of window screens for the front office and furniture for the front office and library. (Target Group: 9th) (CSFs: 5,6)	Campus Administrators	September 2018 - May 2019	(S)Local Funds	ongoing
2. Freshman class of 2022 will raise funds to replace two signs on Freshman Campus property. Signs will read Del Rio High School, Freshman Campus (Title I SW: 1) (Target Group: All) (CSFs: 6)	Campus Administrators, Teachers	August 2018 - May 2019	(S)Local Funds	Summative - Ongoing
3. Staff will promote good stewardship of campus via classroom discussion, campus videos and school announcements. (Target Group: All) (CSFs: 6)	Campus Administrators, Teachers	August 2018 - May 2019	(S)Local Funds	Summative - Ongoing

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 1. Between Sept. 2018 thu April 2019, Del Rio High School/Freshman Campus will organize monthly services and activities that support and help the participation of parents in their student's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will send class letter/syllabus home to each parent on the course they teach, details of high expectations, class structure, activities, materials needed, and contact information the first week of school. (Title I SW: 2,3,6) (Title I TA: 7) (Target Group: All) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Teachers	September 2018 - January 2019	(S)Local Funds	Summative - Copy turned into Appraiser by September 2019
2. Parents will have several training opportunities on registering and using the parent portal for Skyward to message teachers and keep up with their child's/children's grades and attendance. (Title I SW: 1,2,6) (Title I TA: 7) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, MIS Department, Parental Aides, Parents	August-2018-June 2019	(S)Local Funds	Summative - Parent attendance sign in sheet
3. Send out a climate survey to seek parental involvement in school activities and student groups. (Title I SW: 1,6,9,10) (Title I TA: 7) (Target Group: All, 10th, 11th, 12th)	Parental Aides, Parents	September 2018-June 2019	(S)Local Funds	Summative - Spring 2017
4. The campus will utilize all common forms of social media to disseminate information to parents and the public. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Librarian, Parental Aides, Parents, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing
5. Del Rio High School and Freshman campus will host an Open House in October. The campus will disseminate information, and presentations for student groups. Invitation to parents and community members will be disseminated for parents to begin participating in their student's success particular to PDM, and Booster clubs. Refreshments and door prizes will be provided. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers	October 2018 - May 2019	(S)Local Funds	Summative - Sign-in Sheets for September 2017 February 2018

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 1. Between Sept. 2018 thu April 2019, Del Rio High School/Freshman Campus will organize monthly services and activities that support and help the participation of parents in their student's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. All departments and CTE will have easy access to their Dash Board, grade book and lesson plan for organization and planning to ensure that student data is secured and accurate on their teacher laptop. (Target Group: All, 10th, 11th, 12th)	Teachers	August 2018-June 2019	(S)Local Funds	Summative - Ongoing: Grades/Lesson Plans
7. Teachers will offer extra credit to be redeemed in a class for the students that return the Parent Surveys.Staff with 100% return will have an opportunity to win raffle prizes donated from community (free breakfast tacos, haircuts, facials, massages, movie bucks, etc.) Parents who return the survey will have an opportunity to win raffle prizes (educational games, books, etc.) (Title I SW: 1,6) (Target Group: All)	Campus Administrators, Parental Aides, Parents, Teachers	October 2018-June 2019	(S)Local Funds	Summative - Number of Surveys will be counted and we will have at least 50%.
8. Parental Aides will attend the Annual Statewide Parental Involvement Conference if funds are available. Parental Aides will learn strategies for empowering all stakeholders to increase student achievement and to meet the required mandates of the Elementary and Secondary Education ACT (ESEA). (Title I SW: 6) (Target Group: All)	Campus Administrators, Parental Aides	December 2017	(S)Local Funds	Summative - There will be a measurable increase in parental involvement at DRHS by the end of the school year and the information shared with parents will be up to date.
9. All departments and CTE will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s). (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Walk-throughs
10. Parental Aides will make home visits to student homes to address attendance/discipline concerns as needed. (Title I SW: 1,6) (Target Group: All)	Attendance Staff, Instructional Aides	Ausgut 2018-June 2019	(S)Local Funds	Summative - Parental Logs, parent signatures

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 1. Between Sept. 2018 thu April 2019, Del Rio High School/Freshman Campus will organize monthly services and activities that support and help the participation of parents in their student's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. The campus counselors will conduct a college night to introduce families to post-secondary education opportunities. (Target Group: All)	Counselors	Ausgust- 2018-June 2019	(S)Local Funds - $5,306	Summative - College Nigh sign in sheets, participants sign in sheets
12. The school will provide parent forms and graduation programs to families. (Target Group: All)	Parents	August 2018-June 2019	(S)Local Funds - $4,000	Summative - Parent sign in sheets, visitor logs
13. Counselors will conduct monthly F.A.F.S.A. nights for Sr's and parents to assist with financial aid for higher education. (Target Group: All) (Strategic Priorities: 3) (CSFs: 3,5,6)	Campus Administrators, Counselors	Oct. 2018 thru March 2019	(S)Local Funds	ongoing

