

DEL RIO H S
Del Rio High School/Del Rio Freshman School Campus Improvement Plan
2020/2021

MOVING FORWARD

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DEL RIO H S

Mission

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

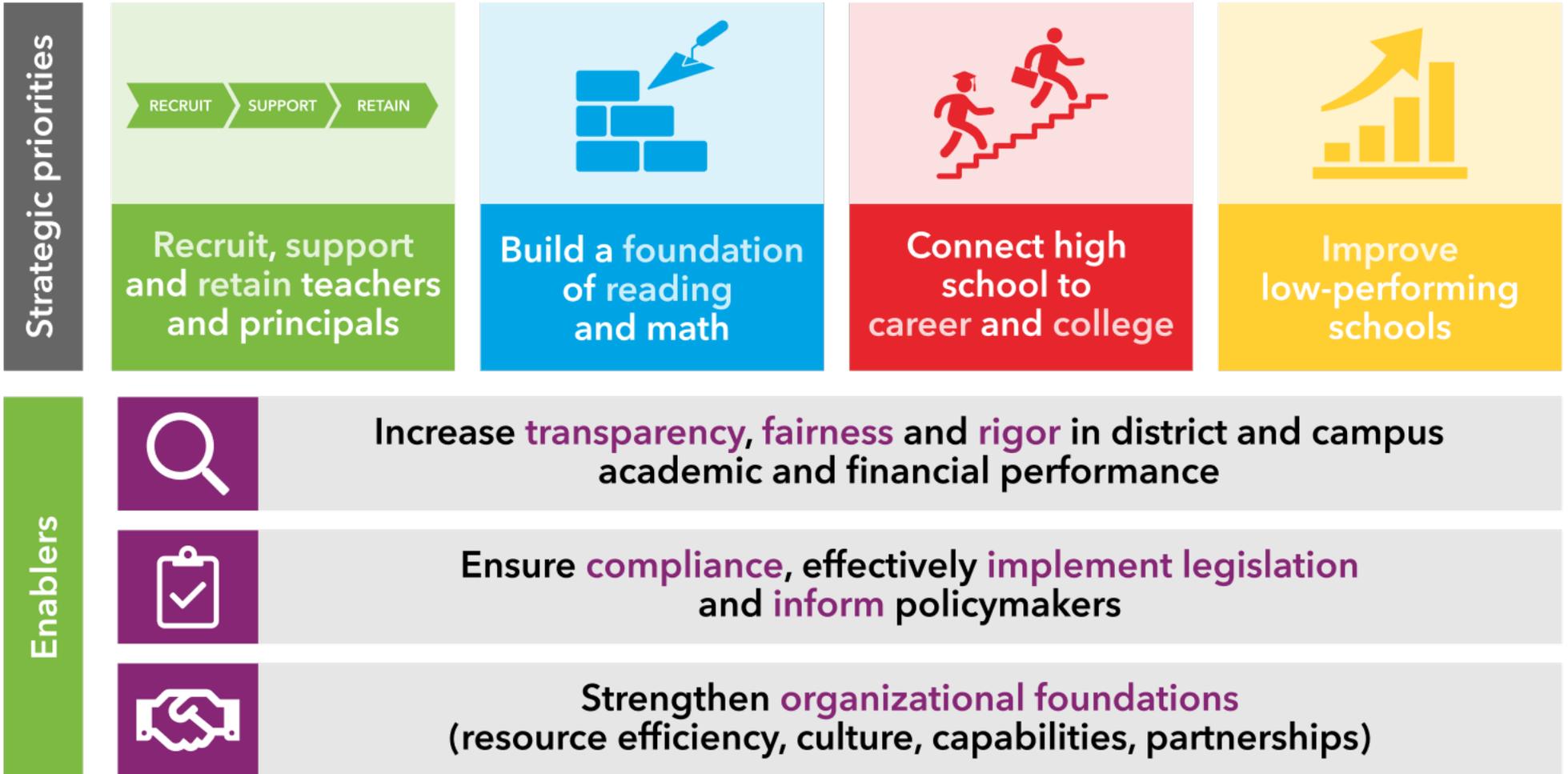
Vision

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

Nondiscrimination Notice

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

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



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

DEL RIO H S Site Base

Name	Position
Cuellar, Vangie	Special Populations Representative
Rodriguez, Gisselle	Math Teacher
Treviño, Cassandra	Paraprofessional
Sahagun, Cynthia	Assistant Principal
Brijalba, Melinda	Parent
Mercer, Brittaney	Social Studies Representative
Jimenez, Mario	CTE Representative
Williams, Gordon	Science Department Representative
Jordan, Cacedra	English Department Representative
Aguirre, Dr. Diane	District Parental Representative
Mercier, Allison	Assistant Principal
Johnston, Shane	Assistant Principal
Cardenas, Carolina	Counselor
Barrera, Christi	CTE Coordinator
Pena, Sonia	Bilingual/ESL Strategist
Perez, Jose	Del Rio High School Principal
Casillas, Ramona	Assistant Principal
Cardenas, Carolina	CTE Counselor
Moss, Dora	Parent
Gloria, Sylvia	Parent
Rosas, Karina	Community Representative
Guajardo, Ricardo	Community Representative
Amescua, Eduardo	Business Representative
Hernandez, Tony	Community Representative



Introduction

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

Organizational Structure

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

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

Using this template

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

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

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



Site Based Committee Sign In

District: San Felip Del Rio - CISD Freshman

Date: May 28th, 2020

Role	Name	Signature
Parent	Dora Moss	
Parent	Sylvia Gloria	
Teacher	Deborah Salinas	
Teacher	Sarah Fernandez	
Teacher	Danielle Castillo	
Teacher	Ofelia Hernandez	
Teacher	David Ruiz	
Teacher	Catherine Calveti	
Teacher	Martha Sancehz	
Librarian	Sandy Garza	
Nurse	Lindsay Dixon	
Campus Secretary	Velma Martinez	
Counselor	Fermin Calderon	
Counselor	Elizabeth Sanchez	
Parental Aide	Laura Rivera	
Community Member	Karina Rosas	
Community Member	Ricardo Guajardo	
Business Member	Eduardo Amezcua	
Business Member	Tony Hernandez	

Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Student self tracking/goal setting	Computer Software Reports Individual surveys and phone calls	Texas Academic Performance Report
Attendance Data	Staff Perception Data	Centers of Disease Control
Parent Volunteer Information survey	Parent Activity Evaluations & Feedback Community Service Agencies technology infrastructure	Parent & Communication Partnership Data current/projected facility needs

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	Base classroom to help special ed and 504 students not in co-teach setting. Co-teach setting Good support and benefit from LEA staff ELA benefits from having classes everyday ESL aides in English and Algebra Tutoring afterschool for bubble students DMAC access to multiple data resources	Reduce classroom sizes and better student-teacher ratios - including special need Keep BASE teacher in the BASE classroom More structure in ISS Credit recovery program for failing students Computer on wheels alignment between DRFS/DRFS for online homebased platform	Keep BASE teacher in BASE class Improve structure in ISS Purchase COW's Alignment between DRFS/DRHS regardign HBI. Celebrate student attendance
Staff Quality	Over 90% of teachers are certified in their content High staff retention rate new teachers feel supported by campus personnel Good staff attendance	Data not uniformly shared among teachers/departments Consistent activity between mentors and mentees special populations need to be distributed evenly better staff level of interest pertaining to subject matter better up to date details on special populations more consistent acknowledgment of special needs teaching staff members	Monitor distribution of special needs students Monitor activity between mentor and mentees

