

SAN FELIPE-DEL RIO CISD

District Improvement Plan 2020/2021

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



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

7/29/2021

San Felipe Del Río
Consolidated Independent School District



Vision and Goals

Vision

The San Felipe Del Rio Consolidated Independent School District provides a safe and nurturing environment where all students become contributing citizens prepared to compete in an ever-changing world.

District Goal 1:

The district shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

District 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.

District Goal 3:

The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners.

SAN FELIPE-DEL RIO CISD

Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction.

We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

Nondiscrimination Notice

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

District Goals

Goal 1: Student Performance

The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

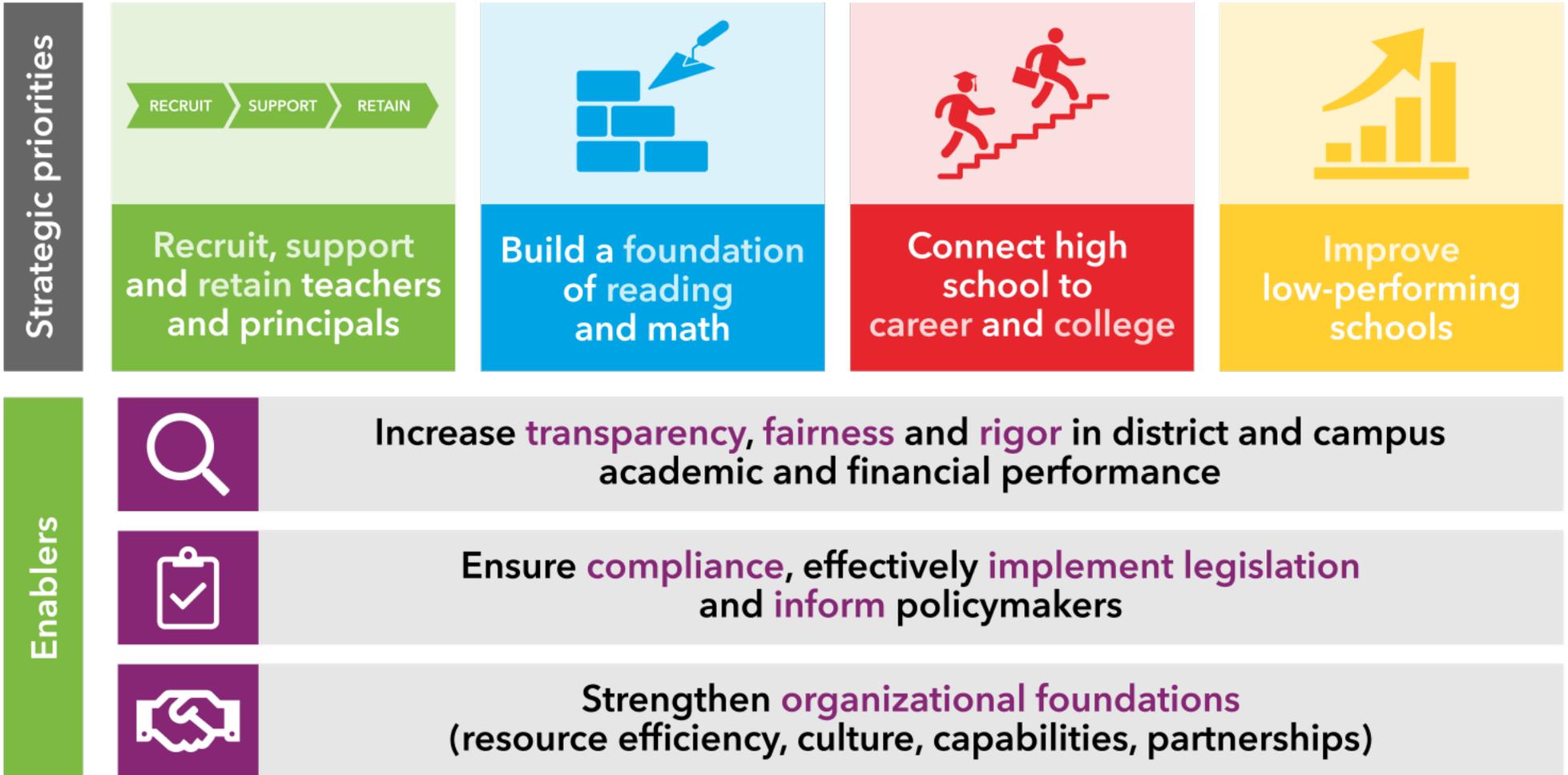
Goal 2: Finance

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

Goal 3: Communication

The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District partners.

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



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

SAN FELIPE-DEL RIO CISD Site Base

Name	Position
Guajardo, Diana	1st Grade Teacher, Garfield
Delgado, Nicolasa	3rd Grade Teacher, Calderon
Ortiz, Nelda	5th Grade Teacher, Calderon
Bosquez, Leticia	Secondary ELA Teacher, Freshman
Delgado, Jose	Secondary Non-Core Area Teacher, SFMMS
Garcia, Elda	Non-Teaching Professional, Lonnie Green
Zuniga, Alda	Non-Teaching Professional, Del Rio Cares
Gallegos, Juan	Business Representative, Sul Ross University
Hernandez, Patricia	2nd Grade Teacher, Chavira
Longo, Jessica	Head Start/Pre-K Teacher, Cardwell
Tamayo, Deborah	5th Grade Teacher, Garfield
Limon, Laura	4th Grade Teacher, Buena Vista
Fernandez, Sarah	Secondary Math Teacher, Freshman
Milender, James	Secondary Science Teacher, DRHS
Barrera, Erika	2nd Grade Teacher, Calderon
Mercer, Brittany	Secondary Social Studies Teacher, DRHS
Gavia, Lisa	Business Representative, DPS
Sanders, Deborah	1st Grade Teacher, Calderon
Girdy, Annette	Non-Teaching Professional Counselor , DRMS
Garcia, Aidee	Chief Human Resources
Gomez, Aida	Chief Instructional Officer
Adams, Ruby	Director of State and Federal Programs
Rios, Carlos	Superintendent of Schools

SAN FELIPE-DEL RIO CISD Site Base

Name	Position
Oba, Breanne	Community Representative, Cadena Medical
Zuniga-Barrera, Sally	Curriculum and Instruction
Hill, Christy	5th Grade Teacher, Garfield
Martinez, Griselda	Community Representative, Retired Educator
Farhat, Nadia	Parent Representative
Rodriguez, Joanna	Parent Representative
Childress, Amy	Chief Financial Officer
Cruz, Billie	Kinder Teacher, Lamar

SAN FELIPE-DEL RIO CISD

Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 1. (Curriculum and Instruction) During the 2020-2021 school year, TEKS aligned curriculum will be used with 100% fidelity through C & I documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor curriculum delivery using DMAC Walkthrough Tool for all grade levels. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Directors	September 2020-June 2021	(O)Local Districts	Criteria: DMAC Walkthrough reports 06/28/21 - Completed (S) 01/19/21 - On Track 09/25/20 - Some Progress
2. Provide professional development for all professional/nonprofessional staff either in person or virtual on a variety of topics as needed including online resources: TexQuest, Epic Books, MyOn, Lone Star, Brain Pop, Renaissance, and Flocabulary. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Directors, Region 15	August 2020-June 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV SSAEP	Criteria: Evaluations-Sign in sheets 06/28/21 - Completed (S) 01/19/21 - On Track 09/28/20 - Significant Progress
3. Monitor the Planning Protocol curriculum planning for 100% fidelity for all teachers for all grade levels. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Directors	August 2020-June 2021	(S)Local Funds	Criteria: Walkthrough data, Evaluations, Lesson Plans, Planning documents 06/28/21 - Completed (S) 01/19/21 - On Track 09/28/20 - Some Progress
4. Monitor Planning Protocol Dashboard usage. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators	September 2020 -June 2021	(O)Local Districts	Criteria: Run six weeks usage reports 06/28/21 - On Track (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress
5. Utilize technology into instructional programs, administrative programs, and home access where possible enhancing classroom lessons and parent communication. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	September 2020-June 2021	(F)Title I, (F)Title IV SSAEP, (S)Technology Grant	Criteria: Surveys, walkthrough data, sign-ins 06/28/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
6. Participate in TEA Resilient School Support Program that facilitates evaluation of the effectiveness of district remote learning models	Campus Administrators, Chief Instructional Officers, Teachers	August 2020-July 2021	(F)Title IIA Principal and Teacher Improvement	Criteria: Teacher lesson plans, planning guides

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Objective 1. (Curriculum and Instruction) During the 2020-2021 school year, TEKS aligned curriculum will be used with 100% fidelity through C & I documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
to support and craft improvement, implementing co-develop strategies and connects curriculum leaders through resources in improving remote/hybrid learning. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)				06/28/21 - On Track (S) 01/19/21 - On Track 09/25/20 - Significant Progress
7. Partner with NIET (National Institute for Excellence in Teaching) to improve remote learning, provide support and resources to enhance instruction of all students. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	August 2020-July 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Data usage, lesson plans 06/28/21 - On Track (S) 01/19/21 - On Track 09/25/20 - Significant Progress

SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 2.** (Student Achievement) By the end of the 2020-2021 school year, student achievement on state assessments for all students will increase by 10% in met standard, approaches and exceeds according to Assessment Accountability documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify, monitor and assist targeted populations including special education and bilingual. Academic Specialist will provide support for non-academies. Utilize Curriculum Coordinators to build teacher capacity. . (Title I SW Elements: 1.1) (Target Group: ECD,ESL,LEP,SPED,AtRisk) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Curriculum Coordinators, Directors	Each six weeks	(F)IDEA Special Education, (F)Title III Bilingual / ESL	Criteria: Sign in sheets, agendas, training documents 06/29/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
2. Provide high yield interventions such as iLit, SuccessMaker, TPRI, Reading Comprehension Toolkit, and Read Naturally and provide proven strategies and accelerated education to all students, especially those struggling in reading in person or through virtual instruction. (Title I SW Elements: 1.1) (Target Group: All,ECD,ESL,LEP,SPED,GT,AtRisk,Dys) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Curriculum Coordinators, Directors, Region 15, Teachers	September 2020-May 2021	(F)Title I, (S)Student Success Initiative	Criteria: Rosters, sign in sheets, data reports 06/29/21 - Completed (S) 01/19/21 - On Track 09/28/20 - Some Progress
3. Monitor the District Writing Plan and provide professional development in District Writing Initiatives either in person or through virtual platform. Continue to monitor system developed to organized individual writing samples (writing crates). Increase cross-curricular writing daily in all contents. (Title I SW Elements: 2.5) (Target Group: All,ECD,ESL,LEP,SPED) (Strategic Priorities: 1)	Campus Administrators, Curriculum Coordinators, Directors	August 2020-June 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: Rosters, sign-in sheets, writing samples 06/29/21 - On Track (S) 01/19/21 - Some Progress 09/28/20 - Significant Progress
4. Provide academic support and oversight of services to private non-profit schools (PNP) through meeting consultations via in person or virtual platforms. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 1)	Financial Analyst, PNP Administrative, Title I Coordinator	August 2020-June 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Agendas, sign in sheets 06/29/21 - Completed (S) 01/19/21 - On Track 09/28/20 - On Track
5. Identify, monitor and assist in providing enrichment curriculum for GT students to obtain Level III Advanced Performance Level	Campus Administrators, Curriculum Coordinators, Teachers	August 2020-June 2021	(F)Title I, (S)Local Funds	Criteria: Lesson plans, planning guides

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Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 2. (Student Achievement) By the end of the 2020-2021 school year, student achievement on state assessments for all students will increase by 10% in met standard, approaches and exceeds according to Assessment Accountability documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
on state assessments. (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 2)				06/29/21 - Completed (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress

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- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 3.** (Professional Development) During the 2020-2021 school year, 100% of the Professional Development will meet the mission and goals of SFDR CISD according to Campus and District Comprehensive Needs Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate instructional programs to meet diverse needs of all students. (Title I SW Elements: 1.1) (Target Group: ECD,ESL,LEP,SPED) (Strategic Priorities: 1,2,3,4)	Chief Instructional Officers, Curriculum Coordinators, Directors	August 2020-June 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: District Climate Survey and teacher surveys. 06/29/21 - On Track (S) 01/19/21 - On Track 09/28/20 - Some Progress
2. Ensure access to proven, effective instructional practices and professional development either in person or through virtual platform for all District Initiatives according to District Comprehensive Needs Assessment. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Chief Instructional Officers, Curriculum Coordinators, Directors, Region 15	August 2020-June 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: Planning Protocol documents, Curriculum Dashboard 06/29/21 - Completed (S) 01/19/21 - On Track 09/28/20 - Some Progress
3. Provide professional development in the use of resources, technology, strategies, activities, and lessons to support grade level TEKS to both new and veteran teachers in person or remote learning platform. (Title I SW Elements: 1.1) (Target Group: All,ECD,ESL,LEP,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2)	Campus Administrators, Curriculum Coordinators	August 2020-June 2021	(F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP	Criteria: Sign-in sheets, agendas 06/29/21 - Completed (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress
4. Continue to provide professional development to all secondary instructional staff on Block Scheduling either in person or through virtual platforms. (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1)	Chief Instructional Officers, Curriculum Coordinators	August 2020-June 2021	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Sign-in sheets, agendas 06/29/21 - Discontinued (S) 01/19/21 - Discontinued 09/28/20 - On Track
5. Provide professional development and training opportunities for new teachers through a New Teacher Mentor Program in person or virtual platform. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Teachers	August 2020-June 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: New teacher/mentor documentation to include sign-in sheets of meetings, agendas, etc. 06/29/21 - Completed (S) 03/02/21 - On Track 09/28/20 - On Track
6. Provide LMS professional development to all teachers and district personnel on Google	Campus Administrators, Chief Instructional Officers, Directors	August 2020-July 2021	(F)Title IIA Principal and Teacher Improvement	Criteria: Sign in sheets, agendas, certifications

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Objective 3. (Professional Development) During the 2020-2021 school year, 100% of the Professional Development will meet the mission and goals of SFDR CISD according to Campus and District Comprehensive Needs Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Classroom (Pre-K-5th) and Canvas (6th-12th) (Target Group: All) (Strategic Priorities: 2)				06/29/21 - Completed (S) 01/19/21 - Completed 09/28/20 - On Track

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Objective 4. (Assessment Data) By the end of the each six weeks, 100% of the instructional staff will use multiple sources of reliable data to assess, guide, monitor and strengthen instruction through DMAC documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development in DMAC and Planning Protocol Dashboard to all teachers and appropriate staff personnel as needed either in person or virtual platforms. (Target Group: All) (Strategic Priorities: 1)	Chief Instructional Officers, Curriculum Coordinators, Directors, Region 15	August 2020-June 2021	(O)Local Districts	Criteria: Usage report, sign in sheets 06/29/21 - Completed (S) 01/19/21 - On Track 09/28/20 - Some Progress
2. Assist in the disaggregation of multiple sources of data during Staff Development and/or RTI (as applicable) in order to track student progress. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4)	Chief Instructional Officers, Curriculum Coordinators, Directors, Region 15	August 2020-June 2021	(S)State Compensatory	Criteria: DMAC, state assessment, attendance reports 06/29/21 - Completed (S) 01/19/21 - On Track 09/28/20 - Some Progress
3. Disaggregate and evaluate DMAC data to meet state standards with student academic growth. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Directors, Instructional Coaches, Teachers	August 2020-June 2021	(S)Local Funds, (S)State Compensatory	Criteria: DMAC and state assessment reports 06/29/21 - Completed (S) 01/19/21 - On Track 09/28/20 - Some Progress
4. Progress Monitoring on AimHi for student growth tracking for Math and Reading 3rd-EOC. (Title I SW Elements: 1.1) (Target Group: 3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2)	Chief Instructional Officers	August 2020-July 2021	(F)Title IIA Principal and Teacher Improvement	Criteria: Data reports, state assessment reports, benchmark data reports 06/29/21 - On Track (S) 09/25/20 - Significant Progress

SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 5.** (Safe Schools) During the 2020-2021 school year, 100% of all staff will comply with district safety, discipline, bullying and drug-free policies through staff, student and parent communication and training through training documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development to all campus and district staff on school safety, bullying, dating violence, sexual abuse and other maltreatment, conflict resolution and drug-free policies either in person or through remote platform. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Counselors, Curriculum Coordinators, Directors, Parents, Region 15, Teachers	August 2020-June 2021	(F)Title IV SSAEP, (S)Local Funds	Criteria: Agendas, sign in sheets 06/29/21 - On Track (S) 01/19/21 - Some Progress 09/28/20 - Pending
2. Campuses notify parents of appropriate safety procedures, including awareness of policies on bullying, dating violence, sexual abuse and other maltreatment, and conflict resolution through written and electronic transmission. (Title I SW Elements: 2.1) (Target Group: All)	Campus Administrators, Counselors, Directors, Parents, Teachers	August 2020-June 2021	(F)Title IV SSAEP, (S)Local Funds	Criteria: Electronic media, written policies 06/29/21 - On Track (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress
3. Address the prevention concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying through a District Management Plan reporting plan. (Title I SW Elements: 2.1) (Target Group: All)	Campus Administrators, Counselors, Directors, Teachers	August 2020-June 2021	(F)Title IV SSAEP, (S)Local Funds	06/29/21 - On Track (S) 01/19/21 - Significant Progress 09/28/20 - On Track
4. Address the needs of students in special programs including suicide prevention, conflict resolution, violence (including dating violence prevention) and treatment programs through student and parent trainings and meetings. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Directors	August 2020-June 2021	(F)Title I, (F)Title IV SSAEP, (S)Local Funds	Criteria: Agendas, sign in sheets 06/29/21 - On Track (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress
5. Provide support and resources to Campus Discipline Plans to include reducing the overuse of discipline practices that remove students from the classroom. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Directors, Teachers	August 2020-June 2021	(F)Title IV SSAEP, (S)Local Funds	Criteria: Six weeks discipline report to include all office referrals 06/29/21 - On Track (S) 01/19/21 - On Track 09/28/20 - Significant Progress
6. Provide services to certified McKinney-Vento children including a designated liaison, immediate enrollment, access to	Title I Coordinator	August 2020-June 2021	(F)Title I, (F)Title IV SSAEP	Criteria: McKinney-Vento referral forms, Skyward report

