

SAN FELIPE-DEL RIO CISD

District Improvement Plan

2024/2025

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



Rufina (Ruby) Adams
902 Cantu Road
830-778-4153
rufina.adams@sfd-r-cisd.org

SAN FELIPE-DEL RIO CISD

Mission

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

Vision

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

Nondiscrimination Notice

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

SFDRCID Shared Beliefs

We believe:

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

DISTRICT GOALS:

District Goal 1-School Safety: The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

District Goal 2 - Student Performance: The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

District Goal 3 -Results-Driven Accountability: The District will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

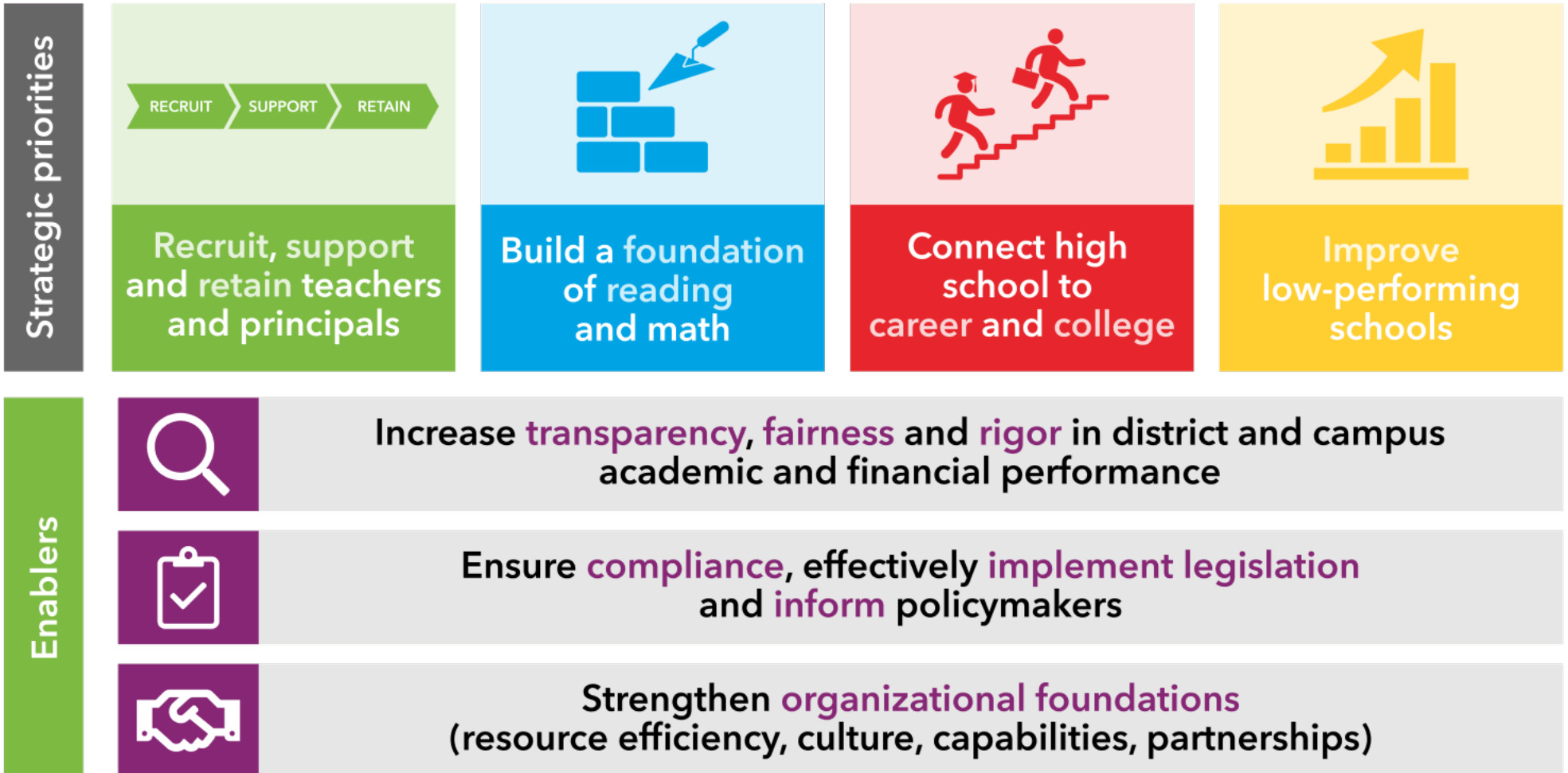
District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

District Goal 5– Communication: The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

District Goal 6 – Del Rio Middle School: The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

District Goal 7 – Reading & Writing: The District shall prioritize reading and writing as a skill for lifelong learning.

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

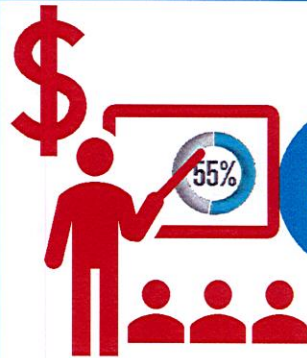


**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

State Compensatory Education Program

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

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



GOAL-
Target funds
to close the
achievement
gap.



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



TEC, §29.081 TEC, §48.104

TEA



3

**adapted from TEA State Compensatory Education*

SAN FELIPE-DEL RIO CISD

Goal 1. (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

Objective 1. (SB11 School Safety) The District will ensure 100% implementation and compliance of SB11 requirements. (School Safety & Security Committee, Threat Assessment, and Safe & Supportive Schools Program Response, School Safety Emergency Plans, School Safety Training & Monitoring)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District will maintain Emergency Operations Plan (EOP) and includes plans for active shooter threat, communicable disease, severe weather, HAZMAT, cybersecurity, district-audit tool, real-time parent notification policy. The District's Police Department will work with outside agencies through interlocal agreements approved by the board. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Security	August-August	(F)Title IV SSAEP, (O)Local Districts	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
2. The District will assign a Campus Behavior Coordinator to work with security, police and law enforcement personnel. Duties of district security personnel include monitor student behavior and enforce school rules, related to student conduct, vehicle operation and parking. They will also work to resolve conflict or confrontation between students and report disturbances to principal or assistance principal. They will also control traffic and parking on campus grounds. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Security	August-August	(O)Local Districts	Criteria: Human Resources documentation 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
3. The Campus Behavior Coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school teams to implement the district's threat assessment policy and procedures and take appropriate disciplinary action in accordance with the Code of Conduct. (Title I SW Elements: 1.1,2.2) (Target Group: All)	Campus Administrators, Counselors, Security, Teachers	August-August	(F)Title IV SSAEP	Criteria: Campus Threat Assessment trainings and meetings 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
4. District will ensure that there is an armed peace officer on campus for safety of all students and stakeholders on campus. Campus administration will complete weekly door sweeps to ensure building safety and to address any mechanical/human errors that may compromise student/staff safety. Campus	Campus Administrators, Security, Teachers	August-August	(O)Local Districts	Criteria: Reports, documentation data, drill logs, training powerpoints, sign in sheets 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 1.** (SB11 School Safety) The District will ensure 100% implementation and compliance of SB11 requirements. (School Safety & Security Committee, Threat Assessment, and Safe & Supportive Schools Program Response, School Safety Emergency Plans, School Safety Training & Monitoring)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
administration will train, conduct and monitor monthly drills that support and ensure student/staff safety that are state mandated (Fire, Shelter in Place, Lockdown, Secure, and Hold) through Rapter Alert. (Title I SW Elements: 1.1) (Target Group: All)				
5. The District will provide notification for all incidents that pose a serious or continuing threat to the campus community. It will ensure that the District issues a notification for events including evacuation, severe weather, lockdown, dangerous situation, threat via social media, report of a weapon on campus, or threat via voicemail. The notification will include adequate information for parents to assess the specific situation and will be issued as soon as pertinent information is available and providing the notice is practicable. (Title I SW Elements: 1.1,2.4,3.1) (Target Group: All)	Campus Administrators, Directors, Security	August-August	(O)Local Districts	Criteria: Social Media posting, letters, notices 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 2.** (Safe Campus Facilities) The District will ensure 100% of campus facilities meet state safety requirements to ensure a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to increase safety precautions at all campuses, District officials may/will conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. (Title I SW Elements: 2.2) (Target Group: All)	Campus Administrators, Security	August-August	(O)Local Districts	Criteria: Reports 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
2. District and campus personnel utilize Raptor System for all emergency matters including monthly drills. Utilization of Raptor School Safety application/platform to monitor, document, and conduct monthly drills. Raptor System will allows administration to document when drills occur and also monitor students/staff that are accounted for during each of the respected drills. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Counselors, Security, Teachers	August-August	(F)Title IV SSAEP, (O)Local Districts	Criteria: Raptor System campus reports 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
3. Safety procedures, including awareness of policies on bullying, dating violence, sexual abuse and other maltreatment and address the prevention concerning unwanted physical or verbal aggression, sexual harassment, suicide prevention, and conflict resolution through written and electronic transmission of District Management Plan. Incorporate "See Something, Say Something" to all students and parents through QR codes. (Title I SW Elements: 1.1,2.2) (Target Group: All)	Campus Administrators, Counselors, Directors, Teachers	August-May	(F)Title IV SSAEP, (O)Local Districts	Criteria: District Management Plan, QR Codes usage, reports 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
4. Continuation of district wide Del Rio CARES mental health program with social-emotional lessons provided to all grade levels (K-2, 3-5, 6-8, 9-12) to promote safe and healthy school climates. Teachers and/or counselors provide weekly lessons to all students. District and community celebrate Del Rio CARES Day the last Thursday of each month with a positive	Campus Administrators, Counselors, Teachers	August-May	(F)Title IV SSAEP, (F)Title V RLIS	Criteria: Monthly lessons, Planning Protocol Dashboard, Social Media Postings 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 2.** (Safe Campus Facilities) The District will ensure 100% of campus facilities meet state safety requirements to ensure a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
character trait and activity. Lessons to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products and e-cigarettes through classroom discussions, videos, written materials. (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 3)				
5. Mental Health and Prevention subscription (Mental Health, Child Trafficking and Substance Abuse Prevention curriculum for students to support a positive and safe learning environment. Suite 360 Service and Support-Navigate 360, LLC. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk)	Campus Administrators, Counselors, Teachers	August-May	(F)Title IV SSAEP	Criteria: Licenses issued, data reports 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 3.** (Student Attendance) The District will ensure 100% of campuses implement multi-tiered strategies to improve student attendance during every six-week term.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School Health Advisory Council (SHAC) will meet and implement policies related to Wellness Plan including school nutrition, physical fitness, human sexuality instruction, mental health awareness, implementation of fentanyl-related legislation and other school based activities to reduce drop out rate and increase student attendance and achievement. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Chief Instructional Officers, Counselors, Directors, Parents, Teachers	Augut-August	(O)Local Districts	Criteria: SHAC meeting minutes, agendas 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
2. Provide training to all campus and district staff on prevention, early identification, intervention mentoring programs, recovery support services, rehabilitation, mental health safety, bullying, dating violence, child sexual abuse and other maltreatment, conflict resolution, school drop out prevention, suicide prevention, human trafficking, suicide prevention and drug-free policies either in person or through virtual training platform including TCHAT services to increase student attendance and academic success. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,3)	Campus Administrators, Chief Instructional Officers, Counselors, Dean of Instruction, Directors, Teachers	August-May	(F)Title IV SSAEP	Criteria: Electronic media, written policies, sign in sheets, ppts., lessons 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
3. Provide trainings, support and resources to Campus Discipline Plans to include reducing the overuse of discipline practices that remove students from the classroom (ISS/OSS) through implementation of school wide positive behavioral intervention plans to improve academic outcomes and school conditions of student learning through teacher meetings and trainings for all students including Special Education and McKinney-Vento students. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All,SPED,HS,504) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Counselors, Directors, Teachers	August-May	(O)Local Districts	Criteria: Six weeks discipline report to include all office referrals 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 3.** (Student Attendance) The District will ensure 100% of campuses implement multi-tiered strategies to improve student attendance during every six-week term.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. SFDR CISD campuses will utilize demerits application to assist in decreasing student discipline referrals through Demerit Dashboard to track and provide recognition for good behaviors. By May 2025, specific campuses will see a 20% reduction in discipline referrals, through the use of a demerits application. The data from the application will be used to measure progress against discipline referral data through Medixsoft, Inc. Student Choice Dashboard-Good Behavior for all schools, focusing on elementary schools. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Teachers	August-May	(F)Title IV SSAEP	Criteria: Campus data usage 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
5. Provide recovery and prevention plans: Credit recovery, ODYSSEYWARE, EOC tutorials, Homebound services and transportation as needed for PRS (Pregnancy Related Services), OEY for all students including at risk students and special populations including Special Education, Migrant, McKinney-Vento, Bilingual, Military, 504, etc. to decrease high absences and re-engage students. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: ECD,BI,Migrant,SPED,CTE,AtRisk,HS,504) (Strategic Priorities: 3)	Campus Administrators, Parental Aides, Parents, Teachers	August-May	(F)Title I, (F)Title IV SSAEP, (S)State Compensatory - \$2,616.69	Criteria: Computer logs, attendance records, homebound documentation, computer reports. 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
6. Provide professional development, in person or through virtual platforms, on attendance policies to principals and attendance school staff through PEIMS Department. All campuses and departments will monitor and review all Skyward data for accuracy. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Directors	August-August	(O)Local Districts	Criteria: Training agendas, sign in sheets, powerpoints 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
7. Provide monthly updates to school board all school attendance rates. Continually monitor	Attendance Staff, Campus Administrators, Directors,	August-May	(O)Local Districts	Criteria: District monthly attendance reports

SAN FELIPE-DEL RIO CISD

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 3.** (Student Attendance) The District will ensure 100% of campuses implement multi-tiered strategies to improve student attendance during every six-week term.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and review coding data for attendance and discipline. Collaboration with campuses and district personnel on strategies to increase student attendance. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,SPED,HS) (Strategic Priorities: 2,3,4)	Teachers			06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
8. Blended Academy, DRHS, DRMS, and CTE work collaboratively to engage students at risk of dropping out of school with high absences. Build relationships and offer counseling, flexible hours, transportation services, parental engagement opportunities to ensure students earn required credits to graduate. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Attendance Staff, Counselors, Directors, Parental Aides, Parents, Teachers	August-August	(F)Title I	Criteria: Graduation Rates 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 1. (Planning Protocol Dashboard) The Superintendent will ensure that 100% of campus leadership and staff utilize the District's Planning Protocol Dashboard and its resources for the purpose of planning, monitoring, and improving student performance and progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor Planning Protocol Curriculum Dashboard usage utilizing data and technology to improve instruction through teacher and administrator collaboration during teacher planning sessions. Planning Protocol curriculum planning for all teachers for all grade levels through modified master schedule with 100% fidelity. Monitor curriculum delivery using DMAC Walkthrough Tool for all grade levels for campus administration. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	August-August	(O)Local Districts	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
2. Disaggregate and evaluate DMAC data to meet state standards with student academic growth. Assist in the disaggregation of multiple sources of data during staff development and/or Planning Protocol in order to track student progress. Provide training as needed in DMAC and Planning Protocol Dashboard to all teachers and appropriate staff personnel. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Chief Instructional Officers, Teachers	August-August	(O)Local Districts	06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
3. Campuses will utilize AimHi to intergrate Skyward and DMAC and create dashboard with academic groupings, SIS filters for each campus for each teacher for each classroom period, tracking and documenting including previous year amd current year with ongoing benchmarks and summatives. Student growth tracking for Math and Reading 3rd-EOC. Medixsoft, Inc. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers, Teachers	August-May	(F)Title IV SSAEP	Criteria: Teacher lesson plans, data usage reports 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
4. Provide 9th grade EOC's students with Boardworks Education Suite providing innovative ready made resources aligned to Texas TEKS standards. Maximize technology	Campus Administrators, Teachers	August-August	(F)Title IV SSAEP, (F)Title V RLIS	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 1. (Planning Protocol Dashboard) The Superintendent will ensure that 100% of campus leadership and staff utilize the District's Planning Protocol Dashboard and its resources for the purpose of planning, monitoring, and improving student performance and progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
to teach and engage lessons across the curriculum. Boardworks Suite provides licenses to EOC students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: AtRisk,9th) (Strategic Priorities: 1)				
5. SFDR CISD minority students including African American students will be placed with high quality, experienced teachers. Teachers will utilize strategies as they plan, deliver and monitor instruction and have a clear understanding of the diverse cultural needs of students. Address any disparities that result in low-income students and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers by placing students with veteran and experienced teachers by reviewing class rosters with students placed accordingly through Equity Plan. (Title I SW Elements: 2.2,2.5) (Target Group: AA,ECD,AtRisk) (Strategic Priorities: 4)	Campus Administrators, Teachers	August-August	(O)Local Districts	Criteria: Master schedule, student grade reports 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
6. Identify, monitor and assist in providing enrichment curriculum for GT students to obtain Level III Advanced Performance Level on state assessments through Planning Protocol dashboard. (Title I SW Elements: 2.2) (Target Group: GT) (Strategic Priorities: 2,3)	Campus Administrators, Teachers	August-May	(O)Local Districts	Criteria: Campus master schedules, testing data, rosters 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
7. District will continue to collaborate with Head Start-Pre-K school, Student Services Department on transition services for students and parents. District will continue to support campuses in effective student transitions from early childhood to elementary, middle school to high school, and high school to post-secondary through parent meetings, meet and greets, open houses, campus tours. (Title I SW Elements: 1.1,2.2,2.3,3.1,3.2) (Target Group:	Campus Administrators, Chief Instructional Officers, Teachers	August-August	(F)Title I, (O)Local Districts	Criteria: Travel reports, photos, agendas, sign in sheets, social media 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 1. (Planning Protocol Dashboard) The Superintendent will ensure that 100% of campus leadership and staff utilize the District's Planning Protocol Dashboard and its resources for the purpose of planning, monitoring, and improving student performance and progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All) (Strategic Priorities: 2,3)				

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 2. (Staff Professional Development) The Superintendent will ensure the annual review of student assessment results to identify professional development needs and to design high-quality professional development opportunities for staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure access to proven, effective instructional practices and provide professional development either in person or through virtual platform for all District Initiatives according to District Comprehensive Needs Assessment Plan evaluating all instructional programs to meet diverse needs of all students in collaboration with Education Service Center XV. (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	August-August	(F)Title IIA Principal and Teacher Improvement	06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
2. Provide opportunities with Education Service Center XV and NIET(National Institute for Excellence in Teaching) trainings for district administrators including principals, assistant principals, coordinators and directors for effective leadership qualities during staff development. Provide professional development to improve teaching and learning, provide support and resources to enhance instruction of all students. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Chief Instructional Officers, Teachers	August-August	(F)Federal Grant, (O)Local Districts	06/30/25 - Completed (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
3. Quavered Curriculum 24/7 access to 50+ hours of online resources/PD includes customizable lesson plans, teacher gradebook auto-graded assessment, classplay Bach's Brain World Music student accounts, classroom virtual training program. (Title I SW Elements: 2.5) (Target Group: All)	Teachers	August-May	(F)Title IV SSAEP	Criteria: Data usage 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
4. Professional Development to implement schoolwide culture routine pathway C of the instructional leadership LASO Cycle 3 grant. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	August-August	(S)State Grant	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
5. Participate in TEA Resilient School Support Program that facilitates evaluation of the	Campus Administrators, Chief Instructional Officers, Teachers	August-August	(F)Title IIA Principal and Teacher Improvement	06/30/25 - On Track (S) 03/14/25 - On Track