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?
School Climate/ Safe & Healthy Schools	<p>Good communication between counselors and administration regarding student needs continued communication between all departments via leadership meetings majority of staff and students feel climate and culture of campus is positive and welcoming</p> <p>updates to classroom handles help improve security on campus</p> <p>staff monitoring hallways during transitions help create a safe environment referrals handled in a timely and adequate manner</p>	<p>campus upkeep outside needs improvement/trash in grassy areas</p> <p>removal of lockers to help widen hallways</p> <p>improve fencing on main street</p> <p>installation of vape/smoke detectors in the restrooms</p> <p>training for students on compliance with social distancing plans to make campus compliant with CDC recommendations for limiting spread of infectious</p>	<p>Prepare for return of students/staff meeting CDC recommendations</p> <p>Improve campus upkeep outside</p> <p>Improve appearance of teachers' lounge</p> <p>Acquire necessary items needed to meet CDC/social distancing requirements</p>
College & Career Readiness/ Graduation/ Dropout Reduction	<p>Planning Protocol allows for teacher collaboration and planning</p> <p>Post secondary programs successful and are truly helping college bound students</p> <p>Good graduation rate and college bound students</p>	<p>Vertical alignment of curriculum from 6th to 12th grade</p> <p>increase in courses available for special education students via the CTE program</p> <p>unbalanced curriculum - curriculum focused to college bound students</p>	<p>Meet/plan with different grade levels for the purpose of vertical planning</p> <p>Counselors/teachers need to clearly articulate the graduation requirements so Freshman know what is expected of them for graduation</p>
	<p>Excellent collaboration, transparency & communication with students, parents, and staff</p>	<p>College and Career readiness trainings</p>	<p>Continue commitment to good customer service from all personnel.</p>

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?
<p>Family and Community Involvement</p>	<p>Flexibility to handle change; shared decision making</p> <p>Team approach to whatever we do in the district.</p> <p>Winners in education for parents and providing tools: Daily calling for attendance recognition of students with perfect attendance</p> <p>Commitment to customer service throughout the campus</p>	<p>Parental awareness of available community resources</p> <p>Invite parents to volunteer</p> <p>Initial parental meeting explaining computer services available for monitoring of student software/resources at the district level</p>	<p>Initiate good parental trainings throughout the year especially dealing with resource availability for parents and requirements for a good high school experience.</p>
<p>District/Campus Commitments</p>	<p>#REF!</p> <p>Facilities have potential to foster greater academic achievement</p> <p>technological infrastructure is improving</p> <p>facilities maintenance is getting better</p> <p>Operations management overall is effective</p> <p>Breakfast and transportation are provided to students</p>	<p>Up to date facilities</p> <p>Additional security personnel and more secure buildings</p> <p>better network system</p> <p>Computers versus terminals</p> <p>Replace outdated software and broken equipment</p> <p>improve technology maintenance and network security</p>	<p>Request maintenance for areas through the freshman campus, both inside and outside of buildings</p>

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



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Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
EOC Scores	TELPAS Scores	Summative Assessment Scores
Failure Reports	T-TESS	Teacher information
Texas Academic Performance Report	SFDR Professional Development	Parental Liason Monthly Meetings
T-TESS Walkthrough Data	Parent/Teacher Conferences	SFDR Campus Climate Survey
Texas Academic Performance Report	EOC Results	Dual Credit Enrollement
DMAC Reports	Parent Meeting Attendance	Community Service Agency Info
Parent Volunteer Information	Parent/Teacher Conferences	Technology Information
Technology policies	Student Demographics	Resource Allocations

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	Planning Protocol for tested areas Sheltered instruction for LEP students EOC interventions Credit recovery Accrual recovery Saturday School	Increase EOC scores, especially for special populations Curriculum Writing Training for special populations and differentiated instruction Class size: smaller student:teacher ratio Teachers need to input grades in a timely manner Resources for content mastery classrooms and social education units	Increase in EOC mastery and meets scores Increase LEP and SE graduation rates
Staff Quality	Teacher incentives Job embedded professional training Professional development including customer service for para-professionals New teacher orientation Educational Opportunities SFDR job fairs	Recruitment and retention of highly qualified teachers, especially in ELA and Science Improve the level of rigor in content subject areas Provide or continue mentor program for new teachers Mentor program or growth plans for struggling teachers T-TESS data follow up Continuous training on Del Rio Cares	Hire highly qualified ESL teachers Support struggling teachers with differentiated strategies
	District provides a website with parent and student tabs	Identify duties and responsibilities of each house. Alpha Beta Delta	Ensure all students are in a safe

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?
School Climate/ Safe & Healthy Schools	<p>Skyward parent portal to keep families informed of student information</p> <p>Highly qualified teachers in content areas</p> <p>Recommendations and referrals to local health agencies</p> <p>Information is distributed in English and Spanish</p>	<p>Increase parent involvement and parent participation</p> <p>Model appropriate dress code for teachers, staff and students</p> <p>Training for special populations/integrated instruction geared towards high school</p> <p>Clear roles and responsibilities for secretaries</p> <p>Establish a career readiness counselor</p>	<p>environment with quick conflict-resolution systems</p>
College & Career Readiness/ Graduation/ Dropout Reduction	<p>Provides testing opportunities to AP students</p> <p>Various CTE programs than may provide certification/licences in several fields</p> <p>Annual College Fair</p> <p>Provides dual credit opportunities for all students</p> <p>CTE fair for incoming high school students</p>	<p>Incorporate higher order/critical thinking skills in lessons</p> <p>Lesson plans: rigor and depth of knowledge</p> <p>Identify interventions for academic weaknesses and needed supports</p> <p>Career readiness counselor</p> <p>Communication about upcoming tests such as TSI and SAT/ACT testing</p> <p>Interventions for student who struggle with attendance and academics</p>	<p>Provide students with college readiness opportunities</p> <p>Prevent students from dropping out of advanced courses</p>
Family and Community Involvement	<p>Parental calendar of the month</p> <p>Parental monthly meetings</p> <p>Encouraged parent/teacher conferences</p> <p>All calls to students' home</p> <p>SFDR website and Facebook pages</p>	<p>Encouragement for parents to volunteer</p> <p>SFDR social media to disseminate important information</p> <p>Literacy classes for parents</p> <p>Create a campus social media platform to disseminate important information</p>	<p>Increase parent involvement with general climate surveys and college readiness awareness</p> <p>Keep families and the community informed of instructional and post secondary opportunities</p>
	<p>Breakfast provided to all the students in the district</p>	<p>Reliable WiFi to support student and teacher laptops</p>	<p>Provide internet capability via WiFi in all classes and common areas</p>

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District/Campus Commitments	<p>Internet connection for most desktop computers</p> <p>Renovations to the school District is providing breakfast and lunch for students during HRI</p>	<p>Additon of colored printers for departments, teacher workrooms, and library</p> <p>Updates technology for all staff, including laptops for teachers</p> <p>Professional development on Dashboard and Skyward</p> <p>Share resources for content areas and provide students a platform that is uniform during HRI for secondary campuses</p>	<p>Work closely with C&I for resources involving data and professional development that integrates technology with the curriculum</p>

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DEL RIO HS

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

Objective 1. By May 2021 in Domain 3 (Closing the Gaps) of the Algebra 1 EOC: 46% of All the participants; 40% of the Hispanic; 59% of the White; 36% of the Economically disadvantaged; 40% of the English learners; 23% of the special education; 47% of the continuously enrolled; and 45% of the non-continuously enrolled students will achieve Meets or Masters level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development to support the skill building of remote assessments on Canvas aligned to instructional materials in all core areas in special education and (ESL) sheltered instruction classrooms. (TI) (Title I SW: 1,2,3) (Title I SW Elements: 2.2,2.4,2.5,2.6) (Title I TA: 1,5,6) (Target Group: LEP,SPED,AtRisk) (Strategic Priorities: 4) (CSFs: 1,2,7)	Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Six weeks exams 09/29/20 - Some Progress
2. Teachers and instructional aides will integrate instructional strategies and routines that maximize connection and personalization, support a variety of learning needs (e.g., supports for students who are EL and receive special education services), and actively engage students in rigorous grade-level learning (TI). (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.2,2.6) (Title I TA: 5) (Target Group: All,LEP,SPED) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,7)	Campus Administrators, Curriculum Coordinators, Instructional Aides, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	09/30/20 - Some Progress
3. Adapt TEKS-aligned instructional materials to digital format for synchronous and asynchronous remote instruction of all students, including students who are learning English and students receiving special education services (TI). (Title I SW: 1,2) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Title I TA: 1) (Target Group: All,ESL,SPED,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Grades 09/30/20 - Pending
4. Increase the quality of classroom instruction by setting high expectations, define and disseminate clear remote curriculum plans, and utilize the dashboard to archive documents for instructional staff. (TI) (Title I SW: 3,4) (Title I SW Elements: 1.1,2.2,2.4,2.5) (Title I TA: 1) (Target Group: All,LEP,SPED,10th,11th,12th)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Classroom walk through data 09/30/20 - Pending