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Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 5. (Safe Schools) During the 2020-2021 school year, 100% of all staff will comply with district safety, discipline, bullying and drug-free policies through staff, student and parent communication and training through training documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
transportation, free breakfast and lunch, school supplies, medical including immunizations, dental, toiletries and other needed services. (Target Group: All)				06/29/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
7. Provide transportation to foster and McKinney-Vento students as needed. (Title I SW Elements: 2.1) (Target Group: All)	Title I Coordinator, Transportation Coordinator	August 2020- June 2021	(F)Title I, (F)Title IV SSAEP, (S)Local Funds	Criteria: Transportation records, McKinney-Vento transportation referral forms 06/29/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track

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Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 6. (Higher Education/Careers) By the end of the 2020-2021 school year, students, parents and teachers will have been provided information on careers and higher education through variety forms of communication documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for students and parents to view a broad range of career choices through a variety of methods including Career and College Days, guest speakers, college trips as allowed, MOU with local colleges and universities as applicable/available. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Directors, Teachers	August 2020-June 2021	(F)Title I, (F)Title IV SSAEP, (S)Local Funds	Criteria: MOUs, agendas of events, sign in sheets 06/29/21 - Significant Progress (S) 01/19/21 - Some Progress 09/28/20 - Some Progress
2. Provide resources for students and parents on higher education admissions, financial aid, scholarships, TEXAS and Teach for Texas grant programs, and curriculum and career pathway decisions. Plan and develop opportunities to inform more parents in a variety of communication platforms. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Directors	August 2020-June 2021	(F)Title I, (F)Title IV SSAEP, (S)Local Funds	Criteria: Meeting agendas, sign in sheets, flyers 06/29/21 - On Track (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress
3. Support campuses in effective student transitions from Early Childhood to Elementary, Middle School to High School, and High School to Post-Secondary through parent meetings, meet and greets, campus tours. (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors, Teachers	August 2020-June 2021	(F)Title I, (S)Local Funds	Criteria: Meeting agendas, sign in sheets, campus schedules and tour pictures 06/29/21 - On Track (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress
4. Create Memorandum of Understandings (MOUs) with colleges and universities providing dual credit, online coursework to provide work based learning and experimental learning opportunities for all students to include Dual Credit (On Ramps), MOUs with SWTJC, Angelo State, UT, Texas Virtual School Network (TXVSN) , Advance Placement courses, 60 hours Associates Degree, TSI coursework. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers	August-May	(F)Title I, (S)State Compensatory	Criteria: Enrollment rosters 06/29/21 - On Track (S) 01/19/21 - Significant Progress 09/28/20 - Significant Progress
5. Provide secondary students the opportunity	Campus Administrators	August-May	(F)Title I, (F)Title IV SSAEP,	Criteria: Master Schedule, ECHS

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Objective 6. (Higher Education/Careers) By the end of the 2020-2021 school year, students, parents and teachers will have been provided information on careers and higher education through variety forms of communication documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
of apply for and attending Early College High School earning college credits while in high school and the possibility of graduating high school with an Associates Degree. (Title I SW Elements: 2.1) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)			(S)State Compensatory	enrollment and graduation data 06/29/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track

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- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 7.** (Drop-out rate reduction plans) Beginning August 2020, the district shall utilize school and community resources to reduce the dropout rate with recovery and prevention plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Career and Technology Pathways in STEM, Public Services, and Business and Industry for all at risk students. (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers	August 2020-July 2021	(F)Title IV SSAEP, (S)State Compensatory	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins 06/29/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
2. Provide strategies to support post-secondary education for at-risk students to include: TSI Prep College Readiness, XELLO, CTE Career Pathways, BCFS Counseling Support, GEAR UP, DEL RIO CARES, Blended Academy for at risk students 8th grade-5th year seniors, FAFSA, College/University Open House nights/trips. (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors, Teachers	August 2020-July 2021	(F)Title I, (F)Title IV SSAEP, (S)Local Funds	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins 06/29/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
3. Advanced academic and transition opportunities for at risk students to include: Dual Credit (On Ramps), MOUs with SWTJC, Angelo State, UT, Texas Virtual School Network (TXVSN), Advance Placement courses, 60 hours Associates Degree, TSI coursework. (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors	August 2020-July 2021	(F)Title I, (F)Title IV SSAEP, (S)State Grant	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins 06/29/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
4. Provide recovery and prevention plans: Credit recovery, ODYSSEYWARE, EOC tutorials, Homebound services, PRS, OEY for all at risk students. (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Counselors, Teachers	August 2020-July 2021	(F)Title I, (F)Title IV SSAEP	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins 06/29/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
5. Assist campuses with a Dropout Prevention Review Committee to ensure that the dropout rate is reduced, that services to the McKinney-Vento, Foster, and pregnant students continue,	Campus Administrators, Chief Instructional Officers	August 2020-May 2021	(F)Title I, (F)Title IV SSAEP, (S)Local Funds	Criteria: Graduation data report 06/29/21 - On Track (S) 01/19/21 - On Track

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Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 7. (Drop-out rate reduction plans) Beginning August 2020, the district shall utilize school and community resources to reduce the dropout rate with recovery and prevention plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and that all students have the opportunity to graduate from high school. Ensure all staff contributes to the drop-out prevention plan for at-risk students including tutorials, credit recovery and all other programs available. (Title I SW Elements: 2.6) (Target Group: All,AtRisk)				09/28/20 - Significant Progress

SAN FELIPE-DEL RIO CISD

Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 8. (Tutorial Attendance) By the end of 2020-2021, teacher led student tutorials will increase by 10% through sign in documentation to improve student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assist all campuses with student and parent incentives to maintain and increase tutorial attendance (in person or virtual platforms) for students as allowable per CDC/District guidelines. (Target Group: All) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Parental Aides, Parents	August 2020-May 2021	(F)Title IV SSAEP, (L)Principal Account, (S)Local Funds	Criteria: Daily attendance records. 07/01/21 - Completed (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress
2. Provide assistance for improving teacher tutorial participation (in person or through virtual platforms) by offering incentives to increase student tutorial attendance as allowable per CDC/District guidelines. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Attendance Staff, Campus Administrators	August 2020-May 2021	(F)Title IV SSAEP, (L)Principal Account, (S)Local Funds	Criteria: Six-weeks staff attendance reports. 06/29/21 - Completed (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress

SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 9.** (Covid-19) Due to COVID-19, district will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction provided by teachers and staff remotely working from home as needed with materials and supplies provided. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers	Sept.2020-Sept. 2021	(F)Federal Grant, (F)Title I, (S)State Grant	Criteria: Attendance Reports, Inventory, Sign in Sheets 07/01/21 - Completed (S) 01/19/21 - On Track 09/28/20 - On Track
2. Breakfast and lunch programs available and delivered to students at different sites within the community and schools by district transportation as needed. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept.2020-Sept. 2021	(F)Federal Grant, (F)Title I, (S)State Grant	Criteria: Breakfast and lunch sign-in sheets 07/01/21 - Completed (S) 01/19/21 - On Track 09/28/20 - On Track
3. Technology resources including laptops and hotspots available to students throughout the community for remote learning as needed. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept.2020-Sept. 2021	(F)Federal Grant, (F)Title I, (S)State Grant, (S)Technology Grant	Criteria: Purchase orders, inventory 07/01/21 - Completed (S) 01/19/21 - On Track 09/28/20 - On Track
4. Health and safety measures provided with necessary materials for all district schools and offices including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. as needed. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept.2020-Sept. 2021	(F)Federal Grant, (F)Title I, (S)State Grant	Criteria: Purchase orders 07/01/21 - Completed (S) 01/19/21 - On Track 09/28/20 - On Track

SAN FELIPE-DEL RIO CISD

Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 10. (Targeted Assistance) During 2020-2021 school year, Targeted Assistance campuses will be provided support through training, resources, progress monitoring planning and collaboration for Academic Achievement for student groups across all subject including Reading and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Targeted schools will utilize online resources to increase Reading scores with online resources including but not limited to Text Help Read/Write, Pear Deck Formative Checks, ELA Planning Guides, NIET, Epic Books, MyOn, Lone Star, Brain Pop, Renaissance, Flocabulary, Google and Canvas Platforms to increase academic achievement (meets grade level and above). (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2020-May 2021</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p> <p>07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track</p>
<p>2. Targeted schools will utilize online resources to increase Math scores with online resources including but not limited to District Wide Math Planning Zoom Sessions, 5th Grade Concept Recordings, NIET for remote learning, TEA Resilient School Support Program, Progress Monitoring, AIM Hi, Road Map, Canvas and Google Platforms to increase academic achievement in Math (meets grade level or above). (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2020-May 2021</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p> <p>07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track</p>
<p>3. Campuses identified will utilize online programs including but not limited to Lone Star Math, Edmentum, Pearson Successmaker, Fast Focus, STEMscopes, STEAMscopes,BrainPop, Pear Deck, TAGT, Countdown Science/Math, Fast Focus Math, Reading Renaissance, Flocabulary, Discovery Education to increase student achievement. (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 4)</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2020-May 2021</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p> <p>07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track</p>
<p>4. Student Success programs including but not limited to utilizing NIET to improve remote learning, Lexia to Take Flight for Dyslexic students, TEA Resilient School Support</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2020-May 2021</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p>

SAN FELIPE-DEL RIO CISD

Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 10. (Targeted Assistance) During 2020-2021 school year, Targeted Assistance campuses will be provided support through training, resources, progress monitoring planning and collaboration for Academic Achievement for student groups across all subject including Reading and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Program, Progress Monitoring AimHi, Google, Canvas platforms for Identified student groups across all subjects . (Title I SW Elements: 1.1) (Target Group: SPED,Dys,504) (Strategic Priorities: 4)				07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
5. In order to show Academic Growth in Math, teachers will utilize Progress Monitoring Partner with NIET to improve Remote Learning, participate in TEA Resilient Schools Support Program, AimHi, Google and Canvas platforms, Roadmap for the Year, daily planning. (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Classroom lesson plans, progress reports, data usage reports 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track

SAN FELIPE-DEL RIO CISD

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. (District Budget) By September 1, 2020, 100% of budgets will reflect available resources for campuses and departments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate local, state, and federal allotments. (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	September 2020-May 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV SSAEP, (O)Local Districts, (S)State Compensatory	Criteria: Agendas, sign-in sheet of meetings cross-departments 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
2. Use efficient and effective financial practices to balance school district budget. (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	September 2020 - May 2021	(O)Local Districts, (S)State Compensatory	Criteria: Balanced Budget Workbooks and Data Reports 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track

SAN FELIPE-DEL RIO CISD

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. (Teacher certifications/incentive plans) By the beginning of the school year, 98% of all positions will be filled by appropriately certified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit appropriately certified staff and offer signing bonuses for critical shortage areas. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June 2020 - September 2021	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Human Resources new teacher data 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
2. The district shall maintain appropriately certified staff. Reimbursement- *certification fees to become appropriately certified Provide- *online study guides for Math and Bilingual Certifications (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June 2020 - May 2021	(F)Federal Grant, (F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Teacher certifications 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
3. Evaluate the student-teacher ratio and address ways to reduce class sizes in all grade levels and campuses by reviewing class counts and teacher certifications. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June 2020-May 2021	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Master Schedules 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
4. Address any disparities that result in low-income students and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers by placing students with veteran and experienced teachers by reviewing class rosters with students placed accordingly. (Target Group: ECD,AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	August 2020 - July 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Master Schedules 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
5. All SFDR CISD employees will have the opportunity to participate in "Get Fit Program" promoting healthy choices and lifestyles. (Strategic Priorities: 1)	Chief Instructional Officers	August 2020-July 2021	(S)Local Funds	Criteria: Membership logs 07/01/21 - On Track (S) 01/19/21 - Significant Progress 09/25/20 - Some Progress
6. SFDR CISD will implement Deer Oaks Newsletter promoting positive mental health for all district employees. Topics of discussion	Chief Instructional Officers	August 2020-July 2021	(S)Local Funds	Criteria: Monthly newsletters 07/01/21 - On Track (S)

SAN FELIPE-DEL RIO CISD

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. (Teacher certifications/incentive plans) By the beginning of the school year, 98% of all positions will be filled by appropriately certified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
include but not limited to: • Online Seminar Reminder: Managing Workplace Stressors • Face Stress: Get Mentally Fit! • Flu Prevention at Work • A Simple Guide to Digging Out of Holiday Debt (Strategic Priorities: 1)				01/19/21 - On Track 09/25/20 - On Track

SAN FELIPE-DEL RIO CISD

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. (PEIMS) By the beginning of the 2020-2021 school year, 100% of campuses will follow written procedures in PEIMS attendance coding

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor and review all Skyward data for accuracy. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	September 2020 - May 2021	(S)Local Funds	Criteria: Skyward data usage 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - Significant Progress
2. Provide professional development (in person or through virtual platform) in PEIMS coding and integrity. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Region 15	August 2020 - May 2021	(S)Local Funds	Criteria: Agendas and sign in sheets 07/01/21 - Completed (S) 01/19/21 - On Track 09/28/20 - Significant Progress
3. Continually monitor and review coding data for attendance. (Target Group: All) (Strategic Priorities: 1)	Attendance Staff, Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2020- June 2021	(O)Local Districts	Criteria: Six Weeks Attendance Reports 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track

SAN FELIPE-DEL RIO CISD

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

Objective 4. (Attendance) By the beginning of the 2020-2021 school year, 100% of campuses will implement new ideas and enhance existing initiatives to improve and monitor student and staff attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaboration with school and district personnel on strategies to increase student and staff attendance through CNA and CIP process. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	August 2020-May 2021	(F)Title IV SSAEP, (O)Local Districts	Criteria: Six Weeks attendance staff and student reports 07/01/21 - Completed (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress
2. Provide professional development (in person or through virtual platforms) on attendance policies to principals and attendance school staff. (Target Group: All) (Strategic Priorities: 1)	Attendance Staff, Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2020 - May 2021	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: Meeting agendas and sign-in sheets 07/01/21 - Completed (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress

SAN FELIPE-DEL RIO CISD

Goal 3. The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and District partners.

Objective 1. (Communication) By the beginning of the 2020-2021 school year, all campuses and district entities will improve public communication and disseminate information in a timely manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update and maintain district media sources with required public information. (Title I SW Elements: 2.3) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	August 2020 - July 2021	(O)Local Districts	Criteria: Media postings to include SFDR CISD FB, District and campus websites 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track
2. Provide professional development (in person or virtual platforms) to improve customer services to all district secretaries and district personnel as needed. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2020 - May 2021	(F)Title I, (S)Local Funds	Criteria: Sign in sheets, agendas 07/01/21 - Discontinued (S) 01/19/21 - Completed 09/28/20 - Some Progress
3. Provide communication and trainings in dual languages through a variety of platforms including social media, written, electronic on COVID-related school information including remote and virtual learning to staff and parents. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers	August 2020-May 2021	(S)Local Funds	Criteria: Flyers, social media entries, letters, flyers, press releases 07/01/21 - On Track (S) 01/19/21 - On Track 09/28/20 - On Track

SAN FELIPE-DEL RIO CISD

Goal 3. The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and District partners.

Objective 2. (Community Partnerships) By the end of the first six weeks, 100% of all campuses will develop business and community partnerships to promote successful student leaders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assist campuses in expanding mentoring and volunteer opportunities with community organizations, businesses and Laughlin Air Force Base to include Base Buddies, etc. as allowable with CDC/District guidelines. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, City, Counselors, Directors	August 2020 - May 2021	(O)Local Districts	Criteria: Campus documentation of joint efforts including Base Buddies 07/01/21 - Completed (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress
2. Provide support from Federal Programs to increase campus parental involvement activities through parental aide professional development a minimum of twice per year via Zoom. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	August 2020 - July 2021	(O)Local Districts	Criteria: Agendas, sign-in sheets 07/01/21 - Completed (S) 01/19/21 - Pending 09/28/20 - Significant Progress
3. Provide parent engagement meetings and trainings through the support of community members a minimum of once per month with assistance from school parental liaisons. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All)	Parental Aides	September-May	(F)Title I	Criteria: Agendas and sign in sheets 07/01/21 - Completed (S) 01/19/21 - Significant Progress 09/28/20 - Some Progress
4. All school district liaisons will conduct home visits/mileage as allowable with CDC/District guidelines, ordering materials and supplies through district reservation funds. (Title I SW Elements: 2.1,3.1) (Target Group: All)	Parental Aides	August 2020-May 2021	(F)Title I	Criteria: Monthly Accountability documentation and mileage reports 07/01/21 - Completed (S) 01/19/21 - On Track 09/28/20 - On Track

2019-20 Texas Academic Performance Report

District Name: **SAN FELIPE-DEL RIO CISD**

District Number: **233901**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

2020 Armed Services Vocational Aptitude Battery (ASVAB) Alternative Test Offered

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District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	15	District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	Continu-	Disadv	(Current	
													ously			&	
													Enrolled	ously		Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	65%	60%	64%	89%	-	100%	-	*	33%	76%	65%	69%	59%	54%
	2018	77%	74%	65%	60%	65%	69%	-	*	*	*	37%	67%	66%	65%	62%	59%
At Meets Grade Level or Above	2019	45%	37%	32%	60%	30%	56%	-	67%	-	*	22%	24%	30%	40%	24%	20%
	2018	43%	38%	31%	50%	30%	39%	-	*	*	*	21%	22%	31%	27%	25%	22%
At Masters Grade Level	2019	27%	21%	18%	40%	16%	33%	-	50%	-	*	3%	12%	17%	20%	13%	11%
	2018	25%	21%	16%	30%	15%	22%	-	*	*	*	4%	0%	16%	14%	12%	9%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	72%	66%	80%	65%	75%	-	100%	-	*	32%	76%	64%	74%	60%	62%
	2018	78%	73%	65%	80%	65%	67%	-	*	*	*	34%	67%	65%	68%	61%	64%
At Meets Grade Level or Above	2019	49%	39%	32%	60%	30%	53%	-	83%	-	*	19%	35%	31%	40%	26%	26%
	2018	47%	38%	31%	40%	30%	36%	-	*	*	*	28%	22%	30%	35%	26%	29%
At Masters Grade Level	2019	25%	18%	12%	40%	10%	28%	-	50%	-	*	8%	6%	11%	15%	8%	10%
	2018	23%	16%	11%	20%	10%	17%	-	*	*	*	6%	11%	11%	12%	9%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	70%	70%	67%	69%	88%	-	*	*	*	37%	60%	69%	75%	65%	63%
	2018	73%	69%	64%	50%	64%	77%	*	*	-	*	39%	47%	64%	67%	59%	50%
At Meets Grade Level or Above	2019	44%	39%	37%	44%	36%	59%	-	*	*	*	22%	40%	38%	34%	30%	27%
	2018	46%	39%	35%	20%	35%	53%	*	*	-	*	25%	35%	34%	42%	30%	23%
At Masters Grade Level	2019	22%	18%	19%	33%	18%	31%	-	*	*	*	4%	20%	18%	24%	15%	14%
	2018	24%	18%	15%	10%	14%	27%	*	*	-	*	6%	6%	14%	16%	11%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	67%	65%	67%	65%	75%	-	*	*	*	32%	80%	65%	66%	61%	65%
	2018	78%	72%	65%	40%	65%	79%	*	*	-	*	33%	59%	64%	68%	62%	60%
At Meets Grade Level or Above	2019	48%	37%	35%	44%	35%	47%	-	*	*	*	18%	40%	35%	38%	29%	34%
	2018	49%	39%	32%	10%	32%	45%	*	*	-	*	21%	29%	30%	41%	28%	26%
At Masters Grade Level	2019	28%	19%	18%	22%	18%	19%	-	*	*	*	5%	20%	18%	17%	13%	17%
	2018	27%	18%	13%	10%	12%	30%	*	*	-	*	4%	12%	12%	15%	10%	9%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	60%	56%	67%	55%	74%	-	*	*	*	26%	55%	57%	51%	50%	51%
	2018	63%	56%	51%	40%	51%	64%	*	*	-	*	25%	24%	51%	55%	46%	43%
At Meets Grade Level or Above	2019	35%	27%	24%	44%	24%	35%	-	*	*	*	17%	18%	24%	25%	19%	19%
	2018	39%	31%	27%	30%	26%	39%	*	*	-	*	14%	18%	26%	29%	22%	19%
At Masters Grade Level	2019	11%	6%	4%	22%	4%	6%	-	*	*	*	2%	0%	4%	6%	3%	3%
	2018	11%	6%	4%	0%	3%	12%	*	*	-	*	0%	0%	4%	3%	3%	2%