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. Parent participation at Del Rio High School/Freshman Campus will increase by 10-15%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Del Rio High School and Freshman Campus will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as: orientations, open house, parental training, Big decision parental training and extra curricular/UIL events. (Title I SW: 1,2,6) (Target Group: All)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides	June 2018 - August 2019	(S)Local Funds	Summative - Parent/staff sign in sheets. Increase participation and positive comments on HB5 Survey.
2. Provide ongoing and timely communication to parents/guardians to relay information about events, activities, presentations, training opportunities, and school concerns through campus calendars, newsletters, district webpage and Facebook page and via automated call out system. (Title I SW: 1,2,6) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides	June 2018 - August 2019	(S)Local Funds	Summative - Increased parent involvement and positive comments as seen through HB5 parental survey.
3. Provide and information for parents to access and utilize Skyward as a means to monitor student academic progress. (Title I SW: 1,2,6) (Target Group: All)	Campus Administrators, Parental Aides	June 2018 - August 2019	(S)Local Funds	Summative - Increased parent knowledge of academic success.
4. Home visits conducted by parental aides to discuss attendance, discipline and/or teacher concerns with parents. (Title I SW: 1,2,6) (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides	June 2018 - August 2019	(S)Local Funds	Summative - Increased communication with parents over student concerns. Increase in attendance and decrease in discipline referrals.

Resources

Resource/Source
Federal Programs
None.
State Programs
Local Funds ($335,121.80)
Local Programs
None.
Other Programs
None.

District/Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Almaguer, Carolina	Para Professional	*signature*
Andrade, Rolando	Community Member	*signature*
Arredondo, Kathy	ELA Representative	*signature*
Barrera, Carlos	Administrator	*signature*
Gutierrez, Lisa	Parent	*signature*
Jimenez, Mario	CTE Representative	*signature*
Leyva, Ana	District Representative	*signature*
Mercer, Britney	Social Studies Representative	*signature*
Perez, Dr. Jose F.	Principal	*signature*
Rodriguez, Gisselle	Math Representative	*signature*
Sandate, Laura	Administrator	*signature*
Smith, Debra	Parent	*signature*
Talamantez, Alanna	Administrator	*signature*
Varela, Ericka	Administrator	*signature*
Welch, Cindy	Lead Counselor	*signature*
Williams, Gordon	Science Representative	
Zuniga, Richard	Special Populations Representative	*signature*

DRFS CPDM Members 2018-2019

Tomas Cabello - Principal
Ruby Ramos - Counselor
Lindsey Dixon - DRFS Nurse
Karina Rosas- Principal's Secetary
Yvonne Gomez - CTE Department Chair
Deborah Salinas - ELA Department Chair
Melinda Costilla - Math Department Chair
Catherine Calvetti - Fine Arts/PE Department Chair
Ofelia Hernandez - Foreign Language Department Chair
David Ruiz - Special Education Department Chair

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: Spring 2018, For the 2018-2019 School Year

Data Sources Reviewed:
- Campus demographic report, AYP, PBMAS, AEIS reports, campus schedules, duty schedules, master schedules, surveys, TELPAS report
- Special education, 504 report, LEP report, walkthrough data, meeting information, teacher certification information, curriculum documents

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?
Demographics	Better than state averages per ethnicity groups. Intervention programs in place for core content areas to increase performance of at-risk populations. Co-teach setting for Special Education students.	Co-teach class for Biology. Bilingual aide/tutor for Biology. Full time special education teacher in BASE.	Co-teach teacher for Biology. Full time special education teacher in BASE.
Student Achievement	Instructional strategist/coaches (core areas) BASE Classroom QTEL/ABYDOS programs AR programs DMAC– to access student data Co-teachers in ELA classrooms Tutors in ESL core classrooms Tutoring/upgrade opportunities PLATO Credit Recovery	Early interventions program for Special education students, 504, ESL and At-Risk students. Resource class for ELA and Algebra classes. More structure/accountability in ISS. Strategist to assist in Algebra I/Biology Tutor/Aide for Biology	Training and implementation of effective ELL strategies and differentiation strategies by instructional coaches. Identification of special population students at an early point in the school year to more effectively meet their needs. Intervention plan implemented early. Training for aides assisting students in content mastery. Restructure of ISS.