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,3) (CSFs: 1,2)				
5. Assess student progress regularly through multiple remote means, including formative assessments, to understand mastery and inform instructional planning. (TI) (Title I TA: 2,4) (Target Group: All,LEP,SPED) (Strategic Priorities: 2,4)	Cluster/Department Leaders, Special Ed Teacher, Strategists	August 2020-May 2021	(S)Local Funds	Criteria: local six weeks assessments grades 09/30/20 - Pending
6. Recruit highly effective teachers with remote instructional experience and/or comfort. (TI) (Title I TA: 5) (Target Group: ECD,GT,CTE,10th,11th,12th) (Strategic Priorities: 1,4)	Campus Administrators, Directors	August 2020-May 2021	(S)Local Funds	Criteria: Staffing patterns 08/10/20 - On Track
7. Campus administrators will conduct ten fifteen minute walkthroughs every two weeks (TI). (Title I SW: 1,2,3,4,5,9,10) (Title I TA: 6) (Target Group: ESL,LEP,SPED,GT,CTE,10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators	August 2020-May 2021	(S)Local Funds	Criteria: TTESS reports on DMAC 09/30/20 - Pending
8. Plan and organize intervention and differentiation strategies to assist struggling learners or enrich student learning. Interventions will include small group discussion and targeted tutoring (TI). (Title I SW: 6,9) (Title I TA: 4) (Target Group: All,H,ECD,ESL,LEP,SPED) (Strategic Priorities: 2) (CSFs: 1,2,3,5)	Cluster/Department Leaders, Instructional Aides, Parental Aides, Parents, Strategists, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Grades 09/30/20 - Pending
9. Teachers will submit classroom and Canvas login information home to each parent to include specifics on the course, expectations, class structure, activities and materials needed, and contact information during the first six weeks. (Title I SW: 2,3,6) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades 08/24/20 - On Track

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

Objective 2. By May 2021, 90% of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop high-performing teachers in the remote classroom instruction. (Title I SW: 2) (Title I SW Elements: 1.1,2.2) (Title I TA: 5,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1) (CSFs: 1,7)	Campus Administrators	August 2020-May 2021	(S)Local Funds	Criteria: GSPD 09/30/20 - Pending
2. Create and disseminate remote instructional plans that clearly articulates Learning Targets and E.L.P.S. for each prep daily. (TI) (Title I SW Elements: 1.1) (Title I TA: 1,2) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Administrators	August 2020-May 2021	(S)Local Funds	Criteria: Grades 09/30/20 - Pending
3. Adopt assessments that allow for mastery-based progression. (Title I SW Elements: 1.1,2.2) (Title I TA: 2,4) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,3,4) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Six weeks exams benchmark EOC 09/30/20 - Pending
4. Create opportunities to examine student data on common assessments. (TI) (Title I SW: 1,2) (Title I SW Elements: 1.1) (Title I TA: 1,2) (Target Group: LEP,SPED,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades EOC Six weeks Exams 08/24/20 - Pending
5. Use data on student achievement in science courses to identify opportunities to modify curriculum for cultural relevancy and/or learner choice. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1,4) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,4) (CSFs: 1,2)	Campus Administrators, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades six weeks exams EOC 10/02/20 - Pending
6. Plan and deliver remote instructional plans that clearly articulate expectations for core TEKS-aligned curriculum. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.2) (Title I TA: 2) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Six weeks exams 08/24/20 - Some Progress

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Train new staff, students, and families on the use of Skyward or DMAC for accessing instructional data. (TI) (Title I SW Elements: 1.1,2.1) (Title I TA: 7) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 1,3) (CSFs: 1,2,5,7)	Campus Administrators, Parental Aides, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades 09/30/20 - Pending
8. Regularly review and coach teachers to use technology effectively and optimize engagement with remote learning through differentiation and activities with high rigor. (TI) (Title I SW Elements: 1.1,2.1,2.6) (Title I TA: 1,3) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Graduation rate 08/24/20 - Some Progress
9. Prepare for the Biology EOC exams with EOC aligned instructional plans and materials for the biology EOC. (Title I SW Elements: 1.1,2.1) (Target Group: All,ECD,LEP,SPED,10th,11th) (Strategic Priorities: 1) (CSFs: 1,2)	Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	08/24/20 - On Track
10. Teachers and instructional aides connect with students regularly through one-on-one conferences to develop relationships, support students with individual needs, and offer relevant, timely feedback. (TI) (Title I SW: 1,2,10) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1,2) (Target Group: LEP,SPED) (Strategic Priorities: 1,2,3) (CSFs: 1,2,4)	Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Graduation rates CCMR 08/24/20 - Some Progress

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

Objective 3. By May 2021 in Domain 3 (Closing the gaps) of the English 1 and 2 EOC: 44% of All the participants; 37% of the Hispanic; 60% of the White; 33% of the Economically disadvantaged; 29% of the English Learners; 19% of the special education; 46% of the continuously enrolled; and 42% of the non-continuously enrolled students will achieve Meets or Masters levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. English teachers ensure students are invested in clear expectations for remote learning, which are made accessible online (Learning Target(s), language objectives, e.g.). (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Credit earned 09/21/20 - Some Progress
2. Design lesson plans based on holistic student learning needs and include strategies to address misconceptions (TI). (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.1) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades EOC 08/24/20 - Pending
3. Create and disseminate remote instructional plans that clearly articulate expectations for core TEKS-aligned curriculum to be used, scope and sequence, EOC assessment schedule, and mode to be used for remote delivery. (Title I SW Elements: 1.1,2.1) (Title I TA: 2,4) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3)	Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Benchmark EOC 08/17/20 - Some Progress
4. Teachers and students use a core set of grade-level digital/online instructional materials that are TEKS-aligned and meet accessibility standards (TI). (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1) (Target Group: ESL,SPED,9th,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Grades 09/21/20 - Pending
5. Drive remote meeting agendas by school goals, set a regular cadence for meetings, follow agreed-upon norms, and share protocol for remote meeting structure with staff (Title I SW Elements: 1.1,2.1,2.5,2.6) (Title I TA: 2,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Classroom walk through data grades 08/17/20 - Some Progress

DEL RIO HS

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

Objective 3. By May 2021 in Domain 3 (Closing the gaps) of the English 1 and 2 EOC: 44% of All the participants; 37% of the Hispanic; 60% of the White; 33% of the Economically disadvantaged; 29% of the English Learners; 19% of the special education; 46% of the continuously enrolled; and 42% of the non-continuously enrolled students will achieve Meets or Masters levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Enable teachers to regularly reflect and set goals based on their students' progress and mastery. Create remote systems to allow students to track and reflect on their progress and mastery as well as share data with their families (TI). (Title I SW Elements: 1.1,2.1) (Title I TA: 2,7) (Target Group: ESL,SPED,GT,10th,11th) (Strategic Priorities: 1,2,3) (CSFs: 1,2,5,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Six weeks assessments EOC 10/02/20 - Pending
7. Develop a scheduling system that streamlines tracking, reviewing, and planning of interventions, ensuring all English teachers and campus stakeholders are aligned and properly collaborating. (Title I TA: 2) (Target Group: ESL,SPED,AtRisk,10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Summative - EOC assessments 10/01/20 - Some Progress