District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	82%	80%	100%	78%	100%	*	*	-	*	45%	79%	80%	78%	75%	67%
	2018	84%	80%	78%	75%	77%	87%	-	100%	-	*	38%	75%	79%	76%	74%	73%
At Meets Grade Level or Above	2019	54%	44%	40%	50%	40%	46%	*	*	-	*	19%	36%	39%	46%	33%	28%
	2018	54%	45%	41%	63%	39%	64%	-	60%	-	*	13%	25%	40%	43%	33%	35%
At Masters Grade Level	2019	29%	20%	19%	33%	18%	24%	*	*	-	*	7%	7%	18%	25%	15%	12%
	2018	26%	19%	17%	38%	15%	38%	-	40%	-	*	3%	8%	17%	17%	12%	14%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	88%	67%	88%	95%	*	*	-	*	69%	86%	88%	87%	87%	84%
	2018	91%	88%	88%	75%	87%	94%	-	80%	-	*	66%	92%	88%	86%	86%	88%
At Meets Grade Level or Above	2019	58%	48%	49%	17%	49%	62%	*	*	-	*	29%	36%	48%	56%	45%	41%
	2018	58%	47%	39%	38%	37%	67%	-	80%	-	*	15%	25%	39%	40%	33%	42%
At Masters Grade Level	2019	36%	27%	27%	17%	27%	35%	*	*	-	*	8%	14%	27%	30%	24%	22%
	2018	30%	20%	15%	38%	13%	35%	-	20%	-	*	6%	17%	15%	14%	10%	12%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	69%	70%	83%	69%	84%	*	*	-	*	40%	64%	69%	75%	66%	59%
	2018	76%	72%	73%	88%	71%	87%	-	80%	-	*	38%	67%	74%	66%	68%	72%
At Meets Grade Level or Above	2019	49%	42%	43%	17%	43%	62%	*	*	-	*	22%	43%	42%	50%	39%	35%
	2018	41%	34%	34%	63%	32%	65%	-	40%	-	*	12%	33%	35%	31%	28%	26%
At Masters Grade Level	2019	24%	19%	20%	0%	20%	32%	*	*	-	*	6%	21%	20%	22%	16%	16%
	2018	17%	13%	14%	50%	12%	39%	-	40%	-	*	6%	8%	14%	16%	10%	9%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	62%	66%	*	65%	78%	*	100%	-	-	13%	75%	66%	63%	60%	54%
	2018	69%	64%	64%	*	63%	92%	-	*	-	-	24%	100%	65%	63%	59%	42%
At Meets Grade Level or Above	2019	37%	30%	33%	*	32%	51%	*	67%	-	-	5%	33%	35%	26%	26%	22%
	2018	39%	32%	32%	*	31%	58%	-	*	-	-	14%	64%	32%	34%	25%	14%
At Masters Grade Level	2019	18%	13%	15%	*	13%	31%	*	50%	-	-	0%	8%	16%	6%	10%	7%
	2018	19%	14%	13%	*	13%	18%	-	*	-	-	0%	27%	12%	18%	9%	4%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	78%	84%	*	84%	87%	*	100%	-	-	43%	83%	84%	88%	81%	83%
	2018	77%	72%	83%	*	82%	95%	-	*	-	-	64%	100%	83%	81%	80%	73%
At Meets Grade Level or Above	2019	47%	41%	51%	*	49%	76%	*	83%	-	-	10%	58%	51%	43%	46%	46%
	2018	44%	38%	47%	*	45%	71%	-	*	-	-	26%	73%	46%	50%	42%	26%
At Masters Grade Level	2019	21%	16%	26%	*	23%	58%	*	67%	-	-	1%	42%	27%	19%	19%	17%
	2018	18%	15%	25%	*	24%	32%	-	*	-	-	9%	18%	24%	25%	20%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	71%	70%	*	69%	84%	-	*	-	*	29%	80%	69%	72%	64%	43%
	2018	74%	68%	61%	20%	61%	67%	-	*	-	-	29%	56%	61%	61%	56%	31%

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At Meets Grade Level or Above	2019	49%	43%	41%	*	40%	59%	-	*	-	*	15%	40%	40%	48%	34%	13%
	2018	48%	42%	36%	0%	35%	56%	-	*	-	-	15%	44%	36%	33%	29%	9%
At Masters Grade Level	2019	29%	25%	24%	*	23%	47%	-	*	-	*	4%	30%	22%	35%	18%	4%
	2018	29%	24%	20%	0%	19%	41%	-	*	-	-	2%	33%	20%	21%	13%	4%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	71%	*	71%	84%	-	*	-	*	39%	80%	71%	73%	67%	55%
	2018	72%	68%	61%	20%	60%	71%	-	*	-	-	26%	44%	62%	53%	55%	41%
At Meets Grade Level or Above	2019	43%	37%	37%	*	35%	59%	-	*	-	*	12%	50%	36%	41%	31%	12%
	2018	40%	34%	29%	0%	28%	46%	-	*	-	-	13%	11%	29%	26%	22%	12%
At Masters Grade Level	2019	17%	13%	14%	*	13%	22%	-	*	-	*	3%	0%	14%	14%	10%	1%
	2018	18%	13%	11%	0%	11%	21%	-	*	-	-	1%	0%	11%	9%	8%	6%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	66%	61%	*	60%	75%	-	*	-	*	16%	90%	61%	61%	54%	34%
	2018	69%	66%	59%	40%	59%	61%	-	*	-	-	21%	22%	59%	56%	55%	27%
At Meets Grade Level or Above	2019	42%	36%	31%	*	31%	41%	-	*	-	*	10%	40%	32%	29%	25%	10%
	2018	43%	39%	31%	20%	30%	54%	-	*	-	-	10%	11%	31%	26%	25%	8%
At Masters Grade Level	2019	18%	13%	12%	*	11%	19%	-	*	-	*	4%	0%	11%	15%	8%	1%
	2018	15%	10%	8%	0%	8%	18%	-	*	-	-	1%	11%	9%	6%	5%	2%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	80%	67%	80%	68%	47%	*	*	-	-	29%	83%	67%	69%	65%	47%
	2018	86%	80%	66%	*	66%	85%	*	-	-	*	26%	*	67%	64%	63%	43%
At Meets Grade Level or Above	2019	55%	47%	30%	20%	30%	33%	*	*	-	-	16%	50%	30%	33%	27%	9%
	2018	49%	42%	18%	*	18%	23%	*	-	-	*	16%	*	18%	17%	16%	9%
At Masters Grade Level	2019	28%	22%	9%	0%	8%	27%	*	*	-	-	4%	33%	9%	9%	7%	4%
	2018	27%	20%	5%	*	5%	15%	*	-	-	*	4%	*	5%	4%	4%	1%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	82%	77%	80%	77%	65%	-	*	-	-	42%	83%	77%	76%	75%	61%
	2018	86%	79%	76%	*	76%	87%	*	*	-	*	44%	*	78%	66%	73%	61%
At Meets Grade Level or Above	2019	57%	48%	39%	40%	39%	35%	-	*	-	-	18%	33%	39%	42%	36%	24%
	2018	51%	40%	34%	*	34%	53%	*	*	-	*	21%	*	35%	31%	31%	16%
At Masters Grade Level	2019	17%	11%	8%	0%	8%	6%	-	*	-	-	5%	17%	8%	7%	7%	5%
	2018	15%	10%	7%	*	7%	7%	*	*	-	*	6%	*	7%	8%	6%	3%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	76%	68%	60%	68%	81%	-	*	-	-	29%	67%	70%	58%	63%	37%
	2018	76%	69%	56%	*	55%	89%	*	*	-	*	24%	100%	58%	48%	50%	23%
At Meets Grade Level or Above	2019	51%	43%	35%	20%	34%	65%	-	*	-	-	19%	17%	36%	29%	28%	12%
	2018	52%	43%	28%	*	27%	56%	*	*	-	*	17%	17%	29%	25%	22%	7%
At Masters Grade Level	2019	25%	17%	14%	0%	13%	19%	-	*	-	-	3%	0%	14%	13%	9%	5%
	2018	28%	20%	11%	*	10%	33%	*	*	-	*	7%	17%	12%	6%	8%	1%

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	60%	54%	20%	54%	63%	*	*	-	-	27%	83%	53%	59%	46%	23%
	2018	65%	55%	50%	*	49%	78%	*	*	-	*	23%	100%	51%	46%	46%	24%
At Meets Grade Level or Above	2019	37%	27%	23%	0%	22%	37%	*	*	-	-	13%	17%	22%	26%	17%	8%
	2018	36%	24%	19%	*	18%	37%	*	*	-	*	14%	33%	19%	15%	15%	4%
At Masters Grade Level	2019	21%	13%	12%	0%	12%	19%	*	*	-	-	1%	0%	11%	19%	8%	1%
	2018	21%	12%	9%	*	8%	30%	*	*	-	*	5%	17%	9%	5%	6%	1%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	64%	65%	50%	64%	76%	*	*	-	*	22%	86%	66%	59%	60%	38%
	2018	65%	61%	58%	56%	57%	70%	*	60%	-	*	20%	67%	60%	50%	53%	30%
At Meets Grade Level or Above	2019	50%	45%	43%	0%	42%	68%	*	*	-	*	8%	71%	45%	36%	36%	15%
	2018	44%	39%	33%	44%	32%	50%	*	40%	-	*	9%	33%	35%	27%	29%	11%
At Masters Grade Level	2019	11%	7%	6%	0%	5%	18%	*	*	-	*	0%	14%	6%	4%	3%	0%
	2018	7%	5%	2%	0%	2%	8%	*	0%	-	*	0%	0%	2%	4%	1%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	66%	71%	75%	71%	66%	-	80%	-	*	27%	*	73%	60%	67%	47%
	2018	67%	68%	71%	63%	70%	87%	*	43%	*	*	29%	*	72%	66%	66%	36%
At Meets Grade Level or Above	2019	49%	46%	45%	50%	44%	58%	-	60%	-	*	10%	*	46%	37%	39%	21%
	2018	48%	46%	48%	50%	47%	74%	*	43%	*	*	22%	*	49%	45%	41%	15%
At Masters Grade Level	2019	8%	5%	4%	0%	4%	11%	-	0%	-	*	1%	*	4%	3%	2%	0%
	2018	8%	6%	4%	0%	3%	8%	*	14%	*	*	6%	*	4%	3%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	77%	82%	80%	82%	93%	*	*	-	*	41%	80%	82%	82%	80%	69%
	2018	83%	77%	78%	83%	77%	76%	*	*	-	*	32%	100%	79%	72%	74%	67%
At Meets Grade Level or Above	2019	61%	48%	56%	40%	56%	59%	*	*	-	*	13%	60%	57%	50%	51%	40%
	2018	55%	44%	47%	67%	47%	58%	*	*	-	*	8%	50%	49%	39%	42%	30%
At Masters Grade Level	2019	37%	25%	31%	0%	31%	45%	*	*	-	*	8%	40%	34%	21%	26%	19%
	2018	32%	21%	22%	0%	22%	29%	*	*	-	*	3%	17%	24%	16%	20%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	85%	84%	60%	83%	97%	*	*	-	*	47%	86%	84%	82%	80%	62%
	2018	87%	83%	80%	100%	79%	80%	*	*	-	*	42%	*	81%	74%	76%	62%
At Meets Grade Level or Above	2019	62%	53%	49%	40%	48%	69%	*	*	-	*	16%	86%	49%	46%	41%	23%
	2018	59%	50%	49%	25%	49%	57%	*	*	-	*	14%	*	51%	41%	42%	24%
At Masters Grade Level	2019	25%	17%	14%	0%	13%	23%	*	*	-	*	5%	14%	16%	7%	9%	3%
	2018	24%	16%	15%	0%	15%	26%	*	*	-	*	5%	*	17%	8%	10%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	91%	91%	100%	91%	88%	*	*	-	*	59%	*	92%	88%	90%	79%
	2018	92%	90%	89%	80%	89%	100%	-	*	-	*	59%	*	90%	85%	87%	68%
At Meets Grade Level or Above	2019	73%	69%	72%	88%	71%	82%	*	*	-	*	41%	*	74%	62%	67%	44%
	2018	70%	64%	67%	80%	65%	94%	-	*	*	*	34%	*	68%	62%	61%	32%

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At Masters Grade Level	2019	45%	38%	43%	38%	42%	59%	*	*	-	*	14%	*	43%	40%	35%	16%
	2018	40%	34%	37%	20%	35%	73%	-	*	*	*	5%	*	38%	34%	31%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	73%	72%	71%	71%	82%	75%	93%	*	81%	35%	77%	72%	71%	67%	57%
	2018	77%	72%	68%	62%	67%	80%	47%	84%	*	93%	35%	68%	68%	66%	64%	53%
At Meets Grade Level or Above	2019	50%	42%	40%	39%	40%	57%	25%	74%	*	44%	17%	39%	40%	41%	34%	25%
	2018	48%	40%	36%	32%	35%	56%	24%	60%	*	54%	17%	35%	36%	36%	31%	21%
At Masters Grade Level	2019	24%	17%	17%	16%	16%	29%	6%	50%	*	26%	4%	14%	17%	16%	12%	9%
	2018	22%	16%	13%	13%	12%	27%	0%	35%	*	24%	4%	13%	13%	12%	10%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	70%	69%	71%	69%	81%	60%	96%	*	73%	29%	76%	70%	66%	65%	53%
	2018	74%	70%	66%	60%	65%	79%	67%	74%	*	92%	29%	69%	66%	62%	61%	46%
At Meets Grade Level or Above	2019	48%	42%	38%	36%	38%	55%	0%	65%	*	36%	14%	37%	39%	37%	32%	20%
	2018	46%	40%	35%	34%	34%	55%	33%	52%	*	54%	16%	42%	35%	34%	29%	18%
At Masters Grade Level	2019	21%	16%	13%	18%	13%	27%	0%	39%	*	18%	3%	15%	13%	14%	9%	7%
	2018	19%	15%	11%	12%	10%	22%	0%	22%	*	8%	3%	13%	11%	10%	7%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	76%	77%	72%	76%	83%	100%	100%	*	67%	43%	81%	76%	78%	73%	70%
	2018	81%	76%	73%	62%	73%	82%	*	94%	*	100%	43%	76%	74%	71%	70%	66%
At Meets Grade Level or Above	2019	52%	43%	43%	39%	42%	58%	60%	89%	*	33%	17%	43%	43%	46%	38%	33%
	2018	50%	40%	37%	28%	37%	55%	*	65%	*	33%	18%	35%	37%	38%	32%	27%
At Masters Grade Level	2019	26%	19%	20%	17%	19%	33%	0%	61%	*	33%	6%	18%	20%	18%	16%	14%
	2018	24%	16%	15%	15%	15%	27%	*	41%	*	17%	5%	13%	15%	15%	12%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	63%	58%	75%	58%	75%	-	*	*	*	21%	71%	59%	56%	52%	44%
	2018	66%	61%	55%	40%	55%	62%	*	*	-	*	23%	23%	55%	55%	50%	38%
At Meets Grade Level or Above	2019	38%	31%	28%	50%	27%	38%	-	*	*	*	14%	29%	28%	27%	22%	15%
	2018	41%	35%	29%	27%	28%	46%	*	*	-	*	12%	15%	29%	28%	24%	16%
At Masters Grade Level	2019	14%	10%	8%	25%	7%	13%	-	*	*	*	3%	0%	7%	10%	6%	2%
	2018	13%	8%	6%	0%	5%	15%	*	*	-	*	1%	4%	6%	4%	4%	2%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	77%	75%	69%	74%	88%	*	83%	-	*	40%	70%	75%	74%	71%	56%
	2018	80%	75%	70%	80%	69%	85%	60%	80%	-	89%	36%	81%	71%	66%	65%	56%
At Meets Grade Level or Above	2019	54%	46%	43%	25%	42%	65%	*	67%	-	*	18%	48%	43%	43%	37%	26%
	2018	51%	43%	38%	35%	37%	60%	40%	50%	-	67%	14%	33%	39%	34%	31%	21%
At Masters Grade Level	2019	25%	18%	16%	0%	15%	26%	*	67%	-	*	5%	15%	16%	12%	11%	9%
	2018	23%	16%	14%	20%	12%	33%	0%	40%	-	44%	6%	19%	14%	10%	9%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	75%	73%	69%	73%	77%	*	80%	-	*	43%	86%	72%	77%	68%	50%
	2018	78%	72%	69%	67%	68%	90%	*	100%	*	100%	40%	100%	70%	68%	66%	44%