Category	Strengths	Needs	Recommendations
School Culture and Climate	Faculty and staff camaraderie. Leadership communication with faculty and staff. Available CTE courses. ELA Classes daily. Planning Protocol. Varied student activities Capturing Kids Hearts	A plan to decrease student tardies/increase attendance. Consistency in D-hall/ISS. Increase security visibility/presence. Update campus facilities Technology tech on campus. Better communication between DRHS/DRFS.	Maintain and/or increase attendance rate, Establish staff mentoring program that targets behavioral and academic skills/needs of at-risk students. Set guidelines for campus security and police officers to improve overall safety. Increase student activities Furniture that is comfortable for students and allows for grouping.
Staff Quality/ Professional Development	88% of teachers are certified in their content/41% of teachers have a master's degree. High staff retention rate. New teachers feel supported by campus personnel. Overall staff attendance is good	Data not uniformly shared among teachers/departments. More activity between mentors and mentees. Special populations need to be distributed equally. Better staff development pertaining to subject matter.	Increased training in subject area. Accurate monitoring of special education distribution. Uniform sharing of data Increased activity with new teachers.
Curriculum, Instruction, Assessment	Collaborative planning via planning protocol. QTEL/ABYDOS Curriculum Dashboard Co-Teach Classrooms (ELA/ALG) Accessibility of resources. Admin Feedback after observations and walk-throughs. STAR utilized ELS tutor/aide in ELA/Alg Two Million Word Reading competition	Working technology with less restrictions on internet. Co-teach in Biology. Early Interventions for Special Pops. Teacher specific PD TELPAS testing should not conducted with ELA teachers. BASE needs to be better organized/Staff better trained. Mentoring program. Attendance accountability.	Support for Special Education students in Biology. Resource class for low performing Special Education students. Computer lab made available for reading/writing Algebra and research. Training for BASE personnel on academic support Formative assessment halfway through each six weeks. Attendance accountability – data parent night

Category			
Family and Community Involvement	Availability of 2 parental aides. Youth Mental Health training for all staff. Availability of outside agencies for student assistance.	More effective communication between school and parents. More effective utilization of technology.	Increase school parent communication especially through better utilization of school technology. Initiate a parent volunteer program. Schedule parent meetings with topics that are relevant to parents.
School Context and Organization	Planning protocol for collaborative practice and sharing of best practices. Regularly scheduled leadership meetings for dissemination of information. Exams created by core departments. Availability of data via DMAC. Content Mastery assisting students/teachers. Nurse and counselors work together for physical socio/emotional well-being of students.	After school tutorials need to begin sooner. Better communication between admin and counselors. Mandatory feedback from teachers in regards to ARD's, parent request for homework, and attendance of parent/teacher conferences. Ongoing communication between teachers and parents. Timeframe for deadlines for upgrade and make-up hours.	**Increased participation of administration during planning protocol.** Implementation of effective ELL strategies. Authentic Implementation of data binders. Minutes of meetings shared with staff. **Special Education Monitoring teaches need to meet with students on a regular basis to promote student success.**
Technology	Technology becoming a vital tool of the lesson format/allows for expanded student creativity. Transparency of grades for all users through skyward program. Technology links provided by district available for teachers to facilitate absences, view curriculum, and communicate via email.	Computer lab available for classes other than BIM. Stronger wi-fi connectivity. Computers versus terminals. Improved network system. Software programs that work. Replace broken or outdated software such as printers. Electrical outlets need to be updated. Better communication between campuses and technology department.	Develop technology mentors within the campus. Provide ongoing technology training for both integration of technology in the classroom and utilization of district software (skyward). Reading lab for student interventions. Provide effective wi-fi connectivity.

Del Rio Freshman School

2017-2018

Campus Needs Assessment Review, Revision, and Updates

May 14th, 2018
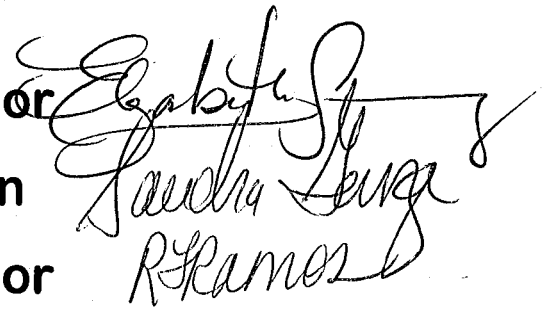
Elizabeth Sanchez	Counselor	*[signature]*
Sandra Garza	Librarian	*[signature]*
Ruby Lee Ramos	Counselor	*[signature] R. Ramos*

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Grade report
- Attendance report
- Instructional & Testing Accommodations
- Student transcripts
-
-
-
-
-

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

Findings/Analysis

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

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

Strengths
- Annual meetings are held within an expected time frame (ie., 504 & Special Ed)
- Staff is given appropriate accomm. for 504 & special ed students at the beginning of the school year.
- Credit recovery program.
- Displaying of class projects in hallway.
- Communication between nurse & counselors involving students' emotional well being & needs.
-
-