DEL RIO HS

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

Objective 4. By May 2021, 95% of All 11th grade students enrolled in US History will earn met standard on the US History EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Anchor clear learning objectives in all learning activities - Ensure all synchronous and asynchronous learning activities are clearly stated and connected to learning objectives (Title I SW: 1) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Classroom Walkthrough 08/24/20 - Pending
2. Evaluate, adapt, and organize accessible, high-quality TEKS-aligned instructional support to digital format for synchronous and asynchronous remote instruction of all who are receiving special education services via content mastery. (Title I SW: 1,2) (Title I TA: 1,4) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades six weeks assessments 08/24/20 - Some Progress
3. Progress monitor through assessments, adapt instruction, and focus on students that need additional support such as EL and students serviced by SE (TI). (Title I SW: 1,2) (Title I TA: 5) (Target Group: LEP,SPED,10th,11th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades EOC 10/02/20 - Some Progress
4. Teachers shall conduct formal conferences virtually to report on student progress with families and students in their preferred home language on a quarterly basis to report on student progress, including participation and formative assessment data. (Title I TA: 2,4,7) (Target Group: LEP,9th,10th,11th) (Strategic Priorities: 4)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Parent contact logs 10/05/20 - Some Progress
5. Maintain and creatively use instructional aides as substitute teachers and tutors through online lesson to support staffing needs and build remote learning capabilities. (Title I SW: 3,4,6,9) (Title I SW Elements: 1.1,2.1,2.2,2.4) (Title I TA: 1,4) (Target Group:	Attendance Staff, Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Instructional Aides, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Daily and weekly schedules 09/21/20 - Some Progress

DEL RIO H S

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

Objective 4. By May 2021, 95% of All 11th grade students enrolled in US History will earn met standard on the US History EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,H,ECD,ESL,LEP,SPED) (Strategic Priorities: 4) (CSFs: 1,3,4,7)				
6. Review and select which key strategies to adopt for remote and face-to-face instruction with students who traditionally struggle with the state test. (Title I SW: 9) (Title I TA: 1) (Target Group: ECD,ESL,LEP,SPED) (Strategic Priorities: 4) (CSFs: 1,7)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	10/02/20 - Some Progress

DEL RIO HS

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

Objective 5. By May 2021, 46% of all special education students will achieve passing on their EOC tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set up a co-teach model where teachers co-facilitate classes, internalize the same grade level content, and support the same groups of students, to increase student achievement for students serviced in special education. (TI) (Title I SW: 2,4) (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Title I TA: 1,2,6) (Target Group: SPED,10th,11th) (Strategic Priorities: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Instructional playbook 09/21/20 - Some Progress
2. Identify and explicitly plan for effective practices for remote and face-to-face interventions to share with other educators who teach EL. (TI) (Title I TA: 1,5,6) (Target Group: LEP,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Six Weeks Assessment Data Training logs Classroom Walk throughs 10/01/20 - Some Progress
3. Teachers and students are aware of the expectation to use rigorous online instructional materials that are TEKS-aligned and meet the ELPS. (TI) (Title I SW: 1) (Title I TA: 3,5) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Grades Six Weeks Assessments EOC (Meets or above level) 09/21/20 - Some Progress
4. Utilize the TTESS system to personalize professional development plans based on student performance and observation data. (Title I SW: 4) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2)	Campus Administrators, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: TTESS (GSPS) EOC data Grades 08/17/20 - Pending
5. Include additional opportunities throughout the day to connect, coach, and provide timely and relevant feedback to students. (TI) (Title I SW: 1,2) (Title I TA: 3) (Target Group: LEP,SPED) (Strategic Priorities: 4) (CSFs: 1,2,4,7)	Campus Administrators, Instructional Coaches, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Teacher schedules Grades 08/24/20 - Pending

DEL RIO HS

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

Objective 6. By May 2021, 93% of the twelfth grade students will graduate college, career, and military ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Execute clear expectations for remediation before/after school and Saturdays (e.g., tutors). (TI) (Title I SW: 2,3) (Title I TA: 1,3,4) (Target Group: ESL,SPED,AtRisk,10th,11th,12th) (Strategic Priorities: 1,2,4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Grades Six week assessments Student writing samples 10/05/20 - No Progress
2. Utilize Response to Intervention tier strategies and child case study to meet the needs of individual students in all departments and CTE. (Title I SW: 2) (Target Group: AtRisk) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Counselors, Teachers	August 2020-May 2021	(S)Local Funds	10/02/20 - Pending
3. Execute clear expectations for remediation using teacher-led sessions and credit recovery during the school day (e.g., tutors). (Title I SW: 2,3) (Title I TA: 1,2,8) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 1,4)	Campus Administrators	August 2020-May 2021	(S)Local Funds	Criteria: Grades EArned credits towards graduation 10/02/20 - Pending
4. Assess student progress through response to intervention sessions and utilize curriculum-integrated tools (road maps, instructional strategies, and assessments) to understand mastery and inform instructional planning. (TI) (Title I TA: 2,5) (Target Group: ESL,SPED,AtRisk) (Strategic Priorities: 2,4) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Meeting logs Grades student work samples 10/02/20 - Pending
5. Provide credit recovery and tutoring after school. (Title I TA: 8) (Target Group: AtRisk,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,2)	Campus Administrators, Counselors, Directors, Teachers	August 2020-May 2021	(S)Local Funds - \$19,710.42	08/24/20 - Pending

DEL RIO HS

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

Objective 7. By May 2021, the targeted graduation rate will be 93% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Integrate instructional strategies and routines (makeup hours and upgrade) that support a variety of learning needs (e.g., supports for students who are struggling to pass classes), and actively engage students in rigorous grade-level learning. (Title I SW: 1,2,3,9) (Title I TA: 1,2,5) (Target Group: AtRisk) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Earned credits Six weeks grades 10/05/20 - Pending
2. Utilize Response to Intervention strategies and child case studies to meet the needs of individual students. (Title I SW: 1,2) (Title I TA: 1,2) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2020-May 2021	(S)Local Funds	10/05/20 - Pending
3. Observe and assess teacher proficiency in a remote or physical setting and provide feedback and coaching in DMAC. (Title I SW: 8,9,10) (Title I TA: 3,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 1,2,6,7)	Campus Administrators, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: TTESS walkthroughs 10/01/20 - Pending

DEL RIO HS

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

Objective 8. By May 2021 on the culture and climate survey, 80% of the teachers agree they work in a safe environment; 84% of the teachers agree they have the equipment, tools, and supplies needed to do their job; and 84% of the teachers agree they are given appropriate assistance to resolve disciplinary problems in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gather holistic information on students to understand their social emotional needs in addition to their academic needs to provide anti-drug, anti-bullying, cyber-bullying assistance via counseling (BCFS, TCHAT, e.g.). (Title I TA: 1,8) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Counselor logs Grades Attendance 08/17/20 - Some Progress
2. All teachers will establish a common set of Classroom Expectations to promote positive and safe behavior. (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 3,4,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Walk through seating charts signage 08/24/20 - Significant Progress
3. Maintain a clean and orderly environment by creating a high level of respect for campus culture, diversity, which includes school clubs, department functions, organizations and classes. (Target Group: All) (CSFs: 6)	Campus Administrators, Counselors, Librarian, Parental Aides, Teachers	August 2020-May 2021	(S)Local Funds	08/17/20 - Pending
4. Connect with students using the Del Rio Cares lessons during homeroom to build relationships, reflect on learning goals, and identify holistic needs. (Title I SW: 1,2) (Title I TA: 8) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Classroom Walk through 10/05/20 - No Progress

DEL RIO HS

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

Objective 9. By May 2021, ELL students will reach meets or masters in English 1 and 2 (29%) and Algebra 1 (40%); and 36% will show one years growth on TELPAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide EL tools for success in the classroom. (Glossaries/dictionaries, journals, word walls, anchor charts, voice recorders, etc.). (TI) (Title I SW: 1,2) (Title I TA: 1,4,8) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,4)	Bilingual Department, Campus Administrators, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Assessment data Graduation rates CCMR EOC 09/21/20 - Pending
2. Provide training to all sheltered instructional staff on implementing remote ESL strategies and ESL certification to reduce state waivers. (TI) (Title I SW: 1,4,5) (Title I TA: 1,6) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 4)	Bilingual Department, Campus Administrators, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Walk through Certification 08/17/20 - Pending
3. Use a Sheltered Instructional team to focus on total student participation, incorporate academic vocabulary, promote literacy, and language development. (TI) (Title I TA: 3,5) (Target Group: LEP,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Walk through Grades EOC 08/17/20 - Pending
4. Create professional development that provides capacity for tutors on how to remotely support the development of student academic skills (credit recovery, e.g.) (TI) (Title I TA: 5,6) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Training schedules Grades 08/24/20 - Pending
5. Embed time in the instructional day to utilize the campus based strategist to supplement classroom instruction specific to Listening, Speaking, Reading, and Writing. (TI) (Title I TA: 5) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Strategist schedule Student rosters Grades EOC data 08/24/20 - Pending
6. Identify and adopt a plan that involves a teacher to teach SOL instruction (beginners/newcomers) to achieve proficiency in English. The teacher will use language rich strategies such as accountable conversion,	Campus Administrators, Counselors, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Master Schedule Grades Earned credits 08/17/20 - Pending

DEL RIO H S

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

Objective 9. By May 2021, ELL students will reach meets or masters in English 1 and 2 (29%) and Algebra 1 (40%); and 36% will show one years growth on TELPAS.