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At Meets Grade Level or Above	2019	55%	48%	47%	54%	47%	62%	*	80%	-	*	26%	29%	47%	48%	42%	26%
	2018	53%	43%	42%	44%	41%	68%	*	80%	*	83%	23%	38%	42%	41%	37%	16%
At Masters Grade Level	2019	33%	25%	27%	23%	27%	41%	*	40%	-	*	8%	0%	27%	32%	21%	9%
	2018	31%	22%	23%	11%	21%	53%	*	40%	*	50%	5%	25%	23%	21%	18%	5%

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School Progress Domain - Academic Growth Score by Grade and Subject																		
Grade 4 ELA/Reading	2019	61	58	64	61	65	63	-	*	*	*	50	60	63	71	62	63	
	2018	63	62	62	45	62	61	*	*	-	*	58	63	63	58	61	62	
Grade 4 Mathematics	2019	65	59	65	67	65	61	-	*	*	*	64	65	66	62	64	63	
	2018	65	59	59	40	59	65	*	*	-	*	63	59	59	56	59	56	
Grade 5 ELA/Reading	2019	81	77	79	100	78	81	*	*	-	*	68	81	79	76	78	80	
	2018	80	76	77	67	78	74	-	80	-	*	71	92	78	75	77	78	
Grade 5 Mathematics	2019	83	80	88	92	87	91	*	*	-	*	84	85	88	86	88	87	
	2018	81	75	76	75	76	77	-	60	-	*	88	75	76	80	78	81	
Grade 6 ELA/Reading	2019	42	39	47	*	46	52	*	83	-	-	15	50	48	40	43	41	
	2018	47	43	47	*	47	53	-	*	-	-	33	73	47	49	45	41	
Grade 6 Mathematics	2019	54	54	74	*	74	81	*	100	-	-	45	83	75	70	71	73	
	2018	56	54	78	*	78	80	-	*	-	-	81	91	78	76	74	68	
Grade 7 ELA/Reading	2019	77	76	72	*	72	73	-	*	-	*	72	50	71	79	71	67	
	2018	76	71	67	20	67	79	-	*	-	-	51	63	67	67	65	62	
Grade 7 Mathematics	2019	62	58	44	*	43	60	-	*	-	*	23	45	43	49	41	37	
	2018	67	61	52	0	52	61	-	*	-	-	34	13	53	45	49	47	
Grade 8 ELA/Reading	2019	77	76	75	70	76	57	-	*	-	-	54	75	76	66	74	75	
	2018	79	77	77	*	77	83	*	-	-	*	70	*	77	75	77	76	
Grade 8 Mathematics	2019	82	83	83	100	83	82	-	*	-	-	64	83	83	84	82	76	
	2018	81	81	81	*	81	73	*	*	-	*	76	*	82	80	80	80	
End of Course English II	2019	69	68	69	70	69	65	-	*	-	*	56	*	69	70	66	58	
	2018	67	67	71	40	71	83	*	*	-	*	60	*	71	72	69	58	
End of Course Algebra I	2019	75	66	77	60	77	74	*	*	-	*	34	*	77	77	75	69	
	2018	72	62	66	75	66	66	*	*	-	*	24	80	65	70	63	58	
All Grades Both Subjects	2019	69	66	70	71	70	70	67	90	*	68	53	69	70	69	68	68	
	2018	69	65	67	53	67	71	75	80	-	88	59	70	67	67	66	64	
All Grades ELA/Reading	2019	68	66	68	71	68	65	*	88	*	64	52	64	68	67	66	66	
	2018	69	66	66	53	66	71	*	80	-	81	56	74	66	66	65	64	
All Grades Mathematics	2019	70	67	72	71	71	75	*	92	*	*	53	73	72	71	70	70	
	2018	70	65	68	53	68	71	*	79	-	94	62	65	68	68	67	65	

District Name: SAN FELIPE-DEL RIO CISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	38%	39%	50%	38%	41%	-	-	-	*	14%	38%	28%
	2018	38%	34%	32%	*	32%	38%	*	-	-	-	12%	31%	19%
Mathematics	2019	45%	41%	45%	36%	45%	38%	*	*	-	*	24%	44%	39%
	2018	47%	42%	44%	*	44%	50%	*	*	-	*	29%	43%	35%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	72%	68%	100%	67%	89%	*	*	-	*	26%	63%	30%
Students Requiring Accelerated Instruction														
	2019	22%	28%	32%	0%	33%	11%	*	*	-	*	74%	37%	70%
STAAR Cumulative Met Standard														
	2019	86%	82%	79%	100%	78%	100%	*	*	-	*	42%	76%	46%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	89%	72%	*	71%	86%	-	-	-	-	98%	73%	67%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	9%	6%	2%	*	2%	0%	-	-	-	-	0%	2%	0%
Retained in Grade 5														
	2019	63%	72%	76%	-	74%	*	-	-	-	-	60%	74%	56%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	79%	81%	50%	80%	89%	*	*	-	*	45%	78%	58%
Students Requiring Accelerated Instruction														
	2019	17%	21%	19%	50%	20%	11%	*	*	-	*	55%	22%	42%
STAAR Cumulative Met Standard														
	2019	90%	87%	88%	67%	88%	95%	*	*	-	*	67%	86%	73%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	94%	89%	*	88%	*	-	*	-	-	97%	87%	83%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	24%	23%	30%	*	32%	*	-	*	-	-	6%	29%	39%
Retained in Grade 5														
	2019	65%	69%	78%	-	78%	-	-	-	-	-	*	75%	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	72%	58%	80%	58%	50%	*	*	-	-	20%	55%	23%
Students Requiring Accelerated Instruction														
	2019	22%	28%	42%	20%	42%	50%	*	*	-	-	80%	45%	77%
STAAR Cumulative Met Standard														
	2019	85%	80%	66%	80%	66%	50%	*	*	-	-	22%	64%	35%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	88%	68%	-	68%	*	-	-	-	-	100%	69%	75%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2019	13%	12%	11%	-	11%	-	-	-	-	-	8%	11%	4%

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Retained in Grade 8	2019	38%	45%	45%	-	45%	*	*	-	-	-	-	45%	38%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	74%	64%	40%	64%	69%	-	*	-	-	29%	62%	41%
Students Requiring Accelerated Instruction	2019	18%	26%	36%	60%	36%	31%	-	*	-	-	71%	38%	59%
STAAR Cumulative Met Standard	2019	88%	82%	76%	80%	76%	69%	-	*	-	-	37%	74%	53%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	92%	76%	-	76%	*	-	-	-	*	100%	76%	74%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	37%	45%	-	45%	-	-	-	-	-	28%	46%	43%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 15	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	73%	72%	45%	45%	-	-	-	44%	29%	44%	44%	44%	44%
	2018	77%	72%	68%	40%	39%	*	-	-	37%	45%	37%	44%	38%	38%
At Meets Grade Level or Above	2019	50%	42%	40%	12%	12%	-	-	-	14%	7%	14%	14%	13%	13%
	2018	48%	40%	36%	10%	10%	*	-	-	10%	22%	10%	11%	10%	10%
At Masters Grade Level	2019	24%	17%	17%	3%	3%	-	-	-	3%	1%	3%	4%	3%	3%
	2018	22%	16%	13%	2%	2%	*	-	-	2%	5%	2%	2%	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	70%	69%	40%	40%	-	-	-	37%	33%	37%	38%	38%	38%
	2018	74%	70%	66%	35%	34%	*	-	-	26%	31%	26%	36%	28%	29%
At Meets Grade Level or Above	2019	48%	42%	38%	9%	9%	-	-	-	9%	3%	9%	12%	9%	9%
	2018	46%	40%	35%	8%	8%	*	-	-	6%	17%	5%	10%	6%	7%
At Masters Grade Level	2019	21%	16%	13%	2%	2%	-	-	-	1%	0%	1%	4%	1%	1%
	2018	19%	15%	11%	2%	2%	*	-	-	0%	0%	0%	1%	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	76%	77%	57%	57%	-	-	-	60%	34%	61%	59%	59%	59%
	2018	81%	76%	73%	50%	50%	-	-	-	56%	69%	55%	60%	54%	54%
At Meets Grade Level or Above	2019	52%	43%	43%	17%	17%	-	-	-	22%	10%	23%	22%	21%	21%
	2018	50%	40%	37%	13%	13%	-	-	-	16%	25%	16%	15%	15%	15%
At Masters Grade Level	2019	26%	19%	20%	4%	4%	-	-	-	7%	3%	7%	8%	6%	6%
	2018	24%	16%	15%	2%	2%	-	-	-	4%	6%	4%	2%	3%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	63%	58%	29%	29%	-	-	-	24%	14%	26%	18%	26%	26%
	2018	66%	61%	55%	22%	22%	-	-	-	15%	33%	13%	15%	18%	18%
At Meets Grade Level or Above	2019	38%	31%	28%	8%	8%	-	-	-	4%	7%	4%	0%	6%	5%
	2018	41%	35%	29%	7%	7%	-	-	-	3%	25%	2%	0%	5%	5%
At Masters Grade Level	2019	14%	10%	8%	1%	1%	-	-	-	1%	0%	1%	0%	1%	1%
	2018	13%	8%	6%	0%	0%	-	-	-	1%	0%	1%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	77%	75%	30%	30%	-	-	-	42%	23%	42%	53%	41%	41%
	2018	80%	75%	70%	50%	50%	-	-	-	41%	33%	41%	47%	42%	42%
At Meets Grade Level or Above	2019	54%	46%	43%	9%	9%	-	-	-	13%	8%	13%	16%	13%	13%
	2018	51%	43%	38%	5%	5%	-	-	-	12%	20%	12%	21%	11%	12%
At Masters Grade Level	2019	25%	18%	16%	5%	5%	-	-	-	2%	0%	2%	0%	2%	2%
	2018	23%	16%	14%	0%	0%	-	-	-	1%	13%	0%	5%	1%	1%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	75%	73%	-	-	-	-	-	42%	-	42%	31%	42%	42%
	2018	78%	72%	69%	-	-	-	-	-	36%	-	36%	50%	36%	37%
At Meets Grade Level or Above	2019	55%	48%	47%	-	-	-	-	-	17%	-	17%	15%	17%	17%
	2018	53%	43%	42%	-	-	-	-	-	13%	-	13%	0%	13%	12%
At Masters Grade Level	2019	33%	25%	27%	-	-	-	-	-	5%	-	5%	0%	5%	4%
	2018	31%	22%	23%	-	-	-	-	-	3%	-	3%	0%	3%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	70%	70%	70%	-	-	-	65%	68%	65%	63%	66%	66%
	2018	69%	65%	67%	63%	63%	-	-	-	60%	56%	60%	65%	61%	61%
All Grades ELA/Reading	2019	68%	66%	68%	66%	66%	-	-	-	66%	66%	66%	54%	66%	66%
	2018	69%	66%	66%	65%	65%	-	-	-	59%	41%	60%	59%	60%	60%
All Grades Mathematics	2019	70%	67%	72%	73%	73%	-	-	-	64%	70%	64%	71%	66%	66%

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Texas Education Agency
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2019-20 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

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	2018	State	Region 15	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	65%	68%	61%	61%	-	-	-	61%	69%	60%	71%	61%	61%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	38%	39%	25%	25%	-	-	-	29%	23%	30%	29%	28%	28%
	2018	38%	34%	32%	16%	16%	-	-	-	20%	*	20%	*	19%	19%
Mathematics	2019	45%	41%	45%	44%	44%	-	-	-	38%	16%	40%	43%	39%	39%
	2018	47%	42%	44%	31%	31%	-	-	-	36%	45%	36%	*	35%	35%

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

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	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	99%	99%	100%	100%	100%	*	100%	100%	99%	100%
Included in Accountability	94%	95%	95%	84%	95%	91%	100%	93%	*	68%	95%	96%	88%
Not Included in Accountability													
Mobile	4%	4%	3%	15%	2%	8%	0%	7%	*	33%	4%	3%	4%
Other Exclusions	1%	1%	1%	0%	2%	0%	0%	0%	*	0%	1%	1%	8%
Not Tested	1%	0%	1%	1%	1%	0%	0%	0%	*	0%	0%	1%	0%
Absent	1%	0%	1%	1%	1%	0%	0%	0%	*	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	100%	99%	99%	100%	100%	*	100%	100%	99%	99%
Included in Accountability	94%	95%	95%	98%	95%	95%	100%	89%	*	100%	97%	96%	88%
Not Included in Accountability													
Mobile	4%	4%	3%	2%	2%	3%	0%	6%	*	0%	2%	2%	4%
Other Exclusions	1%	1%	1%	0%	1%	1%	0%	5%	*	0%	1%	1%	8%
Not Tested	1%	1%	1%	0%	1%	1%	0%	0%	*	0%	0%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	0%	0%	*	0%	0%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: SAN FELIPE-DEL RIO CISD
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.3%	94.6%	94.3%	94.6%	95.0%	*	96.6%	*	95.2%	93.2%	94.1%	94.2%
2017-18	95.4%	95.3%	94.7%	93.9%	94.7%	95.1%	97.0%	97.7%	*	95.0%	93.1%	94.3%	94.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	0.2%	0.0%	0.3%	0.0%	*	*	-	*	0.5%	0.2%	0.4%
2017-18	0.4%	0.3%	0.2%	7.1%	0.2%	0.0%	*	*	-	*	0.0%	0.3%	0.4%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.4%	2.2%	0.0%	2.3%	0.0%	*	20.0%	*	0.0%	1.7%	2.6%	3.1%
2017-18	1.9%	1.8%	3.3%	2.8%	3.4%	2.8%	*	7.1%	*	0.0%	0.7%	4.1%	5.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	92.0%	87.0%	*	86.5%	93.0%	-	*	*	*	94.0%	84.0%	82.8%
Received TxCHSE	0.5%	0.2%	0.6%	*	0.6%	0.0%	-	*	*	*	2.0%	0.8%	0.0%
Continued HS	3.7%	3.7%	6.6%	*	6.9%	2.3%	-	*	*	*	2.0%	7.6%	7.8%
Dropped Out	5.9%	4.0%	5.8%	*	6.0%	4.7%	-	*	*	*	2.0%	7.6%	9.4%
Graduates and TxCHSE	90.4%	92.2%	87.6%	*	87.1%	93.0%	-	*	*	*	96.0%	84.9%	82.8%
Graduates, TxCHSE, and Continuers	94.1%	96.0%	94.2%	*	94.0%	95.3%	-	*	*	*	98.0%	92.4%	90.6%
Class of 2018													
Graduated	90.0%	90.5%	82.7%	90.9%	82.1%	88.4%	*	*	-	*	84.3%	79.0%	61.8%
Received TxCHSE	0.4%	0.2%	0.5%	0.0%	0.4%	2.3%	*	*	-	*	0.0%	0.7%	0.0%
Continued HS	3.8%	3.4%	5.6%	0.0%	5.8%	4.7%	*	*	-	*	5.7%	7.0%	13.2%
Dropped Out	5.7%	5.8%	11.2%	9.1%	11.7%	4.7%	*	*	-	*	10.0%	13.3%	25.0%
Graduates and TxCHSE	90.4%	90.8%	83.2%	90.9%	82.6%	90.7%	*	*	-	*	84.3%	79.7%	61.8%
Graduates, TxCHSE, and Continuers	94.3%	94.2%	88.8%	90.9%	88.3%	95.3%	*	*	-	*	90.0%	86.7%	75.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.8%	86.2%	90.9%	85.6%	92.9%	*	*	-	*	89.9%	84.0%	73.3%
Received TxCHSE	0.6%	0.4%	1.1%	0.0%	1.0%	2.4%	*	*	-	*	0.0%	1.3%	0.0%
Continued HS	1.1%	0.9%	1.3%	0.0%	1.5%	0.0%	*	*	-	*	0.0%	0.9%	1.3%
Dropped Out	6.1%	5.9%	11.4%	9.1%	11.9%	4.8%	*	*	-	*	10.1%	13.8%	25.3%
Graduates and TxCHSE	92.8%	93.2%	87.2%	90.9%	86.6%	95.2%	*	*	-	*	89.9%	85.3%	73.3%
Graduates, TxCHSE, and Continuers	93.9%	94.1%	88.6%	90.9%	88.1%	95.2%	*	*	-	*	89.9%	86.2%	74.7%
Class of 2017													
Graduated	92.0%	94.3%	88.3%	*	87.7%	97.1%	*	*	*	*	88.7%	85.2%	80.0%
Received TxCHSE	0.6%	0.4%	1.0%	*	1.1%	0.0%	*	*	*	*	0.0%	1.3%	0.0%
Continued HS	1.1%	0.8%	1.8%	*	2.0%	0.0%	*	*	*	*	1.9%	2.8%	1.5%
Dropped Out	6.3%	4.5%	8.9%	*	9.3%	2.9%	*	*	*	*	9.4%	10.6%	18.5%
Graduates and TxCHSE	92.6%	94.7%	89.3%	*	88.7%	97.1%	*	*	*	*	88.7%	86.6%	80.0%
Graduates, TxCHSE, and Continuers	93.7%	95.5%	91.1%	*	90.7%	97.1%	*	*	*	*	90.6%	89.4%	81.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													