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 2. (Staff Professional Development) The Superintendent will ensure the annual review of student assessment results to identify professional development needs and to design high-quality professional development opportunities for staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
effectiveness of district learning models to support and craft improvement, implementing co-develop strategies and connects curriculum leaders through resources in improving student achievement. (Title I SW Elements: 1.1,2.5) (Target Group: All)				11/22/24 - Significant Progress
6. Provide teachers with the necessary trainings, resources, materials and technological devices to inform instruction, support teacher teacher collaboration and personalize instruction through equipment, software applications, new tech supplies and materials to increase student achievement as needed. (Amazon, Lakeshore, Fun, Express, Positive Promotions, Scholastic Education, Capital One, N.A., Sirius Education Solution) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Chief Instructional Officers	August-August	(F)Title IV SSAEP, (F)Title V RLIS, (S)State Compensatory - \$1,271.78	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
7. Provide professional development to all school staff including teachers, para-professionals, office staff, nurses, administrators, counselors regarding required Title I staff trainings-The Value and Utility of Parent Engagement, Identification of McKinney-Vento and Foster Care students, MV Discipline including out of school suspensions. (Title I SW Elements: 2.1,2.2,2.6) (Target Group: AtRisk,FC,HS) (Strategic Priorities: 2,3,4)	Campus Administrators, Directors	August-August	(F)Title I	06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - Significant Progress
8. Provide professional development and training opportunities for new teachers through Teacher Mentor Program in person or virtual platform through Human Resources Department. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	August-August	(O)Local Districts	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 3. (Research-Based, Cross-Curricular) The Superintendent will ensure that 100% of classrooms will establish an environment of critical thinking utilizing research-based, cross-curricular best practices that are aimed to increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize technology instructional and administrative programs to enhance classroom lessons and parent communication with programs such as Canvas, Google Classroom, Screencastify, TEXTHELP, Pear Deck, Zoom Video Communications to improve instruction and increase student success and reduce learning loss. Provide training and support in the use of resources, technology, strategies, activities, and lessons to support grade level TEKS to both new and veteran teachers in person for all content areas. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers, Teachers	August-May	(F)Title IV SSAEP, (F)Title V RLIS	Criteria: Data usage reports, DMAC reports, student grades 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
2. The district will provide a wide variety of services to homeless students to assist in meeting the State's challenging academic standards including medical and dental services as needed, eye glasses, hearing aides, immunizations, counseling, tutoring, student fees, clothing, shoes, food, parental activities, college trips, fees for testing, etc. (Title I SW Elements: 2.2,2.5,2.6,3.2) (Target Group: HS) (Strategic Priorities: 2,3)	Campus Administrators, Directors	August-August	(F)Title I, (O)Local Districts	Criteria: Sign in sheets, SRQ information, budget reports 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
3. Provide opportunities for critical thinking cross-curricula learning through speakers, field trips and presentations including. NASA Scientist presentation for all elementary students with mobile STEM labs. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Counselors, Teachers	August-August	(F)Title IV SSAEP, (F)Title V RLIS	06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - Some Progress
4. Provide necessary materials and resources including textbooks as needed (Sociology and You Texas digital and print student and teacher lesson center, Inc. McGraw Hill Company) to meet the demands of updated TEKS. (Title I SW Elements: 2.5,2.6) (Target Group: All)	Campus Administrators, Chief Instructional Officers	August-August	(F)Title IV SSAEP, (F)Title V RLIS, (O)Local Districts	06/30/25 - Completed 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 3. (Research-Based, Cross-Curricular) The Superintendent will ensure that 100% of classrooms will establish an environment of critical thinking utilizing research-based, cross-curricular best practices that are aimed to increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide Health and Human Sexuality curriculum lessons through Big Decisions to 9th grade students. CATCH curriculum and Del Rio CARES lessons aligned with TEXAS state TEKS. Lessons are taught by trained staff to include teachers and nurses. Staff will be trained on the Sex Education curriculum- CATCH and Big Decisions. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk,9th) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Teachers	August-May	(F)Title IV SSAEP, (O)Local Districts	Criteria: Parent opt in letters, lessons, completion certifications 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 4. (CCMR-College, Career, or Military Readiness) The Superintendent will ensure that College, Career, or Military Readiness (CCMR) scores will increase from 74% to 77% in 2022-23, and reach 92% by August 2025, as described in the HB 3 Goals approved by the Board of Trustees.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create Memorandum of Understandings (MOUS) with colleges and universities providing dual credit, online coursework to provide work based learning and experimental learning opportunities for all students to include Dual Credit (On Ramps)-MOUs with colleges and universities including South Texas College, Sul Ross, Angelo State, UT, Texas Virtual School Network (TXVSN), Advance Placement courses, 60 hours Associates Degree, TSI coursework, Career and College Days, guest speakers, college trips, Saturday camps. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors, Directors, Teachers	August-August	(O)Local Districts	Criteria: Memorandum of Understanding with colleges and universities 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
2. Provide Career and Technology Pathways in P-TECH, STEM, Public Services, and Business and Industry for all students, including at risk students. Provide classes, programs and activities to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), computer science through Master Schedule of classes and electives. (Title I SW Elements: 2.2,2.3,2.5,2.6) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3,4)	Campus Administrators, Chief Instructional Officers, Directors	Augsut-August	(F)Federal Grant, (F)Title I, (O)Local Districts	06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - Significant Progress
3. Provide recovery and prevention plans: Credit recovery, ODYSSEYWARE, EOC tutorials, Homebound services and transportation as needed for PRS (Pregnancy Related Services), OEY for all students including at risk students and special populations including Special Education, Migrant, McKinney-Vento, Bilingual, Military, 504, etc. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Directors	August-August	(F)Title I, (S)State Compensatory - \$2,616.69	06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress

SAN FELIPE-DEL RIO CISD

- Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.
- Objective 5.** (TEA Distinction Designations) The Superintendent will ensure a district-wide effort to increase the number of TEA “Distinction Designations” by 2% related to student performance in comparison to the previous school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District will increase student performance by utilizing resources and materials including STAR Reading subscription platform services with Renaissance Smart Start Product Training. Accelerated reader subscription STAR Reading subscription platform services: annual all product Renaissance Platform Professional Services: Renaissance Smart Start Product Training included. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August-August	(S)State Compensatory - \$159,296.82	Criteria: Data reports 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
2. Lexia Learning Systems (Lexia Core5 Reading/PowerUp Literacy Renewal licenses to support all students including bilingual and dyslexia learners to increase reading comprehension and student achievement. (Target Group: All,BI,EB)	Campus Administrators, Teachers	August-August	(S)State Compensatory - \$3,300	06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Significant Progress
3. District will provide 3016 licenses for juniors and seniors to participate in Texas College Bridge through The NROC Project. (Title I SW Elements: 2.2,2.4) (Target Group: 11th,12th) (Strategic Priorities: 3)	Campus Administrators, Counselors, Teachers	August-August	(S)State Compensatory - \$22,500	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Some Progress

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 6. (Principal Meetings) The Superintendent will ensure that 100% of campus principals maintain an instructional focus through bi-weekly principal meetings that include leadership discussions, specific agendas, and purposeful directives to improve student outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District administration including principals, assistant principals, directors and other district personnel will meet either in person or electronically that include specific presentations, discussions relating to curriculum, data, special populations, assessment as needed to improve student achievement districtwide. (Title I SW Elements: 1.1,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators	August-June	(O)Local Districts	Criteria: Agendas, sign in sheets, ppt. presentations, data reports 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 7. (Instruction vs. Management) The Superintendent ensures principals understand the focus of Instruction vs. Management tasks during each meeting, and the agenda serves as a reminder of the priorities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bell Leadership Training for principals and assistant principals offering training programs and services designed to help district administrators to improve their leadership skills and effectiveness. Their programs focus on building self-awareness, developing effective communication, and improving team dynamics to create high-performing organizations. (Target Group: All)	Campus Administrators, Chief Instructional Officers	August-May	(F)Title V RLIS	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 8. (Highly Qualified Teachers) The Superintendent will ensure a 2% increase in the recruitment of highly-qualified teachers in critical need areas through District-led hiring events and college job fairs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Highly qualified staff (teachers, counselors, and para-professional) will recruited and trained to support at-risk and educationally disadvantaged students to increase academic achievement, reduce the drop-out rate and learning loss through targeted instruction, tutorials, monitoring and other interventions and resources as needed. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	August-August	(O)Local Districts, (S)State Compensatory	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
2. Recruit and train appropriately certified staff and offer signing bonuses for critical shortage areas as needed and available. The district shall maintain appropriately certified staff. Offer reimbursement certification fees to become appropriately certified. Provide study guides and training for Math and Bilingual certifications as needed. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	August-August	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
3. Address any disparities that result in low-income students and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers by placing students with veteran and experienced teachers by reviewing class rosters with students placed accordingly with recruitment strategies. Evaluate the student-teacher ratio and address ways to reduce class sizes in all grade levels and campuses by reviewing class counts and teacher certifications. (Title I SW Elements: 1.1) (Target Group: AtRisk) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August-August	(F)Title I	Criteria: Campus master schedules, student rosters 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

- Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.
- Objective 9.** (Educational Leadership Program) The Superintendent will annually implement and monitor an educational leadership program to develop skills for leading campus staff and students to succeed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Consultation services to provide leadership coaching model for 14 principals, includes 3 days of PD, weekly implementation support and in person coaching through Education Service Center XV. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	August-August	(F)Title IIA Principal and Teacher Improvement	Criteria: Sign in sheets, Google drive with materials and handouts 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
2. Provide teacher and administrative training for both new and veteran staff members. 1. Principal coaching sessions through Steenport Leadership Coaching for both new and veteran principals. 2, Through MT Leadership Consulting, 2 full day trainings sessions for optimal content creation and facilitation. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1)		August-August	(F)Title IIA Principal and Teacher Improvement	Criteria: Coaching sign in sheets, data reports, documentation 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
3. 2-Day Leadership Retreat onsite with coaching and support for all district principals, assistant principals and district administration. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Chief Instructional Officers	August	(F)Title IIA Principal and Teacher Improvement	Criteria: Agendas, sign in sheets 11/22/24 - Completed (S)

SAN FELIPE-DEL RIO CISD

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 10. (Future Leadership: Administrators) The Superintendent will annually implement and monitor an educational program designed to support leadership pipelines for future SFDRCSID administrators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal coaching sessions through Education Service Center XV. After each session, principals coach their assistant principal(s) on strong and effective leadership. Leaders will establish a clear and shared vision effective instruction and assessment through data-driven practices. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Chief Instructional Officers	August-August	(F)Title IIA Principal and Teacher Improvement	Criteria: Coaching session documentation, artifacts, data reports, sign in sheets, monitoring forms 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress 11/22/24 - Some Progress
2. Coaching sessions to include administrative interpretation of the Hogan Assessment on Leadership Challenges and Supporting Effective Instruction. Purpose of the training is leadership potential, leadership challenges, closing identified gaps and core values of leadership through Texas Leadership Center. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	August-August	(F)Title IIA Principal and Teacher Improvement, (F)Title V RLIS	Criteria: Sign in sheets, coaching documentation 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

- Goal 3.** (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.
- Objective 1.** (Bilingual Tiered Instructional Support) The Superintendent will provide tiered instructional support for 100% of self-contained bilingual teachers through collaborative training sessions provided during RTI training sessions with Region 13 and Region 15.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development opportunities for bilingual staff training to include LAS LINKS and TELPAS to campus teachers, administrators as needed. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: BI,ESL,EB) (Strategic Priorities: 2)	Bilingual Department, Campus Administrators, Teachers	August- August	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: PD schedules, sign in sheets, flyers, etc. 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
2. Region 13 will provide specific training sessions to provide targeted differentiated instructional strategies for elementary teachers in Bilingual classes that address listening, speaking, reading, and writing skills to begin to understand and use academic language in all contents. (Title I SW Elements: 2.1,2.2,2.5,2.6,3.1,3.2) (Target Group: BI,ESL,EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,4)	Bilingual Department, Directors	August-August	(F)Title III Bilingual / ESL	Criteria: Monitor students' use of Lexia (K-1st) and Summit K12 (2nd-12th) to monitor benchmarks with students' growth in acquiring the English language with Listening, Speaking, Reading, and Writing Skills. Students' progress with their RLA content blue and white assessments are also monitored. 06/30/25 - Completed (S) 03/14/25 - On Track 02/13/25 - On Track
3. Region 15 has been providing activities for Newcomers with a Bilingual Language Toolkit to address low-achieving EBs as well as Newcomers to improve their acquisition of the English language. (Title I SW Elements: 2.2,2.4,2.5,2.6,3.1,3.2) (Target Group: BI,EB,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)	Bilingual Department, Campus Administrators, Strategists	August-August	(F)Title III Bilingual / ESL	06/30/25 - Completed (S) 03/14/25 - On Track 02/13/25 - On Track

SAN FELIPE-DEL RIO CISD

- Goal 3.** (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.
- Objective 2.** (Individualized Interventions) The Superintendent will ensure that 100% of students identified in TELPAS indicators 3 and 8 will receive individualized interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District's Lexia English for Kinder-1st graders has added additional licenses due to the increase in numbers of EB as compared to the prior school year. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: BI,ESL,EB) (Strategic Priorities: 2)	Bilingual Department, Campus Administrators, Directors, Teachers	August-August	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Monitor usage every 6 weeks and determine growth in benchmarks. 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
2. Students in RDA Indicator #8 TELPAS for Grades 2nd - 12 have current reading-beginning results after testing for two consecutive years. Students meet with campus Strategists in small groups 2-3 times weekly. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: BI,ESL,EB,2nd,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 2,4)	Bilingual Department, Directors, Strategists	August-August	(F)Title III Bilingual / ESL	Criteria: Weekly meetings are monitored with a pretest using Phonics for Reading and a post-test at the end of the year to determine growth in foundational reading skills. 06/30/25 - Completed 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

- Goal 3.** (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.
- Objective 3.** (Emergent Bilingual Student Interventions) The Superintendent will ensure that all campuses implement and deliver intervention strategies to 100% of emergent bilingual students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TELPAS tutorials and Saturday Camps are provided to EBs who can attend either or both Saturday Camps to practice test question types and testing tips to help process information on the actual TELPAS test. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: BI,ESL,EB,2nd,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 2)	Bilingual Department, Campus Administrators, Directors, Strategists	February 2025		Criteria: Attendance records of TELPAS Saturday Campu Attendance will be reviewed along with the results of the TELPAS test to review data of all activities provided to students before taking their test. 06/30/25 - Completed (S) 03/14/25 - On Track 02/13/25 - On Track
2. Students in grades 2nd - 12th are provided Summit K12 licenses to utilize throughout the school year to help with their English language acquisition and content. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: BI,ESL,EB,2nd,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 2,4)	Bilingual Department, Directors, Strategists	August-August	(F)Title III Bilingual / ESL	Criteria: Monitor Summit K12 usage and students' blue and white assessments in ELA to understand their Listening and Speaking skills, paired with their Reading and Writing skills in RLA. 06/30/25 - On Track (S) 03/14/25 - On Track 02/13/25 - On Track

SAN FELIPE-DEL RIO CISD

- Goal 3.** (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.
- Objective 4.** (Monitor Academic Growth) The Superintendent will ensure the development of systems to monitor the implementation of services and the individual academic growth of each emergent bilingual student.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In providing opportunities for EB students' growth with acquiring the English language, uncertified Bilingual / ESL teachers assigned a TEA Exception or Waiver are offered several opportunities for certification. (Title I SW Elements: 2.2,2.5,2.6,3.2) (Target Group: BI,ESL) (Strategic Priorities: 2)	Bilingual Department, Directors, Teachers	January - May	(F)Title IIA Principal and Teacher Improvement	Criteria: Teacher attendance and completion of one of three test-prep programs, taking and passing their selected tests. 06/30/25 - On Track (S) 03/14/25 - On Track 02/13/25 - On Track

SAN FELIPE-DEL RIO CISD

Goal 4. (Finance) The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. SFDRCISD shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will ensure that 100% of investments utilizing the proceeds of the 2019 Bond Election shall be made in a manner that will provide maximum security of principal in order to maximize funds available for daily cash flow needs and additional project costs. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Directors, Financial Analyst	July 2024-July 2025	(O)Local Districts, (S)Local Funds	Criteria: Budget meetings, agendas, sign in sheets, school board meetings 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
2. The District will ensure to maintain an annual fund balance in the general operating fund in which the unassigned fund balance is 25% (which equals three months) of the total operating expenditures. (Title I SW Elements: 2.2,2.3,3.2) (Target Group: All)	Directors, Financial Analyst	July 2024-July 2025	(O)Local Districts, (S)Local Funds	Criteria: Budget reports 06/30/25 - On Track (S) 11/22/24 - On Track 11/22/24 - On Track
3. The District will ensure an annual review of the District's budget and consider reallocation of funds as necessary. (Title I SW Elements: 2.2,2.3) (Target Group: All)	Directors, Financial Analyst	July 2024-July 2025	(O)Local Districts, (S)Local Funds	06/30/25 - On Track (S) 03/14/25 - On Track 03/14/25 - On Track
4. The District will annually review the District's budget to explore, consider and determine whether opportunities exist for district improvement and/or construction projects. (Title I SW Elements: 2.1,2.2,2.3,3.2) (Target Group: All)	Directors, Financial Analyst	April 2024-July 2025	(O)Local Districts, (S)Local Funds	Criteria: Board meeting minutes, videos 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
5. The District will annually maintain and evaluate a Sustainability Plan to include recurring expenses related to the maintenance and operation of district and campus facilities (e.g. painting, HVAC, service vehicles, campus furniture, technology equipment, asphalt, athletics, water fountains and cafeteria equipment). (Title I SW Elements: 2.2,2.3) (Target Group: All)	Directors, Financial Analyst	July 2024-July 2025	(O)Local Districts, (S)Local Funds	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
6. The District will ensure that the timelines for construction projects are on schedule and 100% within budget. (Title I SW Elements:	Directors, Financial Analyst	July 2024-July 2025	(O)Local Districts, (S)Local Funds	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

Goal 4. (Finance) The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. SFDRCISD shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.2,2.3) (Target Group: All)				
7. The District will ensure a 2% growth in the annual retention of highly qualified teachers by maintaining a competitive salary, no-cost insurance and recognition programs. (Title I SW Elements: 2.2,2.3) (Target Group: All)	Directors, Financial Analyst	July 2024-July 2025	(O)Local Districts, (S)Local Funds	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
8. The District will annually seek out federal and state grants to support, improve, and enhance student performance, results-driven accountability and school safety. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All)	Directors, Financial Analyst	July 2024-July 2025	(F)Federal Grant, (F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV SSAEP, (F)Title V RLIS, (O)Local Districts, (S)Local Funds, (S)State Compensatory, (S)State Grant	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
9. The District will develop a plan to minimize 100% of the District's vacant properties and seek to reinvest the proceeds to assist with future improvements and/or property investments. (Title I SW Elements: 2.2,2.3) (Target Group: All) (Strategic Priorities: 1)	Directors, Financial Analyst	July 2024-July 2025	(O)Local Districts, (S)Local Funds	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

Goal 5. (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

Objective 1. (Public Communication) The Superintendent will ensure 100% of the District's website, campus and departmental web pages, and social media pages are up-to-date with current information for all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update and maintain district media sources including Facebook, District website with required public information and press releases to parents and community as needed in both English and Spanish. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All)	Campus Administrators, Directors	August-August	(O)Local Districts	Criteria: Social media websites, press releases 06/06/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
2. Campus weekly updates and/or school calendars will be shared and distributed to parents and community of upcoming events through various forms of communication including email, social media, flyers, posters, marquees, etc. in both English and Spanish. (Title I SW Elements: 2.1,2.2,2.3,3.1) (Target Group: All)	Campus Administrators, Parental Aides	August-May	(F)Title I, (O)Local Districts	Criteria: Calendars, postings, flyers, pictures 06/30/25 - On Track 03/14/25 - On Track 11/22/24 - Significant Progress
3. Provide yearly training to all campus wemasters to update and maintain all campus and department websites to improve parent, family and community engagement. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: H)	Directors	August-August	(O)Local Districts	Criteria: Campus and district websites, Facebook postings 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - Significant Progress
4. Provide customer service training to campus parental liaisons as they communicate with families and community in dual languages in a variety of platforms including social media, written, face-to-face, telephone, messages. (Title I SW Elements: 2.3,3.1) (Target Group: All)	Directors, Parental Aides	August	(F)Title I	Criteria: Training agendas, sign in sheets 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - On Track
5. Continue to support campuses in effective student transitions from early childhood to elementary, middle school to high school, and high school to post-secondary through parent meetings, meet and greets, open houses, campus tours. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Teachers	August-August	(O)Local Districts	Criteria: Social media postings, flyers, transportation data 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress

SAN FELIPE-DEL RIO CISD

- Goal 5.** (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.
- Objective 2.** (Media Communication) The Superintendent will ensure 100% of all media communication supports continuous, clear and effective communication that promotes the District's vision and mission towards excellence.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District Communication Department will communicate with staff, parents and community with clear and effective communication for all announcements, press releases, events, and public notices as needed. (Title I SW Elements: 2.3) (Target Group: All)	Campus Administrators, Directors	August-August	(O)Local Districts	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
2. Provide opportunities for guest motivational speakers, parent communication meetings and trainings, college trips, etc. to assist with dropout rate, services to special population students including Migrant, McKinney-Vento, Foster, Bilingual, Special Education, and PRS-Pregnancy Related Services allowing students to have the opportunity to graduate from high school. Engage staff, parents and community members drop-out prevention plan seeking input and guidance. (Title I SW Elements: 2.4,2.6) (Target Group: BI,ESL,EB,SPED,AtRisk,HS,504) (Strategic Priorities: 3)	Campus Administrators, Parental Aides	August-August	(F)Title I, (O)Local Districts	Criteria: Meeting agendas, sign-in sheets, flyers, pictures, postings 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
3. Assist campuses in expanding mentoring and volunteer opportunities with community organizations, businesses and Laughlin Air Force Base to include District-Wide Parent Conference, Adopt-A-Family, Operation Graduation, Easter baskets, Del Rio CARES, Shop with a US Marshall. Continue with interagency collaboration with community partnerships. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Directors, Parental Aides, Teachers	August-August	(O)Local Districts	Criteria: Social media postings, sign in sheets, pictures 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

- Goal 5.** (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.
- Objective 3.** (Surveys: Parents, Students, Community) The Superintendent will increase parent, students and community participation via surveys by 50% in order to gain feedback for improvement and monitoring of district/ campus level programs and projects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide and increase parent and family engagement meetings through community support with a minimum of one school parent meeting/training either in person or through Zoom varying times of meeting (morning/afternoon/evening) through campus parental liaison. Provide surveys at the end of each meeting and/or training. (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All)	Campus Administrators, Parental Aides	August-August	(F)Title I	Criteria: Meeting agendas, sign in sheets, social media postings 06/30/25 - Completed (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
2. Each Title I campus has a designated parental liaison. Parental liaison will conduct home visits, communicate with parents on attendance, grades, discipline and all other areas as needed. Training and support will be given through Federal Programs Department. (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Parental Aides	August-May	(F)Title I	Criteria: Home visit logs, telephone logs, meeting logs, sign in sheets, agendas 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
3. All Title I campuses will conduct two Title I parent meetings on two different dates at two different times, collaborate with parents to review and evaluate Campus Parent and Family Engagement Policy and School-Parent Compact as needed. (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Parental Aides	August-December	(F)Title I	Criteria: Meeting agendas, sign in sheets, campus policies, campus compacts 06/06/25 - Completed (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress

