# DEL RIO MIDDLE SCHOOL

## Campus Improvement Plan - Del Rio Middle School
## 2024/2025

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

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720 E. De La Rosa
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Date Reviewed: _____                                    Date Approved: _____

# DEL RIO MIDDLE SCHOOL

## Mission

*The mission of Del Rio Middle School is for all staff and students to:*

*Develop a foundation for future goals*
*Remain true to yourself, your beliefs, and your dreams*
*Maintain a positive attitude and mind*
*Strive for success*

## Vision

*Our vision is to provide the best educational setting for all students and staff.  We will promote respect and responsibility while providing a safe school environment - one that ensures academic, emotional, and social success for all.*

*The Del Rio Middle School Creed*
*I am:*
*Determined to be present and on time every day*
*Respectful to myself and others at ALL times*
*Making an investment in myself today*
*Strong in my school pride*
*I am DRMS*

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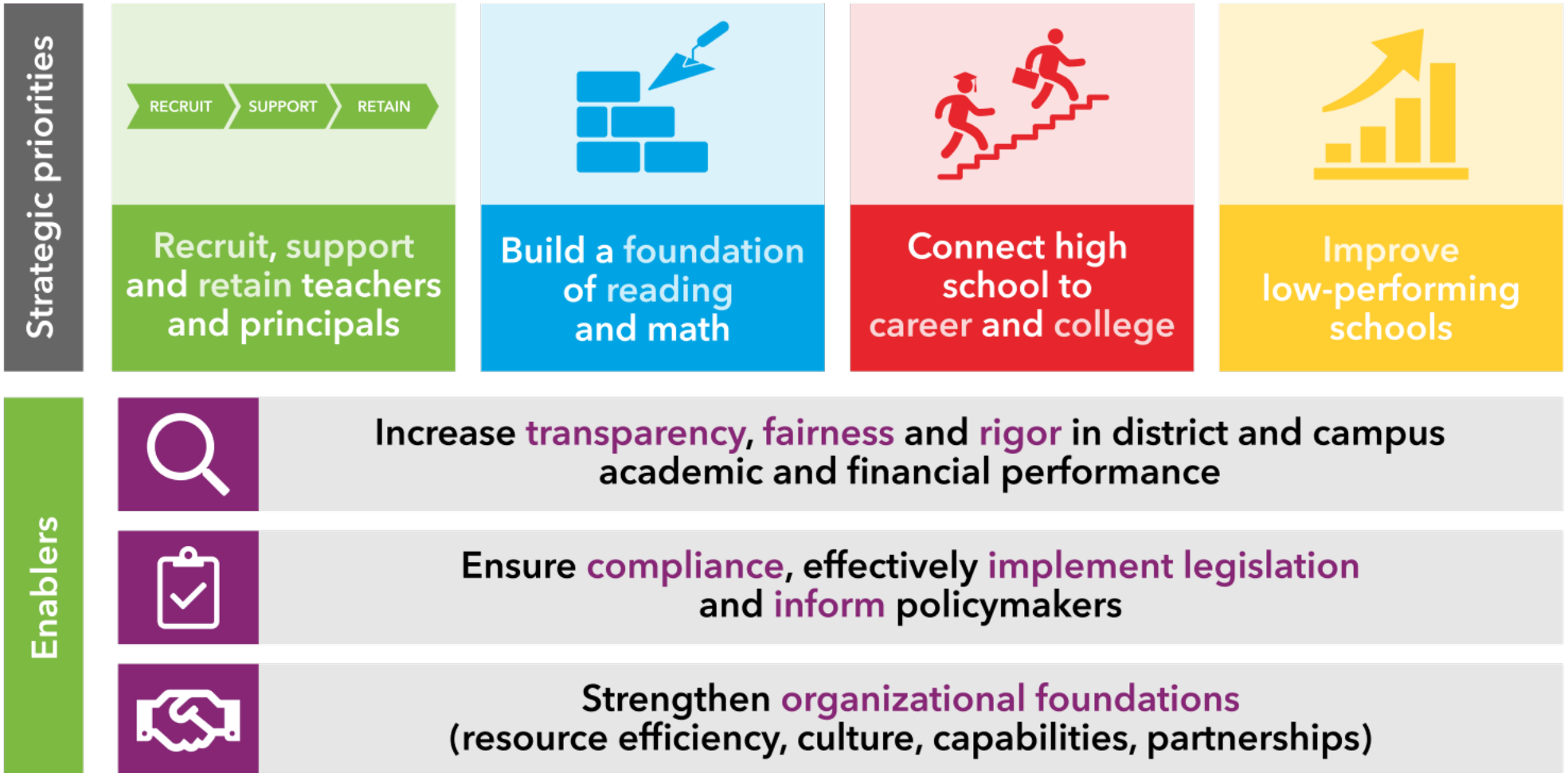
District Goal 5– Communication: The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

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.

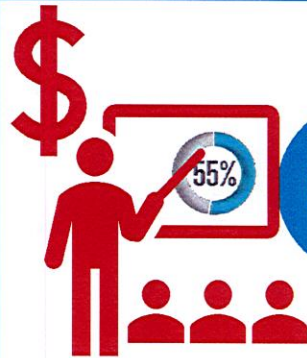# Every child, prepared for success in college, a career or the military.

## Strategic priorities

| Recruit, support and retain teachers and principals | Build a foundation of reading and math | Connect high school to career and college | Improve low-performing schools |
|---|---|---|---|
| RECRUIT › SUPPORT › RETAIN | | | |

## Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

*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

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

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

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

STAR

*adapted from TEA State Compensatory Education

# DEL RIO MIDDLE SCHOOL Site Base

| Name | Position |
|---|---|
| Soliz, Maytte | Principal |
| Torres, Olga | Counselor |
| Zammarripa, Roxanne | Teacher |
| Padilla, Arturo | Teacher |
| Alvarez, Victor | Teacher |
| Padilla, Beatriz | Teacher |
| Gee, Melanie | Teacher |
| Gonzalez, Cecilia | Parent |
| Ross, Kimberly | Parent |
| Quinones, Randy | Business Rep |
| Jurado, Ignacio | Community Rep |
| Gomez, Michelle | Teacher |
| Faz, Claudia | Teacher |
| Spiers, Michelle | Teacher |
| Jurado, Ethan | Student |
| Ramon, Rosella | Librarian |
| Castaneda, Gloria | Administrator |
| Perez, Diamantina | Counselor |
| Garza, Erika | Teacher |
| Thomas, Kayla | Teacher |

# DEL RIO MIDDLE SCHOOL

**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.** (Safety Protocols) DRMS will remain vigilant and implement necessary measures to ensure a safe learning environment for all students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. DRMS Safety policies and procedures will be reviewed weekly for the 2024-2025 school year. Weekly door checks will be conducted by the school principal as per TEA guidance. (Title I SW Elements: 1.1,2.2) (Target Group: All) | Campus Administrators, Cluster/Department Leaders, Dean of Instruction | August -June | (F)Federal Grant, (F)Title IV SSAEP, (O)Local Districts | Criteria: Review and communicate current safety procedures for all staff and students. 05/23/25 - Completed 03/14/25 - On Track 11/22/24 - On Track |
| 2. Campus 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 Raptor Alert. (Target Group: All) (ESF: 3) | Campus Administrators | August-May | (O)Local Districts | 05/23/25 - Completed 03/14/25 - On Track 11/22/24 - On Track |
| 3. Campus administration will ensure that there is an armed peace officer on campus for safety of all students and stakeholders on campus. (Target Group: All) (ESF: 3) | Campus Administrators | August-August | (O)Local Districts | 05/29/25 - Completed 03/14/25 - On Track 11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