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	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	94.8%	89.8%	*	89.3%	97.1%	*	*	*	*	90.7%	87.2%	80.0%
Received TxCHSE	0.7%	0.5%	1.3%	*	1.4%	0.0%	*	*	*	*	0.0%	1.7%	1.5%
Continued HS	0.6%	0.1%	0.1%	*	0.2%	0.0%	*	*	*	*	0.0%	0.2%	0.0%
Dropped Out	6.3%	4.5%	8.8%	*	9.2%	2.9%	*	*	*	*	9.3%	10.8%	18.5%
Graduates and TxCHSE	93.2%	95.4%	91.1%	*	90.7%	97.1%	*	*	*	*	90.7%	88.9%	81.5%
Graduates, TxCHSE, and Continuers	93.7%	95.5%	91.2%	*	90.8%	97.1%	*	*	*	*	90.7%	89.2%	81.5%
Class of 2016													
Graduated	92.1%	93.4%	90.4%	*	90.3%	90.9%	*	*	-	*	88.7%	88.0%	76.6%
Received TxCHSE	0.8%	0.4%	0.4%	*	0.3%	2.3%	*	*	-	*	0.0%	0.4%	0.0%
Continued HS	0.5%	0.1%	0.1%	*	0.2%	0.0%	*	*	-	*	0.0%	0.2%	0.0%
Dropped Out	6.6%	6.1%	9.0%	*	9.3%	6.8%	*	*	-	*	11.3%	11.3%	23.4%
Graduates and TxCHSE	92.9%	93.8%	90.9%	*	90.6%	93.2%	*	*	-	*	88.7%	88.5%	76.6%
Graduates, TxCHSE, and Continuers	93.4%	93.9%	91.0%	*	90.7%	93.2%	*	*	-	*	88.7%	88.7%	76.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.0%	86.0%	*	85.3%	93.0%	-	*	*	*	87.0%	82.7%	81.5%
Class of 2018	90.0%	90.5%	81.6%	90.9%	81.0%	88.4%	*	*	-	*	79.7%	77.9%	61.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	31.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	10.0%	0.2%	*	0.2%	0.0%	-	*	*	*	0.0%	0.3%	0.0%
Class of 2018	5.0%	6.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	78.2%	97.1%	*	97.1%	97.5%	-	*	*	*	44.8%	96.1%	98.1%
Class of 2018	82.0%	80.4%	95.3%	90.0%	96.0%	86.5%	*	*	-	*	47.4%	95.3%	86.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.9%	97.3%	*	97.2%	97.5%	-	*	*	*	44.8%	96.4%	98.1%
Class of 2018	86.8%	86.2%	95.3%	90.0%	96.0%	86.5%	*	*	-	*	47.4%	95.3%	86.7%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	41.2%	*	-	*	-	-	-	-	-	-	*	-
2017-18	37.7%	60.4%	93.3%	-	92.6%	*	-	*	-	-	-	91.3%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	10.1%	0.2%	*	0.2%	0.0%	-	*	*	*	0.0%	0.2%	0.0%
2017-18	4.9%	6.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.8%	95.0%	*	94.7%	97.7%	-	*	*	*	30.2%	94.0%	92.7%
2017-18	81.5%	80.4%	95.8%	90.0%	96.4%	88.6%	*	*	-	*	51.4%	96.1%	85.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

District Name: SAN FELIPE-DEL RIO CISD

County Name: VAL VERDE

District Number: 233901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	86.6%	95.2%	*	94.9%	97.7%	-	*	*	*	30.2%	94.3%	92.7%
2017-18	85.1%	86.3%	95.7%	90.0%	96.2%	89.2%	*	*	-	*	51.4%	95.9%	86.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	664	100.0%	355,615	100.0%
By Ethnicity:				
African American	3	0.5%	43,953	12.4%
Hispanic	612	92.2%	180,673	50.8%
White	44	6.6%	105,577	29.7%
American Indian	0	0.0%	1,293	0.4%
Asian	3	0.5%	16,564	4.7%
Pacific Islander	1	0.2%	537	0.2%
Two or More Races	1	0.2%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	4	0.6%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	51	7.7%	51,579	14.5%
Foundation H.S. Program (Endorsement)	1	0.2%	15,160	4.3%
Foundation H.S. Program (DLA)	608	91.6%	285,538	80.3%
Special Education Graduates	62	9.3%	27,598	7.8%
Economically Disadvantaged Graduates	439	66.1%	186,364	52.4%
LEP Graduates	57	8.6%	25,189	7.1%
At-Risk Graduates	383	57.7%	146,432	41.2%

District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District College, Career, and Military Readiness (CCMR)

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.8%	74.2%	*	73.4%	83.0%	-	*	*	*	71.0%	70.0%	60.5%
2017-18	65.5%	69.5%	69.7%	70.0%	69.5%	73.7%	*	*	-	*	60.7%	67.0%	39.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	54.6%	50.0%	*	49.2%	61.4%	-	*	*	*	14.5%	43.7%	31.6%
2017-18	50.0%	51.9%	47.2%	40.0%	46.5%	60.5%	*	*	-	*	4.9%	42.6%	11.5%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	47.9%	41.1%	*	40.0%	56.8%	-	*	*	*	4.8%	33.9%	8.8%
2017-18	58.2%	48.6%	42.2%	40.0%	41.0%	60.5%	*	*	-	*	3.3%	36.7%	9.6%
Mathematics													
2018-19	48.6%	39.7%	32.4%	*	31.2%	50.0%	-	*	*	*	3.2%	25.5%	8.8%
2017-18	46.0%	37.7%	33.5%	40.0%	32.8%	39.5%	*	*	-	*	0.0%	28.6%	11.5%
Both Subjects													
2018-19	44.2%	34.7%	30.4%	*	29.1%	50.0%	-	*	*	*	3.2%	23.9%	7.0%
2017-18	42.1%	34.4%	30.0%	40.0%	29.0%	39.5%	*	*	-	*	0.0%	25.1%	7.7%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	45.2%	45.2%	*	44.4%	56.8%	-	*	*	*	14.5%	39.2%	22.8%
2017-18	20.7%	40.3%	37.3%	30.0%	36.7%	52.6%	*	*	-	*	4.9%	31.7%	3.8%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	6.4%	6.6%	*	6.2%	13.6%	-	*	*	*	1.6%	5.5%	10.5%
2017-18	20.4%	6.3%	7.2%	0.0%	6.7%	15.8%	*	*	-	*	0.0%	4.6%	5.8%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	2.0%	9.3%	*	9.2%	13.6%	-	*	*	*	0.0%	9.3%	1.8%
2017-18	1.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	2.8%	7.4%	*	6.7%	15.9%	-	*	*	*	1.6%	5.5%	0.0%
2017-18	1.0%	2.8%	8.0%	20.0%	7.0%	18.4%	*	*	-	*	0.0%	4.6%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	48.3%	57.0%	*	56.8%	56.8%	-	*	*	*	71.0%	55.7%	49.1%
2017-18	28.7%	37.5%	52.2%	50.0%	52.8%	44.7%	*	*	-	*	60.7%	51.3%	33.7%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	11.3%	22.6%	*	22.5%	20.5%	-	*	*	*	11.3%	21.9%	19.3%
2017-18	4.8%	5.9%	14.7%	10.0%	15.0%	13.2%	*	*	-	*	8.2%	13.5%	3.8%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District College, Career, and Military Readiness (CCMR)

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.8%	3.2%	*	3.4%	0.0%	-	*	*	*	33.9%	3.6%	7.0%
2017-18	1.7%	2.2%	1.8%	10.0%	1.8%	0.0%	*	*	-	*	19.7%	2.0%	9.6%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	69.6%	71.4%	*	70.8%	79.5%	-	*	*	*	46.8%	67.7%	52.6%
2017-18	38.7%	55.3%	77.8%	70.0%	78.7%	68.4%	*	*	-	*	50.8%	76.6%	42.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	5.8%	9.8%	*	9.6%	11.4%	-	*	*	*	9.7%	9.6%	7.0%
2017-18	4.3%	3.5%	3.8%	0.0%	3.8%	2.6%	*	*	-	*	3.3%	4.4%	1.9%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.5%	2.0%	*	2.1%	0.0%	-	*	*	*	21.0%	2.3%	3.5%
2017-18	2.6%	3.1%	2.8%	10.0%	2.5%	5.3%	*	*	-	*	29.5%	2.8%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	2.5%	6.9%	*	7.4%	2.3%	-	*	*	*	6.5%	7.1%	10.5%
2017-18	0.6%	2.1%	7.0%	0.0%	7.0%	7.9%	*	*	-	*	3.3%	6.1%	1.9%

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	30.6%	25.6%	*	25.5%	29.5%	-	*	*	*	1.6%	23.0%	5.3%
2017-18	32.1%	29.6%	21.4%	10.0%	22.3%	10.5%	*	*	-	*	3.3%	21.2%	9.6%
Mathematics													
2018-19	24.7%	23.9%	27.6%	*	27.3%	31.8%	-	*	*	*	3.2%	22.8%	8.8%
2017-18	23.7%	22.9%	25.1%	30.0%	25.2%	23.7%	*	*	-	*	0.0%	22.7%	11.5%
Both Subjects													
2018-19	18.8%	17.5%	18.8%	*	19.0%	20.5%	-	*	*	*	0.0%	16.6%	5.3%
2017-18	18.1%	16.4%	13.1%	10.0%	13.8%	5.3%	*	*	-	*	0.0%	13.5%	7.7%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	71.3%	71.5%	*	70.9%	79.5%	-	*	*	*	48.4%	67.9%	52.6%
2017-18	58.4%	72.2%	78.7%	70.0%	79.5%	71.1%	*	*	-	*	50.8%	77.3%	46.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	1.4%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2017-18	2.0%	1.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	3.4%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2017-18	3.9%	1.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.2%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2017-18	0.9%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	12.7%	23.5%	30.8%	22.1%	42.2%	*	25.0%	*	*	n/a	17.6%	n/a
2018	25.8%	13.4%	24.1%	25.0%	22.5%	47.1%	*	14.3%	*	*	n/a	17.2%	n/a
English Language Arts													
2019	14.5%	3.5%	2.6%	7.7%	2.5%	3.6%	*	0.0%	*	*	n/a	2.1%	n/a
2018	15.3%	4.0%	2.1%	6.3%	1.8%	4.6%	*	14.3%	*	*	n/a	1.1%	n/a
Mathematics													
2019	7.4%	2.3%	2.6%	0.0%	2.2%	8.4%	*	12.5%	*	*	n/a	1.3%	n/a
2018	7.3%	2.6%	2.7%	12.5%	2.2%	9.2%	*	0.0%	*	*	n/a	1.2%	n/a
Science													
2019	10.4%	7.5%	18.1%	15.4%	17.0%	32.5%	*	25.0%	*	*	n/a	12.2%	n/a
2018	10.8%	8.5%	19.4%	12.5%	17.9%	42.5%	*	14.3%	*	*	n/a	13.2%	n/a
Social Studies													
2019	13.9%	4.4%	11.2%	15.4%	10.6%	19.3%	*	12.5%	*	*	n/a	8.9%	n/a
2018	14.5%	4.0%	10.1%	6.3%	9.7%	16.1%	*	0.0%	*	*	n/a	6.3%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	30.0%	12.6%	*	11.5%	22.9%	-	*	-	*	n/a	15.8%	n/a
2018	50.7%	26.7%	10.7%	*	10.8%	9.8%	*	*	-	*	n/a	10.7%	n/a
English Language Arts													
2019	41.2%	35.8%	13.2%	*	11.8%	*	-	-	-	-	n/a	13.6%	n/a
2018	42.5%	40.0%	19.4%	*	16.0%	*	-	*	-	-	n/a	0.0%	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	47.4%	17.9%	-	16.7%	28.6%	-	*	-	*	n/a	23.1%	n/a
2018	52.8%	42.1%	22.0%	*	19.4%	37.5%	-	-	-	-	n/a	23.1%	n/a
Science													
2019	40.6%	19.8%	6.7%	*	4.7%	22.2%	-	*	-	*	n/a	6.3%	n/a
2018	38.0%	13.2%	3.7%	*	3.2%	8.1%	*	*	-	*	n/a	2.1%	n/a
Social Studies													
2019	46.3%	15.9%	1.2%	*	1.4%	0.0%	-	*	-	*	n/a	2.2%	n/a
2018	44.6%	15.3%	3.3%	*	3.7%	0.0%	-	-	-	*	n/a	1.5%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	62.1%	43.2%	*	41.2%	72.7%	-	*	*	*	n/a	35.2%	n/a
2017-18	74.6%	59.9%	43.6%	50.0%	41.7%	65.8%	*	*	-	*	n/a	37.6%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	33.1%	32.1%	*	29.8%	50.0%	-	*	-	*	n/a	21.3%	n/a
2017-18	37.9%	32.9%	31.6%	80.0%	28.8%	44.0%	*	*	-	*	n/a	24.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1045	1012	*	1003	1085	-	*	-	*	n/a	983	n/a
2017-18	1036	1049	1010	1128	995	1123	*	*	-	*	n/a	975	n/a
English Language Arts and Writing													
2018-19	517	529	512	*	507	550	-	*	-	*	n/a	498	n/a
2017-18	521	530	506	550	498	574	*	*	-	*	n/a	489	n/a
Mathematics													
2018-19	510	516	501	*	496	536	-	*	-	*	n/a	486	n/a
2017-18	515	519	503	576	497	549	*	*	-	*	n/a	486	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	21.1	-	20.6	23.0	-	-	-	-	n/a	21.3	n/a
2017-18	20.6	20.4	20.2	*	18.9	21.9	-	-	-	-	n/a	18.2	n/a
English Language Arts													
2018-19	20.3	19.8	21.0	-	20.7	22.1	-	-	-	-	n/a	21.4	n/a
2017-18	20.3	20.0	19.7	*	18.6	21.5	-	-	-	-	n/a	17.9	n/a
Mathematics													
2018-19	20.4	19.9	20.7	-	19.6	24.7	-	-	-	-	n/a	20.1	n/a
2017-18	20.6	20.1	20.4	*	19.1	22.6	-	-	-	-	n/a	18.2	n/a
Science													
2018-19	20.8	20.4	21.2	-	20.6	23.3	-	-	-	-	n/a	21.5	n/a
2017-18	20.9	20.9	20.5	*	19.5	21.2	-	-	-	-	n/a	18.6	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	43.2%	59.6%	57.1%	59.2%	66.5%	*	70.0%	*	62.5%	35.8%	54.9%	52.9%
2017-18	43.4%	41.1%	53.8%	45.2%	53.5%	61.5%	*	53.8%	*	80.0%	22.6%	49.4%	30.1%
English Language Arts													
2018-19	17.8%	19.0%	40.8%	50.0%	40.4%	46.4%	*	55.6%	*	28.6%	32.1%	38.6%	46.2%
2017-18	17.3%	17.3%	36.9%	31.0%	36.9%	39.6%	*	46.2%	*	*	18.8%	33.7%	26.2%
Mathematics													
2018-19	20.4%	15.0%	12.3%	14.3%	11.8%	19.0%	*	44.4%	*	12.5%	1.3%	9.9%	2.5%
2017-18	20.7%	15.7%	12.4%	14.3%	11.9%	19.2%	*	15.4%	*	*	2.3%	10.2%	2.2%
Science													
2018-19	21.7%	18.9%	17.1%	14.3%	16.3%	29.4%	*	33.3%	*	50.0%	1.2%	12.6%	2.8%
2017-18	21.2%	17.9%	14.0%	12.0%	13.1%	28.2%	*	8.3%	*	60.0%	0.9%	10.5%	1.6%
Social Studies													
2018-19	23.6%	17.4%	30.5%	27.8%	29.7%	45.1%	*	33.3%	*	60.0%	2.7%	23.7%	2.0%
2017-18	22.8%	16.0%	27.7%	25.0%	26.5%	46.5%	*	33.3%	*	80.0%	1.7%	21.8%	1.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	51.1%	49.4%	30.0%	49.2%	57.9%	*	*	-	*	8.1%	46.1%	21.1%
2016-17	54.6%	53.5%	55.0%	*	54.5%	62.9%	*	*	*	*	18.5%	48.2%	22.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	56.0%	36.6%	*	34.3%	59.1%	*	*	-	-	0.0%	29.7%	0.0%
2016-17	59.2%	55.7%	43.1%	*	41.4%	63.6%	-	-	*	*	0.0%	31.0%	9.1%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: SAN FELIPE-DEL RIO CISD
County Name: VAL VERDE
District Number: 233901

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	10,311	100.0%	5,479,173	100.0%	10,331	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	37	0.4%	16,848	0.3%	54	0.5%	25,883	0.5%
Pre-Kindergarten	502	4.9%	248,413	4.5%	502	4.9%	249,226	4.5%
Kindergarten	667	6.5%	383,585	7.0%	668	6.5%	384,114	7.0%
Grade 1	772	7.5%	391,175	7.1%	773	7.5%	391,449	7.1%
Grade 2	713	6.9%	388,370	7.1%	713	6.9%	388,675	7.1%
Grade 3	725	7.0%	391,565	7.1%	725	7.0%	391,795	7.1%
Grade 4	754	7.3%	399,883	7.3%	754	7.3%	400,111	7.3%
Grade 5	780	7.6%	417,272	7.6%	780	7.6%	417,444	7.6%
Grade 6	784	7.6%	422,605	7.7%	784	7.6%	422,740	7.7%
Grade 7	687	6.7%	423,421	7.7%	687	6.6%	423,545	7.7%
Grade 8	839	8.1%	411,170	7.5%	839	8.1%	411,272	7.5%
Grade 9	756	7.3%	448,929	8.2%	756	7.3%	449,122	8.2%
Grade 10	778	7.5%	406,785	7.4%	778	7.5%	407,044	7.4%
Grade 11	764	7.4%	376,894	6.9%	765	7.4%	377,208	6.9%
Grade 12	753	7.3%	352,258	6.4%	753	7.3%	354,312	6.4%
Ethnic Distribution:								
African American	75	0.7%	691,582	12.6%	75	0.7%	692,925	12.6%
Hispanic	9,590	93.0%	2,892,928	52.8%	9,606	93.0%	2,899,504	52.8%
White	568	5.5%	1,477,699	27.0%	571	5.5%	1,483,688	27.0%
American Indian	8	0.1%	19,999	0.4%	8	0.1%	20,062	0.4%
Asian	37	0.4%	250,065	4.6%	37	0.4%	250,463	4.6%
Pacific Islander	2	0.0%	8,466	0.2%	3	0.0%	8,481	0.2%
Two or More Races	31	0.3%	138,434	2.5%	31	0.3%	138,817	2.5%
Sex:								
Female	5,101	49.5%	2,673,270	48.8%	5,110	49.5%	2,678,619	48.8%
Male	5,210	50.5%	2,805,903	51.2%	5,221	50.5%	2,815,321	51.2%
Economically Disadvantaged	7,496	72.7%	3,303,974	60.3%	7,504	72.6%	3,309,610	60.2%
Non-Educationally Disadvantaged	2,815	27.3%	2,175,199	39.7%	2,827	27.4%	2,184,330	39.8%
Section 504 Students	956	9.3%	376,734	6.9%	956	9.3%	376,956	6.9%
English Learners (EL)	1,766	17.1%	1,112,674	20.3%	1,766	17.1%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	194	1.8%	82,551	1.5%				
Students w/ Dyslexia	384	3.7%	224,619	4.1%	384	3.7%	224,741	4.1%
Foster Care	13	0.1%	17,393	0.3%	13	0.1%	17,451	0.3%
Homeless	110	1.1%	78,178	1.4%	110	1.1%	78,296	1.4%
Immigrant	170	1.6%	126,747	2.3%	170	1.6%	126,858	2.3%
Migrant	198	1.9%	18,888	0.3%	199	1.9%	18,992	0.3%
Title I	10,294	99.8%	3,568,526	65.1%	10,314	99.8%	3,576,850	65.1%
Military Connected	287	2.8%	105,751	1.9%	287	2.8%	105,787	1.9%
At-Risk	7,051	68.4%	2,773,390	50.6%	7,052	68.3%	2,776,481	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	1,729	16.8%	1,128,904	20.6%	1,729	16.7%	1,129,558	20.6%
Career & Technical Education	3,352	32.5%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	2,569	84.2%	805,496	50.8%	2,569	84.2%	806,117	50.8%
Gifted & Talented Education	901	8.7%	444,125	8.1%	902	8.7%	444,196	8.1%
Special Education	1,246	12.1%	577,868	10.5%	1,265	12.2%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	1,246		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	564	45.3%	245,216	42.4%				
Students with Physical Disabilities	313	25.1%	123,847	21.4%				
Students with Autism	82	6.6%	79,952	13.8%				
Students with Behavioral Disabilities	281	22.6%	120,042	20.8%				
Students with Non-Categorical Early Childhood	6	0.5%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	1,099	11.3%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.2%	1.6%	2.6%	5.5%
Grade 1	5.4%	2.9%	13.3%	4.9%
Grade 2	2.9%	1.6%	6.6%	2.0%
Grade 3	2.7%	0.9%	0.9%	0.8%
Grade 4	2.0%	0.5%	1.8%	0.4%
Grade 5	4.2%	0.4%	0.0%	0.5%
Grade 6	0.2%	0.4%	1.1%	0.5%
Grade 7	1.3%	0.5%	1.0%	0.6%
Grade 8	9.7%	0.4%	0.0%	0.6%
Grade 9	4.0%	7.8%	10.4%	13.1%