SAN FELIPE-DEL RIO CISD

- Goal 5.** (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.
- Objective 4.** (District Parent Conference) The Superintendent will implement an annual district-wide parental conference by Spring 2025 to feature presentations for parents on how they can support their child's academic success and participation in school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District shall organize a District Parent Conference offering informative sessions for all parents Pre-K through 12th grade. Establish partnerships within the community to provide resources and support for schools including serving as campus role models, campus guest speakers for student and parent trainings including District-Wide Parental Conference to strengthen the relationship and partnership between school and community. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Chief Instructional Officers, Parental Aides	January	(O)Local Districts	Criteria: Conference Program, Registration Sheets 03/14/25 - Completed (S) 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

- Goal 5.** (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.
- Objective 5.** (Climate Surveys) The Superintendent will annually distribute climate surveys, assess areas needing improvement and implement plans in areas below 85% teacher/staff satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide distribute climate surveys to all campus and district staff. Once completed, areas of improvement are discussed and implementation plans are created. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	April-May	(O)Local Districts	Criteria: Climate Survey 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - Pending

SAN FELIPE-DEL RIO CISD

- Goal 5.** (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.
- Objective 6.** (Career Advancement and Degree Opportunities) The Superintendent will distribute weekly notices to promote and recruit District staff for career advancement and opportunities for completing degree requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Human Resources will promote "Grow Our Own" for teacher vacancies by offering opportunities for staff to advance in their careers including teachers, counselors and administrators. (Target Group: All)	Chief Instructional Officers	August-August	(O)Local Districts	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
2. Adult Education classes will be offered to parents and/or guardians of students including English, Rosetta Stone, Citizenship class, Computer Skills, and GED preparation in order to further seek job opportunities within the district. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3)	Chief Instructional Officers, Directors	August-August	(F)Title I	Criteria: Rosters, sign-in sheets, class schedules, etc. 06/30/25 - Completed 03/14/25 - On Track 11/22/24 - On Track
3. Through Human Resources, notices will be sent to promote and recruit staff for career opportunities including TIA, completing emergency certifications, completion of college degrees, etc. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	August-August	(O)Local Districts	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

Goal 6. (Del Rio Middle School) The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

Objective 1. (Student Safety, Campus Morale and Student Achievement) The Superintendent will provide direct coaching to DRMS principals to ensure that 100% of measures are implemented to improve student safety, campus morale and student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with Education Service Center XV and/or NIET (National Institute for Excellence in Teaching) on Effective School Framework to review campus needs, complete campus diagnostic evaluations as needed and complete Targeted Improvement Plans when needed. Provide opportunities with NIET and/or Region 15 for district administrators including principals, assistant principals, coordinators and directors for effective leadership qualities during staff development. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	August-August	(F)FOCUS Group Grant	06/30/25 - Completed 03/14/25 - On Track 11/22/24 - Significant Progress
2. Del Rio Middle School will utilize online resources to increase all STAAR scores with online resources including but not limited to Text Help Read/Write, Pear Deck Formative Checks, ELA Planning Guides, NIET, Epic Books, MyOn, Lone Star, Brain Pop, Renaissance, Lexia Learning, Flocabulary, Google and Canvas Platforms to increase academic achievement (meets grade level and above). (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4)	Campus Administrators, Teachers	August-may	(F)Title IV SSAEP, (F)Title V RLIS, (S)State Compensatory - \$18,573.23	Criteria: Data usage, sign in sheets, meeting summaries, lesson plans 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track
3. Provide leadership coaching that will provide support for administrators and staff through design, collaboration, and implementation of the middle school redesign plan. Plan provides project details, in person facilitation of cultural building, mission/vision engagement, goal setting, team building, behavioral support, and learning plans. (Steenport Leadership Coaching) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Chief Instructional Officers, Teachers	August-August	(F)Title V RLIS	Criteria: Coaching session sign in sheets, handouts, documentation 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

Goal 6. (Del Rio Middle School) The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

Objective 2. (Student Attendance) The Superintendent will ensure a 3% improved student attendance rate by aggressively addressing deterrents (i.e. bullying, drug use) to student attendance and participation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Del Rio Middle School will implement effective Instructional Leadership teams that will lead to increase teacher proficiency and high student achievement. 50% of ILT meetings will have collaborative planning/learning time, follow the 5 Step for Effective Learning Planning Protocol through Pathway 2-NIET. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers	August-August	(F)FOCUS Group Grant	Criteria: Agendas, sign in sheets 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - Some Progress
2. Student Success programs including but not limited to utilizing NIET to improve instruction both in person and through remote learning as needed, Lexia to Take Flight for Dyslexic students, TEA Resilient School Support Program, Progress Monitoring AimHi, Google, Canvas platforms for Identified student groups across all subjects . (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3,4)	Campus Administrators, Teachers	August-May	(F)FOCUS Group Grant, (F)Title IV SSAEP	Criteria: Meeting summaries, data usage 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
3. Del Rio Middle School teachers will participate in job-embedded professional learning during Planning Protocol meetings 2-3 times per week and implement strong daily Tier 1 instruction in their classrooms. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Teachers	August-May	(F)FOCUS Group Grant	Criteria: Planning Protocol documents, sign in sheets, agendas 06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

Goal 6. (Del Rio Middle School) The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

Objective 3. (Algebra 1) The Superintendent will ensure the enrollment in 8th grade Algebra I increases by 10% each year by implementing focused and strategic instructional practices in the lower grades allowing increased numbers of students to be prepared for the rigor of the course.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to show Academic Growth in Math including Algebra I, teachers will utilize Progress Monitoring Partner with NIET, participate in TEA Resilient Schools Support Program, AimHi, Google and Canvas platforms, Roadmap for the Year, daily planning. DRMS will utilize online programs including but not limited to Lone Star Math, Edmentum, Pearson Successmaker, Fast Focus, STEMscopes, STEAMscopes, BrainPop, Pear Deck, TAGT, Countdown Science/Math, Fast Focus Math, Reading Renaissance, Flocabulary, Discovery Education. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Chief Instructional Officers	August-May	(F)Federal Grant, (F)Title I	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

Goal 6. (Del Rio Middle School) The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

Objective 4. (Career Planning, Graduation Plan) The Superintendent will ensure that 100% of students entering the 8th grade will receive guidance and counseling in academic and career planning to create awareness of all the educational opportunities available in preparation for their graduation plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide resources for students and parents on higher education admissions, financial aid, scholarships and curriculum and career pathway decisions. Plan and develop opportunities including student and parent meetings and college nights to inform more parents in a variety of communication platforms. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Parents, Teachers	August-August	(O)Local Districts	Criteria: Meeting agendas, flyers, sign in sheets, photos 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
2. Continue to provide secondary students the opportunity of apply for and attending Early College High School earning college credits while in high school and the possibility of graduating high school with an Associates Degree through lottery process. Provide opportunities for students to take dual credit courses to earn college credits and/or Associates Degree to those not enrolled at Early College High School. (Title I SW Elements: 2.2,2.3,2.6,3.1,3.2) (Target Group: 8th) (Strategic Priorities: 3)	Campus Administrators, Counselors	March-May	(O)Local Districts	Criteria: Agendas, meeting sign-in sheets, social media, photos 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Pending

SAN FELIPE-DEL RIO CISD

Goal 6. (Del Rio Middle School) The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

Objective 5. (College, Career, and Military Readiness (CCMR)) The Superintendent will ensure that 100% of students entering the 9th grade will select and follow a graduation plan to successfully prepare them for College, Career, and Military Readiness (CCMR).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide strategies to support post-secondary education for at-risk students to include: TSI Prep College Readiness, XELLO, CTE Career Pathways, BCFS Counseling Support, GEAR UP, DEL RIO CARES, Blended Academy for at risk students 8th grade-5th year seniors, FAFSA, College/University Open House nights/trips. (Title I SW Elements: 2.2,2.6) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Campus Administrators, Counselors, Teachers	August-August	(F)Title IV SSAEP, (F)Title V RLIS, (O)Local Districts	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

Goal 7. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 1. (HB 3 Goals) The Superintendent will ensure 100% of the HB 3 goals are monitored for continued academic improvement and presented to the board annually to demonstrate progress in reading and writing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will ensure 100% of the HB 3 goals are monitored for continued academic improvement and presented to the board annually to demonstrate progress in reading and writing. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers	August-August	(F)Title I, (O)Local Districts	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
2. Identify, test, monitor and assist targeted populations including Special Education, Dyslexia, 504, Bilingual, Migrant, McKinney-Vento, Foster, At-Risk and offer Reading and Writing support/tutorials as needed for student achievement and increased reading levels. Transportation will be provided to students and extra duty pay to staff as allowable. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AA,ECD,BI,ESL,Migrant,SPED,Dys,HS,504) (Strategic Priorities: 2,4)	Campus Administrators, Directors, Teachers	August-August	(F)Federal Grant, (F)Title I	Criteria: Teacher lesson plans, sign-in sheets, agendas 06/30/25 - Completed (S) 03/14/25 - On Track 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD

Goal 7. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 2. (ELAR Guided Practices) The Superintendent will ensure that 100% of campuses will implement Guided Practices during the ELAR block to close the achievement gap.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide technology professional services to include teacher and students resources including online instruction and learning resources as needed including Brain Pop, Read Naturally, and Reading Eggs (Edmentum) to improve teaching and reading learning opportunities and provide support and resources to enhance instruction and increase student achievement. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August-August	(F)Title IV SSAEP, (F)Title V RLIS	06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
2. Provide necessary supplies and materials including NCS Pearson (K-12), PRO Ed, Lexia Learning, Edmentum and Lakeshore Learning materials to assist with student monitoring and increase student achievement in reading for students including dyslexia students. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August-August	(F)Title IV SSAEP, (F)Title V RLIS	06/30/25 - On Track (S) 03/14/25 - On Track 11/22/24 - Significant Progress
3. Kindergarten report card in full smart dashboard, *Integrated into Skyward Student Information System*Comprehends ELAR, Math, Science for all elementary schools. (Medixsoft, Inc.) (Title I SW Elements: 2.2,2.4) (Target Group: K) (Strategic Priorities: 2)		August-August	(F)Title IV SSAEP	06/30/25 - Completed (S) 11/22/24 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

Goal 7. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 3. (Increase Reading Levels) The Superintendent will ensure that processes are in place for 100% of students to improve their reading ability by one grade level or higher in comparison to the 2023-2024 end-of-year data. (i.e., Structured 90-minute, 150-minute Literacy Block, targeted professional development, STAR Renaissance, data reports)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide high yield interventions such as iLit, Near Pod, SuccessMaker, TPRI, Lexia Learning, Reading Comprehension Toolkit, Read Naturally, Renaissance STAR Early Reader, AR subscription, BrainPop Jr and Brain Pop to provide proven strategies and accelerated education to all students, especially those struggling with reading comprehension. (Title I SW Elements: 1.1, 2.2, 2.4, 2.5, 2.6) (Target Group: All) (Strategic Priorities: 2, 4)	Campus Administrators, Chief Instructional Officers, Strategists, Teachers	August-August	(F) Title IV SSAEP, (F) Title V RLIS	Criteria: Data usage reports 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
2. SFDRCISD will provide 1st and 2nd grade non-STAAR tested students, via a software license, with a Fluency Tracker that will monitor student reading fluency. By May 2025, 70% of 1st grade students will read a minimum of 60 words per minute and 2nd grade students will read a minimum of 75 words per minute on the end of year assessment as compared to the beginning of the year assessment. (Medixsoft, Inc.) (Title I SW Elements: 2.2, 2.6) (Target Group: All, 1st, 2nd) (Strategic Priorities: 2)		August-August	(F) Title IV SSAEP	Criteria: Fluency tracker reports 06/30/25 - Completed (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
3. Provide after school tutorials and summer school opportunities and services for struggling students to increase student achievement and close performance gap to address learning. 21st Century ACE program to assist struggling students with after school tutorials and summer services for 5 elementary and 2 middle schools. Transportation and meals provided to all participating students. (Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: All) (Strategic Priorities: 2, 4)	Campus Administrators, Chief Instructional Officers, Teachers	August-August	(F) Title I, (S) State Grant	Criteria: Sign in sheets, lesson plans, student rosters, grade reports 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress
4. Provide Reading Horizons library kits including set of teacher manuals-volumes and	Campus Administrators, Chief Instructional Officers, Librarian	August-August	(F) Title IV SSAEP	Criteria: Training documentation, use of materials, sign in sheets

SAN FELIPE-DEL RIO CISD

Goal 7. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 3. (Increase Reading Levels) The Superintendent will ensure that processes are in place for 100% of students to improve their reading ability by one grade level or higher in comparison to the 2023-2024 end-of-year data. (i.e., Structured 90-minute,150-minute Literacy Block, targeted professional development, STAR Renaissance, data reports)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
supplementary materials with wall posters, library teacher edition, reading books, English language enhancement. Provide professional learning that covers an accelerated path that addresses the growing literacy gaps in older students, particularly those in grades 4-12, overview of the phonics skills taught in the new Reading Horizons Express Track Scope and Sequence and learn how to implement the program in their classroom, including how to deliver a lesson and use the available resources, provide targeted, research based lessons that align with the Science of Reading. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)				06/30/25 - Completed (S) 03/14/25 - On Track 03/14/25 - On Track 11/22/24 - On Track

SAN FELIPE-DEL RIO CISD

Goal 7. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 4. (TEA HB Early Literacy Certification) The Superintendent will ensure that 100% of kindergarten through 3rd grade teachers earn the mandated TEA HB 3 Early Literacy certification by completing the year-long HB 3 Reading Academies Course in cohorts of 60 teachers each year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Both new and veteran teachers will participate in Early Learning Reading Academy offered through Curriculum and Instruction Department to fulfill TEA HB 3 requirement. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: PRE K,K,1st,2nd,3rd) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers, Teachers	August-August	(O)Local Districts	Criteria: Teacher certifications 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress

SAN FELIPE-DEL RIO CISD

Goal 7. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 5. (HB Early Literacy Class Assignments) The Superintendent will ensure that 100% of students identified with literacy gaps in kindergarten through 3rd grade are assigned to a teacher who holds a HB 3 Early Literacy Certification to receive appropriate interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principals will review STAAR data as they create campus master schedule to place students with learning gaps with a teacher who holds a HB 3 Early Literacy Certifications allowing students to review the necessary academic support needed. (Title I SW Elements: 2.5,3.2) (Target Group: PRE K,K,1st,2nd,3rd) (Strategic Priorities: 2)	Campus Administrators	August-August	(O)Local Districts	Criteria: Teacher sign in, certifications 06/30/25 - Completed (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress

SAN FELIPE-DEL RIO CISD

Goal 7. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 6. (TEA HB Principal Reading Academy) The Superintendent will ensure that 100% of elementary principals complete the mandated TEA HB 3 Early Literacy Reading Academy by 2023 as required by statute.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Both new and veteran principals will participate in Early Learning Reading Academy offered through Curriculum and Instruction Department to fulfill TEA HB 3 requirement. (Title I SW Elements: 1.1,2.2) (Target Group: PRE K,K,1st,2nd,3rd) (Strategic Priorities: 2)	Chief Instructional Officers	August-August	(O)Local Districts	Criteria: Schedules, certifications, sign in sheets 06/30/25 - On Track (S) 03/14/25 - Significant Progress 11/22/24 - Some Progress

SAN FELIPE-DEL RIO CISD

Goal 7. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 7. (Dyslexia Interventions) The Superintendent will ensure that 100% of Kindergarten and 1st Grade students are monitored effectively by the collaboration of the teacher and campus dyslexia therapist in an effort to recognize reading difficulties and begin interventions earlier in the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify, test, monitor and assist Kinder and 1st grade dyslexia students and provide Reading and Writing support/tutorials/interventions as needed for student achievement and increased reading levels. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: Dys,K,1st) (Strategic Priorities: 2)	Campus Administrators, Directors, Teachers	August	(F)IDEA Special Education, (F)Title I, (O)Local Districts	Criteria: Sign in sheets, teacher lesson plans and intervention schedules 06/30/25 - On Track (S) 11/22/24 - Some Progress 11/22/24 - Significant Progress
2. Provide professional development opportunity and materials for Dyslexia Take Flight Training for staff as needed to identify and support dyslexia student interventions. (Texas Scottish Rite Hospital for Children) (Title I SW Elements: 2.2,2.4) (Target Group: Dys)	Campus Administrators, Special Ed Teacher	August-August	(S)State Compensatory - \$1,111.58	06/30/25 - Completed (S) 11/22/24 - Some Progress 11/22/24 - Significant Progress

SAN FELIPE-DEL RIO CISD Site Base

Name	Position
Limon, Selina	1st Grade Teacher, Buena Vista
Aguirre, Berta	3rd Grade Teacher, Chavira
Gonzalez, Bonita	Secondary ELA Teacher, DRHS
Garza, Robert	Secondary Non-Core Area Teacher, SFMMS
Serrano, Tanya	Business Representative
Santos, Karina	2nd Grade Teacher, Garfield
Casarez, Tess	Head Start/Pre-K Teacher, Cardwell
Cardenas, Rachel	5th Grade Teacher, Chavira
Hernandez, Richard	4th Grade Teacher, Chavira
Cardenas, Lauren	Secondary Math Teacher, DRHS
Gutierrez, Velma	Secondary Science Teacher, DRHS
Martinez, Oscar	Secondary Social Studies Teacher, DRHS
SCAN, Maira Venegas	Business Representative
Dr. Salinas, Dora	DRHS Assistant Principal
Childress, Amy	Chief Financial Officer
Villarreal, Jane	Chief Instructional Officer
Adams, Ruby	Director of State and Federal Programs
Rios, Carlos	Superintendent of Schools
Gomez, Jeanette	Community Representative
Mireles, Karina	Parent Representative
Cardwell, Patricia	Parent Representative
Childress, Amy	Chief Financial Officer
Hubbard, Allison	Kinder Teacher, Ceniza Hills
Zamora, JoAnna	CTE
Luna, Monica	Special Education Director
Hernandez, Sandra	Director of Administration

SAN FELIPE-DEL RIO CISD Site Base

Name	Position
Koslowski, Gloria	Para-Professional
Sandate, Laura	PEIMS Director
Sahagun, Cynthia	Lamar Elementary Principal
Shafer, Karen	Bilingual Director
Richardson, Tracy Waye	Del Rio CARES-Student Services Coordinator
De La Paz, Lupita	Community Representative

2024-2025 SFDRCISD – ESSA Funding Amounts

Name of Grant Program	Fund	Begin Date	End Date	Final Amount
Title I, Part A Improving Basic Programs	211	7/1/2024	9/30/2025	\$ 3,564,344.00
Title I, Part C Migrant	212	7/1/2024	9/30/2025	\$ 159,887.00
Title I, Part D Subpart Supporting Effective Instruction	211	7/1/2024	9/30/2025	\$ 19,204.00
Title II, Part A Supporting Effective Instruction	255	7/1/2024	9/30/2025	\$ 506,910.00
Title III, Part A - Immigrant	263	7/1/2024	9/30/2025	\$ 17,024.00
Title III, Part A – ELA	263	7/1/2024	9/30/2025	\$ 201,582.00
Title IV, Part A, Subpart 1 Student Support and Academic	289	7/1/2024	9/30/2025	\$ 252,930.00

SFDRCID Comprehensive Needs Assessment Summary

2024-2025

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

TAPR Report	Planning Protocol Dashboard	District Federal Report Card
Teacher Feedback	TAPR, RDA Report, Federal Report Card	Employee Surveys
Compensation Plan	HR Web Page	2022-2023 Employee Survey
2022-2023 TAPR	SFDRCID Federal Report Card	Incidents of Violence
TAPR	SFDRCID Programs/Schools	RDA Report
District Report Card	Family and Community Survey	PFE Data
Community Partners	Climate Survey	Campus Report Cards
School board meetings/agendas	District Commitments	Monthly operations report

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>Planning protocol allows for great team collaboration.</p> <p>Several subject areas/grade levels out performed the region.</p> <p>District offers 2x as many dual credit courses as the state average.</p> <p>Software has been purchased to help with the new testing requirements (Progress Learning, Lonestar ELA, Typing without Tears.)</p> <p>High number of students graduating with an Associates Degree.</p> <p>Blended Academy helping reduce the drop out rate.</p>	<p>Special populations need more teachers and aides to meet the needs of each child as classes are overpopulated.</p> <p>Special population scores need to be lowered/ build background knowledge and academic vocabulary with proper and purposeful professional development.</p> <p>Textbooks and/or additional resources are needed for secondary, online and print.</p> <p>Survey teachers on their choice of professional development so it becomes meaningful.</p> <p>Reassess the master schedule to include Content Mastery for secondary schools.</p> <p>Need professional development and resources targeting bilingual/ESL students.</p>	<p>1. Professional Development- survey staff for their choice</p> <p>2. Textbooks and additional resources for secondary</p> <p>3. Special Populations need targeted and current professional development</p>
	<p>Collaborative Planning during planning protocol</p> <p>Teacher passion and dedication</p>	<p>Staff Recruitment Strategies: 1) Post requirements for alternative certification program on HR web page. 2) Clearly articulate how the process for alternative certification works. 3) Consider posting openings on other media such as radio stations. 4) Consideration should be given to implementing a four-day week.</p> <p>Mentor Program: 1) Create a mentor selection process. 2) Include a BOY, MOY and EOY evaluation checklist for mentor, mentee and program supervisor to keep everyone on target. 3) Embed TTESS/T-PESS where applicable for growth/improvement.</p>	<p>1. Staff Recruitment Strategies</p> <p>2. Mentor Program</p>

Staff Quality	Competitive wages/compensation plan	Professional Development: 1) Input from campus participants to decide what specific PD is needed. 2) Relevant to audience 3) data-driven 4) T-TESS standards modeled by presenters when possible 5) New teacher PD should include essentials such as how to use gradebook on Skyward.	3. Professional Development
	High number of experienced teachers in all grade levels.	Discipline: 1) Research based District or Campus-wide discipline program/plan should be put in place. 2) Consistency should be a priority, especially between campuses such as DRFS, DRHS, ECHS and CTE, since these campuses share students. Ex. dress code.	4. Discipline
	Teacher recognition with monthly Teacher of the Month.		
School Climate/ Safe & Healthy Schools	Safety measures/drills are enforced and practiced at every campus.	Increase parent participation rates through campus-wide efforts on importance of safety family engagement.	1. Updated classroom management PD.
	Demerit system at some campuses.	Provide classroom management training for new and experienced teachers.	2. Teach health at all grade levels.
	Weekly Del Rio Cares discussions in each classroom.	Implement demerit system for discipline for all campuses.	3. Increase parent meetings with meaningful topics
	Teacher recognition.	Health class needs to be taught at all grade levels district-wide.	
	Free health insurance.	Consider a later start time for secondary students.	
	Increased police presense at all campuses.	Consider campus incentives for high attendance, parent participation, etc.	
	Students passing TSI at ECHS allows for parents to save in at least 2 years of Post-Secondary Education.	A need for SFDRCISD becoming very familiar with ECHS, PTECH, Blended and the pros and cons of a student participating in each program.	
	All 8th grade students within SFDRCISD enrollment area are given the opportunity to apply to ECHS.	The diverse schools need to create an opportunity for students to join diverse student organizations and feel a sense of belonging so as to help with attendance issues and Mental Health Issues.	1. Handbook needs to be updated.