**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.** (Social Emotional) Beginning in September 2024, the campus will provide a minimum of one activity per week that promotes social, cultural, interpersonal skills and experiences for staff and students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. DRMS Counseling Department will deliver focused guidance lessons (Bullying, Vaping, Sexting, Sensitivity Awareness, etc.) and implement/promote programs (Del Rio CARES, See Something-Say Something, and Anonymous Reporting) focusing on Bullying and Cyber Bullying and presenting them to all students. (Title I SW Elements: 1.1,2.6) (Target Group: All) | Counselors | September-May | (F)Title IV SSAEP, (F)Title V RLIS, (O)Local Districts | Criteria: Summative - Decrease in bullying referrals and incidents as compared to 2023-2024.<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 2. Del Rio Cares will be implemented weekly with fidelity and counselors will randomly monitor classes while providing support when necessary. DRMS lessons are implemented on the first instructional day of the week during ram time. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Counselors, Dean of Instruction, Special Ed Teacher, Teachers | September-May | (F)Title V RLIS, (O)Local Districts | Criteria: Walkthroughs will show evidence that teachers are delivering the Del Rio CARES instruction as assigned.<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 3. TCHATT contact will collaborate with our district partnership through Texas Tech University to address any students that might be a candidate for outside resources or therapy. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Counselors, Dean of Instruction, Teachers | August-May | (F)Title IV SSAEP, (F)Title V RLIS, (O)Local Districts | Criteria: Decrease in student discipline referrals<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 4. DRMS will continue to implement the Student Choice Tracker for all students. (Title I TA: 1,4,8) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.3,3.4) | Campus Administrators, Counselors, Teachers | August-May | (F)Title IV SSAEP | Criteria: Student trackers<br><br>05/29/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

**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.** (Attendance) By June 2025, the campus will maintain student attendance at or above 92%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Students will be encouraged and motivated to attend school daily. Staff will make contact with parents daily to encourage positive and continuous attendance. Recognize students for perfect attendance. Staff will track data on student attendance for identifying RTI to include daily family contacts, academic support, and social emotional well-being. (Title I TA: 2,4,7,8) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3,3.1,3.2,3.3,3.4) | Attendance Staff, Campus Administrators, Counselors | August-May | (O)Local Districts | Criteria: Attendance Records<br><br>05/29/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 2. Morning Calls- Office staff will support attendance by making phone calls for any student who is reported absent during their 1st period (8:40 am) class. Home visits will be conducted by the parental liaison for students who show chronic absenteeism. If chronic absenteeism continues, counselors and administrators will meet with students and parents to create an attendance intervention plan. Attendance committee will use student folder and call out system established to communicate with parents. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) | Attendance Staff, Campus Administrators, Parental Aides | August - June | (F)Title I, (O)Local Districts | Criteria: The AM Attendance report will be reviewed daily and attendance percentages will be monitored daily, weekly, and by 6-week reporting periods.<br><br>05/29/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 3. DRMS will work collaboratively to engage students at risk of dropping out of school with high absences. Build relationships and offer counseling, transportation services, parental engagement opportunities to ensure students attend school daily. (Title I TA: 2,4,7,8) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.3,3.4) | Attendance Staff, Counselors, Teachers | August-May | (O)Local Districts | Criteria: Attendance call logs, home visit reports, parent meetings.<br><br>05/29/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 4. Meet with students to better understand their social emotional needs in addition to their academic needs to provide anti-drug, anti-bullying, cyber-bullying assistance via counseling and one-to-one | Attendance Staff, Campus Administrators, Counselors | August-August | (O)Local Districts | Criteria: Student sessions, TCHATT, attendance logs<br><br>05/29/25 - Completed<br>03/14/25 - On Track |

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|---|---|---|---|---|
| communication and increase attendance rate. (Title I TA: 4,7,8)  (Target Group: All) (Strategic Priorities: 3,4)  (ESF: 3,3.1,3.2,3.3,3.4) | | | | 11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

**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.** (ELA/Math/HB 1416) By April 2025, the number of 7th and 8th-grade students (overall, EB and SPED) who Meet Expectations on STAAR Reading and Math scores will increase by 10%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Teachers will effectively implement the HMH Into Literature and Math curriculum to deliver engaging lessons that meet the needs of all students. 58-minute lessons will incorporate small group interventions that reinforce reading and writing skills to enhance student mastery. The math department will also effectively implement its assigned HQIM to deliver engaging lessons that meet the needs of all students. All teachers will be provided with materials including software licenses to support reading and math intervention programs within the structure of their class time based on the needs of students to increase student achievement. (Renaissance) (IXL) (Title I TA: 1,2,3,4,5,6,8) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4) | Campus Administrators, Dean of Instruction, Teachers | August-May | (S)State Compensatory | Criteria: Evidence will be collected during Planning Protocol sessions, DMAC local/summative assessments, student progress, and STAAR Reading.<br><br>05/29/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 2. Teachers will track student progress data using DMAC assessment reports and utilizing the Aim-Hi progress tracker within the Planning Protocol Dashboard. Students will track their progress by keeping a data folder. Data tracking will help students identify their own strengths and weaknesses. Students will be able to reflect on their performance and set new goals. (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4) | Cluster/Department Leaders, Teachers | August-May | (F)Title V RLIS | Criteria: Monitor system with fidelity while increasing teacher capacity for student growth through DMAC reports.<br><br>06/12/25 - Completed<br>05/29/25 - Pending<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 3. Students who are identified as HB 1416 will receive acceleration instruction and resources in their respective area of need (Math and/or Reading) before school, during Ram Time, or after school. A total of 15 or 30 hours of accelerated instruction will be accumulated per eligible content. (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (Strategic Priorities: 2,3,4) | Campus Administrators, Cluster/Department Leaders, Dean of Instruction, Teachers | August-May | (F)Title I, (O)Local Districts | Criteria: Local assessments and AR GE levels<br><br>05/29/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| (ESF: 3,3.3,3.4,4,4.1,5,5.1,5.2,5.3,5.4) | | | | |
| 4.  Co-Teach (1-General Ed and 1-Special Ed)/Inclusion setting will be available in ELA and Math for those Special Education students assigned to that instructional arrangement. (Title I TA: 1,2,3,4,5,7,8)  (Target Group: SPED)  (Strategic Priorities: 2,3,4)  (ESF: 4,4.1,5,5.1,5.2,5.3,5.4) | Campus Administrators, Teachers | August-May | (F)IDEA Special Education | Criteria: Master schedule, class rosters, Special Education IEP, ARD documentation<br><br>05/29/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 5.  Student data wall, a visual display used to track, monitor, and analyze student progress at set check points. It supports monitoring of student progress in local assessments and data driven instruction.  (Target Group: All) | Campus Administrators, Cluster/Department Leaders, Teachers | | | 05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

**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.** (Instructional Planning Supports) By June 2025, DRMS will ensure students receive instruction that is rigorous and engaging by implementing/utilizing district instructional planning supports.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. Instructional staff, counselors and administration will implement district programs and initiatives such as RTI, GT, Special Education, 504, Dyslexia with training, student testing, homebound services to identify and support students including students with special needs. (Title I TA: 4,5,8) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,3,4,5) | Campus Administrators, Chief Instructional Officers | August-August | (S)State Compensatory | Criteria: Payroll/HR documentation<br><br>05/29/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 2. The district/campus will provide professional development to include the secondary learning platform, content-specific training, differentiated instruction, ESL strategies, understanding the TEKS, data analysis and how to utilize it, STAAR review, Student Choice Tracker/CHAMPS-classroom management, throughout the year for all staff to adjust curriculum as needed. The professional development will focus on the needs addressed in the Comprehensive Needs Assessment. (Title I TA: 1,2,3,4,5,6,8) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 2,2.1,3,3.1,3.2,3.3,4,5,5.1,5.2,5.3,5.4) | Campus Administrators, Cluster/Department Leaders, Counselors, Dean of Instruction | August-May | (F)Title I, (F)Title IIA Principal and Teacher Improvement | Criteria: Teachers will gain in-depth knowledge in the areas of data analysis, instructional delivery, TEKS specificity, classroom knowledge, campus vision, and teacher leadership. We will see improved grades, improved assessment scores and passing rates, and a reduction in failures and discipline referrals<br><br>05/29/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 3. The Planning Protocol Curriculum Dashboard will be utilized as the central location for all district curriculum documents (e.g., planning guides, road maps, lesson plans, assessments, resources, Del Rio CARES lessons, etc.). Student Growth will be tracked using the Aim-Hi application within the Dashboard. (Title I TA: 1,2,3,5,8) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4) | Campus Administrators, Counselors, Dean of Instruction, Teachers | August-May | (O)Local Districts | Criteria: Documents will be accessed/referenced during planning protocol sessions.<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |

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**Objective 2.** (Instructional Planning Supports) By June 2025, DRMS will ensure students receive instruction that is rigorous and engaging by implementing/utilizing district instructional planning supports.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 4. The administrative team will monitor the instruction in the classroom with a minimum of 8 walk-throughs (10-15 minutes) per week each and provide timely feedback to foster critical conversations that will include reflective questions. (Instructional Coaching) (Title I TA: 2,3,4,5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 2,4,5) | Campus Administrators | August-May | (O)Local Districts | Criteria: DMAC T-TESS walk through reports<br><br>05/29/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 5. Chromebooks will be provided to each core content classroom. Teachers will incorporate technology to enhance the learning of all students. (Title I TA: 1,2,3,4,5,8) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 5,5.1,5.2,5.3,5.4) | Campus Administrators, Chief Instructional Officers | Augsut-May | (F)Federal Grant, (S)Technology Grant | Criteria: Walkthrough data will show evidence of students using the Chromebooks during instruction.<br><br>06/12/25 - Completed<br>05/29/25 - Pending<br>03/14/25 - On Track<br>11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

**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.** (Highly Effective Staff) Beginning in August 2025, qualified and highly effective personnel will be recruited, developed, and retained.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. DRMS Leadership will focus on each grade level to ensure that there is student progress for all students. Instructional leaders will implement the NIET planning process during Planning Protocol Sessions and continue to develop the Instructional Leadership Team. (Title I TA: 1,2,3,4,5,6,8) (Target Group: All) (Strategic Priorities: 1,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2,5.3,5.4) | Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Teachers | August-August | (F)Federal Grant | Criteria: Coaching documentation<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 2. All teachers will be provided TTESS walkthroughs and feedback by assigned campus administration. (Title I TA: 1,2,3,4,5,6,8) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 2,2.1,4,4.1,5,5.1,5.2,5.3,5.4) | Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Teachers | August-August | (F)Federal Grant | Criteria: DMAC documentation<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 3. Focused instructional coaching support for identified teachers. Cycle involves conference, observation, feedback, and collaboratively planning. (Target Group: All) | Campus Administrators, Dean of Instruction, Teachers | | | 05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

**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 Students) By June 2025, student achievement for all EB students who meet expectations on the STAAR state assessment will increase by 10% on all state assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. ELL students will be monitored by a highly qualified teachers to identify any areas of need or weakness. This information will be shared and reviewed with counselors and LPAC committees, PLC Leaders, parental aides, respective teachers and administration each 3 week period, allowing for immediate action and intervention to meet state accountability. (Title I TA: 1,2,3,4,5,6) (Target Group: BI,ESL) (Strategic Priorities: 2,3,4) (ESF: 4,4.1,5,5.1,5.2,5.4) | Bilingual Department, Cluster/Department Leaders, Counselors, Teachers | August-May | (F)Title III Bilingual / ESL, (O)Local Districts | Criteria: 6-week assessment data, decrease in failure rates each 6-week period documentation.<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 2. Sheltered Instruction Teams will be assigned to all ELL students identified as 'Beginner' or 'Intermediate'. These students will receive targeted instruction from a certified ELA ESL teacher. ESL strategies and reading interventions will be used to enhance language development. (Title I TA: 1,2,3,4,5,6) (Target Group: BI,ESL) (Strategic Priorities: 2,3) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4) | Bilingual Department, Campus Administrators, Cluster/Department Leaders, Teachers | August-May | (F)Title III Bilingual / ESL | Criteria: ESL students will show growth on TELPAS and STAAR<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track<br>11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

**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.** By the end of June 2025, Del Rio Middle School will utilize 90% of local funds to directly impact student success.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. The development of the local campus budget will be aligned to the Campus Improvement Plan. Campus local expenses will be reviewed quarterly to ensure that funding is being used effectively to meet students' needs. (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,2,3,4,5) | Campus Administrators | August-August | (O)Local Districts | Criteria: The campus budget will confirm that funds were spent according to the Campus Improvement Plan and Campus Needs Assessment.<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 2. Campus local expenses will be reviewed quarterly to ensure that funding is being used effectively to meet students' needs. (Title I TA: 4,8) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1,1.1,1.2) | Campus Administrators, Chief Instructional Officers | August-August | (O)Local Districts | Criteria: Campus budget<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

**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.** DRMS will ensure communication with all parents and community stakeholders in regards to student academics, behaviors and campus updates that promote and support the success of students in our educational system.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Hold monthly parental meetings and invite presenters based on data from the Comprehensive Needs Assessment (CNA). Parent informational meetings will be scheduled throughout the school such as Open House orientation, Skyward parent training, STAAR-EOC, Mental Health, McKinney Vento, Importance of Parental Engagement, Title I required meetings, etc. (Title I TA: 7,8) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3,3.1,3.2,3.3,3.4) | Campus Administrators, Counselors, Parental Aides | August-May | (F)Title I, (O)Local Districts | Criteria: Parent attendance at meetings and trainings through sign in sheet, agendas, surveys<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 2. All parental communication provided in English and Spanish including monthly school calendar, newsletters, Parents Right to Know, Federal Report Cards, etc. All communication will be developed and sent out to parents and community through different communication channels including all the extra-curricular activities, events, meetings, trainings along with times and locations through various forms of social media. (Title I TA: 4,7,8) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.3,3.4) | Campus Administrators, Cluster/Department Leaders, Counselors, Dean of Instruction, Teachers | August-May | (F)Title I, (O)Local Districts | Criteria: Letters, surveys, calendars, etc. will be used to measure compliance.<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

**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.** (New Teacher Support) All 1st and 2nd-year teachers to Del Rio Middle School will be involved in a new teacher mentor program-Teacher Mentor Program to recruit, select, assign, induct and retain highly qualified teachers.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Teacher Mentor Program-All 1st and 2nd-year teachers to Del Rio Middle School will be involved in a new teacher mentor program where they will be assigned a mentor who will receive a $500 stipend. (Title I TA: 1,2,3,4,5,6,8) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 2,2.1,3,3.1,3.2,3.3,3.4,4,4.1) | Campus Administrators, Chief Instructional Officers | August-August | (O)Local Districts | Criteria: Teacher Mentor Logs<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 2. Faculty and staff will be mandated to attend professional development, planning sessions, and staff meetings as needed. DRMS will offer conduct monthly staff meetings, trainings, etc. to engage and promote a positive and rewarding culture and climate. (Target Group: All) | Campus Administrators, Cluster/Department Leaders, Dean of Instruction | August-August | (S)Local Funds | 05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

**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.** (Staff and Student Support) Del Rio Middle School faculty and staff will have opportunities to advance, learn and grow in their profession.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Teachers will collaborate with campus and district leaders as well as professional support from NIET and/or Region IV coaching teachers to improve their instruction. (Title I TA: 1,2,3,4,5,6,8) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.1,5.2,5.3,5.4) | Campus Administrators, Chief Instructional Officers, Dean of Instruction | Augsut-August | (F)Federal Grant | Criteria: PD Data and Records<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |

# DEL RIO MIDDLE SCHOOL

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

**Objective 1.** (Literacy) Develop and implement a structured, inclusive ELA block that provides targeted reading instruction and supports diverse learners at all proficiency levels.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. The Planning Protocol Dashboard and TEKS Guide will be utilized prior to creating activities/lessons during planning sessions to increase reading levels. (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4) | Campus Administrators, Cluster/Department Leaders, Dean of Instruction, Teachers | August-May | (O)Local Districts, (S)State Grant | Criteria: STAAR Reading, Student Progress, DMAC data<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |
| 2. The staff At DRMS will promote the Million Word Reading Challenge. Students are being asked to read at least one million words this school year. By doing so, students will enhance their vocabulary, reading comprehension, and other reading skills. Through the end of the year, "Millionaires" will be rewarded. (Title I TA: 4,7) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4) | Librarian, Teachers | April-May | (S)Local Funds | Criteria: Student Reading growth, student reading data reports<br><br>05/23/25 - Completed<br>03/14/25 - On Track<br>11/22/24 - On Track |

# Site Based Committee Sign In

Campus <u>DRMS 8G</u>

Date: <u>5-13-2024</u>

| Role | Name |
|---|---|
| Parent | Kimberly Ross |
| Parent | Alma Cavazos |
| Business Representative | Randy Quinones |
| Business Representative | - |
| Community Representative | Jorge Ignacio Jurado |
| Community Representative | - |
| Teacher | Kristin Flores |
| Teacher | Kayla Thomas |
| Teacher | Arturo Padilla |
| Teacher | Roxanne Zamarripa |
| Teacher | Claudia Faz |
| Teacher | Melanee Gee |
| Student (secondary) | Ethan Jurado |
| Student (secondary) | Leo Cavazos |
| Para-Professional | Joanna Hernandez |
| Para-Professional | |
| Campus Administrator | Jorge Jurado |

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

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

\*\*\**Specialized Instr. Support: counselor, SLP, librarian, school nurse, school psychologist, school social worker & other prof. staff providing assessment, diagnosis, counseling, therapeutic & other necessary services*

# DRMS Campus Meeting
## May 13, 2024

### ELA

1. Kristin Flores — *K. Flores*
2. Bertha Serrano — *Bertha Serrano*
3. Lori Esparza — *Lori Esparza*
4. Selina Rountree — *S. Rountree*
5. Gwen Andrade — *Ace*
6. Melissa Benavides — *Ace*
7. Laura Paredez — *(signature)*
8. Alexis Martinez Atkinson
9. Jacob Andrade — *(signature)*

### Science

1. Kayla Thomas
2. Kaitlyn Thomas
3. Epi Segura
4. Julia McKinney
5. Alejandra Flores
6. Guillermo Hernandez

### Math

1. Arturo Padilla
2. Jessica Magdaleno
3. Gisela Dominguez
4. Michelle Spiers
5. Ricardo Tapia — *R. Tapia*
6. Roxanne Zamarripa
7. Itzel Trevino
8. Ashley Rust

CTF *(signature)*
CTF *(signature)*

History
*William Hildreth*

## Social Studies
1. Claudia Faz
2. Erica Jimenez
3. Mario Torres
4. Ashley Torres
5. William Hildreth
6. Javier Mendoza

## ESL
1. Michelle Gomez

## Band/Choir/Music
1. Jesse Brijalba
2. Sarai Salinas
3. Stacey Gallegos

## Fine Arts
1. Victor Alvarez
2. Erica Hernandez

## Spanish
1. Jose Delgado
2. Melva De Hoyos

## CTE
1. Rose Gage
2. Pablo Carrizales
3. Nerissa Winn

## Coaches
1. Robert Cardenas
2. Melanie Gee
3. Beatriz Lerma
4. Derek Dixon
5. Alexandra Smith
6. Jessica Acosta
7. Derek Casillas
8. Khristopher Ladner
9. Leslie Villareal

## ISS

1. Ricardo Guajardo _____

## Special Ed Units

1. Dariana Arranaga _____
2. Erika Garza _____
3. Juan Cirildo _____
4. Estela Garza _____
5. Jacqueline Guerra _____
6. Rosa Reyes _____
7. Gloria I. Sanchez _____
8. Jose Jaquez _____
9. Veronica Vasquez _____
10. Sarai Garcia _____
11. Jorge Islas _____
12. Cristicel Rivera _____
13. Sofia Vargas _____
14. Gerardo Meza _____

## Library

1. Rosella Ramon _____
2. Jessica Fuentes _____
3. Jessica Sunderland _____
4. Cassandra Trevino _____

## Counselors

1. Olga Torres Saldua _____
2. Edith Ibarra _____
3. Sofia Arroyo _____

## Aides

1. Tyrome Dabney _____

## Office Staff

1. Joanna Hernandez _____
2. Cynthia Olivo _____
3. Adriana Santos _____
4. Evangelina Reyes _____
5. Rosalinda Cooper _____

PE   Mario Arreola -PBI

Alex Smith -

Jessica Aosl -

Chris Landron

Erica Hale Art

Leslie Villarreal

C. 792

J. Mendez

D. Casillas

M. De Hoyos

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

<u>Data sources utilized:</u>

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.

STAAR/EOC results/Benchmarks

<u>(Insert data source)</u>

<u>SS TTAP</u>

<u>(Insert data source)</u>

<u>Identified Strengths/Needs</u>

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 |
| --- |
| TTAP Social Studies data was consitent in the three opportunities |
| All students and classrooms implemented data trackers to hold them accountable for their own learning. |
| Discipline referalls decreased by half. |
| Planning is data driven. |
| Data walls in the classroom allow for student competition for student success. |
|  |

| Summary of Needs |
| --- |
| TTAP Social Studies data shows we did not have growth |
| Data trackers should be implemeted from the first six weeks. |
| RAM Time is oversized; therefore ineffective at targeting individual needs. |
| Controlled substance has increased slightly. |
| NIET requires a planning process that is redundant when aligned with TEKS resources. |
| Lack of planning materials across all subjects. |

# 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 regardiing 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 performance?
- 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
2. Texas Academic Performance Reports
3. Teacher retention
4. Teacher attendance
5. Professional development feedback (including implementation and monitoring)

7. Teacher leader input
8. Principal evaluation results
9. Teacher evaluation results
10. Exit interviews
11. Principal/teacher self-evaluation

## 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.

Staff information TAPR

Discipline Data Comparison

Job Satisfaction and Engagement

(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 |
|---|
| New teacher with 1-5 years experience and provide opportunities |
| teachers coming in fresh and with new ideas |
| Staff and teachers are willing to collaborate with one another and adapt to new ideas/ teaching methods |
| Teachers are confident in their work |
| |
| |

| Summary of Needs |
|---|
| Trainings in classroom management |
| Student incentives for good behavior |
| student and teacher incentives for attendance |
| |
| |
| |
| |

# 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 unnecesary 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
2. Student perception data
3. Staff perception data
4. Parent/community perception data
5. Discipline data
6. Attendance data
7. PEIMS data
8. PBIS activities and impact data
9. Teacher attendance
10. Extra-curricular involvement data
11. Walk-through observations
12. Campus cleanliness/upkeep
13. Community involvement
14. Discipline referral 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 |
| --- |
| School has locked doors and gates with limited accesss. |
| All adults have color-coded lanyard identifications. |
| Consistent security checks and visibility. |
| One point of entry after 8 a.m. |
| |
| |

| Summary of Needs |
| --- |
| Teachers access keys for stairwell doors and locks can be picked very easily. |
| Students need consistent discipline. |
| Students need to be rewarded for consistent good behvaior. (Create an EScholz algorithm to auto generate a merit for good behavior) |
| Staff needs to be held accountable for not doing their assigned jobs. (not showing up to duty, meetings, etc) |
| Need monitors for restrooms for excessive student entrance and misbehaviors |
| |