Student Information	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	5,686	0.2%

District Name: SAN FELIPE-DEL RIO CISD
County Name: VAL VERDE
District Number: 233901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.9	19.0
Grade 1	20.6	18.9
Grade 2	19.2	18.8
Grade 3	19.0	19.0
Grade 4	20.1	19.2
Grade 5	21.0	20.9
Grade 6	22.6	20.4
Secondary:		
English/Language Arts	20.0	16.4
Foreign Languages	21.7	18.7
Mathematics	20.3	17.8
Science	23.4	18.8
Social Studies	22.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: SAN FELIPE-DEL RIO CISD

County Name: VAL VERDE

District Number: 233901

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	1,466.6	100.0%	734,726.4	100.0%
Professional Staff:	781.5	53.3%	468,132.4	63.7%
Teachers	621.4	42.4%	363,121.3	49.4%
Professional Support	111.1	7.6%	74,698.8	10.2%
Campus Administration (School Leadership)	34.0	2.3%	21,960.1	3.0%
Central Administration	15.0	1.0%	8,352.3	1.1%
Educational Aides:	172.4	11.8%	78,096.8	10.6%
Auxiliary Staff:	512.7	35.0%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	6.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	29.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	1,298.3	88.5%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	9.0	1.4%	39,132.5	10.8%
Hispanic	499.8	80.4%	102,099.7	28.1%
White	102.6	16.5%	209,453.0	57.7%
American Indian	4.0	0.6%	1,239.6	0.3%
Asian	2.0	0.3%	6,393.2	1.8%
Pacific Islander	1.0	0.2%	638.2	0.2%
Two or More Races	3.0	0.5%	4,165.2	1.1%
Males	136.4	22.0%	86,302.4	23.8%
Females	485.0	78.0%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	10.0	1.6%	4,859.9	1.3%
Bachelors	475.0	76.4%	266,596.3	73.4%
Masters	135.4	21.8%	89,088.4	24.5%
Doctorate	1.0	0.2%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	37.2	6.0%	26,878.7	7.4%
1-5 Years Experience	178.3	28.7%	101,305.8	27.9%
6-10 Years Experience	110.0	17.7%	70,305.4	19.4%
11-20 Years Experience	158.3	25.5%	106,767.7	29.4%
Over 20 Years Experience	137.5	22.1%	57,863.9	15.9%
Number of Students per Teacher	16.6	n/a	15.1	n/a

District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.3	6.2
Average Years Experience of Principals with District	5.3	5.3
Average Years Experience of Assistant Principals	3.7	5.3
Average Years Experience of Assistant Principals with District	3.5	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers	12.9	11.1
Average Years Experience of Teachers with District	11.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$44,299	\$49,868
1-5 Years Experience	\$53,338	\$52,823
6-10 Years Experience	\$51,757	\$55,756
11-20 Years Experience	\$57,950	\$59,308
Over 20 Years Experience	\$63,632	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$55,969	\$57,091
Professional Support	\$72,455	\$67,352
Campus Administration (School Leadership)	\$85,531	\$82,512
Central Administration	\$105,221	\$108,367
Instructional Staff Percent:	58.3%	64.6%
Turnover Rate for Teachers:	14.4%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: SAN FELIPE-DEL RIO CISD
 County Name: VAL VERDE
 District Number: 233901

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	56.2	9.0%	23,626.0	6.5%
Career & Technical Education	40.4	6.5%	18,120.4	5.0%
Compensatory Education	40.2	6.5%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	429.8	69.2%	257,548.7	70.9%
Special Education	34.4	5.5%	33,620.4	9.3%
Other	20.4	3.3%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- *' Indicates results are masked due to small numbers to protect student confidentiality.
- **' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
TAPR	A-F Accountability Listing	STAAR/EOC Results
Curriculum Dashboard and Assessments	TASP Survey (current & previous)	Last year's Comprehensive Needs Assessment
Teacher Retention	2020 Budget	Current CIP
Student/Parent Input	Campus Observations/Safely Procedures	Community Involvement
STAAR/EOC Results	Graduation Rates	CTE Enrollment
Texas Academic Performance	Prior District CNAs	District Parental Engagement Policy
Elementary CNA/CIP	Campus Parental Meetings Data	PEIMS data
Safety/discipline reports	Technology Reports	Construction Reports

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	Overall accountability listing improvement Early College 1st class to graduate 2019 Added new CTE courses and more to come Tutorials/interventions to targeted groups Sandra Garza Math Programs New ELA program technology component good for CV 10	Need Master Reading Teachers SpEd pop need academic assistance more resources for closing the gaps, consistency with resources Phonics Program No more GPC to promote 8th to 9th Point of contact for technology to help parents	Need Master Reading Teachers SpEd Academic Support Technology parent trainings
Staff Quality	Stipends for different certifications Bonuses for new hires Additional stipends for teachers with master's Degree Education Foundation	Relevant technology trainings Incentives for current teachers Less changes with administration in the middle of the year Self-contained GT teacher mentor program, continuous support, relevant professional development that is engaging	Technology trainings Mentor Programs Incentives for current teachers
School Climate/ Safe	Campuses process for visitor entrance, single Point of Entry Trainings are offered and required by district Security Officer who keeps in contact with administration	Continue with security checks including alarms that are tested every semester they are working properly Various families, socials and incentives	Continue with security checks Yearly/semester checks for alarms Attendance improvements

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?
& Healthy Schools	Safety: Chain of Command in place Regular School Events Support staff are always willing to assist when needed	Additional security for behavior units Improve staff involvement	
College & Career Readiness/ Graduation/ Dropout Reducation	Quality Educational Opporunities through CTE and Career Pathways Alternative graduations paths including Early College High School and Blended Academy CTE School and Certifications College trips for students High number of students graduating with certifications Associates Degree	Examine alternative pathways to post secondary careers. Examine technical schools and the military to give students who do not see a college degree. Track and monitor special populations/dropouts Provide school wide student mentor program	Examine alternative pathways to post secondary careers. Examine technical schools and the military to give students who do not see a college degree. School wide mentor program Track special populations
Family and Community Involvement	Parent Surveys Parental Trainings Parent Conferences Translated Documents, District website and Facebook Call out to Parents PTO Meetings	Different ways to communicate with parents number of Community Partners/Agencies-more involvement Accessible programs to assist lower income families (utilization)	Variety of communication methods More community engagement Parent programs for low-income
District/Campus Commitments	Providing free breakfast for K-8 New additions to CTE programs, addition of new operators of equipment at after, class rooms, instruction Recruitment of new staff and Alternative pay for staff with communication/help Safety personnel and security has improved safety	1 to 1 technology Additional transportation (for students who miss the bus) Therapy on campuses accessible to campuses with teacher parking lot to main POE District Tardy System Roof and infrastructure updates where needed (leaking roof)	1 to 1 technology Additional transportation District Tardy Sytem POE at teacher's parking lot Roof and infrasture updates

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.



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 Felipe Del Rio CISD
 Date: 2020-2021

Role	Name	Signature
Parent	Nadia Farhat	
Parent	Beth Smith	
Business Representative	Juan Gallegos	
Business Representative	Wayne Richardson	
Community Representative	Anthony Luna	
Community Representative	Griselda Martinez	
Teacher	Jessica Longo	
Teacher	Theela Rodriguez	
Teacher	Dr. Diana Guajardo	
Teacher	Deborah Sanders	
Teacher	Laura Limon	
Teacher	Patricia Hernandez	
Teacher	Erika Barrera	
Teacher	Nicolasa Delgado	
Teacher	Deborah Tamayo	
Teacher	Nelda Ortiz	
Teacher	Cristy Hill	
Teacher	Leticia Bosquez	
Teacher	Sarah Fernandez	
Teacher	Brittany Mercer	
Teacher	James Milender	
Teacher	Jose Delgado	
Strategiest	Elda Garcia	
Librarian	Mary Catherine Hargrove	
Counselor	Annette Girdy	
Disrict Administration	Ruby Adams	
Disrict Administration	Sally Zuniga-Barrera	
Disrict Administration	Aida Garcia	
Disrict Administration	Aida Gomez	
Disrict Administration	Dr. Carlos Rios	

SAN FELIPE DEL RIO

Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

**District Planning and Decision Making Committee Meeting
District Improvement Plan**

**January 14, 2021
4 pm via Zoom**

Planning Agenda

- | | | |
|-------|---|-----------------------|
| I. | Welcome | Ruby Adams |
| II. | Introduction of Members | Sally Zuniga- Barrera |
| III. | Overview District Calendar 2021-2022 | Aidee Garcia |
| IV. | T-TESS Waiver | Aidee Garcia |
| V. | McKinney-Vento Review/Guidelines | Ruby Adams |
| VI. | Upcoming Meetings
A. February 18, 2021
B. March 25, 2021
C. April 15, 2021 | Ruby Adams |
| VII. | Review CNA/DIP | Sally Zuniga-Barrera |
| VIII. | Closing/Questions/Concerns | Ruby Adams |



DPDMC MEMBERS

POSITION	MEMBER	CAMPUS	TERM(S)	EXTENSION
Pre-K Teacher	Jessica Longo	Cardwell	2019-2021	1632
Kinder Teacher	Billie Cruz	Lamar	2020-2022	1868
1st Grade Teacher	Deborah Sanders	Calderon	2018-2021	1534
2nd grade Teacher	Patricia Hernandez Erika Barrera	Chavira Calderon	2018-2021 2019-2021	1656 1773
3rd Grade Teacher	Nicolasa Delgado	Calderon	2019-2021	1555
4th Grade Teacher	Laura Limon	Buena Vista	2018-2021	1460
5th Grade Teacher	Nelda Ortiz Cristy Hill Deborah Tamayo	Calderon Garfield Garfield	2018-2020 2019-2021 2018-2021	1577 1824 1773
Sec. ELA Teacher	Leticia Bozquez	DRFS	2018-2020	1174
Sec. Math Teacher	Sarah Fernandez	DRFS	2018-2021	1161
Sec. Science Teacher	James Milender	DRHS	2019-2021	2055
Sec. Social Studies Teacher	Brittany Mercer	DRHS	2019-2021	2008
Sec. Non-Core Area Teacher	Jose Delgado	SFMS	2018-2021	1392
Non-Teaching Professional	Elda Garcia	Dr. Lonnie Green	2018-2021	4719
	Alda Zuniga	Del Rio Cares	2020-2022	4149
	Annette Girdy	DRMS	2019-2021	4507
Business Rep	Juan Gallegos	Sul Ross	2018-2021	830-734-1693 juan.gallegos@sulross.edu
	Lisa Gavia	DPS	2020-2022	830-703-9567 lisa.gavia@dps.texas.gov
Community	Breanne Oba	Community	2020-2022	808-227-7131 boba@cadenafamily.practice.org
	Griselda Martinez	Community	2019-2021	830-719-2662 gmartinez87@stx.rr.com
Parent	Nadia Farhat	Parent	2019-2021	830-734-3841 nadiafarhat@gmail.com
	Joanna Rodriguez	Parent	2020-2021	830-488-2914 johannardz02@gmail.com
Co-Chairperson, Curriculum Coordinator	Dr. Sally Zuniga-Barrera			
Co-Chairperson, Federal Programs Director	Ruby Adams			
Chief Human Resources Officer	Aidee Garcia			
Chief Instructional Officer	Aida V. Gomez			
Chief Financial Officer	Amy Childress			
Superintendent of Schools	Dr. Carlos H. Rios			

meeting_saved_chat.txt

15:53:53 From Rufina Adams : DPDMC January 14, 2021

15:53:59 From Rufina Adams : Ruby Adams

15:54:18 From Dr. Sally Zuniga-Barrera : Dr. Sally Zuniga-Barrera

15:56:22 From Alda Zuniga : Alda Zuniga

15:58:54 From Laura Limon : Laura Limon

15:58:58 From Lisa Gavia : Lisa Gavia

15:59:01 From Mrs. Hill : Cristy Hill

15:59:06 From Sarah Fernandez : Sarah Fernandez

15:59:06 From Letty : Leticia Bosquez

16:00:00 From Deborah Tamayo : Deborah Tamayo

16:00:01 From Jessica Longo : Jessica Longo

16:00:01 From Mrs. Mercer : Brittany Mercer

16:00:09 From Nadia Farhat : Nadia Farhat

16:00:22 From Juan Gallegos, Jr. : Juan Gallegos, Jr.

16:01:25 From Breanne Oba : Breanne Oba

16:01:26 From Aidee Garcia : Aidee Garcia

16:01:30 From Elda Garcia : Elda Garcia

16:02:03 From Deborah Sanders : Deborah Sanders Hello everyone hope you
are keeping safe.

16:02:34 From Patricia Hernandez : Patricia Hernandez

16:09:03 From Lisa Gavia : I'm trying to unmute

16:09:06 From Lisa Gavia : no luck

16:20:10 From Letty : I think that calendar was good.

16:22:16 From Letty : I remember we looked at the calendar very carefully
last year and tried to accommodate what teachers requested.

16:23:02 From Deborah Sanders : yes I like the other calendar

16:23:18 From Patricia Hernandez : Yes, We did and we also looked at the
end of each six weeks. So I think that calendar is good.

16:23:32 From Erika Barrera : When is the last day of school then starting
earlier?

16:30:47 From Letty : What would be other reasons besides covid that would
count toward waiver?

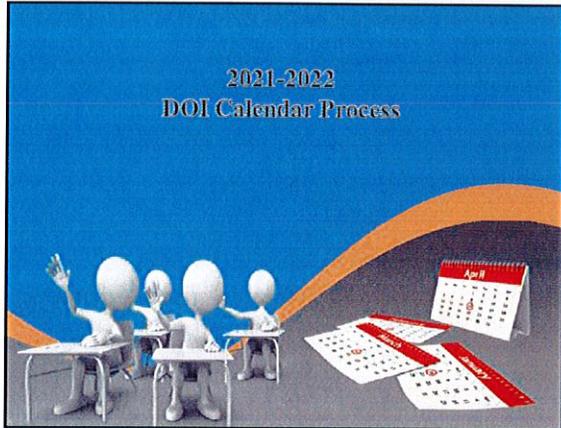
16:43:16 From Letty : Did TEA put a limit on the number of waivers allowed
per district or give reasons for the waiver?

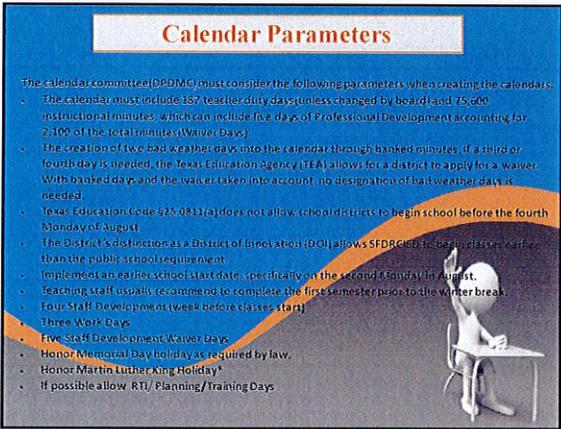
17:01:41 From Johanna Rodriguez : Johanna Rodriguez/parent

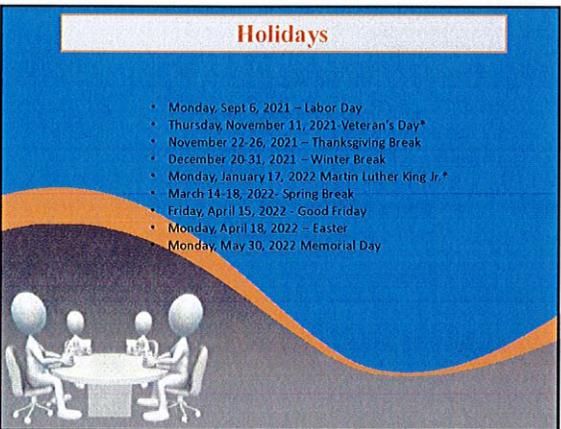
17:02:01 From Erika Barrera : Erika Barrera -DFC Elementary

17:02:11 From Armando Delgado : Nicolasa Delgado/Dr. Fermin Calderon

17:02:32 From Lisa Gavia : Thank you.







RTI/Planning/Training Days

- The RTI/Planning/Training Days will:
- RTI: Allow Principals time to meet with clusters/Departments to disaggregate data, (much like after a benchmark, but after summatives) – one hour per cluster.
- RTI: Students can change TERS for intervention if applicable.
- Planning: Teachers will use the remaining time to plan for the next 6 weeks of instruction as a team. C&I will be a part of these collaborations.
- Training: Non-classroom teachers/personnel will receive required trainings on these dates instead of being pulled off campus – such as Nurses needing specific training on Diabetes/Insulin Pen, Lead Librarians will meet with all Librarians/Aides on this day. Counselors will receive training on Mental Health/Behavior Issues. Attendance Secretaries will meet with PEIMS Director, etc.