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

DEL RIO HS

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

Objective 10. By May 2021, 80% of the staff will increase their digital proficiency and integration of technology in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Organize and distribute computers and technology devices to online students who do not have them to access instruction from home. (Title I SW: 1,6,9,10) (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,5)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Directors, Instructional Aides, Librarian, Parental Aides, Parents, Security, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Student rosters Grades 08/03/20 - On Track
2. Train teachers and paraprofessionals on how to access and use Canvas (LMS) and ZOOM used for communication. (Title I SW: 2,3,4) (Title I TA: 1,5,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 4,7)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Training schedule Training logs Grades 08/10/20 - On Track
3. The campus library will provide teachers with current instructional resources, media, and technology that will include online encyclopedia, books, laptops, and online subscriptions. (Title I TA: 1,3) (Target Group: 10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Librarian, Teachers	August 2020-May 2021	(S)Local Funds - \$19,136	Criteria: Grades Teacher input 08/17/20 - On Track
4. Train families (in their preferred home language) and students on how to access and use Canvas and Zoom for communication. (Title I TA: 1,7) (Target Group: 10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August 2020 - May 2021	(S)Local Funds	Criteria: Training schedule Grades 10/04/20 - On Track (S)

DEL RIO H S

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

Objective 11. By May 2021, 90% of our Gifted and Talented students will achieve meets or masters levels on all the EOC tests and a 3 or better on AP exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new staff members will be trained in strategies to help with Gifted and Talented Students. Current year teachers who teach advanced classes will receive the GT refresher course as needed. (Title I SW: 1,2,3,4) (Target Group: GT) (Strategic Priorities: 1) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2020-May 2021	(S)Local Funds	08/03/20 - On Track
2. Provide the instructional materials necessary to meet the rigor of AP and Dual Credit courses (textbooks, technology, and study aides). (Title I SW: 1,3,5,10) (Title I TA: 1,3,6) (Target Group: GT,10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades AP scores Dual credit earned 08/17/20 - On Track
3. Design remote learning/instructional support with higher-order thinking skills for after school and in class assignments so that students receive a satisfactory score on assigned AP tests. (Title I TA: 1,5) (Target Group: GT,M,F,10th,11th,12th) (Strategic Priorities: 3,4)	Campus Administrators, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades AP scores 08/24/20 - Pending

DEL RIO H S

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

Objective 12. By May 2021, STAAR English I/II EOC Scores will improve to 70% (approaches), 55% (meets) and 75% (approaches) and 55% (meets), respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan and deliver intervention/differentiation strategies in ELA courses such as small group instruction, journaling, word association, and student-student dialogue. (Title I SW: 1,3,9,10) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Credits earned 08/24/20 - Pending
2. Reflect on progress towards objectives within ELA2 lessons and identify effective strategies, activities, and materials that encourage student reflection (e.g., everyone participates in breakout rooms). (Title I SW: 1,9,10) (Target Group: ESL,Migrant,LEP,SPED,GT,AtRisk,504,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Strategists, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Grades Six weeks assessment data 08/24/20 - Some Progress
3. Teachers will be coached on how to actively engage students during remote 90 minute blocks (e.g., Cold calling, life-lines, no opt-outs). (Title I SW: 1,2,3,4) (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,7)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Credits earned Canvas lessons 09/21/20 - Pending

DEL RIO H S

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

Objective 13. By May 2021, STAAR Algebra I EOC scores will improve from 84% (approaches) and 62% (meets) to 89% and 67%, respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitoring teachers review and analyze student data for continued improvement in student achievement and instructional decision making. (TSI) (Title I SW: 1,3,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	10/05/20 - Some Progress
2. Plan for and incorporate strategies in math that assist struggling learners and/or enrich student learning. Interventions will include: small group instruction and tutoring. (Title I SW: 1,2,3,9,10) (Title I TA: 1,5) (Target Group: ESL,LEP,SPED,GT,AtRisk,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Assessment data 09/21/20 - On Track
3. Monitor special populations (to include LEP denials) through student performance data, progress reports, report cards, attendance, local assessments and formal evaluations (TI). (Title I SW: 2,9,10) (Title I TA: 1,2,4) (Target Group: ECD,ESL,Migrant,LEP,SPED,GT,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Assessment data 10/02/20 - On Track
4. Inform teachers of additional supports when delivering synchronous and asynchronous instruction and provide clear guidelines on how to refer students in special education for these outside supports (e.g., content mastery and counseling). (TI) (Title I SW: 2,6,9,10) (Title I TA: 8) (Target Group: SPED,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Counselors	August 2020-May 2021	(S)Local Funds	Criteria: Content mastery schedule Grades credit earned 08/24/20 - On Track

DEL RIO H S

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

Objective 14. By May 2021, STAAR Biology EOC scores will improve from 84% (approaches) and 52% (meets) to 89% and 57%, respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan and implement differentiation and interventions such as small group instruction, tutoring, for student who fail the six weeks cycle. (Title I SW: 1,2,3,9,10) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades 10/05/20 - Pending
2. Monitor special populations (to include LEP denials) through student performance data, attendance records, progress reports and report cards, local assessments and formal assessments such as TELPAS and STAAR EOC. (TI) (Title I SW: 1,3,9) (Title I TA: 1,4) (Target Group: ECD,ESL,Migrant,LEP,SPED,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Attendance Assessment data 08/24/20 - On Track
3. Provide all core area teachers, special education teachers, ESL Teachers and instructional aides with training on relevant language objectives and implementation strategies in order to meet System Safeguards. (TI) (Title I SW: 4) (Target Group: H,ECD,ESL,LEP,SPED) (Strategic Priorities: 1,2) (CSFs: 1,3,7)	Campus Administrators, Cluster/Department Leaders	August 2020-May 2021	(S)Local Funds	08/24/20 - On Track

DEL RIO H S

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

Objective 15. By May 2021, all teachers will implement with fidelity the Del Rio Cares lessons on a weekly basis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate discipline management techniques that encourage active participation in remote lessons and face-to-face instruction. (Title I SW: 2,3,9) (Title I TA: 3,4,5,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 2,4) (CSFs: 1,4,6,7)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Discipline reports 09/21/20 - Some Progress
2. Promote social-emotional health for students participating in face-to-face and remote instruction. Utilize, for example, the district's Del Rio Cares program to develop positive relationships. (Title I SW: 2) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,4,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Discipline referrals 09/21/20 - Some Progress
3. Promote health and wellness to all students in physical education classes (e.g., Big Decisions curriculum). (Title I SW: 2,3,9,10) (Title I TA: 1,3,4,5) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,4,6)	Campus Administrators, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Nurse referrals 09/21/20 - On Track
4. Administer climate surveys and conduct parent orientations in preferred home language to provide assistance on graduation plans, attendance, and discipline (bullying, harassment, drug and alcohol use and aggressive/violent behavior). (Title I SW: 6,9) (Title I TA: 1,4,7) (Target Group: AtRisk,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 4,5,6)	Campus Administrators, Parental Aides, Parents	August 2020-May 2021	(S)Local Funds	Criteria: Grades Attendance reports Discipline reports Counselor referrals 08/10/20 - On Track