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

## 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.

CTE enrollment

SAT/ACT scores

Graduation rate

Dual credit

## 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 |
|---|
| DRMS provides several high school level courses. |
| Credit by exam opportunities. |
| CTE fair |
| CTE courses and exposure to CTE programs. |
| College Wednesdays. |
| SFDR provides multiple secondary opportunities for our students. |

| Summary of Needs |
|---|
| Courses that meet the appropriate rigor necessary for high school level. |
| Additional support for struggling students. |
| Students need to receive instruction on technological literacy. |
| Students need exposure to real world skills. (Finance & budgeting) |
| Additional CTE courses for DRMS |
| Additional opportunities to explore college options and availability. |

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

*PFE = Parent and Family Engagement*

## 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 |
|---|
| Hosted parental meetings with counselors and parental liasons. |
| Consistent use of email communication, all calls, and social media to keep families updated and informed. |
| Use of online learning platforms (Canvas, Google classroom etc.) to keep families academically informed. |
| ACE utilized parent involvememt to help students succeed emotionally and academically. |
| |
| |

| Summary of Needs |
|---|
| More family communication/involvement on positive merit rewards and demerit reprimands. |
| More family trainings focused on school and home life. |
| All families have Skyward access with reminders to check it consistently and trainings to know what to look for. |
| Bringing families and community members to campus to see student work/projects. |
| |
| |

# 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
2. Technology infrastructure
3. Transportation data
4. Census data
5. Educational materials inventory
6. Instructional materials inventory
7. Technology inventory

8. PEIMS data
9. Enrollment data
10. School Service Worker contact data

<u>**Data sources utilized:**</u>

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.

Transportation Infrastructure          Instructional Materials Inventory

Educational materials Inventory          Technology Inventory

<u>**Identified Strengths/Needs**</u>

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 |
| --- |
| Offer free transportation to and from school on environment friendly buses. |
| ACE - afterschool program that provides students with tutorials, homework help, credit recovery, and HB hours. |
| All students are offered free breakfast, lunch, and dinner which assists our underprivileged students and athletes. |
| McKinney Vento which assists homeless families with basic needs. |
| Students have 1-1 technology use. |
| |

| Summary of Needs |
| --- |
| Updated teacher technology; i.e. desktops, projectors, and printers |
| The district needs more dirvers for buses along with an evaluation of salary. |
| District funds need to be more reprioritized for more instructional staff, ie. teachers, and less administrative positions that do not work with students. |
| |
| |
| |

# Comprehensive Needs Assessment Summary – 2023-2024

STAAR/EOC results/Benchmarks

Job Satisfaction and Engagement Survey

SS TTAP

Staff information TAPR

Discipline Data Comparison

CTE enrollment

Dual credit

SAT/ACT scores

Graduation rate

Instructional Materials Inventory

Educational materials Inventory

Transportation Infrastructure

Technology Inventory

| 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 | TTAP Social Studies data was consitent in the three opportunities<br><br>All students and classrooms implemented data trackers to hold them accountable for their own. Discipline referrals decreased by half.<br><br>Planning is data driven.<br>Data walls in the classroom allow for student competition for student success | TTAP Social Studies data shows we did not have growth<br><br>Data trackers should be implemented from the start, rather than oversized, therefore ineffective at targeting individual needs<br><br>Controlled substance has increased slightly.<br>NIET requires a planning process that is redundant when aligned with TEKS resources<br>Lack of planning materials across all subjects. | -Data Driven Culture (School Data Walls, Classroom Data Walls, & Student Trackers)<br><br>-NIET Planning Protocol<br>-HB 1416 Interventions<br>Social Studies Planning<br>Revise Ram Time Plan |
| Staff Quality | New teacher with 1-3 years experience and provide opportunities<br>teachers coming in fresh and with new ideas<br>Staff and teachers are willing to collaborate with one another and adapt to new ideas/ teaching<br>Teachers are confident in their work | Trainings in classroom management<br>Student incentives for good behavior<br>student and teacher incentives for attendance | -Classroom Management PD<br>-Implement Demerit System<br>-Attendance Incentives |
| School Climate/ Safe & Healthy | School has locked doors and gates with limited access<br>All adults have color-coded lanyard identifications<br>Consistent security checks and visibility. | Teachers access keys for stairwell doors and locks can be picked very easily<br>Students need consistent discipline.<br>Students need to be rewarded for consistent good behavior. (Create an EScholz algorithm to | -Consistent Implementation of DS<br>-Positive Referrals<br>-Restroom Procedures |

| Schools | One point of entry after 8 a.m. | |
|---|---|---|
| | Credit by exam opportunities. CTE fair. CTE courses and exposure to CTE programs. College Wednesdays. | -Ram Time Support |
| College & Career Readiness/ Graduation/ Dropout Reducation | Additional support for struggling students. Additional CTE courses for DRMS | -HB 1416 POA |
| | | -CTE Exposure |
| Family and Community Involvement | Students have 1-1 technology use. | -Improve on Parent Meeting Topics |
| | | -Student Showcase |
| | | -Skyward Parent Training |
| District/Campus Commitments | | -Improved Bus Routes |
| | | -Improved IT Plan of Action |

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.

16

# Comprehensive Needs Assessment Summary –
## 2023-2024

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

| | | |
|---|---|---|
| STAAR/EOC results/Benchmarks | SS TTAP | |
| | Staff information TAPR | Discipline Data Comparison |
| Job Satisfaction and Engagement Survey | | |
| CTE enrollment | SAT/ACT scores | Graduation rate |
| Dual credit | | |
| | | Transportation Infrastructure |
| Instructional Materials Inventory | Educational materials Inventory | Technology Inventory |

| Area Reviewed | Summary of Strengths<br><br>What were the identified strengths? | Summary of Needs<br><br>What were the identified needs? | Priorities<br><br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
| **Academic Achievement** | TTAP Social Studies data was consitent in the three opportunities<br><br>All students and classrooms implemented data trackers to hold them accountable for their own learning.<br><br>Discipline referalls decreased by half.<br><br>Planning is data driven.<br>Data walls in the classroom allow for student competition for student success. | TTAP Social Studies data shows we did not have growth<br><br>Data trackers should be implemeted from the first six weeks.<br><br>RAM Time is oversized; therefore ineffective at targeting individual needs.<br>Controlled substance has increased slightly.<br>NIET requires a planning process that is redundant when aligned with TEKS resources.<br>Lack of planning materials across all subjects. | -Data Driven Culture (School Data Walls, Classroom Data Walls, & Student Trackers)<br><br>-NIET Planning Protocol<br><br>-HB 1416 Interventions<br><br>Social Studies Planning<br><br>Revise Ram Time Plan |
| **Staff Quality** | New teacher with 1-5 years experience and provide teachers coming in fresh and with new ideas<br>Staff and teachers are willing to collaborate with one another<br>Teachers are confident in their work | Trainings in classroom management<br>Student incentives for good behavior<br>student and teacher incentives for attendance | -Classroom Management PD<br>-Implement Demerit System<br>-Attendance Incentives |
| **School Climate/ Safe & Healthy Schools** | School has locked doors and gates with limited accesss.<br>All adults have color-coded lanyard identifications.<br>Consistent security checks and visibility.<br>One point of entry after 8 a.m. | Teachers access keys for stairwell doors and locks can be<br>Students need consistent discipline.<br>Students need to be rewarded for consistent good behvaior.<br>Staff needs to be held accountable for not doing their<br>Need monitors for restrooms for excessive student entrance | -Consistent Implementation of DS<br>-Positive Referrals<br>-Restroom Procedures |
| **College & Career Readiness/ Graduation/ Dropout Reducation** | DRMS provides several high school level courses.<br>Credit by exam opportunities.<br>CTE fair<br>CTE courses and exposure to CTE programs.<br>College Wednesdays.<br>SFDR provides multiple secondary opportunities for our | Courses that meet the appropriate rigor necessary for high<br>Additional support for struggling students.<br>Students need to receive instruction on technological literacy.<br>Students need exposure to real world skills. (Finance &<br>Additional CTE courses for DRMS<br>Additional opportunities to explore college options and | -Ram Time Support<br>-HB 1416 POA<br>-CTE Exposure |
| **Family and Community Involvement** | Hosted parental meetings with counselors and parental<br>Consistent use of email communication, all calls, and social<br>Use of online learning platforms (Canvas, Google classroom<br>ACE utilized parent involvememt to help students succeed | More family communication/involvement on positive merit<br>More family trainings focused on school and home life.<br>All families have Skyward access with reminders to check it<br>Bringing families and community members to campus to see | -Improve on Parent Meeting Topics<br>-Student Showcase<br>-Skyward Parent Training |
| **District/Campus Commitments** | Offer free transportation to and from school on environment<br>ACE - afterschool program that provides students with<br>All students are offered free breakfast, lunch, and dinner<br>McKinney Vento which assists homeless families with basic<br>Students have 1-1 technology use. | Updated teacher technology; i.e. desktops, projectors, and<br>The district needs more dirvers for buses along with an<br>District funds need to be more reprioritized for more | -Improved Bus Routes<br>-Improved IT Plan of Action |