Needs
- Emphasis & understanding of compliance of accommodations.
- After school tutorials to begin in the 2nd six weeks of the school year.
- Accurate attendance posting by period.
- Communication between admin. & counselors.
- Mandatory feedback from teachers for: 1. annual mtgs, 2. parent request for HW and 3. attendance for parent/teacher conf.
- Ongoing communication w/ parents by making contact by phone, email, letters & home visits.
- Time frame of deadlines for upgrade and make-up hours.
- Detailed observation on child study forms
- Clarify duties of a monitoring teacher to include interventions
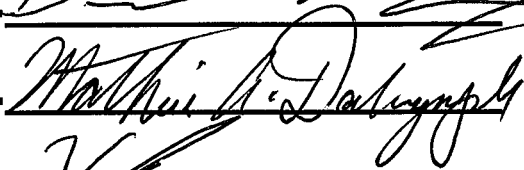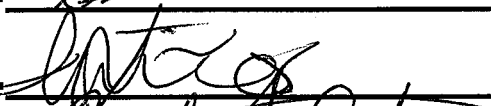
Summary of Needs
- SC & O Need 1
- Weekly meetings between administration & counselors.
- Minutes of all school activities (meetings & committees that DRFS is involved in) shared with all staff (i.e., insurance, PDM, etc.)
- Documentation by teachers on how accommodations are being implemented on a weekly basis.
- Special Ed. Monitoring teachers need to meet with their students weekly to promote student success per six weeks grading period.
-
-

Special Ed Department

<u>Student Achievement</u>

2018

1. _(signature)_

2. _(signature)_

3. _(signature)_

4. _(signature)_

5. _(signature)_

Student Achievement

Strengths

- Instructional strategist/coaches (English)
- BASE classroom
- QTEL, ABYDOS programs (English)
- AR Program
- DMAC-student data
- Aide in English I class
- ESL aides (English I/Algebra I)
- Co-teach settings (English I/Algebra I)
- Migrant Advocate
- Tutoring/Upgrade- before or after school provided
- PLATO for credit recovery

Needs

- Reduction in classroom size
  - An additional Algebra I/Biology teacher for smaller classes
- Early Intervention Program for Special Ed, 504, ESL, & At-Risk students
- Resource class (English I/Algebra I)
- A strategist for Algebra I/Biology
- Better Scheduling of Special Ed students to keep co-teach classroom ratios low
- Training aides in BASE classroom
- More structure in ISS
- Appropriate placement of ELL

Summary Needs

In regards to Student Achievement on campus, our strengths out number our needs. However, the needs are critical to better serving our students' academic essentials. Reducing classroom size by hiring an additional Algebra I and Biology teacher will benefit student achievement. An intervention program needs to be place at DRFS for students who are Special Ed, 504, ESL, and At-Risk and begin intervening at the start of the school year. One need is concerning the very low academically Special Ed students who are in need of slow paced instruction in a Resource class for English I and Algebra I. A strategist in math and Biology planning protocols would help departments be more diverse in teaching. Another need is better scheduling of Special Ed students to keep co-teach classroom ratios low. BASE is essential at DRFS, but having aide trained to better assist our students is a necessary. Also, having more structure in ISS meaning enforcing students to complete work that is sent. The final needs are an appropriate placement of ELL students.

Student Achievement

1. How is student achievement data disaggregated?

Student achievement data is disaggregated into demographics, core areas, state assessments, local benchmarks, and TELPAS which is accessed on DMAC solutions website and School Report Card.

2. How does student achievement data compare from one data source to another?

Student achievement data met standard and shows previous as well as future project percentages for the campus to meet. In addition, it compares the demographics of standard performance rates.

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

The data indicates past state assessments in tested core areas at the Del Rio HS. Data shows the percentages of different performance % of demographics. It varies in each categories.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

Based on the 2016 Performance Index, growth was shown in student achievement with a score of 73 went down by 3 points, student progress with 29 went up by 2 points, closing performance gaps with 43 went to by 2 points, and postsecondary readiness with 87 went up by 35 points from last year.

5. Which students are making progress? Why?

All students are making progress due to tutoring/upgrade before & after school, PLATO program, assistance in BASE (content mastery), ESL aides in English I & Algebra I, great curriculum writing and Planning Protocol.

6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?

The intervention programs are impacting the students who are at borderline passing and below. They benefit the most and the ones not benefiting would be the advance students due to material that do not fully challenging their academic needs. Also, having tutorials/credit recovery before and after school benefits low scoring students.

7. What does the longitudinal student achievement data indicate?

The longitudinal student achievement data indicates the % of Level II Satisfactory Standard, Postsecondary Readiness Standard, Advance Standard, Met or Exceeded Progress, and Exceeded Progress with different demographics. District Level pass rates for English I from 2016 to 2017 which

are 31% to 51%. English II is 50% to 63%, Algebra I 29% to 78%, Biology is 49% to 80%.