College & Career Readiness/ Graduation/ Dropout Reduction	<p>The existence of an alternative education program for retained 8th grade students, students not meeting graduation requirements and drop outs that have not reached the age of 21</p> <p>Number of Special Population students dropping out of school has decreased with more students graduating from high school.</p> <p>Training of Special Population student needs of McKinney-Vento, Migrant, Foster to all school personnel either through Zoom or in person.</p> <p>Increased number of counselors helps reduce the ratio of students to counselor to increase the time spent with each student.</p>	<p>Student handbook needs to be revisited in regards to grades per week, attendance, discipline, etc.</p> <p>A need for a bridging program transitioning students from SGLC back to campuses.</p> <p>Provide more opportunities for students to apply for college, FASFA involving parents.</p> <p>Provide motivational speakers for students at risk of dropping out.</p>	<p>2 Barriers to get into PTECH and CTE</p> <p>3. Transitioning Program from SGLC</p>
Family and Community Involvement	<p>Each school has an assigned parental liaison to work with parents on a daily basis and conduct phone calls, home visits, etc. as needed.</p> <p>Each campus has monthly parent meetings on a wide variety of topics.</p> <p>Use of Social Media to advertise school and district events.</p> <p>Reading and Math Literacy nights/events conducted at all elementary schools.</p> <p>College nights/events for secondary schools.</p> <p>District-wide parent conference for all parents both elementary and secondary.</p>	<p>Parent meetings need to be offered in both AM and PM and virtual meetings to have more parents attend.</p> <p>Survey parents to see what topics of interest they have (bullying, healthy relationships, stress, etc.)</p> <p>Provide adequate time of notice to parents so they can make arrangements for meetings, conferences, etc.</p> <p>Increase parent involvement by working with all staff, teachers, librarians, counselors, not just parental liaisons.</p> <p>Involve the community more with presenters, donations/incentives for students, etc.</p> <p>Increase social media with more parent involvement campus activities and highlights.</p>	<p>1. Survey parents for topics of interest</p> <p>2. Involve community more with presenters and donations</p> <p>3. Involve all school with parental meetings</p>

District/Campus Commitments	Special Education Parents Advisory Council (SEPAC) created for parents.	Ability to access wi-fi and cell service for staff at several campuses is almost non-existent.	1. New Tech supplies and equipment
	Electrical buses are ready for use.	Blended Academy has a flooding issue when it rains - proposal for funds has been made.	2. WiFi and cellular service
	Cody Wardlaw Gym Renovation is scheduled & city has donated \$1.5 million, about half.	SEPAC needs a safe place to meet once a month.	Perimeter checks at all campuses
	SFMMS had Cohort #1 of New Tech Middle School and is within SFMMS campus.	5 findings and 2 corrective actions on the School Safety Intruder Audit Report - need to be completed by fences and or perimeters are needed for some campuses like Blended, SFMMS, BV by May 17th.	
	increased monitoring of students in special populations through counselors (monthly roster emailed) Breakfast provided for all students, even the tardy students.	New Tech Middle School at SFMMS will need supplies and equipment to be successful: furniture Replace old computers and keep up with technology needs.	

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

CNA Process Description

A description of your CNA process should be included in your D/CIP. Use the probing questions below to articulate your CNA process.

Probing Questions

- When is the CNA conducted? What month or time of the school year do you schedule the CNA?
- How are CNA stakeholders chosen and invited? How does the campus ensure stakeholders are representative of the student population district?
- How are CNA meetings conducted? How does the campus gain input from stakeholders?
- How do you gather data from stakeholders who cannot attend meetings?
- How is data analyzed in the CNA meetings? Who is responsible for gathering data?
- Does your campus distribute surveys to gather data? How are they distributed? How is the data aggregated for the CNA?
- Is the CNA updated once final assessment scores are received? Who is responsible for contributing to those updates?

Use the space below to draft your CNA process description. Remember to include your CNA process description in your D/CIP.

SFDRCSISD began its 2024-2025 CNA/DIP process/program evaluation first semester, October 18, 2023. We followed the same procedure as the previous year. DPDMC committee reviewed all ESSA requirements for all Title programs. DPDMC members were divided into 6 committees for each of the program focus areas. Committee members are voted on by their peers for each grade/content represented. Parents, secondary students, business and community members are invited to join DPDMC by other committee members. Once all CNA committees are formed, each committee meets separately either in person or Zoom to begin with probing questions and data analysis. Each committee conduct surveys, interviews with their departments and review at their committee meetings. During DPDMC meetings of November 14, 2023 and February 1, 2024, components of CNA are reviewed. Committee leader meeting was held on March 27, 2024. Final DPPDM meeting was held on May 2, 2024 where all committees presented their researched program focus area. Member of other committees were able to participate by placing strengths and needs for each focus area, evaluating each Title program. Once presentations are over, committee leaders meet to finalize CNA reviewing each program focus area needs and strengths. If a DPDMC member is absent on the scheduled meeting, a makeup meeting is conducted with Federal Programs Director to review the information discussed. A Google folder is provided for all DPDMC members and relevant data including TAPR reports, Federal Report Cards, District Climate Surveys, etc. is available for all members. Each person may also share other documents they researched and beneficial to the team. Once CNA is finalized, it is uploaded into Google drive allowing members to view and make recommendations as needed before

SAN FELIPE DEL RIO

Consolidated, Independent School District



P.O. DRAWER 428002

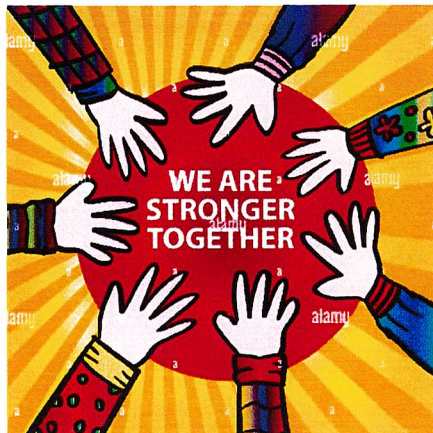
DEL RIO, TEXAS 78842-8002

District Planning and Decision Making Committee Meeting



Thursday, October 17, 2024---4 pm- 5 pm---Annex I Portable Building A

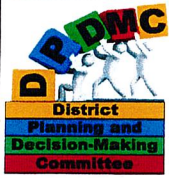
Planning Agenda

- I. Welcome Ruby Adams
 - A. Introduction of Members
 - B. Draw 2 or 4 year terms
- II. Focus Dr. Carlos Rios
- III. District Calendar 2025-2026 Carlos Ramirez /Amy Childress
- IV. ESSA Grant Requirements Discussion-Program Evaluation Overview
 - A. Title I, Part A, Title I Part C, Title II, Title III, Title IV, Title V
 - B. District Parent Engagement Policy
 - C. District Comprehensive Needs Assessment (CNA)
 - D. District Improvement Plan (DIP)
 - E. Review Title I Evaluation Survey Results
- V. Upcoming Meetings: 4:00 pm-5:00 pm
 - A. December 5, 2024 via Zoom
 - B. February 6, 2025 via Zoom
 - C. May 9, 2025 in person
- VI. Announcements- School? Community?
- VII. Other/Questions/Concerns/Closing Remarks



2024-2025 SFDR CISD DPDMC MEMBERS

POSITION	MEMBER	CAMPUS	Begins	Ends	Term	EXTENSION
Pre-K Teacher	Donald Olivo	Cardwell	2023-2024	2026-2027	4 years	4641
Kinder Teacher	Allison Hubbard	Ceniza Hills	2023-2024	2026-2027	4 years	1703
1st Grade Teacher	Selina Limon	Buena Vista	2023-2024	2026-2027	4 years	1031
2nd grade Teacher	Karina Santos	Garfield	2023-2024	2024-2025	2 years	1318
3rd Grade Teacher	Brenda Campos	Ceniza Hills	2024-2025			1715
4th Grade Teacher	Richard Hernandez	Ruben Chavira	2023-2024	2024-2025	2 years	1813
5th Grade Teacher	Rachel Cardenas	Ruben Chavira	2023-2024	2024-2025	2 years	1808
Sec. ELA Teacher	Bonita Gonzalez	DRHS	2021-2022	2024-2025	4 years	2040
Sec. Math Teacher	Lauren Cardenas	DRHS	2023-2024	2024-2025	2 years	2051
Sec. Science Teacher	Velma Gutierrez	DRHS	2023-2024	2026-2027	4 years	2020
Sec. Social Studies Teacher	Oscar Martinez	DRHS	2023-2024	2024-2025	2 years	2005
Sec. Non-Core Area Teacher	JoAnna Zamora	CTE	2023-2024	2026-2027	4 years	2217
Sec. Non-Core Area Teacher	Robert Garza	Del Rio Freshman	2022-2023	2025-2026	4 years	2075
Non-teaching	Tracy Wayne Richardson	Del Rio CARES	2021-2022	2024-2025	4 years	4149
	Monica Luna	Special Education	2021-2022	2024-2025	4 years	4250
	Laura Sandate	PEIMS Director	2024-2025	202	4 years	4076
	Karen Shafer	Bilingual Department	2021-2022	2024-2025	2 years	4086
	Cynthia Sahagun	Lamar Principal	2022-2023	2025-2026	4 years	4730
	Graciela V. Hernandez	Migrant NGS Clerk	2023-2024	2024-2025	2 years	4145
	Stephen Thomas	DRMS AP	2022-2023	2025-2026	4 years	4504
	Gloria Koslowska	Adult Education	2023-2024	2024-2025	2 years	4155
	Logan Sutton	Student	2024-2025	2024-2025	1 year	4153
	Amanda Pedraza	Student	2024-2025	2024-2025	1 year	4170
Business Rep	Tanya Serrano	Money Concepts	2021-2022	2024-2025	4 years	830-313-0367 tserrano@moneyconcepts.com
	Maira Venegas	SCAN	2024-2025	2025-2026	2 years	maira.venegas@scan-inc.org
Community	Lupita De La Paz	Casa De La Cultura	2024-2025	2025-2026	2 years	830-734-1063 lcasa@stx.rr.com
	Janette Gomez	Community	2024-2025	2025-2026	2 years	830-298-4788 janette.gomez@us.af.mil
Parent	Karina Mireles	Parent	2024-2025	2025-2026	2 years	830-719-5277 karinamireles3@gmail.com
	Patricia Cardwell	Parent	2024-2025	2025-2026	2 years	210-788-6738 patricacardwell86@gmail.com
Federal and State Programs Director	Ruby Adams	 				
SFDR CISD Chief Administrative Officer	Sandra Hernandez					
SFDR CISD Chief Academic Officer	Jane Villarreal					
SFDR CISD Chief Financial Officer	Amy Childress					
Superintendent of Schools	Dr. Carlos Rios					



2024-2025 District Improvement Plan & Comprehensive Needs Assessment Committee Members



Academic Achievement	Staff Quality	School Climate & Health	College & Career/Graduation/ Dropout	Parent & Community Engagement	District/Campus Commitments
Committee 1 Members	Committee 2 Members	Committee 3 Members	Committee 4 Members	Committee 5 Members	Committee 6 Members
District Goal 2 (2.1, 2.2, 2.3)	District Goal 3	District Goal 1 (1.1 & 1.2)	Goal 2 (2.4, 2.5, 2.6)	Goal 5 & 6	Goal 7
Rachel Cardenas	Stephen Thomas	Richard Hernandez	Lauren Cardenas	Allison Hubbard	Velma Gutierrez
Wayne Richardson	Karen Shafer	Bonita Gonzalez	Laura Sandate	Janette Gomez	Lupita De La Paz
Patricia Cardwell	Karina Santos	Selina Limon	Maria Venegas	Oscar Martinez	Donald Olivo
Cynthia Sahagun	Robert Garza	Brenda Campos	Amanda Pedraza	Gloria Koslowska	Tanya Serrano
Joanna Zamora	Logan Sutton		Monica Luna	Karina Mireles	Gracie Hernandez

SFDR CISD DISTRICT GOALS:

District Goal 1 - (New Goal) - The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

District Goal 2 - (Revised) - Student Performance: The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

District Goal 3 – (New Goal) - The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

District Goal 5 (Revised) – Communication: The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

District Goal 6 (Revised) – Del Rio Middle School: The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

District Goal 7 (Revised) – Reading & Writing: The District shall prioritize reading and writing as a skill for lifelong learning.



San Felipe Del Rio
Consolidated Independent School District

STAKEHOLDER MEMBERS



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

* Roles that are plural must have at least two representative members

(See statute on next page)

STAKEHOLDER MEMBERS




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

* Roles that are plural must have at least two representative members

(See statute on next page)

General Timeline for Plans

2024												2025													
Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec		
2023-2024 ESSA Grant Period July 1, 2023 - Sept. 30, 2024																									
						2024-2025 ESSA Grant Period July 1, 2024 - Sept. 30, 2025																			
										2025-2026 ESSA Grant Period July 1, 2025- Sept. 30, 2026															
Conduct Comprehensive Needs Assessment (planning for 2024-25)		Ongoing Evaluation of Needs (2024-2025)						Conduct Comprehensive Needs Assessment (planning for 2025-26)		Ongoing Evaluation of Needs (2025-26)															
Implement Improvement Plans & Revise as needed		Draft Improvement Plan based on CNA		Implement Improvement Plans & Revise as Needed (2024-25)						Draft Improvement Pan based on CNA		Implement Improvement Plans & Revise as Needed (2025-26)													
Support Implementation of ESSA Plan; Amend application as needed		Submit ESSA Application based upon new CNA/DIP		Support Implementation of ESSA Plan; Amend application as needed						Submit ESSA Application based upon new CNA/DIP		Support Implementation of ESSA Plan; Amend application as needed													
2023-24 Activities						2024-25 Activities						2025-26 Activities													



SAN FELIPE DEL RIO CONSOLIDATED SCHOOL DISTRICT

2024 - 2025 ACADEMIC CALENDAR

(Amended)

- July

4 Independence Day
(29-31) New Teacher Orientation
- August

(1-2) New Teacher Orientation
(5-8) Staff Development
9 Teacher Work Day
12 First Day of School/ Begin 1st Six Weeks
- September

2 Labor Day / Holiday
20 End 1st Six Weeks
23 RTI Data Planning
24 Begin 2nd Six Weeks
- October

14 Indigenous People's Day / Holiday
- November

1 End 2nd Six Weeks
4 Begin 3rd Six Weeks
5 RTI Data Planning
11 Veteran's Day - Holiday
(25-29) Thanksgiving Break
- December

(3-13) STAAR Testing
20 End 3rd Six Weeks
(23-31) Winter Break
- January

(1-3) Winter Break
6 Teacher Work Day
7 Begin 4th Six Weeks
20 MLK Day / Holiday
- February

14 RTI Data Planning
17 President's Day
17 Make-Up Day / If Applicable
21 End of 4th Six Weeks
24 RTI Data Planning
25 Start of 5th Six Weeks
- March

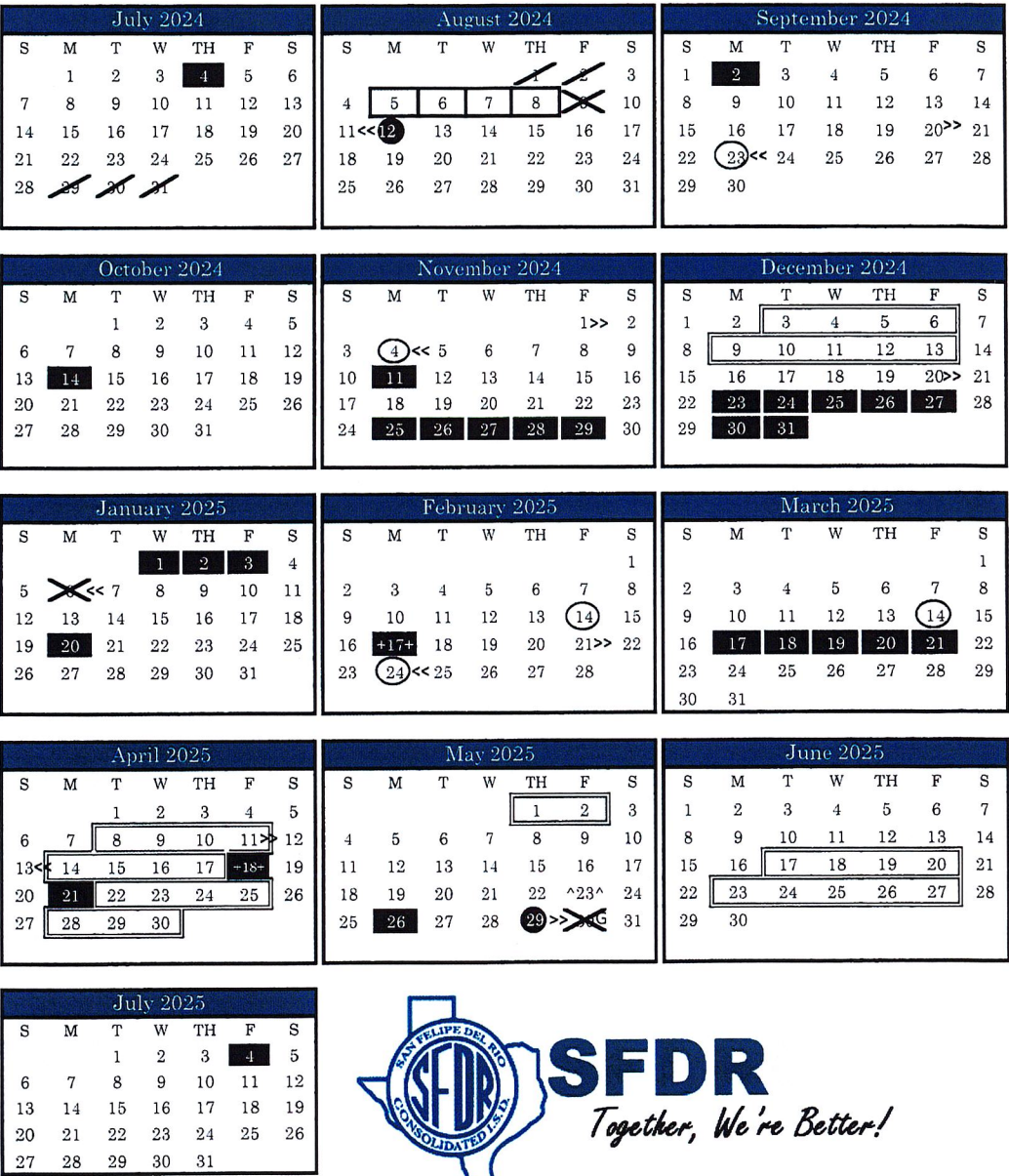
14 RTI Data Planning
(17-21) Spring Break
- April

11 End of 5th Six Weeks
(8-30) STAAR Testing
14 Start of 6th Six Weeks
(18-21) Easter / Holiday
18 Make-Up Day / If Applicable
- May

(1-2) STAAR Testing
23 Last Day for Seniors
26 Memorial Day / Holiday
29 End 6th Six Weeks/Last Day Of School
30 Graduation
30 Teacher Work Day
- June

(17-27) STAAR Testing
- July

4 Independence Day



SAN FELIPE DEL RIO
Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

District Planning and Decision Making Committee Meeting (DPDMC)