**School-Teacher Parent-Student Compact 2024-2025**

# EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

**Maytte Y. Soliz, PRINCIPAL**

**720 E. De La Rosa St.**

**Del Rio, Texas 78840**

**830-778-4500**

## Building Partnerships

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

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

## Communication is Key

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

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

**Del Rio Middle School**
**830.778.4500**

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

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

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

## Jointly Developed

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

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

## SFDRCISD District Vision

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

## SFDRCISD District Mission

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

## SFDRCISD Shared Beliefs

We believe:

- Communication and collaboration among families, community, and educators are vital.

- In equity by providing the resources, support, and motivation necessary to differentiate instruction.

- All students should be equipped with a strong foundation of knowledge, including 21st century skills, so they are life-long learners prepared to be successful after high school.

## School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.

- Provide opportunities for parent meetings and trainings enhancing parental engagement.

- Provide a quality curriculum and instructional practices that allow students to become effective and productive citizens.

- Offer multiple methods of communication building a parent-school relationship.

## Teacher Agreement

As a teacher, I agree to:

- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.

- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.

- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

## Student Agreement

As a student, I agree to:

- Attend school daily and on time.

- Follow all school rules and be respectful to one another.

- Complete and return all homework assignments.

- Be a positive role model to my classmates and others at my school.

## Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.

- Establish a time for homework and provide a quiet, well-lit place for study.

- Volunteer and attend parent conferences and school activities.

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

- Read with my child and/or enhance daily reading at home.

## Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.

- The school will distribute this compact to all parents of participating Title I, Part A children by posting on school website, distributing during Open House, have hard copies available in our front office.

- The campus will provide a copy of this policy to parents in the language the parents can understand.

# DEL RIO MIDDLE SCHOOL

## Acuerdo entre Escuela-Maestro-Padre-Alumno

**EMPODERAR A LOS NIÑOS PARA OBTENER SU MAXIMA POTENCIA**

Maytte Y. Soliz, PRINCIPAL

720 E. De La Rosa St.

Del Rio, Texas 78840

830-778-4500

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## Construyendo asociaciones

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

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre

Título I.

## La Comunicación es clave

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

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Boletín Mensual

**(Del Rio Middle School 830.778.4500**

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

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

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

## Desarrollado Conjuntamente

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

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

## Visión del Distrito SFDRCISD

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

## Misión del Distrito SFDRCISD

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

## Creencias Compartidas

Nosotros creemos:

- La comunicación y la colaboración entre las familias, la comunidad y los educadores son vitales.

- En equidad al proporcionar los recursos, el apoyo y la motivación necesarios para diferenciar la instrucción.

- Todos los estudiantes deben estar equipados con una base sólida de conocimientos, incluidas las habilidades del siglo XXI, para que sean aprendices de por vida preparados para tener éxito después de la escuela secundaria.

## Acuerdo Escolar

Como escuela, aceptamos:

- Hacer de la escuela un lugar positivo, de apoyo y seguro con un entorno de aprendizaje saludable.

- Brindar oportunidades para reuniones y capacitaciones para padres que mejoren la participación de los padres.

- Proporcionar un plan de estudios de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos eficaces y productivos.

- Ofrecer múltiples métodos de comunicación para construir una relación entre padres y escuela.

## Acuerdo del maestro

Como maestro, acepto:

- Modelar la instrucción y proporcionar a los padres materiales de contenido y estrategias por nivel de grado durante talleres para padres, boletines, conferencias y medios electrónicos.

- Comparta con los padres y los estudiantes los datos de evaluación y ofrezca materiales y métodos para que los padres y los estudiantes los apliquen en casa.

- Comunicarse con los padres y estudiantes en una variedad de plataformas, incluyendo conferencias cara a cara, teléfono, textos y medios electrónicos.

## Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.

- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.

- Completar y devolver todas las tareas asignadas.

## Acuerdo de los Padres

Como padre, acepto:

- Asegurar que mi hijo sea puntual y asista a la escuela todos los días.

- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.

- Sea voluntario y asista a conferencias de padres y actividades escolares.

- Mantener una comunicación abierta con el maestro de mi hijo y estar disponible para preguntas.

- Leer con mi hijo y / o mejorar la lectura diaria en casa.

## Desarrollo y Distribución

- Este pacto ha sido desarrollado conjuntamente y acordado con los padres de los niños que participan en los Programas Título I, Parte A.
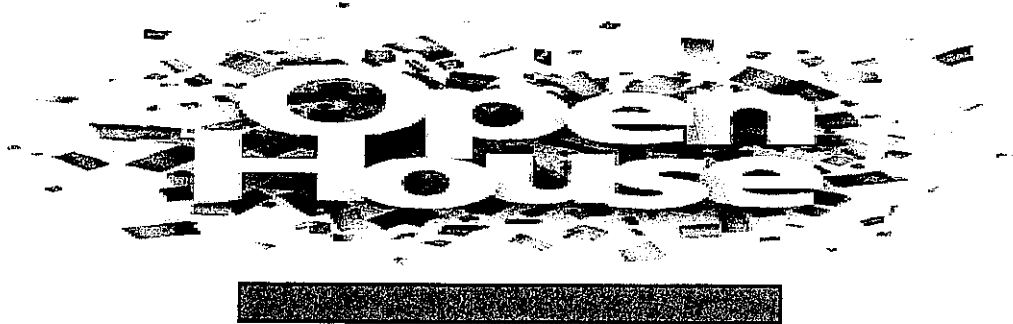
Del Rio Middle School

Maytte Y. Soliz, PRINCIPAL

720 E. De La Rosa St.

830.778.4500

Hector.guerra@sfdrcisd.org

# Title One & School Safety

## Preparation for Open House

## Del Rio Middle School

## Door Prizes

(Donated)

## Open House /Annual Title I Meeting

Tuesday, October 22, 2024

5:15- 6:30PM

Room 138

Presenter: Ms. Maytte Soliz

DRMS Principal



DEL RIO MIDDLE SCHOOL

# Title I Parent Training
Sign-In Sheet
2024-2025

Del Rio Middle School

**Campus**

10-22-24

**Date**

| Parent's Name | Child's Name | Phone | Request Conference |
|---|---|---|---|
| Blanca Gallegos | Kimber Cabral | 830 369 6005 | |
| Maricela Jimenez | Regina Jmz | 830-703-9203 | |
| Maria Oteron | Allison Teran | 830 461 9861 | |
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| Staff Member's Name | Position |
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| DRMS Parent meeting | | | 10.22.2024 |
|---|---|---|---|

**Presenter: Mrs. Soliz, Mrs. Cooper, and Mr. Guerra Topic: Annual Title 1/ School Safety**

| Parent Name | Student ID # | Student Name | 7 or 8 Grade |
|---|---|---|---|
| Blanca Gallegos | 092721 | Kimberly Cabral | 7 |
| Marisela Jimenez | 080279 | Regina Jimenez | 7 |
| Mana & Teran | 088667 | Allison Teran | 7 |
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# SCHOOL SAFETY: A RESPONSIBILITY