8. What does the data reflect within and among content areas?

The data reflects the percentages of all STAAR testing area have drasticly gone up. District Level pass rates for English I from 2016 to 2017 which are 31% to 51%. English II is 50% to 63%, Algebra I 29% to 78%, Biology is 49% to 80%.

9. What does the data indicate when disaggregated at various levels of depth?

The data indicates % of Level II Satisfactory Standard, Postsecondary Readiness Standard, Advance Standard, Met or Exceeded Progress, and Exceeded Progress for reporting categories based off demographics in each tested core areas.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroup, etc.?

The white population are making annual progress and projected growth basing the STAAR statistics, second is the Asian population group, then other races, following Hispanic population group. The data compares across the programs with scored percentages in all tested core areas under Level II Satisfactory with White demographics at 88%, Asian at 78%, more races at 80%, Hispanic at 70%, Economic disadvantage 67%, Migrant at 66%, ELL at 41% and Special Ed at 34%. The data compares across the programs with scored percentages in all tested core areas under Postsecondary Readiness Standard with the school standing at 87 points.

DEL RIO FRESHMAN
ELA Department Meeting
May 3, 2018
Comprehensive Needs Assessment
Curriculum, Instruction & Assessment

1. _[signature]_   L. Bosquez

2. _____ O. De Leon

3. _[signature]_   E. F-Hartman

4. _[signature]_   M. Grazetti

5. _[signature]_   K. Hildreth

6. _[signature]_   A. Lopez

7. _Sarah Martinez_   S. Martinez

8. _[signature]_   D. Moss

9. _____ A. Patiño

10. _S. Peña_   S. Peña

11. _[signature]_   X. Perez

12. _[signature]_   P. Province

13. _[signature]_   D. Salinas

14. _Diana Suliaca_   D. Suliaca

15. _[signature]_   I. Treviño

16. _[signature]_   M. Treviño

List the actual data sources reviewed below.
- STAAR 7th & 8th grade
- ELA Dept. Pre-Test
- Renaissance Reading Assessments (STAR)
  - BOY
  - MOY
  - EOY
- DR Freshman ELA, Algebra, & Biology Six-Weeks Assessments
- Benchmark (Previous year EOC released tests ELA, Algebra, & Biology)
- TELPAS
- DMAC for History of Local & State Assessments

Findings/Analysis

STRENGTHS
- Planning Protocol
- QTEL activities
- ABYDOS activities
- Thursday sharing, Teacher Role Modeling & Methodology
- Accessibility of resources for students and teachers are readily available through the library and resource room
- Co-Teach in ELA & Algebra
- Administrative feedback from walk-thrus/observations
- Support of campus reading & ESL specialists
- STAR reading assessments through Renaissance
- Continued use of STAAR formatted work
- Continued use of textbooks & workbooks in ELA
- ESL tutors in ELA & Algebra
- Access to DMAC for student data
- ECHS program
- TWO MILLION Word Reading Competition

NEEDS
- Working technology, lifted blocks, knowledge & training of updated programs
- Co-Teach in Biology
- Resource classes in tested areas for lower performing Special Ed students
- Use of Algebra & Biology staff for TELPAS testing (Need ELA-ESL teacher in classroom so close to EOC testing.)
- Reading/Writing/Math/Research lab
- BASE staff training
- Third Week Assessments for Efficient Interventions
- Student accountability for lack of attendance (block schedule has increased failing grades) and making up work.

SUMMARY OF NEEDS

DRFS has its strengths in curriculum, instruction, and assessment, but there are still some deficiencies that need to be addressed. If our state goes to total testing online, our students will NOT be adequately prepared. Our campus lacks the technology support that should be in the 21st Century classroom!!! It is as basic as the electrical wiring to the lack of computers for student use. Teachers are also negatively impacted by blocked educational web sites and inferior and out dated equipment (computer, document cameras, printers, weak Wi-Fi, etc.).

We serve a population of special education students who require a co-teacher in ELA and Algebra, but magically not in Biology. We know that Biology co-teachers exist in other districts of Texas. We need to equally support them in the tested areas.

In reference to our extremely low performing Special Ed students, there needs to be a "Resource" class to better address their needs. Some of our students in a co-teaching classroom require one-to-one instruction.

During the window for TELPAS review and assessments, the ELA-ESL teacher and one other from the ELA department, are consistently removed from the classroom for different reasons. It would be to the students' educational advantage to have **their** ELA teacher in the classroom before the state assessment. It is unfair when all other students have their ELA teachers the last weeks before ELA EOC.

After discussion with the other core teachers, it was agreed that there is a need for a computer lab that would address the needs of reading, writing, algebra, and research. Due to the size of our campus when testing occurs, we lose access to the use of the library. It would be beneficial to have a computer lab that could be efficiently used throughout the year and give immediate feedback/data to teachers and students.