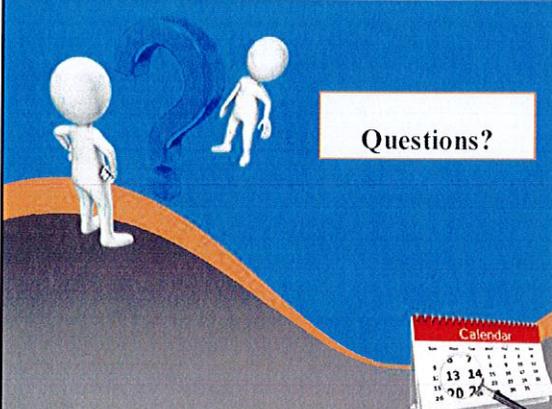
(A calendar will be developed to ensure everyone receives the trainings on these days instead of being removed from campus during school days.)



Non-Teaching Dates



Questions?



McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs



The McKinney-Vento Act

- Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA-Title I, Part A-Improving Basic Programs
- Main themes of the McKinney-Vento Act:
 1. School Access
 2. School Stability
 3. Support for Academic Success
 4. Child-Centered, best interest decision making
 5. Critical role of the Mandatory Local Homeless Education Liaison.



Who is considered homeless?

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



Warning Signs of the Homeless

- Erratic attendance, tardiness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in school field trips
- Absences on days when students are to bring special items from home
- Inability to contact parent(s) with wrong numbers, disconnected phones
- Lack of immunization or immunization records
- Unmet medical, dental needs
- Increased vulnerability to cold, flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)
- Consistent lack of preparation for school
- Incomplete or missing homework (no place to keep work, supplies)
- Unable to complete special projects
- Lack of basic school supplies
- Loss of books and other supplies on regular basis
- Concern for safety of belongings



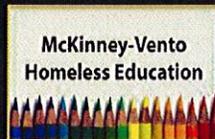
How do people become homeless?

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



Key Provisions of McKinney-Vento Federal Law:

- Immediate enrollment
- Choice of schools
- Transportation services
- Educational resources/supplies, clothing
- Dispute resolution
- Free reimbursable meals (breakfast, lunch)



What can we do to help our homeless students and families?

- Get to know your students and families.
- Ask questions.
- Listen as they tell their story.
- Offer support, motivation, encouragement.
- Make referrals as needed.
- Provide tutoring when available.
- Follow up frequently.
- Establish a positive learning environment.
- Become a positive role model.

"Listen with your heart. You will understand."

McKinney-Vento Plan

- Each school receives required McKinney-Vento staff training at the beginning of each year.
- McKinney-Vento rosters with certified students are emailed at the end of each month to all school administrators and counselors.
- New entries are emailed upon certification to all school administrators and counselors.
- Students in grades 9th-12th are tracked with attendance and grades (after progress and grade reports) by Federal Programs Department.
- Students in grades 9th-12th meet with their assigned counselor twice per month.
- Tutorials should be made available before and after school.



Current Status

CAMPUS	# OF MCKINNEY-VENTO STUDENTS
DEL RIO HIGH SCHOOL	14
BLENDED ACADEMY	3
EARLY COLLEGE HIGH SCHOOL	1
DEL RIO MIDDLE SCHOOL 81K	1
DEL RIO MIDDLE SCHOOL 71K	4
GARFIELD ELEMENTARY	2
NORTH HEIGHTS ELEMENTARY	3
SAH FELIPE MEMORIAL MIDDLE SCHOOL	4
LAMAR ELEMENTARY	7
IRENE CA RDWELL ELEMENTARY	9
BONA VISTA ELEMENTARY	0
EBEN CHAVIRA ELEMENTARY	4
DE FERMIN CALDERON ELEMENTARY	8
DE LOONIE GREEN JR ELEMENTARY	1
ROBERTO "BOBBY" BARRERA ELEMENTARY	0
	65

Questions/Concerns



For additional information, please contact Ruby Adams, Federal and State Director at 830-778-4153.

SAN FELIPE DEL RIO

Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

District Planning and Decision Making Committee Meeting

March 25, 2021

4:00 pm-5:00 pm

Planning Agenda

- | | | |
|--------------|--|-----------------------------|
| I. | Welcome | Ruby Adams |
| II. | Focus | Dr. Rios |
| III. | 2021-2022 School Calendar Update | Aidee Garcia |
| IV. | Del Rio Cares Update (Elementary/Secondary) | Alda Zuniga |
| V. | 2021-2022 Parent Policy Review/School Compact | Ruby Adams |
| VI. | Review District Improvement Plan | Ruby Adams |
| VII. | Upcoming CNA Assignments | Sally Zuniga-Barrera |
| VIII. | Questions, Comments, Concerns | Sally Zuniga-Barrera |
| IX. | Closing | Ruby Adams |



meeting_saved_chat.txt

15:38:59 From Rufina Adams : DPDM March 25, 2021 Planning Meeting, 4 pm
15:39:08 From Rufina Adams : Ruby Adams
15:39:56 From Dr. Sally Zuniga-Barrera : Sally Zuniga-Barrera, Ed. D.
15:47:43 From Annette C. Girdy : DRMS 8th grade Annette C. Girdy
15:47:46 From Alda Zuniga : Alda Zuniga
15:47:54 From Rufina Adams : Griselda Martinez
15:53:13 From Sarah Fernandez : Sarah Fernandez is present. :)
15:53:45 From 1st. Deborah Sanders : Deborah Sanders 1st. grade - Calderon
15:54:57 From Billie Cruz : Billie Cruz Lamar
15:57:06 From Nadia Farhat : Nadia Farhat
15:58:03 From Deborah Tamayo : Deborah Tamayo 3rd grade Garfield
15:58:53 From Mrs. Hill : Cristy Hill-Garfield 5th grade
15:59:24 From Nicole Delgado : Nicolasa Delgado/Dr. Fermin Calderon
16:00:00 From Jose's iPad : Here Mr. Delgado
16:00:06 From Lisa Gavia : Lisa Gavia-Texas Department of Public Safety
16:16:11 From Alda Zuniga : Thank you, Mrs. Martinez, for your feedback!
16:17:44 From Alda Zuniga : Thank you, Mrs. Cruz! I am eager to find ways
to improve Del Rio CARES lessons.
16:34:38 From Sarah Fernandez : Brochure
16:34:39 From James Milender : Brochure
16:34:39 From Jessica Longo : Brochure
16:34:40 From Mrs. Hill : Brochure
16:34:42 From Mrs. Mercer : brochure
16:34:44 From Laura Limon : Brochure
16:34:46 From Billie Cruz : brochure
16:34:49 From Nadia Farhat : Brochure
16:34:49 From Nelda Ortiz : brochure :)
16:34:49 From Alda Zuniga : brochure
16:34:49 From Annette C. Girdy : Brochure
16:34:52 From Lisa Gavia : Brochure
16:34:54 From 1st. Deborah Sanders : brochure
16:34:54 From Leticia Bosquez : brochure
16:34:54 From Patricia Hernandez : Brochure
16:34:58 From Nicole Delgado : brochure
16:35:00 From Deborah Tamayo : brochure
16:35:10 From Jose's iPad : Brochure
16:47:01 From Leticia Bosquez : Yes, more time please
16:47:38 From Jose's iPad : More time is need
16:50:08 From Nadia Farhat : I don't remember what committee Im in
16:55:50 From Leticia Bosquez : Leticia Bosquez
16:56:01 From Nelda Ortiz : Nelda Ortiz DFC
16:56:08 From Patricia Hernandez : Patricia Hernandez - Chavira
16:56:10 From Laura Limon : Laura Limon BVE

DPDMC MEMBERS: Comprehensive Needs Assessment Assignment

POSITION	MEMBER	Committee 1 - Academic Achievement	Committee 2 - Staff Quality	Committee 3 -School Climate & Healthy Schools	Committee 4 - College & Career/Graduation/D	Committee 5 - Parent & Community Engagement	Committee 6 - District/Campus Commitments
Pre-K Teacher	Jessica Longo	X					
Kinder Teacher	Billie Cruz					X	
1st Grade	Deborah Sanders					X	
2nd Grade	Erika Barrera						X
2nd Grade	Patricia Hernandez						X
3rd Grade	Nicolasa Delgado		X				
4th Grade	Laura Limon		X				
5th Grade	Cristy Hill			X			
5th Grade	Nelda Ortiz	X					
5th Grade	Deborah Tamayo						X
Sec. ELA	Leticia Bozquez				X		
Sec. Math	Sarah Fernandez					X	
Sec. Science	James Milender	X					
Sec. Social Studies	Brittany Mercer		X				
Sec. Non-Core	Jose Delgado			X			
Non-Teaching Professional	Elda Garcia				X		
	Alda Zuniga			X			
	Annette Girdy	X					
Business Rep	Juan Gallegos		X				
	Lisa Gavia					X	
Community	Breanne Oba			X			
	Griselda Martinez				X		
Parent	Nadia Farhat				X		
	Joanna Rodriguez						X

Committee 1 Members	Committee 2 Members	Committee 3 Members	Committee 4 Members	Committee 5 Members	Committee 6 Members
Jessica Longo	Nicolasa Delgado	Cristy Hill	Leticia Bozquez	Billie Cruz	Erika Barrera
Nelda Ortiz	Laura Limon	Jose Delgado	Elda Garcia	Deborah Sanders	Patricia Hernandez
James Milender	Brittany Mercer	Alda Zuniga	Griselda Martinez	Sarah Fernandez	Deborah Tamayo
Annette Girdy	Juan Gallegos	Breanna Oba	Nadia Farhat	Lisa Gavia	Joanna Rodriguez

SAN FELIPE DEL RIO
Consolidated, Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2020-2021

Statement of Purpose

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

- 1. The District and parents of students in Title I Programs shall develop jointly with, agree on with, and distribute to parents a written Parent and Family Engagement Policy. The policy shall be incorporated into a District plan developed under the Every Student Succeeds Act (ESSA), Section 1116(b).**
 - The District invites representative parents from each campus, administrators and other District personnel to be part of the Parental Policy Review Committee.
 - The District will convene an annual meeting of the Parental Policy Review Committee to provide information with regard to the Parental Involvement Survey.
 - Parents and other members of the review committee have the opportunity discuss the items, suggest development of new items and reach a consensus for each policy item.
 - The District Parent and Family Engagement Policy is placed on the District website and sent to each campus for distribution to parents. It is sent home with the students along with the corresponding school's parental policy.

- 2. Involve parents in the joint development of the District plan, including the Parent and Family Engagement Policy, ESSA, Section 1116(a)(2)(A) and the process of school review and improvement. The District will ensure that:**

- District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) committee and meetings.
- District parents from the campuses are invited to apply for parental positions in the District School Health Advisory Council (SHAC). Each SHAC term is 2 years and the SHAC must meet a minimum of 4 times per year.
- Parents are involved in the planning, review, and evaluation of ESSA Title I, Part A.
- Parents are involved in the planning and review of the District Parent and Family Engagement Policy.

3. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance under ESSA, Section 1116(a)(2)(B).

- The District provides training for parents on how to use computers and tablets issued to students to support their academic success. The district provides training to parents on student grade access.
- Literacy training, computer training classes and General Education Development (G.E.D.) preparation sessions and Citizenship classes are provided for parents of District students.
- Federal Programs staff will conduct campus visits and obtain documentation to monitor and support Title I, Part A and parent Family Engagement Policy.

**4. Each District Title I campus will develop a *School-Family Compact*, under ESSA, Section 1116(d).
The compact will:**

- Be revised annually at the beginning of school by a committee of staff and parents.
- Describe the responsibilities of parents, students, and school personnel to improve student achievement.
- Describe how the school will provide high quality curriculum and instruction in a supportive and effective learning environment.
- Describe the teacher grade entry and attendance policy procedures.
- Describe how parents can support student learning.
- Describe how the school and parents will establish on-going communication.
- Describe how the parent-teacher conferences will be scheduled.
- Distribute to all District parents by their respective campus.

5. The District will build the schools' and parents' capacity for strong parental engagement. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities under ESSA, Section 1116(e)(f):

- The District recruits and includes parents in the School Health Advisory Council (SHAC).
- Language Proficiency Assessment Committee (LPAC), campus meetings with the principal and parental trainings at the campus and District level.
- Training will be provided at campuses to educate teachers, counselors, principals and other staff in the value and utility of contributions of parents / families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs, and build ties between the parents and the schools.
- Parental Aides will be used for parental Involvement activities.
- Each campus will provide materials and training to help parents work with their children. Each Title I Parental Aide will provide a minimum of eight trainings for parents throughout the school year. Campuses with two parental aides will provide 16 trainings.
- The District will provide training for parents in understanding federal, state and local assessment standards and how they can monitor their children's progress, through parental trainings at the campus.
- Provide parents with information on campus and District procedures on how to address concerns, and how to access teachers, administrators and other personnel.
- Through home visits, phone calls, and other media, Parental Aides at each campus will reach out to parents of all students and form relationships that build trust and respect for their culture and values.
- Parental Aides will make frequent home visits to support student achievement and attendance including visits to deliver positive comments about students as well.
- Federal Programs personnel participate in agency and community group meetings and trainings.
- The District shall establish and maintain a Migrant Parent Advisory Council (PAC).
- The District includes parents in the Planning and Decision Making (DPDM) meetings.

6. The District, to the extent feasible and appropriate, coordinates and integrates Parent and Family Engagement strategies with parental activities and/or meetings and offers classes to parents of current district students under ESSA, Section, 1116(e)(13)(14):

- The District provides Parent Education Services to parents of current district students at Annex II.
- Monthly community trainings and presentations are offered to parents at Annex II.

7. The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand under ESSA, Section(e)(5):

- Information distributed to parents in English and Spanish.

- Meetings and trainings are conducted in English and Spanish.
- Translators for parents are available at all meetings.

8. SFDRCSID conducts, with the involvement of parents, an annual survey to evaluate the content and effectiveness of the parental involvement policy in improving the academic quality of schools, including identification of barriers to greater participation by parents, particularly those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background under ESSA, Section 1116(a)(D) . The survey will include:

- Questions to evaluate the effectiveness of the Title I Parental Program.
- Questions to determine if parental involvement is increasing.
- Questions to identify barriers prohibiting participation by parents.
- The results of the survey will be used to design strategies that will improve student achievement.

9. Parent engagement will increase when compared to the previous school year's data under ESSA, Section(a)(1)(11). Documentation will be used determine the Parental Involvement progress:

- Parental / Title I survey
- Parental accountability data
- Previous three year's data

10. The District will involve parents in the activities of the schools served under ESSA, Section 1116(a)(2)(F). Parental Involvement: Campuses will invite and engage parents in activities of the campus including student performances, and other special events.

- Each school will host a minimum of two Title I parent meetings at two different times with flexible times.
- Parental involvement presentations and training
- District and campus Parental Policy review Committee
- Athletic events
- Band performances
- Choir performances
- Academic awards and recognition presentation
- Drama presentations

SAN FELIPE DEL RIO

Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

DISTRITO POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS 2020-2021

Declaración de propósito

La Junta de Síndicos del Distrito Escolar Independiente Consolidado de San Felipe del Río reconoce que las alianzas entre familias y escuelas que se centran en lo académico y los valores sociales fortalecen la dinámica de la escuela y la escuela que es crítica para el éxito de los estudiantes. El propósito de la Política de participación de padres y familias del distrito es desarrollar la capacidad de las escuelas a través de la participación y comunicación significativa de padres y familias. Con este fin, el Distrito apoya el propósito de la Política de participación de los padres y la familia como un compromiso para establecer y mantener líneas abiertas de comunicación significativa y bidireccional entre el hogar, la escuela, la comunidad y otras partes interesadas.

- 1. El Distrito y los padres de los estudiantes en los Programas del Título I desarrollarán conjuntamente, acordarán y distribuirán a los padres una Política escrita de participación de los padres y la familia. La política se incorporará a un plan del Distrito desarrollado bajo la Ley de cada estudiante exitoso (ESSA), Sección 1116(b).**

- El Distrito invita a los padres representativos de cada campus, administradores y otro personal del Distrito a formar parte del Comité de Revisión de Políticas Parentales.
- El Distrito convocará una reunión anual del Comité de Revisión de Políticas Parentales para proporcionar información con respecto a la Encuesta de Participación de los Padres.
- Los padres y otros miembros del Comité de Revisión tienen la oportunidad de discutir los ítems, sugerir el desarrollo de nuevos ítems y alcanzar un consenso para cada ítem de política.
- La Política de participación de padres y familias del distrito se coloca en el sitio web del distrito y se envía a cada campus para su distribución a los padres. Se envía a casa con los estudiantes junto con la política parental de la escuela correspondiente.

- 2. Involucrar a los padres en el desarrollo conjunto del plan del Distrito, incluida la Política de participación de padres y familias, ESSA, Sección 1116(a)(2)(A) y el proceso de revisión y mejora escolar. El distrito se asegurará de que:**

- Los padres del distrito de los planteles están invitados a participar en la planificación y toma de decisiones del distrito. Comité (DPDM) comité y reuniones.
- Los padres del distrito de los planteles están invitados a solicitar puestos de padres en el Distrito Escolar de Salud Consejo Asesor (SHAC). Cada plazo de SHAC es de 2 años y el SHAC debe cumplir con un mínimo de 4 veces por año.
- Los padres participan en la planificación, revisión y evaluación de ESSA Título I, Parte A.

- Los padres participan en la planificación y revisión de la Política de participación de padres y familias del distrito.
- 3. Proporcionar la coordinación, asistencia técnica y otro apoyo necesario para ayudar a las escuelas participantes en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes logro y rendimiento escolar bajo ESSA, Sección 1116(a)(2)(B).**
- El Distrito brinda capacitación para padres sobre cómo usar las computadoras y tabletas que se entregan a los estudiantes para apoyar su éxito académico. El distrito brinda capacitación a los padres sobre el acceso de grado estudiantil.
 - Capacitación de alfabetización, clases de capacitación en computación y sesiones de preparación para el Desarrollo de la Educación General (G.E.D.), clases de alfabetización y ciudadanía para padres de estudiantes del Distrito.
 - El personal de los Programas Federales realizará visitas al campus y obtendrá documentación para monitorear y apoyar el Título I, Parte A y la Política de participación de padres y familias.
- 4. Cada campus del Título I del Distrito desarrollará un Compacto Escuela-Familia, bajo ESSA, Sección 1116(d). El pacto:**
- Ser revisado anualmente al comienzo de la escuela por un comité de personal y padres.
 - Describa las responsabilidades de los padres, los alumnos y el personal escolar para mejorar el rendimiento de los alumnos.
 - Describa cómo la escuela proporcionará currículo e instrucción de alta calidad en un ambiente de aprendizaje eficaz y de apoyo.
 - Describa los procedimientos de la política de entrada y asistencia de grado de maestro. Describa cómo los padres pueden apoyar el aprendizaje de los alumnos.
 - Describa cómo la escuela y los padres establecerán una comunicación continua.
 - Describa cómo se programarán las conferencias de padres y maestros.
 - Distribuir a todos los padres del Distrito por su respectivo plantel.
- 5. El Distrito construirá la capacidad de las escuelas y los padres para una fuerte participación de los padres. Las oportunidades para una fuerte participación de los padres se abordarán a través de estos entrenamientos, reuniones y otras actividades bajo ESSA, Sección 1116(e)(f):**
- El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC)
 - Comité de evaluación del dominio del idioma (LPAC), reuniones del campus con el director y capacitaciones para padres a nivel del plantel y distrito.
 - Se proporcionará capacitación en los planteles para educar a los maestros, consejeros, directores y otro personal sobre el valor y utilidad de las contribuciones de los padres / familias, y en cómo comunicarse, comunicarse y trabajar con padres como socios iguales; implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
 - El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC).