## Title One

## Federal Programs

### Del Rio Middle School

Door Prizes

(Donated)

## Annual Title I Meeting

Wednesday, November 6, 2024

5:30- 6:15PM

Room 138

**D R**
DEL RIO MIDDLE SCHOOL

Students you may win a prize. **

Parents must be present in order for students to be eligible for the drawing. **

# Title I Parent Training
## Sign-In Sheet
### 2024-2025

Campus: Del Rio Middle School

Date: 11-6-24

| Parent's Name | Child's Name | Phone | Request Conference |
|---|---|---|---|
| Nubia Sanch | Alondra Gallegos | 830-265-5062 | |
| Blanca Gallegos | Kimberly Cabral | 830 369 6005 | 877 296 134 |
| Marymar Rosales | Emmanuel Aldrete | 8303099250 | |
| Alejandra Pena | Patricia Pena | 830461-4469 | |
| Laura Cerna | Esbeth Flores G. | 8309484197 | |
| Dulce Muzquiz | Camila Garcia | 830 734 1521 | |
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| Staff Member's Name | Position |
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# DRMS Parent meeting
# 11.06.2024

**Presenters: Rosalinda Cooper/ Hector M. Guerra          Topic: Title 1 –Federal Programs**

| Parent Name | Student I.D. # | Student Name | Grade 7 or 8 |
|---|---|---|---|
| Nubia Sánchez | 079272 | Alondra Gallegos | 7 |
| Blanca Gallegos | 092721 | Kimberly Cabial | 7 |
| Marymar Rosales | 091339 | Aldrete Emmanuel. | 7 |
| Laura Garcia. | 083824 | Isabella Flores Garcia. | 8 |
| Dulce Muzquiz. | 091340 | Camilo Garcia | 8. |
| Alejandra Perez | 077123 | Patricia Per~ | 8 |
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# Del Rio Middle School
## POLÍTICA DE PARTICIPACION DE PADRES Y FAMILIAS
## 2024-2025

### DECLARACIÓN DE PROPOSITO

**Del Rio Middle School** la administración, el personal docente, el personal de apoyo, los padres y los miembros de la comunidad desarrollarán, acordarán, y distribuirán a los padres una política escrita de Participación de Padres y Familias y un Acuerdo Entre Escuela y Padres. La política establecerá expectativas y un marco para la participación de calidad de los padres. Esto se logrará como parte del proceso del Plan de Mejora de la Escuela. La escuela valora el papel que desempeñan los padres como primeros maestros de sus hijos y la influencia de su apoyo continuo para permitir que sus hijos cumplan con los estándares estatales de desempeño estudiantil.

La siguiente política cumple con los requisitos legales de La Ley Todo Estudiante Triunfa, Sección 1116(d). La Política de Participación de Padres y Familias de Titulo 1 estará disponible para todos los padres del Distrito Escolar Independiente Consolidado de San Felipe Del Río.

### DESARROLLO DE POLÍTICAS DE PARTICIPACIÓN DE PADRES Y FAMILIAS

I. El EQUIPO del Distrito Escolar Independiente Consolidado de San Felipe Del Río, compuesto por la Mesa Directiva, administradores, maestros, personal de apoyo, padres, y la comunidad, y en asociación con agencias públicas y privadas, está comprometido a brindar el apoyo, los recursos y el rigor académico necesario para garantizar que todos los estudiantes alcancen la excelencia educativa y social.

### PACTO ENTRE ESCUELA Y PADRES

II. El Acuerdo Entre Escuela y Padres describirá los medios por los cuales los padres y la escuela compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Un repaso y revisión anual del pacto, según sea necesario, será parte del proceso del Plan de Mejora Escuela de la Escuela y de la Evaluación Integral de Necesidades. Se distribuirá una copia de la Política de Participación de Padres y Familias y del Pacto Entre Escuela y Padres a todos los padres durante las primeras seis semanas de clases y estará disponible en la oficina principal de cada escuela.

### OPORTUNIDADES DE PARTICIPACION PARA LOS PADRES

III. La capacidad de la escuela para construir una asociación sólida con los padres se logrará ofreciendo oportunidades para que los padres proporcionen opiniones y hagan recomendaciones sobre los programas de Título I. Estas oportunidades se presentarán en las reuniones del Plan de Mejora de la Escuela, en las reuniones de Evaluación Integral de Necesidades y en reuniones especiales que sean convocadas. Se llevarán a cabo dos reuniones de padres de Título I en dos fechas y horarios diferentes para proveer información pertinente a los programas de Titulo 1. Además, se proporcionarán talleres de habilidades para padres, capacitaciones para voluntarios de la escuela, capacitaciones de preparación escolar relacionadas con programas preescolares, y capacitaciones en alfabetización y tecnología. Estas oportunidades, dedicadas para fomentar la participación de los padres y aumentar rendimiento estudiantil, incluyen entrenamientos y materiales para que los padres trabajen con sus niños en casa, ceremonias de premios, presentaciones estudiantiles, eventos especiales y conferencias entre padres y maestros realizadas en persona o vía Zoom. Adicionalmente, maestros, el personal especializado de apoyo a la instrucción, directores, y otros líderes escolares, con la asistencia de los padres, deberán recibir capacitación sobre el Valor y la Utilidad de las Contribuciones de los padres/familias. **(Work with ACE, Mental Health, Health Dept., y Transportation).**

## COMUNICACION ENTRE PADRES Y DOCENTES

V. **Del Rio Middle School** hará todo lo posible para comunicar a los padres la información sobre los programas de Título I, Parte A, incluyendo descripciones y explicaciones del plan de estudios, las evaluaciones académicas estatales y locales, las expectativas de niveles de dominio del idioma inglés, cómo trabajar con los maestros para mejorar el rendimiento de sus hijos, y cómo monitorear el progreso de los estudiantes. Estos esfuerzos se llevarán a cabo durante visitas domiciliarias, conferencias de padres y, cuando sea necesario, a través de reuniones vía Zoom.

Los padres y las familias recibirán información sobre los programas escolares de manera oportuna y a través de medios como boletines mensuales, menús, calendarios, notas de los maestros, la marquesina de la escuela, visitas a domicilio, conferencias de padres, contactos personales, llamadas telefónicas, reuniones vía Zoom, correo electrónico del distrito, sitio web del distrito, página de Facebook del distrito y avisos escritos. Estos medios se utilizarán para establecer y mantener líneas abiertas de comunicación con los padres. Toda la información, oral o escrita relacionada con los programas de la escuela y los padres, se proporcionará en inglés y en español.

## EVALUACION

VI. Los padres serán informados e invitados a participar en la evaluación anual del contenido y la efectividad de la Política de Participación de Padres y Familias de la escuela. También considerarán:

- La calidad académica de las escuelas participando en Titulo 1, Parte A
- Formas de identificar y superar barreras que pueden limitar la participación de los padres
- Repasar y revisar el Acuerdo Entre Escuela y Padres
- Cómo aumentar la participación de los padres
- Comentarios de los padres sobre la Política de Participación de Padres y Familias de Titulo 1

Los hallazgos de la evaluación anual se utilizarán para revisar y diseñar prácticas y estrategias de políticas para mejorar la participación de los padres a nivel del distrito y de la escuela. Se pueden proporcionar comentarios sobre los requisitos del Título I de La Lay Todo Estudiante Triunfan mencionados anteriormente llamando al Departamento de Programas Federales y Estatales de SFDRCISD al 830-778-4153.

## RESERVA DE FONDOS

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

## ADOPCIÓN

VIII. La Política de Participación de Padres y Familias de la escuela ha sido desarrollada conjuntamente y acordada con los padres de niños que participan en los programas de Titulo 1, Parte A, como lo demuestran los padres, directores y consejeros. Esta política fue aprobada por Del Rio Middle School en 10.2024 y estará vigente para el año escolar 2024-2025. La notificación electrónica y/o escrita de esta política se distribuirá en inglés y en español para el beneficio de los padres y miembros de la comunidad.