December 5, 2024

Planning Agenda

Zoom-4 pm-5 pm

- | | | |
|------|--|-------------------|
| I. | Welcome | Ruby Adams |
| II. | Focus | Dr. Rios |
| III. | 2025-2026 District Calendar Update | Ramirez/Childress |
| IV. | ESSA Comprehensive Needs Assessment (CNA) Review | Ruby Adams |
| | A. Discuss committees and requirements | |
| | B. Review step-by-step process | |
| V. | District Improvement Plan Evaluation/Review | |
| VI. | Upcoming DPDMC meeting date: | |
| | A. February 6, 2025 via Zoom | |
| | B. March 27, 2025 via Zoom if necessary | |
| | C. May 13, 2025 in person: UPDATED DATE | |
| VII. | Collaboration- Questions? Concerns? Announcements? | |



2024-2025 SFDRCSID DPDMC MEMBERS

POSITION	MEMBER	CAMPUS	Begins	Ends	Term	EXTENSION
Pre-K Teacher	Donald Olivo	Cardwell	2023-2024	2026-2027	4 years	4641
Kinder Teacher	Allison Hubbard	Ceniza Hills	2023-2024	2026-2027	4 years	1703
1st Grade Teacher	Selina Limon	Buena Vista	2023-2024	2026-2027	4 years	1031
2nd grade Teacher	Karina Santos	Garfield	2023-2024	2024-2025	2 years	1318
3rd Grade Teacher	Brenda Campos	Ceniza Hills	2024-2025			1715
4th Grade Teacher	Richard Hernandez	Ruben Chavira	2023-2024	2024-2025	2 years	1813
5th Grade Teacher	Rachel Cardenas	Ruben Chavira	2023-2024	2024-2025	2 years	1808
Sec. ELA Teacher	Bonita Gonzalez	DRHS	2021-2022	2024-2025	4 years	2040
Sec. Math Teacher	Lauren Cardenas	DRHS	2023-2024	2024-2025	2 years	2051
Sec. Science Teacher	Velma Gutierrez	DRHS	2023-2024	2026-2027	4 years	2020
Sec. Social Studies Teacher	Oscar Martinez	DRHS	2023-2024	2024-2025	2 years	2005
Sec. Non-Core Area Teacher	JoAnna Zamora	CTE	2023-2024	2026-2027	4 years	2217
Sec. Non-Core Area Teacher	Robert Garza	Del Rio Freshman	2022-2023	2025-2026	4 years	2075
Non-teaching	Tracy Wayne Richardson	Del Rio CARES	2021-2022	2024-2025	4 years	4149
	Monica Luna	Special Education	2021-2022	2024-2025	4 years	4250
	Laura Sandate	PEIMS Director	2024-2025	202	4 years	4076
	Karen Shafer	Bilingual Department	2021-2022	2024-2025	2 years	4086
	Cynthia Sahagun	Lamar Principal	2022-2023	2025-2026	4 years	4730
	Graciela V. Hernandez	Migrant NGS Clerk	2023-2024	2024-2025	2 years	4145
	Stephen Thomas	DRMS AP	2022-2023	2025-2026	4 years	4504
	Gloria Koslowska	Adult Education	2023-2024	2024-2025	2 years	4155
	Logan Sutton	Student	2024-2025	2024-2025	1 year	4153
Business Rep	Amanda Pedraza	Student	2024-2025	2024-2025	1 year	4170
Business Rep	Tanya Serrano	Money Concepts	2021-2022	2024-2025	4 years	830-313-0367 tserrano@moneyconcepts.com
	Maira Venegas	SCAN	2024-2025	2025-2026	2 years	maira.venegas@scan-inc.org
Community	Lupita De La Paz	Casa De La Cultura	2024-2025	2025-2026	2 years	830-734-1063 lacasa@stx.rr.com
	Janette Gomez	Community	2024-2025	2025-2026	2 years	830-298-4788 janette.gomez@us.af.mil
Parent	Karina Mireles	Parent	2024-2025	2025-2026	2 years	830-719-5277 karinamireles3@gmail.com
	Patricia Cardwell	Parent	2024-2025	2025-2026	2 years	210-788-6738 patricacardwell86@gmail.com
Federal and State Programs Director	Ruby Adams	 				
SFDRCSID Chief Administrative Officer	Sandra Hernandez					
SFDRCSID Chief Academic Officer	Jane Villarreal					
SFDRCSID Chief Financial Officer	Amy Childress					
Superintendent of Schools	Dr. Carlos Rios					

SFDR CISD DISTRICT GOALS:

District Goal 1 - (New Goal) - The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

District Goal 2 - (Revised) - Student Performance: The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

District Goal 3 – (New Goal) - The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

District Goal 5 (Revised) – Communication: The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

District Goal 6 (Revised) – Del Rio Middle School: The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

District Goal 7 (Revised) – Reading & Writing: The District shall prioritize reading and writing as a skill for lifelong learning.



San Felipe Del Rio
Consolidated Independent School District



2024-2025 District Improvement Plan & Comprehensive Needs Assessment Committee Members




Academic Achievement	Staff Quality	School Climate & Health	College & Career/Graduation/Dropout	Parent & Community Engagement	District/Campus Commitments
Committee 1 Members	Committee 2 Members	Committee 3 Members	Committee 4 Members	Committee 5 Members	Committee 6 Members
District Goal 2 (2.1, 2.2, 2.3)	District Goal 3	District Goal 1 (1.1 & 1.2)	Goal 2 (2.4, 2.5, 2.6)	Goal 5 & 6	Goal 7
Rachel Cardenas	Stephen Thomas	Richard Hernandez	Lauren Cardenas	Allison Hubbard	Velma Gutierrez
Wayne Richardson	Karen Shafer	Bonita Gonzalez	Laura Sandate	Janette Gomez	Lupita De La Paz
Patricia Cardwell	Karina Santos	Selina Limon	Maria Venegas	Oscar Martinez	Donald Olivo
Cynthia Sahagun	Robert Garza	Brenda Campos	Amanda Pedraza	Gloria Koslowska	Tanya Serrano
Joanna Zamora	Logan Sutton		Monica Luna	Karina Mireles	Gracie Hernandez

Comprehensive Needs Assessment

(Best practices when completing your CNA.)

- 1. First Committee Meeting:** Review 2024-2025 CNA template/Program Evaluations with your team. Read each section carefully. Collaborate on the resources you will need to complete your CNA. You may review prior year's CNA as a reference to start. Be sure to have a sign in sheet for meeting with all stakeholders present either in person or through Zoom. After reviewing document, you may assign specific questions to research for individual team members prior to next meeting. Set next meeting date, either in person or via Zoom.



Academic Achievement

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

Probing Questions

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

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

Suggested Data Sources

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

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



Data sources utilized

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

(Insert data source)	(Insert data source)
(Insert data source)	(Insert data source)

Identified Strengths/Needs

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

Summary of Strengths

Summary of Needs

2. Second Committee Meeting:

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

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

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

3. **MARCH-MAY DPDMC Meeting(s):** During March and/or May DPDMC, team leader or assigned speaker will review each focus area chart presentation. After each presentation, all DPDMC stakeholders from all committees will be able to share their feedback and evaluate each program focus area on strengths and needs by placing sticky notes for each. Discussion will be held allowing everyone to participate evaluating and improving each of the Title Programs.

ACADEMIC ACHIEVEMENT Probing Questions

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

Data Sources Utilized

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

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

Academic Achievement Strengths Needs

Strengths

1. Credit Recovery at Secondary Level available on multiple days.

2. Data available to all teachers and reviewed during RTI data days

3. Targeted lesson planning during the instructional day.

Needs

1. All scores including STARR and EOC have decreased due to learning loss. Need targeted tutorials to increase the Reading Level at all levels. Need to revisit returning to traditional schedule of classes for all secondary campuses.

2. Supplemental aides need to train both teachers and students to utilize effectively.

3. Textbooks: teachers need textbooks for their content area or computers to access an online textbook.

4. DPDMC CNA-DIP Final Evaluations:

Step 1: CNA: Team leaders will meet with Ms. Adams to review and update each focus area as needed and finalize District CNA 2024-2025. Date will be determined at a later time. All other DPDMC committee members are welcomed to also be in attendance.

Step 2: DIP: During same meeting, team leaders will update and evaluate 2024-2025 District Improvement Plan with DPDMC recommendations.



Comprehensive Needs Assessment

Introduction

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

Organizational Structure

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

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

Using this template

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

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

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



Comprehensive Needs Assessment

Academic Achievement

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

Probing Questions

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

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

Suggested Data Sources

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

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



Comprehensive Needs Assessment

Data sources utilized:

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

_____ (Insert data source)

_____ (Insert data source)

_____ (Insert data source)

_____ (Insert data source)

Identified Strengths/Needs

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

Summary of Strengths

Summary of Needs



Comprehensive Needs Assessment

Staff Quality

Maintaining quality administrators, teachers, and paraprofessionals in an LEA and school is essential to academic success. The CNA process allows teachers to express to district personnel concerns that may factor into future teacher retention and recruitment. Further, LEAs and schools can monitor other sources of data to determine areas of need in terms of recruitment and retention of education professionals. Finally, LEAs and schools can utilize available data to improve professional development opportunities for staff in order to match the changing academic needs of students.

Probing Questions

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

- What does the data reflect regarding teacher effectiveness, experience, and appropriate certification for teaching assignments?
- What is the rate of recruitment for the district? What is the district's retention rate?
- What recruitment strategies does the district utilize to attract quality teachers? Results?
- How do [special program] teachers interact with other staff on campus/throughout district?
- Does the district have a teacher mentor program? How does this reflect in campus data?
- What has been the impact of [district initiative] on staff development?
- How is the implementation of staff development monitored? What is the follow through?
- How can staff provide feedback on administrative support? What is the impact of staff feedback? Are these opportunities anonymous? How does this effect academic
- What support is given to campus and district leadership personnel?

Suggested Data Sources

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

- | | |
|--|---------------------------------------|
| 1. STAAR/EOC results | 7. Teacher leader input |
| 2. Texas Academic Performance Reports | 8. Principal evaluation results |
| 3. Teacher retention | 9. Teacher evaluation results |
| 4. Teacher attendance | 10. Exit interviews |
| 5. Professional development feedback (including implementation and monitoring) | 11. Principal/teacher self-evaluation |
| 6. Staff surveys | |



Comprehensive Needs Assessment

School Climate/Safe & Healthy Schools

School climate encompasses the overall feeling and culture of the learning environment, from students feeling safe in the classroom, to ensuring specific security measures are followed by office staff. Positive and safe school environments allow students to grow in confidence, take risks, and learn from mistakes. When reviewing data, an LEA or school should take into account the various aspects of school climate and safety in order to holistically approach identified strengths and needs.

Probing Questions

- How do students describe the school climate? How does this compare to staff?
- What does the data regarding student behaviors/referrals reflect?
- Do our students feel safe? Does our staff feel safe?
- What do staff say about behavioral expectations? What do they say about how referrals are handled by administration?
- What does teacher observation data indicate about classroom management?
- How does classroom management reflect on student achievement data?
- What is the data regarding gangs, substance abuse, violence, weapons, and other safe-school areas?
- Who are the students involved in extracurricular activities? What are some barriers for underrepresented students in extracurricular involvement?
- What strategies are used to reduce unnecessary disciplinary classroom removals? How does the data reflect implementation of these strategies?
- Does the data reflect a disproportionate rate of disciplinary action towards specific demographics?

Suggested Data Sources

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

- | | |
|---------------------------------------|-------------------------------|
| 1. Teacher retention rate | 11. Walk-through observations |
| 2. Student perception data | 12. Campus cleanliness/upkeep |
| 3. Staff perception data | 13. Community involvement |
| 4. Parent/community perception data | 14. Discipline referral data |
| 5. Discipline data | |
| 6. Attendance data | |
| 7. PEIMS data | |
| 8. PBIS activities and impact data | |
| 9. Teacher attendance | |
| 10. Extra-curricular involvement data | |



Comprehensive Needs Assessment

College and Career/Graduation/Dropout Reduction

In order to give students the tools to be successful beyond high school, LEAs and schools must address barriers to secondary graduation and post-secondary achievement. Throughout the CNA process, stakeholders should take into account the rapidly changing workforce. Community and business members may provide specific insight into the changing economic demographics of the community, presenting a realistic backdrop by which an LEA or school can base future college and career readiness programs.

Probing Questions

- What does data suggest about the alignment of curriculum, instruction, and assessment?
- Does instruction challenge all students? What does the data suggest?
- How does curriculum, instruction, and assessment align with current workforce needs?
- What are valuable 21st century skills?
- How does instruction encourage a positive learning environment, critical thinking, problem solving, and innovation?
- Who is dropping out? What barriers may have prevented their graduation?
- What processes are in place to help students transition into post-secondary life?
- What career training does the school provide? Are there a variety of paths available to students for post-secondary success?

Suggested Data Sources

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

- | | |
|---------------------------------------|---------------------------------------|
| 1. STAAR/EOC results | 11. CTE enrollment |
| 2. Texas Academic Performance Reports | 12. Student surveys |
| 3. Writing samples | 13. Graduation rate |
| 4. Curriculum-Based Assessments | 14. SAT/ACT scores |
| 5. Formative Assessments | 15. Dual credit |
| 6. Student self-tracking/goal setting | 16. Community/business member surveys |
| 7. Discipline records | |
| 8. GT enrollment | |
| 9. AP/IB data | |
| 10. Extracurricular enrollment | |



Comprehensive Needs Assessment

Family and Community Engagement

Districts and schools know that students are more likely to stay in school and succeed in the classroom when there is meaningful communication between home and school. In order to improve family and community engagement, LEAs and schools should take into account the various family structures found within a community. Moreover, the site-based committee should consider how coordination with various organizations in the local community could help parents and families overcome barriers to academic success for their students.

Probing Questions

- How are families and community members involved in meaningful activities that support student academic achievement?
- What activities welcome family and community input? Who are the parents and community members involved in these activities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- What is the district's policy on providing translation for those families that speak languages other than English?
- What community partnerships exist to support parent and family participation?

Suggested Data Sources

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

- | | |
|---|---|
| 1. Family and community perception survey | 7. Translated documents |
| 2. Number of parent conferences held | 8. PFE* meeting sign-in sheets |
| 3. Notes from parent conferences | 9. PFE* meeting agendas |
| 4. Number of activities/workshops held for parents and families | 10. Number of community partners |
| 5. Records of home visits/transportation support services | 11. Participation data from PFE* activities |
| 6. Parent/teacher communication logs | |

* PFE = Parent and Family Engagement



Comprehensive Needs Assessment

District/Campus Commitments

Districts and campuses should evaluate the effectiveness and efficiency of the other operating costs that go into maintaining facilities that foster academic achievement. These costs include, but are not limited to, technological infrastructure, facilities maintenance, operations management, and transportation.

Probing Questions

- How is the district situated financially?
- Is the technological infrastructure of the district/campus up to date?
- How do campuses maintain inventory of instructional resources? Technology?
- What is the shape of the district's facilities? Are they up to date? How is the security of these facilities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- Is the district's operations management effective and efficient?
- What is the system of communication between campus administrators and maintenance/custodial staff?
- Is breakfast provided for all students? If so, is there an effective system in place to ensure that child-nutrition policies and procedures are being followed? What is the procedure for students who are tardy?
- Do we have enough transportation for students?
- What are the policies for intra- and inter- district transfers? How does this reflect on student mobility rates? How do campuses implement the policy?
- What are the district/campus strategies for providing services to foster students? Homeless? Students residing in neglected or delinquent facilities?

Suggested Data Sources

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

- | | |
|--------------------------------------|--|
| 1. Current/projected facility needs | 8. PEIMS data |
| 2. Technology infrastructure | 9. Enrollment data |
| 3. Transportation data | 10. School Service Worker contact data |
| 4. Census data | |
| 5. Educational materials inventory | |
| 6. Instructional materials inventory | |
| 7. Technology inventory | |

CNA Process Description

A description of your CNA process should be included in your D/CIP. Use the probing questions below to articulate your CNA process.

Probing Questions

- When is the CNA conducted? What month or time of the school year do you schedule the CNA?
- How are CNA stakeholders chosen and invited? How does the campus ensure stakeholders are representative of the student population district?
- How are CNA meetings conducted? How does the campus gain input from stakeholders?
- How do you gather data from stakeholders who cannot attend meetings?
- How is data analyzed in the CNA meetings? Who is responsible for gathering data?
- Does your campus distribute surveys to gather data? How are they distributed? How is the data aggregated for the CNA?
- Is the CNA updated once final assessment scores are received? Who is responsible for contributing to those updates?

Use the space below to draft your CNA process description. Remember to include your CNA process description in your D/CIP.

15:58:56 From gloria.koslowska to Everyone:
Gloria Koslowska

15:59:35 From Rufina Adams to Everyone:
DPDMC December 5, 2024 Meeting

15:59:39 From Rufina Adams to Everyone:
Ruby Adams

16:00:12 From Amy Childress to Everyone:
Amy Childress

16:00:13 From Janette Gomez, Laughlin AFB to Everyone:
Janette Gomez, Laughlin School Liaison

16:00:16 From Robert Garza to Everyone:
Robert Garza

16:00:17 From Tanya Serrano to Everyone:
Tanya Serrano- Money Concepts

16:00:19 From Lauren Cardenas to Everyone:
Lauren Cardenas

16:00:31 From Cynthia Sahagun to Everyone:
Cynthia Sahagun-Lamar

16:00:46 From Carlos Ramirez to Everyone:
Carlos Ramirez

16:01:18 From velma.gutierrez to Everyone:
Hello! Velma Gutierrez Del Rio High School

16:02:35 From Oscar Martinez to Everyone:
Oscar Martinez

16:02:37 From Patricia Cardwell to Everyone:
Patricia Cardwell

16:02:39 From R. Cardenas to Everyone:
Raquel Cardenas

16:02:46 From brenda.campos to Everyone:
Hi!

16:02:50 From Sandra Hernandez to Everyone:
Sandra Hernandez

16:03:03 From brenda.campos to Everyone:
Brenda Campos

16:05:34 From Oscar Martinez to Everyone:
👍

16:05:42 From Lupita De La Paz- Casa de la Cultura to Everyone:
Lupita

16:05:49 From Lupita De La Paz- Casa de la Cultura to Everyone:
👍

16:05:52 From brenda.campos to Everyone:
Allison Hubbard from CHE is also here!

16:07:58 From Laura Sandate - SFDR-CISD to Everyone:
Laura Sandate

16:13:15 From Carlos Ramirez to Everyone:
ready :)

16:21:26 From Lauren Cardenas to Everyone:
How many school days would be in the first semester?

16:27:57 From Patricia Cardwell to Everyone:
As a parent, I like the idea of having the school day before Christmas break

being a day off for the kids.

16:28:40 From Allison Hubbard to Everyone:

I agree. That day is always a high absence day.

16:29:18 From Robert Garza to Everyone:

Reacted to "I agree. That day is..." with 👍

16:29:30 From Oscar Martinez to Everyone:

Reacted to I agree. That day is... with "👍"

16:29:32 From Oscar Martinez to Everyone:

Removed a 👍 reaction from "I agree. That day is..."

16:29:35 From Allison Hubbard to Everyone:

You mentioned making one of the work days, half an RTI day. I don't feel that teachers will be on board with that choice.

16:29:48 From Sandra Hernandez to Everyone:

Could we have the calculation of minutes for each options to compare?

16:30:04 From Lauren Cardenas to Everyone:

Aren't teachers supposed to have a full work day at the end of each semester?

16:30:37 From Oscar Martinez to Everyone:

Reacted to You mentioned making... with "👍"

16:34:02 From Lauren Cardenas to Everyone:

I know a lot of HS teachers are concerned with the RTI day/Holiday in back to back weeks in November. Seniors usually skip out the Friday before Thanksgiving break, so we end up having three four-day weeks in a row. That's a lot of instructional time missed, especially with EOC's immediately after the break.

16:36:48 From Lauren Cardenas to Everyone:

Almost all colleges have deadlines for grades in early December.

16:37:56 From Lauren Cardenas to Everyone:

Additionally, an even amount of days in the first and second semester means the same amount of "A" and "B" days in each semester. Secondary would definitely appreciate that.

16:38:17 From velma.gutierrez to Everyone:

Is Mar RTI necessary?

16:38:34 From R. Cardenas to Everyone:

Just to clarify on the RTI days. Teachers are for support of the RTI days. The question was regarding the 27th. That would put us at 4 day weeks for 3 weeks in a row before state testing.

16:39:35 From Carlos Ramirez to Everyone:

Reacted to "Just to clarify on t..." with 👍

16:40:20 From velma.gutierrez to Everyone:

Yes will be contacting you soon.

16:40:25 From Sandra Hernandez to Everyone:

It is up to the DPDMC to determine the number of RTI days; however, keep in mind that this will impact your overall number of days of instruction and shift the last day of school.

16:47:49 From Laura Sandate - SFDR-CISD to Everyone:

Reacted to "Just to clarify on t..." with 👍

16:50:30 From Patricia Cardwell to Everyone:

I went in 2023 and it was a great conference! Very informative.