DEL RIO H S

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

Objective 1. By May 2021, Del Rio High School will utilize local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and utilize high-quality, TEKS-aligned instructional materials to face-to-face and remote students (synchronous and asynchronous instruction), including students who are learning English and students receiving special education services. (TI) (Title I SW: 9,10) (Title I TA: 1) (Target Group: ESL,LEP,SPED,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Earned credits 10/02/20 - On Track
2. Provide ongoing academic development using tutors to support the skill building of remote and face-to-face teaching aligned to instructional materials. (Title I SW: 2,3,4,9) (Title I TA: 1,5) (Target Group: 10th,11th,12th) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds - \$2,115	Criteria: Grades Failure reports 10/02/20 - Pending
3. Adapt additional supplementary remote instructional materials based on student need that may be used with Canvas, the learning management system adopted to centralize instructional materials, for Math instruction. (Title I SW: 9) (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Expenditure reports 08/17/20 - Some Progress
4. Adapt additional supplementary remote instructional materials based on student need that may be used with Canvas, the learning management system adopted to centralize instructional materials, for Social Studies instruction. (Title I SW: 9) (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Expenditure reports 08/17/20 - On Track
5. Adapt additional supplementary remote instructional materials based on student need that may be used with Canvas, the learning management system adopted to centralize instructional materials, for ELA instruction.	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Expenditure reports 08/17/20 - Pending

DEL RIO H S

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Objective 1. By May 2021, Del Rio High School will utilize local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)				
6. Adapt additional supplementary remote instructional materials based on student need that may be used with Canvas, the learning management system adopted to centralize instructional materials, for Science instruction. (Title I SW: 9) (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Expenditure reports 08/17/20 - Some Progress
7. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with ROTC. (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020- May 2021	(S)Local Funds - \$36,708.52	Criteria: Student roster Schedules 10/04/20 - On Track
8. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with Cheer. (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020 - May 2021	(S)Local Funds - \$40,200	Criteria: Schedules Student Rosters 10/04/20 - On Track
9. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with Belles (dance team). (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020 - May 2021	(S)Local Funds - \$39,672	Criteria: Schedule of events Student rosters 10/04/20 - On Track
10. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with UIL. (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020 - May 2021	(S)Local Funds - \$9,534.46	Criteria: Student rosters Schedule of events 10/04/20 - Pending
11. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with STUCO. (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020 - May 2021	(S)Local Funds - \$5,450	Criteria: Student rosters Schedule of events 10/04/20 - On Track
12. Provide student activities that promote leadership, social, cultural, interpersonal skills,	Campus Administrators, Teachers	August 2020 - May 2021	(S)Local Funds - \$5,100	Criteria: Student rosters Schedule of events

DEL RIO H S

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

Objective 1. By May 2021, Del Rio High School will utilize local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and safety with remote academic contests. (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)				10/04/20 - Pending

DEL RIO HS

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

Objective 2. By May 2021, the campus will maintain a student attendance rate of 95%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Compile and track data on student attendance (F2F or remote instruction) for identifying RTI to include daily family contacts, academic support, and social-emotional well-being. (TI) (Title I SW: 1,6,9) (Title I TA: 1) (Target Group: LEP,SPED,10th,11th,12th) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Parental Aides, Parents, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Attendance records Drop out rates 10/02/20 - On Track
2. DRHS (9th-12th) will increase the awareness of the compulsory attendance law among the school community and parents using Student Orientation, Open House, parental meetings, news media and presentations. (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	August 2020-May 2021	(S)Local Funds	10/02/20 - On Track
3. DRHS (9th-12th) will regularly and systematically facilitate the identification of students with problems or anti-social behavior and provide them with support that encourages them to attend school and actively participate in their education. (Title I SW: 2,9) (Target Group: All,AtRisk) (Strategic Priorities: 4)	ARD Committee, Campus Administrators, Counselors, Parents, Teachers	August 2020-May 2021	(S)Local Funds	08/24/20 - On Track
4. DRHS (9th-12th) will promote student participation in school groups by increasing clubs and organizations in school. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Librarian, Teachers	August 2020-May 2021	(S)Local Funds	10/05/20 - On Track
5. DRHS (9th-12th) will provide professional development to all staff on the use of Skyward reports to maintain accurate attendance records. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, MIS Department	August 2020-May 2021	(S)Local Funds	08/17/20 - On Track
6. Communicate expectations to families and provide frequent feedback on effective technology usage and engagement strategies for struggling learners. (TI) (Title I SW: 1,6) (Title I TA: 1,7) (Target Group:)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Attendance reports 08/10/20 - On Track

DEL RIO HS

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

Objective 2. By May 2021, the campus will maintain a student attendance rate of 95%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
LEP, SPED, 10th, 11th, 12th) (Strategic Priorities: 4)				
7. Parental aides and counselors will provide training sessions for parents on how to use Skyward to check student attendance/tardies/grades as needed. (Title I SW: 6) (Title I TA: 7) (Target Group: 10th, 11th, 12th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides	August 2020-May 2021	(S)Local Funds	Criteria: Meeting agenda Participation log Attendance reports 08/17/20 - Pending
8. Coordinate monthly meetings to monitor and organize intervention plans for students with excessive absences. (Title I TA: 1) (Target Group: 10th, 11th, 12th) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides, Parents, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Attendance records Phone records 10/04/20 - Pending (S)
9. Increase parental awareness of district and campus goals (Title 1 meetings, family engagement policy, and School compact). (Title I TA: 6) (Target Group: 10th, 11th, 12th) (Strategic Priorities: 4)	Campus Administrators, Parental Aides	August 2020-May 2021	(S)Local Funds	Criteria: Zoom app Parent participation log Graduation rates CCMR Attendance (ADA) 10/04/20 - Pending (S)

DEL RIO H S

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

Objective 3. By May 2021, the campus will maintain a staff attendance rate of 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff training and guidance on how to remotely participate in the district-wide health and wellness programs. (Title I SW: 4) (Title I TA: 6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Attendance 08/24/20 - On Track

DEL RIO HS

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

Objective 1. By May 2021, the campus will organize monthly services, meetings and activities that support and help the participation of parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parent training and guidance on how to remotely support the development of student achievement with the adopted Learning Management System (Canvas). (Title I SW: 2,6) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, MIS Department, Parental Aides, Parents, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Zoom App Meeting PPT Service calls 08/14/20 - On Track
2. Offer clear and consistent communication in their preferred home language for all students and families to remotely communicate with school staff (phone, emails, automated messages, and Facebook) regarding classwork and assessments. (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Librarian, Parental Aides, Parents, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Attendance reports 10/01/20 - On Track
3. Schedule and design remote or face-to-face intervention to work within remote environments for students who fail (any) six week cycles for credit recovery. (Title I SW: 6,9) (Title I TA: 1,5) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Parents, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Credit recovery rosters Upgrade (teacher-led) credit recovery forms 10/02/20 - Some Progress
4. Offer clear and consistent communication means (in their preferred language) for all students and families so that they may stay current with staff on student progress. (Title I SW: 6,9) (Title I TA: 1,7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades summative assessments 10/05/20 - On Track
5. Students reflect and stay connected on instructional objectives throughout the core area and elective lessons (Learning Target and E.L.P.S.). (Title I SW: 3,9) (Title I TA: 1,2,3,5) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades 10/01/20 - Some Progress
6. Coordinate home visits to address attendance/discipline concerns. (Title I SW: 6,9) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Attendance Staff, Parents, Security, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Parent meeting logs 10/05/20 - On Track

DEL RIO HS

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

Objective 1. By May 2021, the campus will organize monthly services, meetings and activities that support and help the participation of parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Plan and conduct college nights (FAFSA, college entrance exams, etc.) to introduce families to post-secondary education opportunities. (Title I TA: 4,7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	August 2020-May 2021	(S)Local Funds	Criteria: Parent meeting log Training material 10/02/20 - Significant Progress