_____
(Firma Del Autorizado) Director

_____
(Firma Del Autorizado) Director/Asistente Designado

_____ 11/20/24 _____
(Fecha)

Comité de Padres:

1. Blanca Gallegos
2. Alejandra Peña
3. Dulce Muzquiz
4. Marymar Rosales

# Del Rio Middle School

**Welcome: (10 minutes)**

On a Post It write -

- two <u>instructional</u> successes you have had this year.

Turn & Talk -

- Visit with someone not in your department to share your thoughts

**Instruction:**

1. Mandatory Title I Trainings
   - McKinney Vento
   - Family Engagement
2. Homeroom Interventions/RAM Time Interventions
   - Timely start and commitment to interventions (Aleks & Math Fluency)

**Safety:**

3. DRMS Expectations & Procedures
   - Student ID Expectations
   - Restroom Logs
   - Teacher commitment to transitions & monitoring hallways
     - Facilitate movement
     - Walk on the right side
     - Straight to next class; if kids are seen making laps, please address it with admin/officers
   - Staff Duty
     - 2 x's per week
     - 7:25 AM → cafeteria clearance
     - 3:31 PM - 4:00 PM (or until admin clears)

**Relations:**

- Parent Communication
  - October Challenge - 2 positive demerits per teacher OR 2 direct contacts with parents celebrating student success
- Open House Dates
  - Wed. Oct. 23rd → 7th grade
  - Thurs. Oct. 24th → 8th grade

# DRMS Staff Meeting
Thursday, October 3, 2024
Library
3:45pm

## Aides
1. Jacob Andrade

## AP Interns
1. Tania De Leon
2. Amy Rodriguez

## Band/Choir
1. Stacey Gallegos
2. Sarai Salinas
3. Daniel White

## Counselors 7G
1. Alex Menchaca
2. Amor Perez
3. Gloria Martinez-Perez

## Counselors 8G
1. Carolina Cardenas
2. Edith Ibarra
3. Olga Torres-Saldua
4. Mario Arreola

## CTE
1. Pablo Carrizales
2. Rose Gage
3. Nerissa Winn

## Dean of Instruction
1. Gloria Castaneda _____ G Castaneda _____

## Dyslexia Interventionist
1. Annie Amezcua _____

## ELA 7G
1. Yadira Hernandez _____
2. Valarie Allen _____
3. Ivan Gonzalez _____
4. Tiffany Guerrero _____
5. Kimberly Smith _____ KSmith _____
6. Stephanie Tapia _____
7. Jermaine Williams _____

## ELA 8G
1. Flores, Kristin _____ K. Flores _____
2. Andrade, Gwen _____
3. Benavides, Melissa _____
4. Esparza, Lori _____
5. Martinez, Alexis _____
6. Serrano, Bertha _____
7. Taliancich, Jennifer _____ J. Cah _____

## ESL Strategist
1. Sonia Pena _____

## Fine Arts
1. Victor Alvarez _____
2. Amanda Arredondo _____
3. Erica Hernandez _____

## Health
1. Anthony Leonor _____

## ISS
1. Ricardo Guajardo _____

## Library
1. Rosella Ramon _____
2. Jessica Fuentes _____
3. Jessica Sunderland _____

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4. Cassandra Trevino _____

## Math 7G

1. Michelle Cervantes _____
2. Elizabeth De La Mota _____
3. Teresa Garcia _____
4. Dolimer Gonzalez _____
5. Jose Rangel _____
6. Amanda Salas _____

## Math 8G

1. Arturo Padilla _____
2. Gisela Dominguez _____
3. Jessica Magdaleno _____
4. Ashley Rust _____
5. Michelle Spiers _____
6. Ricardo Tapia _____
7. Roxanne Zamarripa _____

## Office Staff

1. Patricia Martinez _____
2. Joanna Hernandez _____
3. Elsa Candela _____
4. Rosalinda Cooper _____
5. Julie Cordaway _____
6. Hector Guerra _____
7. Cynthia Olivo _____
8. Evangelina Reyes _____
9. Yvette Trevino _____

## Science 7G

1. Jan Perry _____
2. Guillermo Hernandez _____
3. Beatriz Padilla _____
4. Nataly Owens-Sanchez _____
5. Jerauld Smith _____

## Science 8G

1. Kayla Thomas _____
2. Alejandra Flores _____
3. Julia McKinney _____
4. Epi Segura _____
5. Kaitlyn Thomas _____

## Social Studies 7G

1. Wilson White _____
2. Edward Hildreth _____

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3. Javier Mendoza _____
4. Jesse Reyna _____
5. Gregory Torres _____

## Social Studies 8G
1. Michelle Gomez _____
2. Claudia Faz _____
3. William Hildreth _____
4. Erica Jimenez _____
5. Ashley Torres _____

## Spanish 7G
1. Laura English _____
2. Mario Torres _____

## Spanish 8G
1. Melva De Hoyos _____
2. Jose Delgado _____

## PE
1. Derek Casillas _____
2. Robert Cardenas _____
3. Khristopher Ladner _____
4. Melanie Gee _____
5. Jessica Acosta _____
6. Beatriz Lerma _____
7. Alexandria Smith _____

## Special Ed
1. Juan Cirildo _____
2. Erika Garza _____
3. Estella Garza _____
4. Dina Sanchez _____
5. Damarys Alonzo _____
6. Jecleen Castaneda _____
7. Nohemi Cerda _____
8. Marc Galindo _____
9. Sarai Garcia _____
10. Mayra Gaitan _____
11. Jacqueline Guerra _____
12. Jose Jacquez _____
13. Gerardo Meza _____
14. Adriana Perez _____
15. Rosa Reyes _____
16. Cristicel Rivera _____
17. Gloria Sanchez _____

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18. Sofia Vargas　＿＿＿＿＿＿＿＿＿＿＿
19. Karina Zapata　＿＿＿＿＿＿＿＿＿＿＿

*[handwritten]* Galvan LVN
*[handwritten]* alia Sanchez RN

# DRMS Staff Meeting
Friday, October 4, 2024
Room 138
7:15am

## Aides
1. Jacob Andrade _____

## AP Interns
1. Tania De Leon _____
2. Amy Rodriguez _____

## Band/Choir
1. Stacey Gallegos _____
2. Sarai Salinas _____
3. Daniel White _____

## Counselors 7G
1. Alex Menchaca _____
2. Amor Perez _____
3. Gloria Martinez-Perez _____

## Counselors 8G
1. Carolina Cardenas _____
2. Edith Ibarra _____
3. Olga Torres-Saldua _____
4. Mario Arreola _____

## CTE
1. Pablo Carrizalez _____
2. Rose Gage _____
3. Nerissa Winn _____
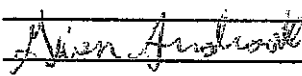
# Dean of Instruction

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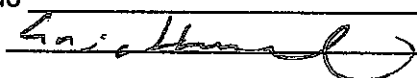
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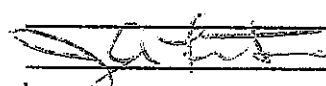
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# Library

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2. Jessica Fuentes _____
3. Jessica Sunderland _____

4. Cassandra Trevino _____

## Math 7G

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2. Elizabeth De La Mota _Elizabeth a De La Mota_
3. Teresa Garcia _2 Garcia_
4. Dolimer Gonzalez _Dolimer Gonzalez_
5. Jose Rangel _____
6. Amanda Salas _____

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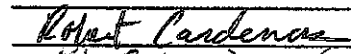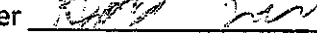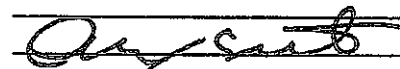4. Erica Jimenez
5. Ashley Torres

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