16:56:40 From Lupita De La Paz- Casa de la Cultura to Everyone:

I'm here

SAN FELIPE DEL RIO

Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

District Planning and Decision Making Committee Meeting

February 13, 2025

4:00 pm-5:00 pm

VIA ZOOM

Planning Agenda

- I. Welcome**
- II. Review and discuss:**
 - A. 2025-2026 Calendar Options A, B, C**
 - B. Federal Report Cards (District and Campus)**
 - C. Title I Parent and Family Engagement Program Evaluation Survey**
- III. Coordination of all ESSA Title Program requirements in CNA/DIP**
 - A. Review CNA process in detail**
 - B. Review new DIP District Goals**
 - C. Committee discussions/meetings**
- IV. Collaboration: Questions-Concerns-Recommendations-Announcements**
- V. Upcoming DPDMC meeting dates:**
 - A. March 27, 2025 via Zoom (if needed)**
 - B. May 9, 2025 in person**





SAN FELIPE DEL RIO CONSOLIDATED SCHOOL DISTRICT

2025-2026 ACADEMIC CALENDAR - Option A

July

4 Independence Day
(28-31) New Teacher Orientation

August

1 New Teacher Orientation
(4-7 Staff Development
8 Teacher Work Day
11 First Day of School/ Begin 1st Six Weeks

September

1 Labor Day / Holiday
19 End 1st Six Weeks
22 RTI Data Planning / No Classes
23 Begin 2nd Six Weeks

October

13 Indigenous People's Day / Holiday
31 End 2nd Six Weeks

November

3 RTI Data Planning / No Classes
4 Begin 3rd Six Weeks
11 Veteran's Day / Holiday
(24-28) Thanksgiving Break

December

(2-12) STAAR Testing
19 End 3rd Six Weeks
(22-31) Winter Break

January

(1-2) Winter Break
5 Teacher Work Day
6 RTI Data Planning/No Classes
7 Begin 4th Six Weeks
19 MLK Day / Holiday

February

13 RTI Data Planning / No Classes
16 President's Day
16 Make-Up Day / If Applicable
20 End of 4th Six Weeks
23 RTI Data Planning / No Classes
24 Start of 5th Six Weeks

March

(9-13) Spring Break
April
(3-6) Easter / Holiday
6 Make-Up Day / If Applicable

10 End of 5th Six Weeks

(7-30) STAAR Testing
13 Start of 6th Six Weeks

May

(1) STAAR Testing
22 Last Day for Seniors
25 Memorial Day / Holiday
28 End 6th Six Weeks/Last Day Of School
29 Graduation
29 Teacher Work Day

June

(17-27) STAAR Testing

July

3 Observance of Independence Day

July 2025						
S	M	T	W	TH	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
S	M	T	W	TH	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
S	M	T	W	TH	F	S
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Legend			
	New Teacher Orientation		Student/Staff Holiday
	First/Last Day of School		Make Up Day
	STAAR Testing		Graduation
	Beginning/End of Six Weeks		Last day for Seniors
	RTI Data Planning/No Classes		Teacher Work Day
			Staff Development

INSTRUCTIONAL DAYS		TEACHER WORKING DAYS	
1st Six Weeks	29	1st Six Weeks	34
2nd Six Weeks	28	2nd Six Weeks	29
3rd Six Weeks	28	3rd Six Weeks	29
4th Six Weeks	30	4th Six Weeks	33
5th Six Weeks	27	5th Six Weeks	28
6th Six Weeks	33	6th Six Weeks	34
TOTAL	175 Days	TOTAL	187 Days
SENIORS	172 Days		

	Instructional Mins.	Waiver Mins.	Total Mins.:	Excess Mins.:	Instructional Day:	Total Instructional Mins.
Cardwell	76125	0	76125	525	7:50AM-3:05PM	435
Elementary:	76125	0	76125	525	7:50AM-3:05PM	435
SFMMS/DRMS:	76125	0	76125	525	8:15AM-3:30PM	435
DRHS/DRFS/ECHS/ Blended:	77875	0	77875	2275	8:10AM-3:35PM	445
Seniors:	76540	0	76540	940	8:10AM-3:35PM	445



SAN FELIPE DEL RIO CONSOLIDATED SCHOOL DISTRICT

2025-2026 ACADEMIC CALENDAR - Option B

July

4 Independence Day
(28-31) New Teacher Orientation

August

1 New Teacher Orientation
(4-7 Staff Development
8 Teacher Work Day
11 First Day of School/ Begin 1st Six Weeks

September

1 Labor Day / Holiday
19 End 1st Six Weeks
22 RTI Data Planning / No Classes
23 Begin 2nd Six Weeks

October

13 Indigenous People's Day / Holiday
31 End 2nd Six Weeks

November

3 RTI Data Planning / No Classes
4 Begin 3rd Six Weeks
11 Veteran's Day - Holiday
(24-28) Thanksgiving Break

December

(2-12) STAAR Testing
18 End 3rd Six Weeks
19 RTI Data Planning / No Classes
(22-31) Winter Break

January

(1-2) Winter Break
5 Teacher Work Day
6 Begin 4th Six Weeks
19 MLK Day / Holiday

February

13 RTI Data Planning / No Classes
16 President's Day
16 Make-Up Day / If Applicable
20 End of 4th Six Weeks
23 RTI Data Planning / No Classes
24 Start of 5th Six Weeks

March

(9-13) Spring Break
27 RTI Data Planning / No Classes

April

(3-6) Easter / Holiday
6 Make-Up Day / If Applicable
10 End of 5th Six Weeks
(7-30) STAAR Testing
13 Start of 6th Six Weeks

May

(1) STAAR Testing
22 Last Day for Seniors
25 Memorial Day / Holiday
28 End 6th Six Weeks/Last Day Of School
29 Graduation
29 Teacher Work Day

June

(17-27) STAAR Testing

July

3 Observance of Independence Day

July 2025						
S	M	T	W	TH	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
S	M	T	W	TH	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
S	M	T	W	TH	F	S
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
S	M	T	W	TH	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2026						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Legend	
	New Teacher Orientation
	First/Last Day of School
	STAAR Testing
	Beginning/End of Six Weeks
	RTI Data Planning/PD/No Classes
	Student/Staff Holiday
	Make Up Day
	Graduation
	Last day for Seniors
	Teacher Work Day
	Staff Development

INSTRUCTIONAL DAYS		TEACHER WORKING DAYS	
1st Six Weeks	29	1st Six Weeks	31
2nd Six Weeks	28	2nd Six Weeks	29
3rd Six Weeks	27	3rd Six Weeks	29
4th Six Weeks	32	4th Six Weeks	33
5th Six Weeks	26	5th Six Weeks	28
6th Six Weeks	33	6th Six Weeks	34
TOTAL	175 Days	TOTAL	187 Days
SENIORS	172 Days		

	Instructional Mins.	Waiver Mins.	Total Mins.:	Excess Mins.:	Instructional Day:	Total Instructional Mins.
Cardwell	76125	0	76125	525	7:50AM-3:05PM	435
Elementary:	76125	0	76125	525	7:50AM-3:05PM	435
SFMS/DRMS:	76125	0	76125	525	8:15AM-3:30PM	435
DRHS/DRFS/ECHS/Blended:	77875	0	77875	2275	8:10AM-3:35PM	445
Seniors:	76540	0	76540	940	8:10AM-3:35PM	445



SAN FELIPE DEL RIO CONSOLIDATED SCHOOL DISTRICT

2025-2026 ACADEMIC CALENDAR - Option C

July

4 Independence Day
(28-31) New Teacher Orientation

August

1 New Teacher Orientation
(4-7) Staff Development
8 Teacher Work Day
11 First Day of School/ Begin 1st Six Weeks

September

1 Labor Day / Holiday
19 End 1st Six Weeks
22 RTI Data Planning / No Classes
23 Begin 2nd Six Weeks

October

13 Indigenous People's Day / Holiday
31 End 2nd Six Weeks

November

3 RTI Data Planning / No Classes
4 Begin 3rd Six Weeks
11 Veteran's Day - Holiday
(24-28) Thanksgiving Break

December

(2-12) STAAR Testing
18 End 3rd Six Weeks
19 Teacher Work Day
(22-31) Winter Break

January

(1-2) Winter Break
5 RTI Data Planning / No Classes
6 Begin 4th Six Weeks
19 MLK Day / Holiday

February

16 President's Day
16 Make-Up Day / If Applicable
20 End of 4th Six Weeks
23 RTI Data Planning / No Classes
24 Start of 5th Six Weeks

March

(9-13) Spring Break

April

(3-6) Easter / Holiday
6 Make-Up Day / If Applicable
10 End of 5th Six Weeks
(7-30) STAAR Testing
13 Start of 6th Six Weeks

May

(1) STAAR Testing
22 Last Day for Seniors
25 Memorial Day / Holiday
28 End 6th Six Weeks/Last Day Of School
29 Graduation
29 Teacher Work Day

June

(17-27) STAAR Testing

July

3 Observance of Independence Day

July 2025

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

S	M	T	W	TH	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Legend

	New Teacher Orientation		Student/Staff Holiday
	First/Last Day of School		Make Up Day
	STAAR Testing		Graduation
	Beginning/End of Six Weeks		Last day for Seniors
	RTI Data Planning/PD / No Classes		Teacher Work Day
			Staff Development

INSTRUCTIONAL DAYS		TEACHER WORKING DAYS	
1st Six Weeks	29	1st Six Weeks	34
2nd Six Weeks	28	2nd Six Weeks	29
3rd Six Weeks	27	3rd Six Weeks	28
4th Six Weeks	32	4th Six Weeks	34
5th Six Weeks	27	5th Six Weeks	28
6th Six Weeks	33	6th Six Weeks	34
TOTAL	176 Days	TOTAL	187 Days
SENIORS	173 Days		

	Instructional Mins.	Waiver Mins.	Total Mins.:	Excess Mins.:	Instructional Day:	Total Instructional Mins.
Cardwell	76125	0	76560	960	7:50AM-3:05PM	435
Elementary:	76560	0	76560	960	7:50AM-3:05PM	435
SFMS/DRMS:	76560	0	76560	960	8:15AM-3:30PM	435
DRHS/DRFS/ECHS/ Blended:	78320	0	78320	2720	8:10AM-3:35PM	445
Seniors:	76985	0	76985	1385	8:10AM-3:35PM	445

Federal Report Cards

Your 2024 Federal School Report Card along with parent letters will be attached to your 4th six weeks Progress Reports cards and sent electronically through Skyward.

Please have these available, at your campus, in hard copy for any parent requesting information.

All will be posted to your school website under "Documents".

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires federal accountability and reporting for all public school districts, campuses and the State.

Our district is required to:

- Post direct links to the State, LEA, and campus report cards on its web site;
- Notify parents of all students about the availability of the report cards and the options for obtaining them;
- Provide appropriate translation (either oral or written) upon request;
- Make hard copies available to parents upon request; and
- Make hard copies available for viewing in public locations.

SFDRCSID Federal District and School Report Cards will be posted on our District Accountability website: <https://www.sfdr-cisd.org/about/district-accountability/>

January 31, 2025

Dear Parent:

San Felipe Del Rio CISD is sharing this information about the district and your child's campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: <https://www.sfdr-cisd.org/about/district-accountability/> or are also available on the Texas Education Agency's website at: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards>.

Information on these 2023-2024 report cards includes:

Part (i): General Description of the Texas State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including—
 - (aa) the specific weight of the indicators in such differentiation;
 - (bb) the methodology by which the State differentiates all such schools;
 - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
 - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023. The six-year graduation rates for the class of 2022 will be updated in March 2025.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 Texas English Language Proficiency Assessment System (TELPAS) data.

Texas Education Agency
2024 Federal Report Card
 SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

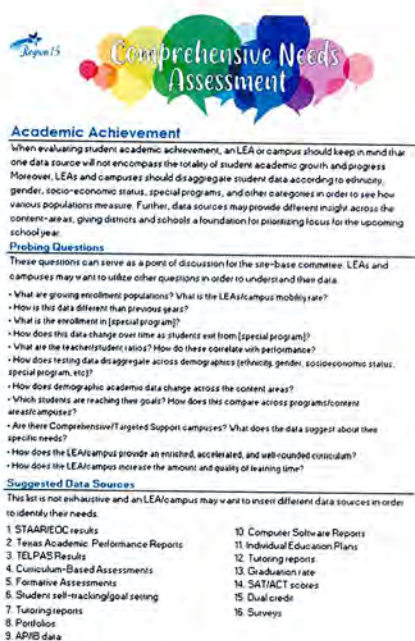
Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Comprehensive Needs Assessment

(Best practices when completing your CNA.)

- 1. First Committee Meeting:** Review 2025-2026 CNA template/Program Evaluations with your team. Read each section carefully. Collaborate on the resources you will need to complete your CNA. You may review prior year's CNA as a reference to start. Be sure to have a sign in sheet for meeting with all stakeholders present either in person or through Zoom. After reviewing document, you may assign specific questions to research for individual team members prior to next meeting. Set next meeting date, either in person or via Zoom.



Academic Achievement

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

Probing Questions

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

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

Suggested Data Sources

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

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



Summary of Strengths/Needs

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

Summary of Strengths

Summary of Needs

2. Second Committee Meeting:

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

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

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

3. **MARCH-MAY DPDMC Meeting(s):** During March and/or May DPDMC, team leader or assigned speaker will review each focus area chart presentation. After each presentation, all DPDMC stakeholders from all committees will be able to share their feedback and evaluate each program focus area on strengths and needs by placing sticky notes for each. Discussion will be held allowing everyone to participate evaluating and improving each of the Title Programs.

ACADEMIC ACHIEVEMENT

Probing Questions

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

Data Sources Utilized

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

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

Academic Achievement

Strengths

Needs

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

Step 1: CNA: Team leaders will meet with Ms. Adams to review and update each focus area as needed and finalize District CNA 2025-2026. Date will be determined at a later time. All other DPDMC committee members are welcomed to also be in attendance.

Step 2: DIP: During same meeting, team leaders will update and evaluate 2025-2026 District Improvement Plan with DPDMC recommendations.

DISTRICT GOALS:

District Goal 1 - (New Goal) - The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

District Goal 2 - (Revised) - Student Performance: The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

District Goal 3 – (New Goal) - The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

District Goal 5 (Revised) – Communication: The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

District Goal 6 (Revised) – Del Rio Middle School: The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

District Goal 7 (Revised) – Reading & Writing: The District shall prioritize reading and writing as a skill for lifelong learning.

Please answer the following questions by marking the response(s) with which you most identify.

Por favor conteste las siguientes preguntas marcando la respuesta(s) con la cual más se identifique.

** Indicates required question*

1. What is your child's grade level of school at SFDRCSID? Select all that apply.

¿Cuál es el nivel de grado escolar de su hijo/a en SFDRCSID? Seleccione todas las que correspondan.

Check all that apply.

- ☐ Elementary School/Escuela primaria (Pre-K- 5th)
- ☐ Middle School/Escuela intermedia (6th, 7th, 8th)
- ☐ High School/Escuela secundaria (9th, 10th, 11th, 12th)

2. My child attends the school(s) below. Select all that apply.

Mi hijo/a asiste a la(s) escuela(s) siguiente(s). Seleccione todas las que correspondan.

Check all that apply.

- ☐ Bobby Barrera STEM Magnet School
- ☐ Buena Vista Elementary School
- ☐ Dr. Fermin Calderon Elementary School
- ☐ Irene Cardwell Elementary School
- ☐ Ceniza Hills Elementary School
- ☐ Ruben Chavira Elementary School
- ☐ Garfield Elementary School
- ☐ Dr. Lonnie Green Elementary School
- ☐ Lamar Elementary School
- ☐ San Felipe Memorial Middle School
- ☐ Del Rio Middle School
- ☐ Del Rio Freshman School
- ☐ Del Rio High School
- ☐ Blended Academy
- ☐ Early College High School

3. 1. How welcomed did you feel at your child's school? *

¿Qué tan bienvenido se sintió en la escuela de su hijo/a?

Mark only one oval.

- ☐ Very Welcomed/Muy bienvenido/a
- ☐ Welcomed/ Bienvenido/a
- ☐ Unwelcomed/ No Bienvenido/a

4. 2. How often did you participate in activities for parents and families at your child's school this school year? *

¿Con qué frecuencia participó en actividades para padres y familias en la escuela de su hijo/a este año escolar?

Mark only one oval.

- ☐ 0-1 times per month/veces por mes
- ☐ 2-4 times per month/veces por mes
- ☐ More than 5 times per month/ mas de 5 veces por mes

5. 3. Which of the following would help you participate more in parent meetings and family engagement activities? Select all that apply. *

¿Cuál de las siguientes opciones le ayudaría a participar más en las reuniones de padres y en las actividades de participación para la familia? Seleccione todas las que correspondan.

Check all that apply.

- ☐ Better communication from school/ Mejor comunicación de la escuela
- ☐ Childcare/ Cuidado de niños
- ☐ Transportation/ Transporte
- ☐ Morning meetings/ Reuniones matutinas
- ☐ Afternoon meetings/ Reuniones por la tarde
- ☐ Evening meetings/ Reuniones nocturnas
- ☐ Translation services/ Servicios de traducción
- ☐ Other:

6. 4. My child's school provides information that is easy to understand and up to date *
in a variety of ways and in a language I can understand. (phone calls, text
messages, Class Dojo, WhatsApp, Messenger, emails, letters, marquee, monthly
calendars, etc.)

La escuela de mi hijo/a proporciona información fácil de entender y actualizada en una variedad de formas y en un idioma que puedo entender. (llamadas telefónicas, mensajes de texto, Class Dojo, WhatsApp, Messenger, correos electrónicos, cartas, marquesina, calendarios mensuales, etc.)

Mark only one oval.

- ☐ Agree/De acuerdo
- ☐ Sometimes/A veces
- ☐ Disagree/En desacuerdo

7. 5. Which of the following would you like to learn more about to help support your *
child's learning? Select all that apply.

¿Sobre cuál de los siguientes le gustaría aprender más para ayudar a apoyar el aprendizaje de su hijo/a? Seleccione todas las que correspondan.

Check all that apply.

- ☐ Helping my child with school/homework / Como ayudar a mi hijo/a con la escuela / tarea
- ☐ Parent/teacher Conference/ Conferencia de padres y maestros
- ☐ Parenting Strategies/ Estrategias de crianza
- ☐ Cyber safety/ Seguridad cibernética
- ☐ School safety/ Seguridad escolar
- ☐ Services available within the community/ Servicios disponibles dentro de la comunidad.
- ☐ Standardized test information/ Información del examen estandarizado
- ☐ Mental Health/ Salud mental
- ☐ Other:

8. 6. My child's school involves me in matters directly involving my child's progress. *

La escuela de mi hijo/a me involucra en asuntos que involucran directamente el progreso de mi hijo/a.

Mark only one oval.

- ☐ Agree/De acuerdo
- ☐ Sometimes/A veces
- ☐ Disagree/En desacuerdo

9. 7. What is the best way for parents to provide input to the school? Select all that apply. *

¿Cuál es la mejor manera para padres de brindar su opinión a la escuela?
Seleccione todas las que correspondan.

Check all that apply.

- ☐ Attend PTA meetings/ Asistir a las reuniones de la PTA
- ☐ Complete Surveys/ Completar encuestas
- ☐ Phone calls/ Llamadas telefónicas
- ☐ School improvement meeting/ Reunión de mejora escolar
- ☐ Serve on campus committees/ Servir en los comités de la escuela
- ☐ Other:

10. 8. What is the best way for your child's school to provide and communicate information to you? Select all that apply. *

¿Cuál es la mejor manera para que la escuela de su hijo/a le proporcione y comunique información? Seleccione todas las que correspondan.

Check all that apply.

- ☐ Letters/handouts / Cartas/folletos
- ☐ Website/ Sitio web
- ☐ Social Media/ Redes Sociales
- ☐ Emails/ Correos electrónicos
- ☐ Phone calls/ Llamadas telefónicas
- ☐ PTA meetings/ Reuniones de PTA
- ☐ Text messages/mensajes de texto
- ☐ Other: _____

11. 9. Overall, how much do you feel your child's school values your parent input? *

En general, ¿cuánto cree que la escuela de su hijo/a valora las aportaciones de sus padres?

Mark only one oval.

- ☐ Very much/Mucho
- ☐ Somewhat/Un poco
- ☐ Not at all/ No fue en absoluto

12. 10. How would you rate the parent involvement activities/programs offered at your child's school? *

¿Cómo calificaría las actividades/programas de participación de padres que se ofrecen en la escuela de su hijo/a?

Mark only one oval.

- ☐ Satisfactory/ Satisfactorio
- ☐ Unsatisfactory/ Insatisfactorio
- ☐ Not Sure/ No estoy seguro

13. 11. As a Title I school, our district receives funds to involve parents and families. How would you like to see these funds used? Select all that apply. *

Como escuela de Título I, nuestro distrito recibe fondos para involucrar a los padres y las familias. ¿Cómo le gustaría que se utilizaran estos fondos? Seleccione todas las que correspondan.

Check all that apply.

- ☐ Parent workshops-Make and Take/ Talleres para padres
- ☐ Guest speakers/ Oradores invitados
- ☐ Educational materials for parent use/ Materiales educativos para uso de los padres
- ☐ Technology resources/ Recursos tecnológicos
- ☐ Parent resource center/Centro de recursos para padres
- ☐ Other:

14. 12. This year, we provided a variety of ways for parents and families to be involved. Which activities would you like to see next year? Check all that apply. *

Este año, brindamos una variedad de formas para que los padres y las familias participen. ¿Qué actividades le gustaría ver el próximo año? Marque todo lo que corresponda.

Check all that apply.