Our BASE classroom has the best intentions, but most of the support staff is not trained or can truly help students as needed. They need to be trained to better support our students with special needs.

It would be helpful if classes use a formative assessment for the 3rd week of each 6-Weeks to better intervene with students' learning TEKS before the 6-Weeks grades/report card.

Due to block scheduling, grades have hit an all-time low and too many students are failing. This can be attributed to students' lack of attendance and not making up work. We need to make students/parents accountable for attendance because it negatively impacts student achievement.

1. DRFS uses Dashboard which includes the Instructional Focus Document (IFD), Year at a Glance (YAG), TEKS Verification Document, LT & GQ Sheet, and the Road Map. All of these documents are clearly linked to the TEKS in our curriculum.

2. Data drives our decisions and interventions necessary in our daily delivery of curriculum, instruction, and assessment.

3. Data should reflect how and when curriculum, instruction, and assessment are delivered so that information is aligned. Data also reflects the different quintile groupings of our student populations so interventions and differentiated (ESL, Special Ed, 504, GT) instruction can occur.

4. We follow the state mandates which are aligned with 21st Century.

5. EOC courses meet during Planning Protocol to monitor, evaluate and renew curriculum as students' needs are met.

6. In the EOC courses throughout the district, teachers meet in Planning Protocol to discuss best practices for successful student achievement. This positively impacts student groups because it allows for interventions to take place.

7. High impact/high yield results are supported by local data from formative or common assessments. The students that are most positively impacted by this practice are the "bubble" students who require specific TEK targeting to help them be successful with assessments. Over time, these particular students build self-esteem and confidence and are successful on the local and state assessments.

8. Due to the use and guidance of ALL our instructional documents (as mentioned in #1), student engagement, a positive learning environment, higher order thinking skills, problem solving, critical thinking, and collaborative groupings help to maximize learning.

9. There is definitely evidence of assessment alignment. The use of the TEKS Verification document clearly determines the alignment.

10. The data of each assessment is reviewed in Planning Protocol. We practice the same process the data review committees follow on the state level of STAAR/EOC. After reviewing data we flag questions that are low performing by gender, ethnicity, special populations, etc. Teachers are required to review assessments with students and teach them how to target TEKS that they are weak in by creating charts with that information.

11. There is structure and consistency in the gathering and desegregation of data from local assessments of students throughout the academic school year.
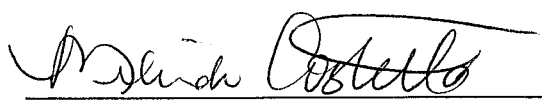
Suggestions for Other Areas

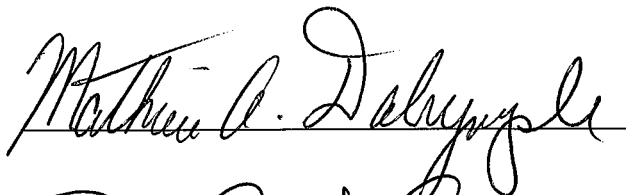### Student Achievement, School, Culture & Climate, Family & Community Involvement

The ELA Dept. discussed the issue of students not being accountable for their lack of attendance and makeup work. The department felt that perhaps a "Data Night" could take place on an evening to receive their progress reports. All departments would be available for parents to conference about student's failing grades. Attendance and credits could also be discussed. Different departments could host a progress report session. For example: All subjects the 1st progress reports, Core Tested Subjects the 2nd progress report, CTE the 3rd progress reports, and Fine Arts on the following. Progress reports would be issued and signed that night. Parents whose child failed a course, would be expected to come to school, conference and sign. This was just one thought to make students as well as parents accountable. It would also give us the opportunity as a campus/subject areas to make every effort to conference with parent.

School, Culture & Climate

There is a need for **furniture** that allows these young adults to be comfortable in their learning environment. Too many students do not fit in the desks that we have. We would like to see individual student table desks with chairs (not rolling) that allow for collaborative groupings at a moment's notice. Large tables for 4 pose problems with testing and partner or triad groupings. This is an investment that needs to be made soon.