DEL RIO HS

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

Objective 2. By May 2021, parent participation at Del Rio High School will increase by 10-15%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Del Rio High School (9th-12th) will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as: virtual orientations, Zoom meetings, parental training, Big Decision parental training and extra-curricular/UII events. (TI) (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides	August 2020-May 2021	(S)Local Funds	10/05/20 - On Track
2. Involve families with frequent and timely communication about events, activities, presentations, training opportunities, and school concerns through campus calendars, newsletters, district web page/Facebook and automated call system with an emphasis on stakeholder feedback on remote practices and policies with teachers and campus leadership. (Title I SW: 1,6) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Training material (PPT, flyers, e.g.) Meeting schedule 10/05/20 - On Track
3. Provide progress and information for parents to access and utilize Skyward as a means to monitor student academic progress. (TI) (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides	August 2020-May 2021	(S)Local Funds	08/17/20 - On Track
4. Home visits conducted by parental aides to discuss attendance, discipline and/or teacher concerns with parents. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides	August 2020-May 2021	(S)Local Funds	Criteria: Travel (mileage) logs Family contact logs 10/01/20 - Some Progress

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TEXAS EDUCATION AGENCY

CLASS OF 2019 FOUR-YEAR LONGITUDINAL SUMMARY REPORT

District Name: San Felipe-Del Rio CISD

District No.: 233901

District or campus	Student group	Class	Closing the Gaps Domain										Student Achievement Domain										Diploma Program	
			-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Grad., cont., or rcvd. TxCHSE-		-Rec/Adv/ FHSP-E/ FHSP-DLA-			
			Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)		
DISTRICT	All students	713	613	86.0	51	7.2	4	0.6	45	6.3	702	611	87.0	46	6.6	4	0.6	41	5.8	661	94.2	576	97.3	
	Afr. Amer.	3	3	100.0	0	0.0	0	0.0	0	0.0	3	3	100.0	0	0.0	0	0.0	0	0.0	3	100.0	3	100.0	
	Amer. Ind.	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0	.	
	Asian	4	4	100.0	0	0.0	0	0.0	0	0.0	4	4	100.0	0	0.0	0	0.0	0	0.0	4	100.0	4	100.0	
	Hispanic	661	564	85.3	50	7.6	4	0.6	43	6.5	650	562	86.5	45	6.9	4	0.6	39	6.0	611	94.0	528	97.2	
	Pac. Isl.	1	1	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	
	White	43	40	93.0	1	2.3	0	0.0	2	4.7	43	40	93.0	1	2.3	0	0.0	2	4.7	41	95.3	39	97.5	
	Multiracial	1	1	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	
	At-risk	443	369	83.3	35	7.9	2	0.5	37	8.4	434	367	84.6	31	7.1	2	0.5	34	7.8	400	92.2	339	96.9	
	CTE	502	470	93.6	14	2.8	2	0.4	16	3.2	497	469	94.4	12	2.4	2	0.4	14	2.8	483	97.2	453	98.9	
	Econ. disadv.	486	402	82.7	40	8.2	4	0.8	40	8.2	476	400	84.0	36	7.6	4	0.8	36	7.6	440	92.4	372	96.4	
	EL 9-12	83	64	77.1	9	10.8	0	0.0	10	12.0	82	64	78.0	9	11.0	0	0.0	9	11.0	73	89.0	62	96.9	
	EL	65	53	81.5	5	7.7	0	0.0	7	10.8	64	53	82.8	5	7.8	0	0.0	6	9.4	58	90.6	52	98.1	
	Foster care 9-12	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0	.	
	Fos/Hom/Mil	36	23	63.9	4	11.1	0	0.0	9	25.0	34	22	64.7	3	8.8	0	0.0	9	26.5	25	73.5	19	90.5	
	Homeless 9-12	31	18	58.1	4	12.9	0	0.0	9	29.0	29	17	58.6	3	10.3	0	0.0	9	31.0	20	69.0	14	87.5	
	Migrant	14	11	78.6	2	14.3	0	0.0	1	7.1	13	10	76.9	2	15.4	0	0.0	1	7.7	12	92.3	10	100.0	
	Military-connected	6	6	100.0	0	0.0	0	0.0	0	0.0	6	6	100.0	0	0.0	0	0.0	0	0.0	6	100.0	5	83.3	
	Spec. ed.	54	47	87.0	5	9.3	1	1.9	1	1.9	50	47	94.0	1	2.0	1	2.0	1	2.0	49	98.0	13	44.8	
	Title I	698	613	87.8	36	5.2	4	0.6	45	6.4	687	611	88.9	31	4.5	4	0.6	41	6.0	646	94.0	576	97.3	

Note. Rates included in the Closing the Gaps domain were calculated for federal accountability purposes. Rates included in the Student Achievement domain were calculated with statutory exclusions applied for state accountability. For diploma program information, refer to the Explanation of the Longitudinal Summary Reports and Student Listings. A dot (.) indicates there were no students in the group.

Demographic characteristics are assigned based on data reported on the student's last record of attendance, except in the cases of students identified: (a) as English Learners (ELs) at any time while attending Grades 9-12 in Texas public schools, (b) as in foster care at any time while attending Grades 9-12 in Texas public schools, or (c) as homeless at any time while attending Grades 9-12 in Texas public schools.

The combination variable, Fos/Hom/Mil, refers to students who were identified as living in foster care at any time while attending Grades 9-12, homeless at any time while attending Grades 9-12, and/or military-connected in their last year of attendance.

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TEXAS EDUCATION AGENCY

CLASS OF 2019 FOUR-YEAR LONGITUDINAL SUMMARY REPORT

District Name: San Felipe-Del Rio CISD

District No.: 233901

District or campus	Student group	Class	Closing the Gaps Domain								Student Achievement Domain								Diploma Program				
			-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Grad., cont., or rcvd. TxCHSE-		-Rec/Adv/ FHSP-E/ FHSP-DLA-		
			Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	
DEL RIO H S (233901001)	All students	570	513	90.0	16	2.8	4	0.7	37	6.5	559	511	91.4	11	2.0	4	0.7	33	5.9	526	94.1	477	97.0
	Afr. Amer.	2	2	100.0	0	0.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0	0	0.0	2	100.0	2	100.0
	Amer. Ind.	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0	.
	Asian	4	4	100.0	0	0.0	0	0.0	0	0.0	4	4	100.0	0	0.0	0	0.0	0	0.0	4	100.0	4	100.0
	Hispanic	527	472	89.6	16	3.0	4	0.8	35	6.6	516	470	91.1	11	2.1	4	0.8	31	6.0	485	94.0	437	96.9
	Pac. Isl.	1	1	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0
	White	35	33	94.3	0	0.0	0	0.0	2	5.7	35	33	94.3	0	0.0	0	0.0	2	5.7	33	94.3	32	97.0
	Multiracial	1	1	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0
	At-risk	350	309	88.3	7	2.0	2	0.6	32	9.1	341	307	90.0	3	0.9	2	0.6	29	8.5	312	91.5	280	96.6
	CTE	410	393	95.9	2	0.5	2	0.5	13	3.2	405	392	96.8	0	0.0	2	0.5	11	2.7	394	97.3	376	98.7
	Econ. disadv.	381	333	87.4	11	2.9	4	1.0	33	8.7	371	331	89.2	7	1.9	4	1.1	29	7.8	342	92.2	303	95.6
	EL 9-12	71	60	84.5	2	2.8	0	0.0	9	12.7	70	60	85.7	2	2.9	0	0.0	8	11.4	62	88.6	58	96.7
	EL	55	49	89.1	0	0.0	0	0.0	6	10.9	54	49	90.7	0	0.0	0	0.0	5	9.3	49	90.7	48	98.0
	Foster care 9-12	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0	.
	Fos/Hom/Mil	30	21	70.0	1	3.3	0	0.0	8	26.7	28	20	71.4	0	0.0	0	0.0	8	28.6	20	71.4	17	89.5
	Homeless 9-12	25	16	64.0	1	4.0	0	0.0	8	32.0	23	15	65.2	0	0.0	0	0.0	8	34.8	15	65.2	12	85.7
	Migrant	11	10	90.9	0	0.0	0	0.0	1	9.1	10	9	90.0	0	0.0	0	0.0	1	10.0	9	90.0	9	100.0
	Military-connected	6	6	100.0	0	0.0	0	0.0	0	0.0	6	6	100.0	0	0.0	0	0.0	0	0.0	6	100.0	5	83.3
	Spec. ed.	53	46	86.8	5	9.4	1	1.9	1	1.9	49	46	93.9	1	2.0	1	2.0	1	2.0	48	98.0	13	46.4
	Title I	562	513	91.3	8	1.4	4	0.7	37	6.6	551	511	92.7	3	0.5	4	0.7	33	6.0	518	94.0	477	97.0

Note. Rates included in the Closing the Gaps domain were calculated for federal accountability purposes. Rates included in the Student Achievement domain were calculated with statutory exclusions applied for state accountability. For diploma program information, refer to the Explanation of the Longitudinal Summary Reports and Student Listings. A dot (.) indicates there were no students in the group. Demographic characteristics are assigned based on data reported on the student's last record of attendance, except in the cases of students identified: (a) as English Learners (ELs) at any time while attending Grades 9-12 in Texas public schools, (b) as in foster care at any time while attending Grades 9-12 in Texas public schools, or (c) as homeless at any time while attending Grades 9-12 in Texas public schools. The combination variable, Fos/Hom/Mil, refers to students who were identified as living in foster care at any time while attending Grades 9-12, homeless at any time while attending Grades 9-12, and/or military-connected in their last year of attendance.



providing a clear and consistent set of effective instructional practices that all teachers will use to ensure success for all students.