- ☐ Monthly parent trainings/ Capacitaciones mensuales para padres
- ☐ Family game nights/ Noches de juegos en familia
- ☐ PTA meetings/ Reuniones de PTA
- ☐ Math mastery nights/ Noches de las matemáticas
- ☐ Literacy events/ Eventos de literatura
- ☐ Reading roundups/ Resúmenes de lectura
- ☐ Parent development workshops/ Talleres de desarrollo para padres
- ☐ Motivational speakers/ Oradores motivacionales
- ☐ Career Days/ Días de carrera
- ☐ Other:

15. 13. Other input or recommendations? We welcome your ideas and suggestions. Please write below.

¿Otros aportes o recomendaciones? Agradecemos sus ideas y sugerencias. Por favor escriba a continuación.

This content is neither created nor endorsed by Google.

15:53:33 From Rufina Adams to Everyone:
DPDMC Meeting, Thursday, February 13, 2025, 4 pm

15:53:38 From Rufina Adams to Everyone:
Ruby Adams

15:54:32 From Karen Shafer to Everyone:
Hello, everyone!

15:55:09 From Karen Shafer to Everyone:
Happy Thursday from Karen Shafer, SFDRICISD Bilingual / ESL Director

15:55:13 From velma.gutierrez to Everyone:
Hello everyone! Velma Gutierrez Del Rio High School

15:57:07 From gloria.koslowska to Everyone:
Gloria Koslowska

15:58:18 From Monica Garcia to Everyone:
Monica Garcia

16:00:38 From Patricia Cardwell to Everyone:
Patricia Cardwell

16:00:40 From Laura Sandate to Everyone:
Laura Sandate

16:00:42 From R. Cardenas to Everyone:
Raquel Cardenas

16:01:00 From Cynthia Sahagun to Everyone:
Cynthia Sahagun

16:01:04 From Sandra Hernandez to Everyone:
Sandra Hernandez

16:02:25 From Monica Garcia to Everyone:
<https://forms.gle/85AKV3CT6XeAcZUF6>

16:03:10 From graciela.hernandez to Everyone:
Graciela V. Hernandez NGS Migrant Clerk

16:03:25 From brenda.campos to Everyone:
Brenda campos

16:23:59 From Patricia Cardwell to Everyone:
👍

16:24:02 From Oscar Martinez to Everyone:
👍

16:41:22 From Maira Venegas to Everyone:
Maira Venegas

16:42:43 From Oscar Martinez to Everyone:
Oscar Martinez



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

District Planning and Decision Making Committee Meeting

May 13, 2025
4:00 pm-5:00 pm
Annex II, Portable Building A

Planning Agenda

- I. Welcome
- II. Focus
- III. District Comprehensive Needs Assessment Committee Presentations and Discussions
- IV. ESSA Title I, Part A PFE Annual Evaluation
 - A. Parent and Family Engagement Policy
 - B. Survey Update
- V. Other Business
- VI. Closing

Our SFDR CISD Comprehensive Needs Assessment (CNA) plan is designed to gather input, data, opinions, and ideas from all stakeholders including staff, students, parents, business and community members. Collaboratively, strengths and needs are identified in six focus areas including academic achievement, staff quality, school climate-safe and healthy schools, college and career-graduation and drop out reduction, family and community engagement, and district and campus commitment.



SAN FELIPE DEL RIO
Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2025-2026

Statement of Purpose

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

1. The District and parents of students in Title I Programs shall jointly develop and distribute to parents a written Parent and Family Engagement Policy. The policy shall be incorporated into a District plan developed under the Every Student Succeeds Act (ESSA), Section 1116(b).
 - The District shall invite representative parents, administrators and other District personnel to be part of the District Planning and Decision Making Committee.
 - The District will convene an annual DPDMC meeting to provide information with regard to the Parental Involvement Survey, and PFE Policy.
 - Parents and other members of the committee have the opportunity discuss the items, suggest development of new items and reach a consensus for each policy item.
 - The District Parent and Family Engagement Policy is placed on the District website and sent to each campus for distribution to parents. It is distributed with the students along with the corresponding school's parental policy with enrollment package.
2. Involve parents in the joint development of the District plan, including the Parent and Family Engagement Policy, ESSA, Section 1116(a)(2)(A) and the process of school review and improvement. The District will ensure that:
 - District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) committee and meetings.
 - District parents from the campuses are invited to apply for parental positions in the District School Health Advisory Council (SHAC). Each SHAC term is 2 years and the SHAC must meet a minimum of 4 times per year.
 - Parents are involved in the planning, review, and evaluation of ESSA Title I, Part A.
 - Parents are involved in the planning and review of the District Parent and Family Engagement Policy.

3. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance under ESSA, Section 1116(a)(2)(B).
 - The District provides training for parents on how to use computers and tablets issued to students to support their academic success. The district provides training to parents on student grade access.
 - Literacy training, computer training classes and General Education Development (G.E.D.) preparation sessions and Citizenship classes are provided for parents of District students at Federal Programs Building, Annex II.
 - Federal Programs staff will conduct campus visits and obtain documentation to monitor and support Title I, Part A and Parent Family Engagement Policy, Title I parent meetings (2), and School-Family Compact.
4. Each District Title I campus will develop a School-Family Compact, under ESSA, Section 1116(d). The compact will:
 - Be revised annually at the beginning of school by a committee of staff and parents.
 - Describe the responsibilities of parents, students, and school personnel to improve student achievement.
 - Describe how the school will provide high quality curriculum and instruction in a supportive and effective learning environment.
 - Describe the teacher grade entry and attendance policy procedures.
 - Describe how parents can support student learning.
 - Describe how the school and parents will establish on-going communication.
 - Describe how the parent-teacher conferences will be scheduled.
 - Distribute to all District parents by their respective campus and available in front office.
5. The District will build the schools' and parents' capacity for strong parental engagement. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities under ESSA, Section 1116(e)(f):
 - The District recruits and includes parents in the School Health Advisory Council (SHAC).
 - Language Proficiency Assessment Committee (LPAC), campus meetings with the principal and parental trainings at the campus and District level.
 - Training will be provided at campuses to educate teachers, counselors, principals and other staff in the value and utility of contributions of parents / families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs, and build ties between the parents and the schools.
 - Parental Liaisons will be used for parental involvement activities.
 - Each campus will provide materials and training to help parents work with their children. Each Title I Parental Liaison will provide a minimum of eight trainings for parents throughout the school year. Campuses with two parental aides will provide 16 trainings either in person or via ZOOM.
 - The District will provide training for parents in understanding federal, state and local assessment standards and how they can monitor their children's progress, through parental trainings at the campus.
 - Provide parents with information on campus and district procedures on how to address concerns, and how to access teachers, administrators and other personnel.
 - Through home visits, phone calls, and other media, campus parental liaisons will reach out to parents of all students and form relationships that build trust and respect for their culture and values.

- Parental Liaisons will make frequent home visits to support student achievement and attendance including visits to deliver positive comments about students as well.
 - Federal Programs personnel participate in agency and community group meetings and trainings.
 - The District shall establish and maintain a Migrant Parent Advisory Council (PAC).
 - The District includes parents in the Planning and Decision Making (DPDMC) meetings.
 - The District includes parents in Family and Community Engagement Stakeholder Committee (FACE).
6. The District, to the extent feasible and appropriate, coordinates and integrates Parent and Family Engagement strategies with parental activities and/or meetings and offers adult education classes to parents of current district students under ESSA, Section, 1116(e)(13)(14):
- The District provides Parent Education Services to parents of current district students at Annex II.
 - Monthly community trainings and presentations are offered to parents at Annex II.
7. The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand under ESSA, Section(e)(5):
- Information distributed to parents in English and Spanish.
 - Meetings and trainings are conducted in English and Spanish as needed.
 - Translators for parents are available at all meetings as needed.
8. SFDRCSID conducts, with the participation of parents, an annual survey to evaluate the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of schools, including identification and removal of barriers to allow greater parent participation, particularly those who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of racial or ethnic minority backgrounds under ESSA, Section 1116(a)(D) . The survey will include:
- Questions to evaluate the effectiveness of the Title I Parent and Family Engagement Policy.
 - Questions to determine if parental involvement is increasing.
 - Questions to identify barriers that prohibit parent participation.
 - The results of the survey will be used to design strategies that will improve student achievement.
9. Parent engagement will increase when compared to previous year's data under ESSA, Section(a)(1)(11). Documentation will be used to determine the increase in parent engagement.
- Parental / Title I survey
 - Parental Liaison monthly accountability data
 - Previous three year's data
10. The District will engage parents of schools served under ESSA, Section 1116(a)(2)(F) in parent engagement activities including student performances, and other special and required events such as:
- Hosting a minimum of two Title I parent meetings on two different dates and times.
 - Parental involvement presentations and trainings
 - District and campus Parent and Family Engagement Policy and School-Parent Compact meetings
 - Athletic events
 - Band performances
 - Choir performances
 - Academic awards and recognition presentations
 - Drama presentations
 - STEM activities

SAN FELIPE DEL RIO
Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

POLITICA DE PARTICIPACION DE PADERES Y FAMILIAS DEL DISTRITO

2025-2026

Declaración de Propósito

La Mesa Directiva del Distrito Escolar Independiente Consolidado de San Felipe Del Río reconoce que las asociaciones entre la familia y la escuela que se enfocan en los valores académicos y sociales fortalecen la dinámica entre estudiante-escuela y familia, cual es fundamental para el éxito de los estudiantes. El propósito de la Política de Participación de los Padres y Familias del distrito, es para desarrollar la capacidad de las escuelas a través de una participación y comunicación significativa entre las escuelas, los padres y las familias. Con este fin, el Distrito apoya el propósito de la Política de Participación de Padres y Familias como un compromiso para establecer y mantener comunicación abierta, significativa, y bidireccional entre el hogar, la escuela, la comunidad y otros interesados.

1. El Distrito y los padres de estudiantes en Programas de Título I desarrollarán conjuntamente, acordarán y distribuirán a los padres, por escrito, una Política de Participación de Padres y Familias. La política será incorporada en un plan del Distrito desarrollado bajo la Ley Cada Estudiante Triunfa, Sección 1116(b).

- El Distrito invitará a padres representantes de cada escuela, administradores y otro personal del Distrito a ser parte del Comité Distrital de Planificación y toma de Decisiones.
- El Distrito convocará una reunión anual del Comité Distrito de Planificación y toma de Decisiones para proporcionar información con respecto a la Encuesta de Participación de los Padres y sobre La Política de Participación de Padres y Familias.
- Los padres y otros miembros del comité de revisión tendrán la oportunidad de discutir los artículos, sugerir el desarrollo de nuevos elementos, y llegar a un acuerdo para cada elemento de la política.
- La Política de Participación de Padres y Familias del Distrito se colocará en el sitio web del Distrito y se enviará a cada escuela para su distribución a los padres. Se distribuirá a los estudiantes, junto con la política de padres de la escuela, y con el paquete de inscripción.

2. Involucrar a los padres en el desarrollo conjunto del plan del Distrito, incluida la Política de Participación de Padres y Familias, según la Ley Cada Estudiante Triunfa, Sección 1116(a)(2)(A) y en el proceso de revisión y mejora de la escuela. El Distrito asegurará que:

- Los padres de cada escuela estén invitados a participar en el comité y las reuniones del Comité de Planificación y Toma de Decisiones del Distrito.
- Se invite a los padres de cada escuela a postularse para puestos en el Consejo Asesor de Salud del Distrito Escolar. Cada término del Consejo Asesor de Salud es de 2 años y debe reunirse mínimamente, 4 veces al año.
- Los padres estén involucrados en la planificación, revisión y evaluación del Programa de Título I, Parte A, de la Ley Cada Estudiante Triunfa.
- Los padres estén involucrados en la planificación y revisión de la La Política de Participación de Padres y Familias del Distrito.

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

- El Distrito brindará capacitación para padres sobre cómo usar las computadoras y las tabletas proporcionadas a los estudiantes para apoyar su éxito académico. El distrito brindará capacitación a los padres sobre el acceso a las calificaciones de los estudiantes.
- Se brindan capacitación en alfabetización, clases de computación y sesiones de preparación para el Desarrollo de Educación General (GED) y clases de ciudadanía para los padres de los estudiantes del Distrito. Las clases se ofrecen en el Edificio de Programas Federales, Anexo II.
- El personal de Programas Federales realizará visitas a las escuelas del distrito y obtendrá documentación para monitorear y respaldar el Programa de Título I Parte A, la Política de Participación de Padres y Familias, las dos (2) reuniones de padres informándolos sobre los programas de Título I, y el Acuerdo entre Escuela y Familia.

4. Cada escuela del Título I del Distrito desarrollará un Acuerdo Escuela-Familia, bajo la Ley Cada Estudiante Triunfa, Sección 1116(d). El pacto:

- Será revisado anualmente al principio del año escolar por un comité de personal y padres.
- Describirá las responsabilidades de los padres, estudiantes y personal escolar para mejorar el rendimiento de los estudiantes.
- Describirá cómo la escuela proporcionará un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje apoyado y eficaz.
- Describirá los procedimientos de la política de calificaciones y asistencia.
- Describirá cómo los padres pueden apoyar el aprendizaje de los estudiantes.
- Describirá cómo la escuela y los padres establecerán una comunicación continua.
- Describirá cómo se programarán las conferencias entre padres y maestros.
- Distribuirá el acuerdo a todos los padres del Distrito por su respectiva escuela y ponerlo a disposición en la oficina principal.

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

- El Distrito reclutará e incluirá a los padres en el Consejo Asesor de Salud del Distrito Escolar.
- Reuniones en las escuelas del Comité de Evaluación del Dominio del Idioma inglés con el director, y a través de capacitaciones para padres a nivel de la escuela y el distrito.
- Se brindará capacitación en las escuelas para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres/familias, y sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres y construir lazos entre los padres y las escuelas.
- Los Enlaces de Padre se utilizarán para las actividades de participación de los padres.
- Cada escuela proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos. Cada enlace de padres de Título I proporcionará un mínimo de ocho juntas para los padres durante el año escolar. Las escuelas con dos asistentes proporcionarán 16 capacitaciones en persona o a través de ZOOM.
- El Distrito, por medio de las escuelas, brindará capacitación a los padres para que comprendan los estándares de los exámenes federales, estatales y locales y cómo pueden monitorear el progreso de sus hijos.
- Proporcionar a los padres información sobre los procedimientos de las escuelas y del distrito sobre cómo abordar las inquietudes y cómo acceder a los maestros, administradores y otro personal
- A través de visitas domiciliarias, llamadas telefónicas y otros medios, los enlaces de padres de cada escuela se comunicarán con los padres y formarán relaciones que generen confianza y respeto por sus valores y su cultura.
- Los enlaces de padres realizarán visitas domiciliarias frecuentes para apoyar el rendimiento y la asistencia de los estudiantes, incluyendo visitas para entregar comentarios positivos sobre los estudiantes.
- El personal de Programas Federales participará en reuniones y capacitaciones de agencias y grupos comunitarios.
- El Distrito deberá establecer y mantener un Consejo Asesor de Padres Migrantes.
- El Distrito incluirá a los padres en las reuniones de Planificación y Toma de Decisiones.
- El Distrito incluirá a los padres en el Comité de Involucración de Familias y Comunidad y de Partes Interesadas.

6. El distrito, en la medida de lo posible y apropiado, coordina e integra las estrategias de involucración de padres y familia con las actividades y reuniones de los padres y ofrece clases a los padres de estudiantes actuales del distrito bajo la Ley Cada Estudiante Triunfa, Sección, 1116(e)(13)(14).):

- El Distrito brinda Servicios de Educación para Adultos a los padres de estudiantes actuales del distrito en el Anexo II.

- El Distrito brinda capacitaciones y presentaciones comunitarias mensuales a los padres en el Anexo II.
- 7. El Distrito asegurará que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender según la Ley Cada Estudiante Triunfa, Sección (e)(5):**
- Información será distribuida a los padres en inglés y español.
 - Las reuniones y capacitaciones se llevarán a cabo en inglés y en español.
 - Traductores para padres estarán disponibles en todas las reuniones.
- 8. SFDRCISD lleva a cabo, con la participación de los padres, una encuesta anual para evaluar el contenido y la eficacia de La Política de Participación de los Padres y Familias para mejorar la calidad académica de las escuelas, identificar y eliminar barreras para permitir una mayor participación de los padres, en particular aquellos que están en desventaja económica, discapacitados, tienen dominio limitado del inglés, alfabetización limitada o pertenecen a una minoría racial o étnica, según la Ley Cada Estudiante Triunfa, Sección 1116(a)(D) . La encuesta incluirá:**
- Preguntas para evaluar la efectividad de la Política de Participación de Padres y Familias del Título I
 - Preguntas para determinar si la participación de los padres está aumentando
 - Preguntas para identificar las barreras que impiden la participación de los padres
 - Los resultados de la encuesta se utilizarán para diseñar estrategias que mejorarán el rendimiento estudiantil y la participación de los padres.
- 9. La participación de los padres aumentara en comparación con los datos del año anterior según la Ley Todo Estudiante Triunfa Sección(a)(1)(11). Se utilizará documentación para determinar el aumento en las participaciones de los padres.**
- Encuesta para padres de Título 1
 - Datos de rendición de cuentas mensuales del enlace de padres
 - Datos de los tres años anteriores
- 10. El Distrito involucrará a los padres de las escuelas atendidas bajo la Ley Cada Estudiante Triunfa, Sección 1116(a)(2)(F) en actividades estudiantiles, incluidas presentaciones de los estudiantes y otros eventos especiales y requeridos tales como:**
- Organizar un mínimo de dos reuniones en dos fechas y horarios diferentes para la capacitación de padres sobre el Programa del Título 1.
 - Presentaciones y capacitaciones sobre el involucramiento de los padres
 - Reuniones al nivel del Distrito y al nivel de las escuelas sobre la Política de Participación de Padres y Familias y el Acuerdo Entre Escuela y Padres
 - Eventos atléticos
 - Actuaciones de la banda
 - Actuaciones corales
 - Entregas de premios y reconocimientos académicos
 - Presentaciones dramáticas
 - Actividades de STEM, (Ciencia, Tecnología, Ingeniería y Matemáticas)

SAN FELIPE DEL RIO C.I.S.D.

Parent Attendance / Asistencia de Padres

Location: Annex II / Ubicación: Anexo II

Topic/Tema: District Parent and Family Engagement Policy

Date/Fecha: April 7, 9, 11, 14, 16, 23, 25, 29

Time/Horario: 8:30 – 10:30 class

Presenter/Orador: Gloria Koslowska – Rufina Adams

	Parent Name/Nombre de Padre	School/Escuela	Address/Dirección	Phone# /Teléfono
1	Laura Martinez	San Felipe Middle School	108 Silver Sage Drive	830-313-24-29
2	Carmen Martinez	DR. LONNIE GREEN	916 W. CANTU RD.	830 461 4116
3	Maria Delgado	Ceniza Hills Elementary	9670 W US HWY 90	830-282-2509
4	Susie Olmedo	Cardwell, Lamar	Summit ave	830-444-8968.
5	Sandra Rodriguez	Calderon Elementary San Felipe Middle school	316 Royal Falcon Dr	830-313-2081
6	Jennifer Juarez	SFMMMS / LAMAR	606 Diaz St	325-262-1731
7	Paula Fabela	SFMMMS.	1709 N. main ST	830-488-5324
8	Perla de la Cruz	DRMS / Garfield	703 W Dignowity St	830 309 9139
9	Rosa Valadez Wong	Buena Vista	516 W Martin St	830 245 3070
10	Miriam Marguli	Cardwell	365 Carezo Ave	830-699-4627
11	Alejandra Garcia	Cardwell / DR. Lonnie Green	1408 Avenue Q	830-309-7782
12	Enic Perez	Lamar Elementary	301 Waters Ave,	830-212-72-97
13	Maria Fernandez	R. Chavira	109 Casa Blanca st	830 422 4808
14	Maria Byrne	Maria Byrne	306 Quail Creek Dr.	214 288 8500
15	Mariela Sorola	Dr. Lonnie Green	213 Alyssa Dr.	
16	Poeth Castañeda	Garfield Elementary Cardwell	111 San Jose court	830-461-9963
17	Erika Cassio	Garfield Elementary	1105 Avenue R	830 488 56 69
18	Johana Antu	Ruben Chavira	506 W Martin st	830-719-7581
19	Abigail Colins	Cardwell	122 biens ave	702 624 6562
20	Maria Nuñez	Ceniza Hills Elementary	114 Quarah Pass	830-308-98-20

LAMAR ELEMENTARY SCHOOL (EXAMPLE)

2024-2025 Annual Title I Parent and Family Engagement Evaluation
Evaluación anual de participación de padres y familias del Título I



1. What is your child's grade level of school at Lamar Elementary School ? Select all that apply.

¿Cuál es el nivel de grado escolar de su hijo/a en escuela Lamar? Seleccione todas las que correspondan.

_____ Kindergarten/Pre-escolar _____ 2nd grade/grado 2 _____ 4th grade/grado 4
_____ 1st grade/grado _____ 3rd grade/grado 3 _____ 5th grade/grado 5

2. Did your child's school foster a sense of belonging among students and families?

¿La escuela de su hijo fomentó un sentido de pertenencia entre los estudiantes y las familias?

_____ Yes/Sí _____ No/No

3. Did you feel welcomed and valued as a parent at your child's school?

¿Se sintió bienvenido y valorado como padre en la escuela de su hijo?