Reviewed by – Del Rio Freshman Mathematics Department – May 2018
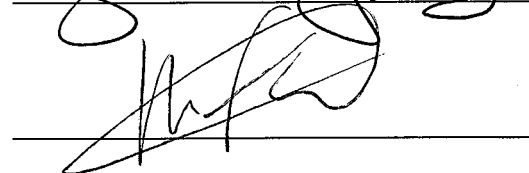
Melinda Costilla
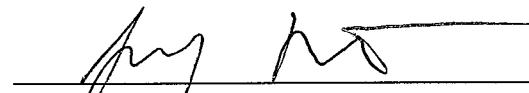
Mathieu Dalrymple
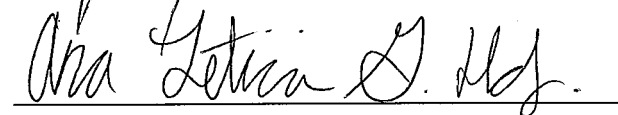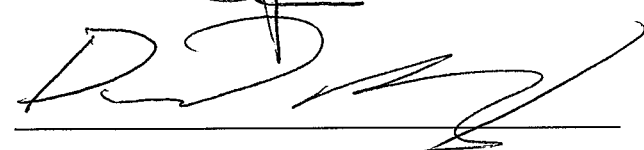
Sarah Fernandez
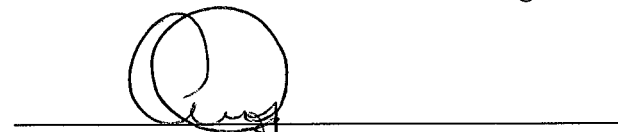
Milton Fuentes

Jenny Hagstrom

Ana Hernandez

Alejandra Rios

David Ruiz

Demographics

Strengths:

- Per ethnicity groups, students met or exceeded state averages on state assessment (2017)
- Have programs in place to help sub populations in Core Area Subjects:
    1. Bilingual para professionals in English and Math Depts.
    2. Co-Teachers in English and Math Depts.
- Technology – One to One Initiative
- Migrant Advocate

Needs:

- Need Special Education teacher to create Co-Teach environment for the Science department
- Additional Special Education teacher for the Math department
- Science department is in need of a bilingual para professional
- Full time Special Ed teacher in BASE to assist in all subject areas
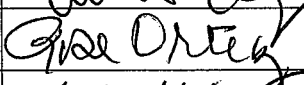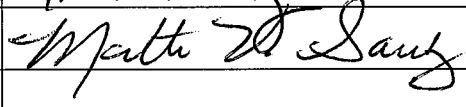- Need tutors for special populations (504, Special Ed, ESL, etc.) in Math and Science Depts.
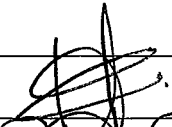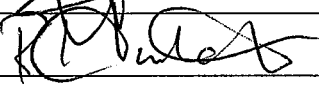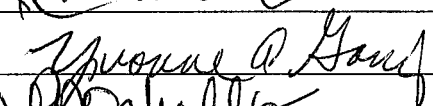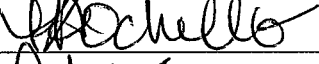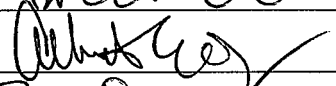
Summary of Needs:

Although our campus has many strengths, there are some important improvements that need to be considered.

- First, the Sciencè Department is in need of a Special Education teacher to establish a co-teach environment for the special needs population. They are currently the only tested area that does not utilize a co-teach setting.
- Secondly, BASE/Content Mastery is in need of a full-time certified teacher that is not pulled out to co-teach. Currently, the BASE/Content Mastery teacher is only available to service students in that setting for 4 periods. The other 4 periods, this teacher is pulled out to co-teach in math classes. During these times, there is not a certified teacher available to assist students in BASE/Content Mastery.
- Finally, it is recommended that tutors for special populations (such as 504, Special Ed, ESL, etc.) be considered. As we all know, the purpose of tutoring is to help students help themselves and to guide them to the point of becoming an independent learner.

COMPREHENSIVE NEEDS ASSESSMENT (CNA)

TECHNOLOGY

Teacher	Signature	Date
Owen Cardenas		5/15/18
Raul Hurtado		5/15/18
Yvonne Gomez		5/15/18
Pamela Ochello		5-15-18
Albert Ortiz		5-15-18
Rose Ortiz		5-15-18
Martha Sanchez		5/15/18

Technology

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- *Technology Hardware + Software* • _____
- *Classroom Technology Needs* • _____
- *Professional Development Needs* • _____
- *in Technology* • _____
- _____
- *Technology Policies + Procedures* • _____

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

Findings/Analyses

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

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

Strenths

- Technology is an essential tool for course lessons for teachers and students.

- Various teacher links are available, such as, DMAC, Aesop, Go Sign Me Up, etc.

- Parents + students can view respective student progress in courses and attendance in Skyward Gradebook.

- An improved user-friendly school website

-

Needs

- A computer lab with 40 desktops to be used by classes for research, intervention, as a reading lab, etc.

- A better and working Wi-fi connection

- Desktop computers + not terminals in classroom, especially for teachers.

- Software programs that work, such as, TELPAS testing, DashBoard, etc.

- Replace broken + outdated technology equipment including printers. Definately need better technology capabilities for access to on-line textbooks. Need electrical upgrades to support technology equipment and all other equipment connections.

- Need physical visibility by technology department on campus. have a representative attend Planning Protocol meetings once a month.