Randomization (Aug 26—Sept 20)

Why: Ensure all students are active participants in and feel accountable for academic discussions

How:

1. Set up a method (popsicle sticks, random selector app, etc.)
2. Ask a question
3. Provide wait time
4. Pull a name
5. Thank them for contributing

Word Association (Sept 30—Nov 08)

Why: Improve academic vocabulary and encourage all students to utilize vocabulary during class participation appropriately

How:

1. Use gestures, analogies, people, places, etc. to connect the word to the definition.
2. Review words using content-specific and real-life connections to incorporate vocabulary.

Journaling (Nov 12—Jan 17)

Why: Evaluate, reflect, and document learning

How:

1. Ask a question or give a sentence stem, or prompt.
2. Give silent think time.
3. Direct students to write for a specified amount of time.
4. Write a minimum of 3 sentences.

Think-Pair-Share (Jan 21—Feb 14)

Why: Provide structure and accountability for student collaboration

How:

1. Ask a question or give a prompt
2. Give silent think time
3. Direct students to share for a specified amount of time
4. Use randomization to call on some students to share their response with the class

The Del Rio High School Instructional Playbook will be introduced August 12, 2019 to all staff. It will ensure all students have consistent access to effective learning environments across our campus.

Extend

Practice these strategies in your class. Ask department leaders, peers, support staff or administrators for help and feedback with these strategies. Expect these strategies to be part of any observation or evaluation.



Accountability Data Performance Participation Attendance and Graduation Postsecondary Readiness

Profile KG Readiness Postsecondary Outcomes Finance Data Search

Texas Education Agency 2019 Identification of Schools for Improvement DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD

This campus is identified for targeted support and improvement.

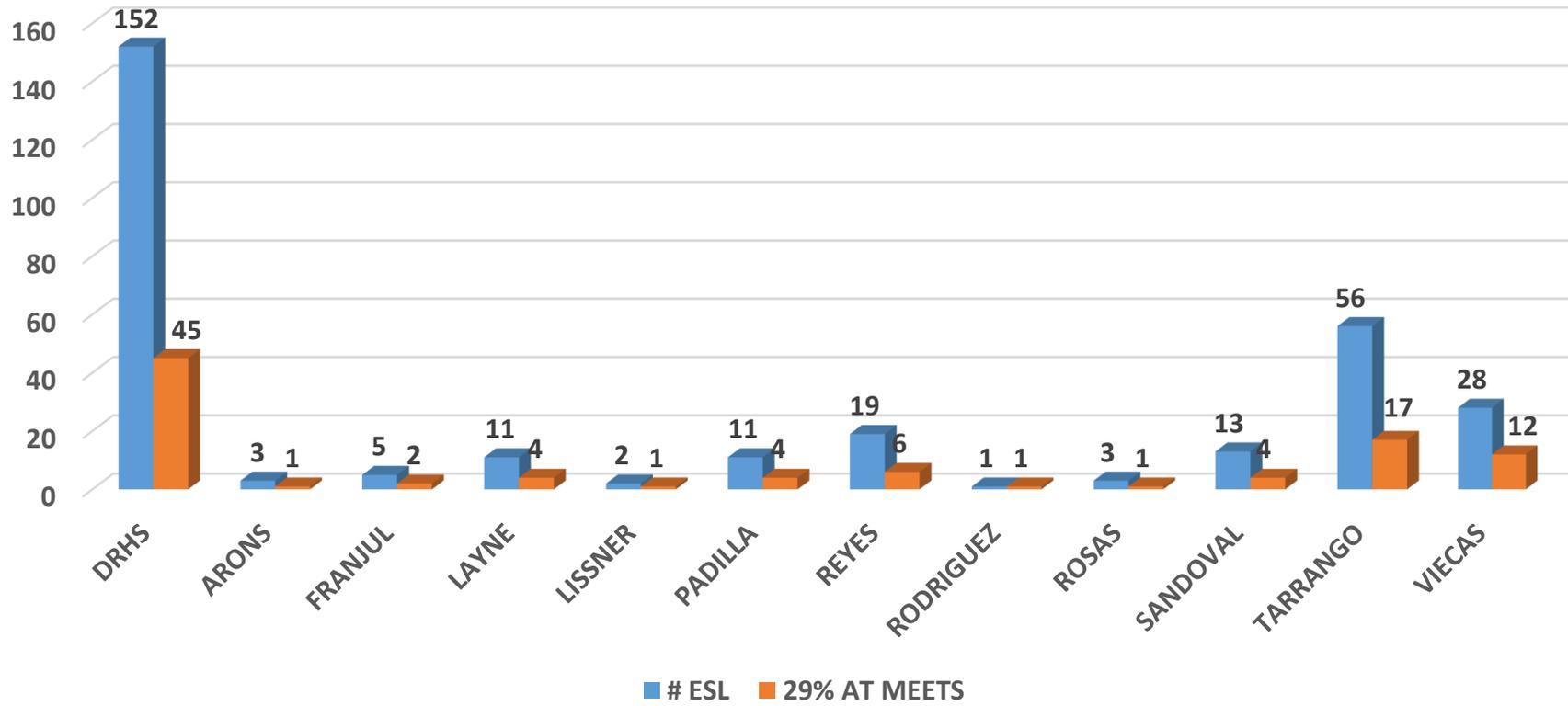
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*											
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.											
	2	-	1	-	-	-	-	-	2	3	3
Academic Achievement (Percent at Meets Grade Level or Above)											
Reading											
Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2017	35%/N	-	33%/N	66%/Y	-	-	-	-	30%/N	10%/N	13%/N
2018	33%/N	-	32%/N	57%/N	-	-	-	-	29%/N	11%/N	14%/N
2019	36%/N	-	35%/N	56%/N	-	-	-	-	31%/N	15%/N	8%/N
Mathematics											
Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2017	39%/N	-	38%/N	48%/N	-	-	-	-	36%/Y	27%/N	12%/N
2018	38%/N	-	38%/N	42%/N	-	-	-	-	34%/N	27%/N	6%/N
2019	44%/N	-	44%/Y	-	-	-	-	-	41%/Y	28%/N	13%/N
Graduation (Federal Graduation Rate)											
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2017	92.2%/Y	-	92.0%/Y	92.7%/Y	-	-	-	-	89.6%/N	86.3%/N	80.8%/N
2018	90.0%/Y	-	89.6%/N	94.1%/Y	-	-	-	-	87.4%/N	81.5%/N	82.5%/N
2019	87.8%/N	-	87.4%/N	90.5%/N	-	-	-	-	84.9%/N	72.6%/N	81.9%/N
School Quality (College, Career, and Military Readiness Performance)											
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%
2017	49%/Y	-	48%/Y	73%/Y	-	-	-	-	41%/Y	22%/N	14%/N
2018	53%/Y	-	53%/Y	67%/Y	-	-	-	-	48%/Y	30%/Y	16%/N
2019	68%/Y	-	68%/Y	75%/Y	-	-	-	-	65%/Y	41%/Y	54%/Y

+ Ever HS ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support

and improvement identification.

ENGLISH II EOC: ESL NEEDED AT MEETS



English II EOC SPED Needed at Meets