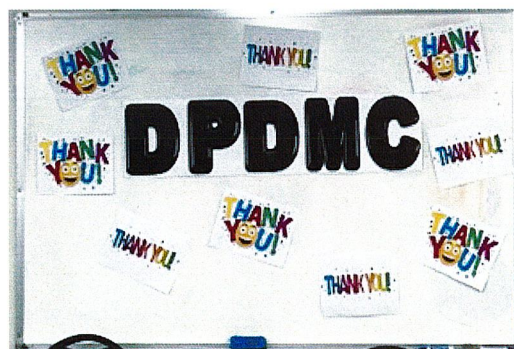
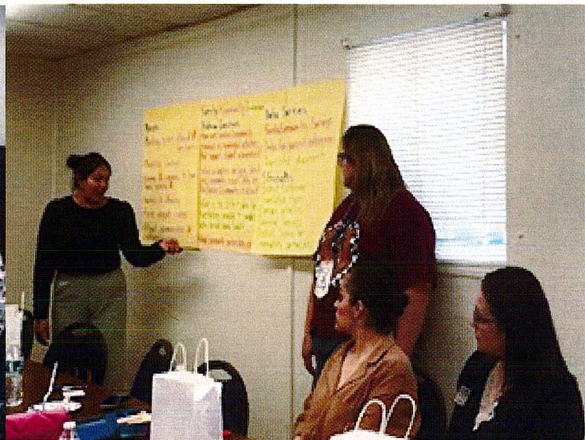
_____ Yes/Sí _____ No/No

4. My child's school invited me to participate in Title I meetings, trainings and activities to assist my child succeed in school. How would you rate the Title I Parent and Family Engagement activities/programs offered at your child's school for both students and parents?

La escuela de mi hijo me invitó a participar en reuniones, capacitaciones y actividades del Título I para ayudarlo a tener éxito en la escuela. ¿Cómo calificaría las actividades/programas de Participación de Padres y Familias del Título I que se ofrecen en la escuela de su hijo, tanto para estudiantes como para padres?

_____ Excellent/Excelente _____ Fair/Favorable
_____ Good/Bueno _____ Poor/Pobre

DPDMC, May 13, 2025



SAN FELIPE DEL RIO
Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2024-2025

Statement of Purpose

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

1. The District and parents of students in Title I Programs shall jointly develop and distribute to parents a written Parent and Family Engagement Policy. The policy shall be incorporated into a District plan developed under the Every Student Succeeds Act (ESSA), Section 1116(b).
 - The District shall invite representative parents, administrators and other District personnel to be part of the District Planning and Decision Making Committee.
 - The District will convene an annual DPDMC meeting to provide information with regard to the Parental Involvement Survey, and PFE Policy.
 - Parents and other members of the committee have the opportunity discuss the items, suggest development of new items and reach a consensus for each policy item.
 - The District Parent and Family Engagement Policy is placed on the District website and sent to each campus for distribution to parents. It is distributed with the students along with the corresponding school's parental policy with enrollment package.
2. Involve parents in the joint development of the District plan, including the Parent and Family Engagement Policy, ESSA, Section 1116(a)(2)(A) and the process of school review and improvement. The District will ensure that:
 - District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) committee and meetings.
 - District parents from the campuses are invited to apply for parental positions in the District School Health Advisory Council (SHAC). Each SHAC term is 2 years and the SHAC must meet a minimum of 4 times per year.
 - Parents are involved in the planning, review, and evaluation of ESSA Title I, Part A.
 - Parents are involved in the planning and review of the District Parent and Family Engagement Policy.

3. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance under ESSA, Section 1116(a)(2)(B).
 - The District provides training for parents on how to use computers and tablets issued to students to support their academic success. The district provides training to parents on student grade access.
 - Literacy training, computer training classes and General Education Development (G.E.D.) preparation sessions and Citizenship classes are provided for parents of District students at Federal Programs Building, Annex II.
 - Federal Programs staff will conduct campus visits and obtain documentation to monitor and support Title I, Part A and Parent Family Engagement Policy, Title I parent meetings (2), and School-Family Compact.
4. Each District Title I campus will develop a School-Family Compact, under ESSA, Section 1116(d). The compact will:
 - Be revised annually at the beginning of school by a committee of staff and parents.
 - Describe the responsibilities of parents, students, and school personnel to improve student achievement.
 - Describe how the school will provide high quality curriculum and instruction in a supportive and effective learning environment.
 - Describe the teacher grade entry and attendance policy procedures.
 - Describe how parents can support student learning.
 - Describe how the school and parents will establish on-going communication.
 - Describe how the parent-teacher conferences will be scheduled.
 - Distribute to all District parents by their respective campus and available in front office.
5. The District will build the schools' and parents' capacity for strong parental engagement. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities under ESSA, Section 1116(e)(f):
 - The District recruits and includes parents in the School Health Advisory Council (SHAC).
 - Language Proficiency Assessment Committee (LPAC), campus meetings with the principal and parental trainings at the campus and District level.
 - Training will be provided at campuses to educate teachers, counselors, principals and other staff in the value and utility of contributions of parents / families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs, and build ties between the parents and the schools.
 - Parental Liaisons will be used for parental involvement activities.
 - Each campus will provide materials and training to help parents work with their children. Each Title I Parental Liaison will provide a minimum of eight trainings for parents throughout the school year. Campuses with two parental aides will provide 16 trainings either in person or via ZOOM.
 - The District will provide training for parents in understanding federal, state and local assessment standards and how they can monitor their children's progress, through parental trainings at the campus.
 - Provide parents with information on campus and district procedures on how to address concerns, and how to access teachers, administrators and other personnel.
 - Through home visits, phone calls, and other media, campus parental liaisons will reach out to parents of all students and form relationships that build trust and respect for their culture and values.

- Parental Liaisons will make frequent home visits to support student achievement and attendance including visits to deliver positive comments about students as well.
 - Federal Programs personnel participate in agency and community group meetings and trainings.
 - The District shall establish and maintain a Migrant Parent Advisory Council (PAC).
 - The District includes parents in the Planning and Decision Making (DPDMC) meetings.
 - The District includes parents in Family and Community Engagement Stakeholder Committee (FACE).
6. The District, to the extent feasible and appropriate, coordinates and integrates Parent and Family Engagement strategies with parental activities and/or meetings and offers adult education classes to parents of current district students under ESSA, Section, 1116(e)(13)(14):
- The District provides Parent Education Services to parents of current district students at Annex II.
 - Monthly community trainings and presentations are offered to parents at Annex II.
7. The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand under ESSA, Section(e)(5):
- Information distributed to parents in English and Spanish.
 - Meetings and trainings are conducted in English and Spanish as needed.
 - Translators for parents are available at all meetings as needed.
8. SFDRCISD conducts, with the participation of parents, an annual survey to evaluate the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of schools, including identification and removal of barriers to allow greater parent participation, particularly those who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of racial or ethnic minority backgrounds under ESSA, Section 1116(a)(D) . The survey will include:
- Questions to evaluate the effectiveness of the Title I Parent and Family Engagement Policy.
 - Questions to determine if parental involvement is increasing.
 - Questions to identify barriers that prohibit parent participation.
 - The results of the survey will be used to design strategies that will improve student achievement.
9. Parent engagement will increase when compared to previous year's data under ESSA, Section(a)(1)(11). Documentation will be used to determine the increase in parent engagement.
- Parental / Title I survey
 - Parental Liaison monthly accountability data
 - Previous three year's data
10. The District will engage parents of schools served under ESSA, Section 1116(a)(2)(F) in parent engagement activities including student performances, and other special and required events such as:
- Hosting a minimum of two Title I parent meetings on two different dates and times.
 - Parental involvement presentations and trainings
 - District and campus Parent and Family Engagement Policy and School-Parent Compact meetings
 - Athletic events
 - Band performances
 - Choir performances
 - Academic awards and recognition presentations
 - Drama presentations
 - STEM activities

SAN FELIPE DEL RIO
Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

POLITICA DE PARTICIPACION DE PADERES Y FAMILIAS DEL DISTRITO

2024-2025

Declaración de Propósito

La Mesa Directiva del Distrito Escolar Independiente Consolidado de San Felipe Del Río reconoce que las asociaciones entre la familia y la escuela que se enfocan en los valores académicos y sociales fortalecen la dinámica entre estudiante-escuela y familia, cual es fundamental para el éxito de los estudiantes. El propósito de la Política de Participación de los Padres y Familias del distrito, es para desarrollar la capacidad de las escuelas a través de una participación y comunicación significativa entre las escuelas, los padres y las familias. Con este fin, el Distrito apoya el propósito de la Política de Participación de Padres y Familias como un compromiso para establecer y mantener comunicación abierta, significativa, y bidireccional entre el hogar, la escuela, la comunidad y otros interesados.

1. El Distrito y los padres de estudiantes en Programas de Título I desarrollarán conjuntamente, acordarán y distribuirán a los padres, por escrito, una Política de Participación de Padres y Familias. La política será incorporada en un plan del Distrito desarrollado bajo la Ley Cada Estudiante Triunfa, Sección 1116(b).

- El Distrito invitará a padres representantes de cada escuela, administradores y otro personal del Distrito a ser parte del Comité Distrital de Planificación y toma de Decisiones.
- El Distrito convocará una reunión anual del Comité Distrital de Planificación y toma de Decisiones para proporcionar información con respecto a la Encuesta de Participación de los Padres y sobre La Política de Participación de Padres y Familias.
- Los padres y otros miembros del comité de revisión tendrán la oportunidad de discutir los artículos, sugerir el desarrollo de nuevos elementos, y llegar a un consenso para cada elemento de la política.
- La Política de Participación de Padres y Familias del Distrito se colocará en el sitio web del Distrito y se enviará a cada escuela para su distribución a los padres. Se distribuirá a los estudiantes, junto con la política de padres de la escuela, y con el paquete de inscripción.

EQUAL OPPORTUNITY EMPLOYER

Telephone: (830) 778-4000

- 2. Involucrar a los padres en el desarrollo conjunto del plan del Distrito, incluida la Política de Participación de Padres y Familias, según la Ley Cada Estudiante Triunfa, Sección 1116(a)(2)(A) y en el proceso de revisión y mejora de la escuela. El Distrito asegurará que:**
- Los padres de cada escuelas estén invitados a participar en el comité y las reuniones del Comité de Planificación y Toma de Decisiones del Distrito.
 - Se inviten a los padres de cada escuela a postularse para puestos en el Consejo Asesor de Salud del Distrito Escolar. Cada término del Consejo Asesor de Salud es de 2 años y debe reunirse mínimamente, 4 veces al año.
 - Los padres estén involucrados en la planificación, revisión y evaluación del Programa de Título I, Parte A, de la Ley Cada Estudiante Triunfa.
 - Los padres estén involucrados en la planificación y revisión de la La Política de Participación de Padres y Familias del Distrito.
- 3. Proporcionar la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar a las escuelas participantes en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar bajo la Ley Cada Estudiante Triunfa, Sección 1116(a)(2)(B).**
- El Distrito brindará capacitación para padres sobre cómo usar las computadoras y las tabletas proporcionadas a los estudiantes para apoyar su éxito académico. El distrito brindará capacitación a los padres sobre el acceso a las calificaciones de los estudiantes.
 - Se brindan capacitación en alfabetización, clases de computación y sesiones de preparación para el Desarrollo de Educación General (GED) y clases de ciudadanía para los padres de los estudiantes del Distrito. Las clases se ofrecen en el Edificio de Programas Federales, Anexo II.
 - El personal de Programas Federales realizará visitas a las escuelas del distrito y obtendrá documentación para monitorear y respaldar el Programa de Título I Parte A, la Política de Participación de Padres y Familias, las dos (2) reuniones de padres informándolos sobre los programas de Título I, y el Acuerdo entre Escuela y Familia.
- 4. Cada escuela del Título I del Distrito desarrollará un Acuerdo Escuela-Familia, bajo la Ley Cada Estudiante Triunfa, Sección 1116(d). El pacto:**
- Será revisado anualmente al principio del año escolar por un comité de personal y padres
 - Describirá las responsabilidades de los padres, estudiantes y personal escolar para mejorar el rendimiento de los estudiantes
 - Describirá cómo la escuela proporcionará un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje apoyado y eficaz
 - Describirá los procedimientos de la política de calificaciones y asistencia
 - Describirá cómo los padres pueden apoyar el aprendizaje de los estudiantes
 - Describirá cómo la escuela y los padres establecerán una comunicación continua
 - Describirá cómo se programarán las conferencias entre padres y maestros
 - Distribuirá el acuerdo a todos los padres del Distrito por su respectiva escuela y ponerlo a disposición en la oficina principal

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

- El Distrito reclutará e incluirá a los padres en el Consejo Asesor de Salud del Distrito Escolar.
- Reuniones en las escuelas del Comité de Evaluación del Dominio del Idioma inglés con el director, y a través de capacitaciones para padres a nivel de la escuela y el distrito.
- Se brindará capacitación en las escuelas para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres/familias, y sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres y construir lazos entre los padres y las escuelas.
- Los Enlaces de Padre se utilizarán para las actividades de participación de los padres.
- Cada escuela proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos. Cada enlace de padres de Título I proporcionará un mínimo de ocho capacitaciones para los padres durante el año escolar. Las escuelas con dos asistentes proporcionarán 16 capacitaciones en persona o a través de ZOOM.
- El Distrito, por medio de las escuelas, brindará capacitación a los padres para que comprendan los estándares de los exámenes federales, estatales y locales y cómo pueden monitorear el progreso de sus hijos.
- Proporcionar a los padres información sobre los procedimientos de las escuelas y del distrito sobre cómo abordar las inquietudes y cómo acceder a los maestros, administradores y otro personal
- A través de visitas domiciliarias, llamadas telefónicas y otros medios, los enlaces de padres de cada escuela se comunicarán con los padres y formarán relaciones que generen confianza y respeto por sus valores y su cultura.
- Los enlaces de padres realizarán visitas domiciliarias frecuentes para apoyar el rendimiento y la asistencia de los estudiantes, incluyendo visitas para entregar comentarios positivos sobre los estudiantes.
- El personal de Programas Federales participará en reuniones y capacitaciones de agencias y grupos comunitarios.
- El Distrito deberá establecer y mantener un Consejo Asesor de Padres Migrantes.
- El Distrito incluirá a los padres en las reuniones de Planificación y Toma de Decisiones.
- El Distrito incluirá a los padres en el Comité de Involucración de Familias y Comunidad y de Partes Interesadas.

6. El distrito, en la medida de lo posible y apropiado, coordina e integra las estrategias de involucración de padres y familia con las actividades y reuniones de los padres y ofrece clases a los padres de estudiantes actuales del distrito bajo la Ley Cada Estudiante Triunfa, Sección, 1116(e)(13)(14).):

- El Distrito brinda Servicios de Educación para Adultos a los padres de estudiantes actuales del distrito en el Anexo II.

EQUAL OPPORTUNITY EMPLOYER

Telephone: (830) 778-4000

- El Distrito brinda capacitaciones y presentaciones comunitarias mensuales a los padres en el Anexo II.
- 7. El Distrito asegurará que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender según la Ley Cada Estudiante Triunfa, Sección (e)(5):**
- Información será distribuida a los padres en inglés y español.
 - Las reuniones y capacitaciones se llevarán a cabo en inglés y en español.
 - Traductores para padres estarán disponibles en todas las reuniones.
- 8. SFDRCISD lleva a cabo, con la participación de los padres, una encuesta anual para evaluar el contenido y la eficacia de La Política de Participación de los Padres y Familias para mejorar la calidad académica de las escuelas, identificar y eliminar barreras para permitir una mayor participación de los padres, en particular aquellos que están en desventaja económica, discapacitados, tienen dominio limitado del inglés, alfabetización limitada o pertenecen a una minoría racial o étnica, según la Ley Cada Estudiante Triunfa, Sección 1116(a)(D) . La encuesta incluirá:**
- Preguntas para evaluar la efectividad de la Política de Participación de Padres y Familias del Título I
 - Preguntas para determinar si la participación de los padres está aumentando
 - Preguntas para identificar las barreras que impiden la participación de los padres
 - Los resultados de la encuesta se utilizarán para diseñar estrategias que mejorarán el rendimiento estudiantil y la participación de los padres.
- 9. La participación de los padres aumentara en comparación con los datos del año anterior según la Ley Todo Estudiante Triunfa Sección(a)(1)(11). Se utilizará documentación para determinar el aumento en las participaciones de los padres.**
- Encuesta para padres de Título 1
 - Datos de rendición de cuentas mensuales del enlace de padres
 - Datos de los tres años anteriores
- 10. El Distrito involucrará a los padres de las escuelas atendidas bajo la Ley Cada Estudiante Triunfa, Sección 1116(a)(2)(F) en actividades estudiantiles, incluidas presentaciones de los estudiantes y otros eventos especiales y requeridos tales como:**
- Organizar un mínimo de dos reuniones en dos fechas y horarios diferentes para la capacitación de padres sobre el Programa del Título 1.
 - Presentaciones y capacitaciones sobre el involucramiento de los padres
 - Reuniones al nivel del Distrito y al nivel de las escuelas sobre la Política de Participación de Padres y Familias y el Acuerdo Entre Escuela y Padres
 - Eventos atléticos
 - Actuaciones de la banda
 - Actuaciones corales
 - Entregas de premios y reconocimientos académicos
 - Presentaciones dramáticas
 - Actividades de STEM, (Ciencia, Tecnología, Ingeniería y Matemáticas)

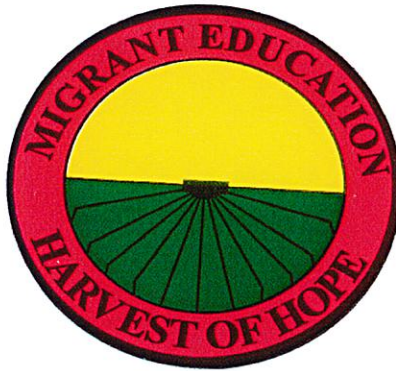
SAN FELIPE DEL RIO

Consolidated Independent School District



Migrant Education Program

Title I, Part C



Priority for Services (PFS) Action Plan

2024-2025

SAN FELIPE DEL RIO CISD

Migrant Education Program Staff

2024-2025

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

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

* Ruby Adams, Federal and State Program Director	778-4124
* Alejandra Villarreal, Specialist, Special Revenue Grant Funding	778-4024
* Alma Santellanes, Migrant Program Secretary	778-4153
* Graciela Hernandez, New Generation System (NGS)	778-4145

Every Student Succeeds Act (ESSA)

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

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

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



Priority for Service (PFS) Action Plan for Migrant Students



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

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

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

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

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

2024-2025

GOALS:

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

OBJECTIVES:

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

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

San Felipe Del Rio Consolidated Independent School District

Migrant Priority for Services Action Plan

2024-2025

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

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

Provide services to PFS Migrant students.

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

2024-2025 San Felipe Del Rio Migrant ID&R Plan

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewer(s) for the Migrant Education Program (MEP)	September 1, 2024 through August 31, 2025 for ID&R training or as determined by TEA. TX-NGS training to be determined
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all SFDRCSID Migrant Education Program (MEP) staff Meet with Designated SEA Reviewer(s), recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All SFDRCSID MEP staff and designated SEA Reviewer(s) for MEP	September 1, 2024 through August 31, 2025 for ID&R training or as determined by TEA. TX-NGS training to be determined
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by SFDRCSID MEP staff.	Staff: MEP administrator, recruiters and Designated SEA Reviewer(s) for the MEP	September 1, 2025 through August 31, 2026
C. Make recruiter assignments. Assign recruiter(s) making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All SFDRCSID MEP staff	September 1, 2024 through August 31, 2025 for ID&R training or as determined by TEA. TX-NGS training to be determined
D. Conduct ID&R. Potentially Eligible Migratory Children : Contact potentially eligible migrant families by reviewing family surveys through online school registration and back to school student enrollment, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migratory Children : Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: All SFDRCSID MEP staff	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children-ongoing outreach efforts

E. Complete COEs. Recruiter(s) completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: All SFDRCISD MEP staff	Within 5 working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed.	Staff: Designated SEA Reviewers TX-NGS staff	Within 7 working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiter(s)	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT H. Other: SFDRCUSD MEP Staff will conduct and participate in monthly community outreach to hotels, workforce, clinics, schools, global farmers and ranchers, Head Start Program, community fairs. Distribute and update monthly community posters and flyers both in person and through social media.	Staff: SFDRCISD MEP staff	September 1, 2024 through August 31, 2025
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Recruiter(s) will contract growers within district's boundaries regarding hiring practices, crops, and growing seasons a minimum of once per month.	Staff: MEP recruiter(s)	September 1, 2024 through August 31, 2025
B. Develop calendar and maps. Recruiter(s) use IDRC resources for locating major crops, seasons, hiring practices by growers, etc. and develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc.	Staff: MEP recruiter(s)	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE. Contact local resources such as UMC, Texas Workforce, WIC, SNAP, etc. on a monthly basis maintaining documentation.	Staff: MEP recruiter(s)	September 1, 2024 through August 31, 2025
B. Other		
V. QUALITY CONTROL		

A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: Designated SEA Reviewers and recruiter(s) and ESC MEP	By September 30, 2024
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact	September 1, 2024 through August 31, 2025
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiter(s), Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All SFDRCISD MEP staff	September 1, 2024 through August 31, 2025
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All SFDRCISD MEP staff	September 1, 2024 through August 31, 2025
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	Staff: All SFDRCISD MEP staff and ESC	September 1, 2024 through August 31, 2025
F. <u>Other</u>		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	September 1, 2024 through August 31, 2025
B. <u>Other:</u> Parents, students and staff are evaluated through the Local Needs Assessment Toolkit		