Summary of Needs

- Technology Need 1 Technology improvements continue, however
- a good network system is in dire need as we continue
- the transition to on-line textbooks. A computer lab
- is also essential to be used by classes, such as, for
- research, reading labs and for student intervention
- The technology department staff needs to be more
- visible on campuses. Have a technology representative
- attend Planning Protocol meetings and/or departmental
- meetings once a month to hear on-going concerns.
- Facilities need electrical upgrades to support technology and instructional equipment.

Biology Department	Signature	Date
Min Beto	*(signature)*	5/15/18
Melva Cortez	*(signature)*	5/15/18
Yolanda Felton	*(signature)*	5/15/2018
Velma Gutierrez	*(signature)*	5/15/18
Rebecca Ortiz	*(signature)*	5/15/18

School Culture and Climate

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

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

<table>
<tr><td>Strengths</td><td>Needs</td></tr>
<tr><td>

- Faculty and staff camaraderie
- Leadership communication with faculty & staff
- Career & Technology courses offered
- ELA classes daily
- Planning Protocol Session
- Early College High School program
- Student activities
- Motivational strategies for students

</td><td>

* Improve student attendance
* Decrease student tardies
* Increase security personnel
* Consistency in D-Hall/ISS
* Motivational strategies for all Sub-pops
* Systematic distribution of data progress reports, attendance, etc...)
* Update campus facilities
* Technology technician on campus
* Improve communication between DRHS & DRFS campus (counselors and teachers)

</td></tr>
</table>

Summary of Needs

Del Rio Freshman School is a safe campus with a unified faculty and staff where communication from campus leaders to personnel is supportive, students are offered a variety of career and technology courses to choose from and teachers are provided with a daily planning session to ensure that all department members are increasing the depth and rigor in student lessons. Needs for the campus include strategies to improve student attendance, improved communication between DRHS counselors and staff and DRFS counselors and staff, procedures to decrease student tardies, adequate security personnel, behavior counseling for persistently misbehaving students, motivational strategies for all sub-populations and more student oriented activities to showcase athletes and outstanding student academic performances.

Electives/Dance/Foreign Lang.

Working on Staff Quality / Professional Development
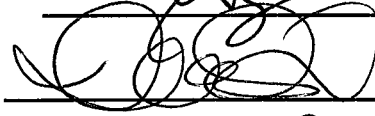
CNA report

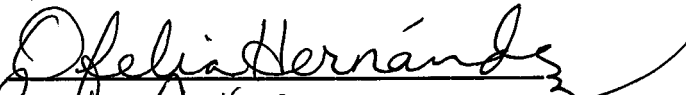May 16, 2018

Ms. Silvia Hilton

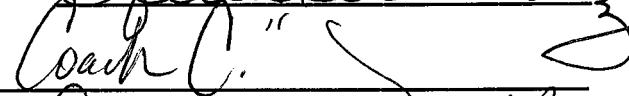Mr. Crisobal Garza

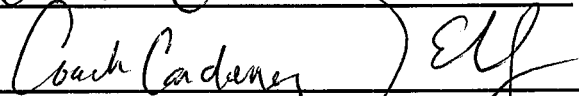Ms. Ileana Castillo
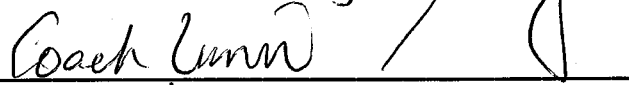
Mrs. Catherine Calvetti
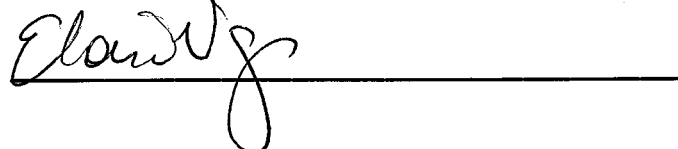
Mrs. Ofelia Hernandez

Ms. Lilie Castellano

Mr. Martin Cardenas

Mr. Jesus Limon

Ms. Eloisa Valdez

Staff Quality, Recruitment and Retention

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Survey done through
- individual surveys.
- New staff members
- information was added
- to current staff
  members.

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

Findings/Analysis

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

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

Strengths

- 88% certified in content area
- 41% have masters
- 4% have doctorate
- paraprofessionals furthering education
- 95% above permanet staff
- very few requesting transfer
- overall new teacher feel supported by staff/admin.
- differentiates lessons for all students
- overall staff attendance is good.

Needs

- staff needs more training pertaining to subject taught.
- special ed. population needs to be more closely monitored when assigning classes.
- To have a more active mentor interaction + consistancy
- More teachers to be certified in field
- All data is not uniformly shared among all teaching staff
- Staff felt more mentors were needed for newest staff members.

Summary of Needs

- Del Rio Freshman teachers overall are seeing
- a decline in the working environment of the
- campus Staff members still feel that improvement
- is needed in all areas.