- Comité de evaluación del dominio del idioma (LPAC, por sus siglas en inglés), reuniones en el plantel con el director y capacitaciones para padres a nivel de plantel y distrito.
- Se proporcionará capacitación en los plantel para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres / familias, y sobre cómo comunicarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres, y construir lazos entre los padres y las escuelas.
- Los ayudantes de los padres se utilizarán para actividades de participación de los padres.
- Cada plantel proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos. Cada asistente parental de Título I proporcionará un mínimo de ocho entrenamientos para padres durante el año escolar. Los planteles con dos ayudantes de padres proporcionarán 16 entrenamientos.
- El Distrito proporcionará capacitación a los padres para comprender los estándares de evaluación federales, estatales y locales y cómo pueden monitorear el progreso de sus hijos, a través de capacitaciones para padres en el plantel.
- Brindar a los padres información sobre los procedimientos del plantel y del distrito sobre cómo abordar las preocupaciones y cómo acceder a los maestros, administradores y otro personal.
- A través de visitas domiciliarias, llamadas telefónicas y otros medios, los Padres Auxiliares en cada plantel se comunicarán con los padres de todos los estudiantes y formarán relaciones que generen confianza y respeto por su cultura y valores.
- Los asistentes de los padres harán visitas frecuentes al hogar para apoyar el logro y la asistencia de los estudiantes, incluidas visitas para ofrecer comentarios positivos sobre los estudiantes también.
- El personal de Programas Federales participa en reuniones y capacitaciones de agencias y grupos comunitarios
- El Distrito establecerá y mantendrá un Consejo Asesor de Padres Migrantes (PAC).
- El Distrito incluye a los padres en las reuniones de Planificación y Toma de Decisiones (DPDM).

6. El Distrito, en la medida de lo posible y apropiado, coordina e integra las estrategias de participación de los padres y la familia con las actividades y / o reuniones de los padres y ofrece clases a los padres de los estudiantes actuales del distrito bajo ESSA, Sección, (e)(13)(14) :

- El Distrito proporciona servicios de educación para padres a los padres de los estudiantes actuales del distrito en el Anexo II.
- Reuniones comunitarias mensuales, entrenamientos y presentaciones se ofrecen a los padres en el Anexo II.

7. El Distrito asegurará que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envían a los padres de los niños participantes en un formato y, en la medida practicable, en un idioma que los padres puedan entender bajo ESSA, Sección (e)(5).

- Información distribuida a los padres en inglés y español.
- Las reuniones y capacitaciones se llevan a cabo en inglés y español.
- Traductores para padres están disponibles en todas las reuniones.

8. **SFDRCISD realiza, con la participación de los padres, una encuesta anual para evaluar el contenido y la efectividad de la política de participación de los padres en la mejora de la calidad académica de las escuelas, incluida la identificación de barreras para una mayor participación de los padres, particularmente aquellos que están en desventaja económica, discapacitados, tienen dominio limitado del inglés, alfabetización limitada o son de cualquier origen racial o étnico minoritario bajo ESSA, Sección 1116(a)(D). La encuesta incluirá:**

- Preguntas para evaluar la efectividad del Programa para padres Título I.
- Preguntas para determinar si la participación de los padres está aumentando.
- Preguntas para identificar las barreras que prohíben la participación de los padres.
- Los resultados de la encuesta se utilizarán para diseñar estrategias que mejorarán el rendimiento de los estudiantes.

9. **La participación de los padres aumentará en comparación con los datos del año escolar anterior según ESSA, Sección(e)(1)(11) Se utilizará la documentación para determinar el progreso de la Participación de los padres:**

- Encuesta de padres / Título I
- Datos de responsabilidad parental
- Datos de los tres años anteriores.

10. **El Distrito involucrará a los padres en las actividades de las escuelas atendidas por ESSA, Sección 1116 (a)(2)(F).**

Participación de los padres: los planteles invitarán e involucrarán a los padres en las actividades del plantel, incluidas las presentaciones de los estudiantes y otros eventos especiales.

- Cada escuela organizará un mínimo de dos reuniones de padres de Título I en dos momentos diferentes con horarios flexibles.
- Presentación y capacitación de participación de los padres.
- Comité de revisión de políticas parentales del distrito y del plantel.
- Eventos atléticos.
- Actuaciones de la banda.
- Actuaciones del coro.
- Entrega de premios y reconocimientos académicos.
- Presentaciones de drama.

SAN FELIPE DEL RIO

Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

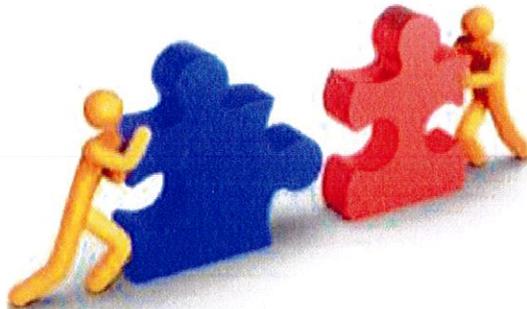
District Planning and Decision Making Committee Meeting

April 29, 2021

4:00 pm-5:00 pm

Planning Agenda

- | | | |
|-------------|---|---------------------------------|
| I. | Welcome | Ruby Adams |
| II. | Focus | Dr. Rios |
| III. | Review ESSA Requirements | Ruby Adams |
| | A. Parental Engagement Policy | |
| | B. School-Parent Compact | |
| | C. District Improvement Plan | |
| | D. Title IV, SSAP | |
| IV. | CNA Committee Presentations | Dr. Sally Zuniga-Barrera |
| V. | Approval of 2021-2022 District CNA | Dr. Sally Zuniga-Barrera |
| VI. | Other Business | Ruby Adams |
| VII. | Closing | Ruby Adams |



April DPDM Sign In.txt

15:52:53 From Rufina Adams : DPDM April 29, 2021, 4 pm-5 pm
15:53:02 From Rufina Adams : Ruby Adams
15:53:29 From Alda Zuniga : Alda Zuniga
15:53:38 From Dr. Sally Zuniga-Barrera : Dr. Sally Zuniga-Barrera, C & I
15:54:13 From Rufina Adams : Griselda Martinez
15:58:24 From nicole.delgado : Good afternoon!
15:58:27 From jessica.longo : Jessica Longo
15:58:29 From Nelda Ortiz : Nelda Ortiz- DFC
15:58:45 From nicole.delgado : Nicolasa Delgado/Dr. Fermin Calderon
15:59:09 From 1st. Deborah Sanders : Deborah Sanders DFC
15:59:43 From Lisa Gavia : Good afternoon. Lisa Gavia DPS
16:00:02 From James Milender : James Milender DRHS Science Present for duty
16:00:05 From Mrs. Mercer : Brittany Mercer
16:01:05 From Patricia Hernandez : Patricia Hernandez Ruben Chavira
16:05:01 From Breanne Oba : Breanne Oba, Community Representative [Cadena
Family Practice]
16:06:32 From Annette C. Girdy : Annette C. Girdy 8th grade School
Counselor
16:06:35 From Jose's iPad : Mr. Delgado
16:06:55 From Amy Childress : Amy Childress, CFO
16:10:11 From Billie Cruz : My apologies, just finished with tutorial
students. Billie Jo Cruz Kinder, Lamar Elementary.
17:01:42 From Rufina Adams : Dr. Rios
17:02:16 From Alda Zuniga : AWESOME group!!!

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Consolidated Independent School District



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DEL RIO, TEXAS 78842

DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2021-2022

Statement of Purpose

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

1. The District and parents of students in Title I Programs shall develop jointly with, agree on with, and distribute to parents a written Parent and Family Engagement Policy. The policy shall be incorporated into a district plan developed under the Every Student Succeeds Act (ESSA), Section 1116(b).

- The District invites representative parents from each campus, administrators and other District personnel to be part of the Parental Policy Review Committee.
- The District will convene an annual meeting of the Parental Policy Review Committee to provide information with regard to the Parental Involvement Survey.
- Parents and other members of the review committee have the opportunity discuss the items, suggest development of new items and reach a consensus for each policy item.
- The District Parent and Family Engagement Policy is placed on the District website and sent to each campus for distribution to parents. It is sent home with the students along with the corresponding school's parental policy.

2. Involve parents in the joint development of the District plan, including the Parent and Family Engagement Policy, ESSA, Section 1116(a)(2)(A) and the process of school review and improvement. The District will ensure that:

- District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) committee and meetings.
- District parents from the campuses are invited to apply for parental positions in the District School Health Advisory Council (SHAC). Each SHAC term is 2 years and the SHAC must meet a minimum of 4 times per year.
- Parents are involved in the planning, review, and evaluation of ESSA Title I, Part A.
- Parents are involved in the planning and review of the District Parent and Family Engagement Policy.

3. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance under ESSA, Section 1116(a)(2)(B).

- The District provides training for parents on how to use computers and tablets issued to students to support their academic success. The district provides training to parents on student grade access.
- Literacy training, computer training classes and General Education Development (G.E.D.) preparation sessions and Citizenship classes are provided for parents of District students.
- Federal Programs staff will conduct campus visits and obtain documentation to monitor and support Title I, Part A and parent Family Engagement Policy.

4. Each District Title I campus will develop a *School-Family Compact*, under ESSA, Section 1116(d). The compact will:

- Be revised annually at the beginning of school by a committee of staff and parents.
- Describe the responsibilities of parents, students, and school personnel to improve student achievement.
- Describe how the school will provide high quality curriculum and instruction in a supportive and effective learning environment.
- Describe the teacher grade entry and attendance policy procedures.
- Describe how parents can support student learning.
- Describe how the school and parents will establish on-going communication.
- Describe how the parent-teacher conferences will be scheduled.
- Distribute to all District parents by their respective campus.

5. The District will build the schools' and parents' capacity for strong parental engagement. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities under ESSA, Section 1116(e)(f):

- The District recruits and includes parents in the School Health Advisory Council (SHAC).
- Language Proficiency Assessment Committee (LPAC), campus meetings with the principal and parental trainings at the campus and District level.
- Training will be provided at campuses to educate teachers, counselors, principals and other staff in the value and utility of contributions of parents / families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs, and build ties between the parents and the schools.
- Parental Liaisons will be used for parental Involvement activities.
- Each campus will provide materials and training to help parents work with their children. Each Title I Parental Aide will provide a minimum of eight trainings for parents throughout the school year. Campuses with two parental aides will provide 16 trainings.
- The District will provide training for parents in understanding federal, state and local assessment standards and how they can monitor their children's progress, through parental trainings at the campus.
- Provide parents with information on campus and District procedures on how to address concerns, and how to access teachers, administrators and other personnel.
- Through home visits, phone calls, and other media, Parental Aides at each campus will reach out to parents of all students and form relationships that build trust and respect for their culture and values.
- Parental Aides will make frequent home visits to support student achievement and attendance including visits to deliver positive comments about students as well.
- Federal Programs personnel participate in agency and community group meetings and trainings.
- The District shall establish and maintain a Migrant Parent Advisory Council (PAC).
- The District includes parents in the Planning and Decision Making (DPDM) meetings.

6. The District, to the extent feasible and appropriate, coordinates and integrates Parent and Family Engagement strategies with parental activities and/or meetings and offers classes to parents of current district students under ESSA, Section, 1116(e)(13)(14):

- The District provides Parent Education Services to parents of current district students at Annex II.
- Monthly community trainings and presentations are offered to parents at Annex II.

7. The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand under ESSA, Section(e)(5):

- Information distributed to parents in English and Spanish.

- Meetings and trainings are conducted in English and Spanish.
- Translators for parents are available at all meetings.

8. SFDRCSID conducts, with the involvement of parents, an annual survey to evaluate the content and effectiveness of the parental involvement policy in improving the academic quality of schools, including identification of barriers to greater participation by parents, particularly those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background under ESSA, Section 1116(a)(D). The survey will include:

- Questions to evaluate the effectiveness of the Title I Parental Program.
- Questions to determine if parental involvement is increasing.
- Questions to identify barriers prohibiting participation by parents.
- The results of the survey will be used to design strategies that will improve student achievement.

9. Parent engagement will increase when compared to the previous school year's data under ESSA, Section(a)(1)(11). Documentation will be used determine the Parental Involvement progress:

- Parental / Title I survey
- Parental accountability data
- Previous three year's data

10. The District will involve parents in the activities of the schools served under ESSA, Section 1116(a)(2)(F). Parental Involvement: Campuses will invite and engage parents in activities of the campus including student performances, and other special events.

- Each school will host a minimum of two Title I parent meetings at two different times with flexible times.
- Parental involvement presentations and training
- District and campus Parental Policy review Committee
- Athletic events
- Band performances
- Choir performances
- Academic awards and recognition presentation
- Drama presentations

SAN FELIPE DEL RIO

Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

DISTRITO POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS 2021-2022

Declaración de propósito

La Junta de Síndicos del Distrito Escolar Independiente Consolidado de San Felipe del Río reconoce que las alianzas entre familias y escuelas que se centran en lo académico y los valores sociales fortalecen la dinámica de la escuela y la escuela que es crítica para el éxito de los estudiantes. El propósito de la Política de participación de padres y familias del distrito es desarrollar la capacidad de las escuelas a través de la participación y comunicación significativa de padres y familias. Con este fin, el Distrito apoya el propósito de la Política de participación de los padres y la familia como un compromiso para establecer y mantener líneas abiertas de comunicación significativa y bidireccional entre el hogar, la escuela, la comunidad y otras partes interesadas.

1. El Distrito y los padres de los estudiantes en los Programas del Título I desarrollarán conjuntamente, acordarán y distribuirán a los padres una Política escrita de participación de los padres y la familia. La política se incorporará a un plan del Distrito desarrollado bajo la Ley de cada estudiante exitoso (ESSA), Sección 1116(b).

- El Distrito invita a los padres representativos de cada campus, administradores y otro personal del Distrito a formar parte del Comité de Revisión de Políticas Parentales.
- El Distrito convocará una reunión anual del Comité de Revisión de Políticas Parentales para proporcionar información con respecto a la Encuesta de Participación de los Padres.
- Los padres y otros miembros del Comité de Revisión tienen la oportunidad de discutir los ítems, sugerir el desarrollo de nuevos ítems y alcanzar un consenso para cada ítem de política.
- La Política de participación de padres y familias del distrito se coloca en el sitio web del distrito y se envía a cada campus para su distribución a los padres. Se envía a casa con los estudiantes junto con la política parental de la escuela correspondiente.

2. Involucrar a los padres en el desarrollo conjunto del plan del Distrito, incluida la Política de participación de padres y familias, ESSA, Sección 1116(a)(2)(A) y el proceso de revisión y mejora escolar. El distrito se asegurará de que:

- Los padres del distrito de los planteles están invitados a participar en la planificación y toma de decisiones del distrito. Comité (DPDM) comité y reuniones.
- Los padres del distrito de los planteles están invitados a solicitar puestos de padres en el Distrito Escolar de Salud Consejo Asesor (SHAC). Cada plazo de SHAC es de 2 años y el SHAC debe cumplir con un mínimo de 4 veces por año.
- Los padres participan en la planificación, revisión y evaluación de ESSA Título I, Parte A.

- Los padres participan en la planificación y revisión de la Política de participación de padres y familias del distrito.
- 3. Proporcionar la coordinación, asistencia técnica y otro apoyo necesario para ayudar a las escuelas participantes en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes logro y rendimiento escolar bajo ESSA, Sección 1116(a)(2)(B).**
- El Distrito brinda capacitación para padres sobre cómo usar las computadoras y tabletas que se entregan a los estudiantes para apoyar su éxito académico. El distrito brinda capacitación a los padres sobre el acceso de grado estudiantil.
 - Capacitación de alfabetización, clases de capacitación en computación y sesiones de preparación para el Desarrollo de la Educación General (G.E.D.), clases de alfabetización y ciudadanía para padres de estudiantes del Distrito.
 - El personal de los Programas Federales realizará visitas al campus y obtendrá documentación para monitorear y apoyar el Título I, Parte A y la Política de participación de padres y familias.
- 4. Cada campus del Título I del Distrito desarrollará un Compacto Escuela-Familia, bajo ESSA, Sección 1116(d). El pacto:**
- Ser revisado anualmente al comienzo de la escuela por un comité de personal y padres.
 - Describa las responsabilidades de los padres, los alumnos y el personal escolar para mejorar el rendimiento de los alumnos.
 - Describa cómo la escuela proporcionará currículo e instrucción de alta calidad en un ambiente de aprendizaje eficaz y de apoyo.
 - Describa los procedimientos de la política de entrada y asistencia de grado de maestro. Describa cómo los padres pueden apoyar el aprendizaje de los alumnos.
 - Describa cómo la escuela y los padres establecerán una comunicación continua.
 - Describa cómo se programarán las conferencias de padres y maestros.
 - Distribuir a todos los padres del Distrito por su respectivo plantel.
- 5. El Distrito construirá la capacidad de las escuelas y los padres para una fuerte participación de los padres. Las oportunidades para una fuerte participación de los padres se abordarán a través de estos entrenamientos, reuniones y otras actividades bajo ESSA, Sección 1116(e)(f):**
- El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC)
 - Comité de evaluación del dominio del idioma (LPAC), reuniones del campus con el director y capacitaciones para padres a nivel del plantel y distrito.
 - Se proporcionará capacitación en los planteles para educar a los maestros, consejeros, directores y otro personal sobre el valor y utilidad de las contribuciones de los padres / familias, y en cómo comunicarse, comunicarse y trabajar con padres como socios iguales; implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
 - El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC).

- Comité de evaluación del dominio del idioma (LPAC, por sus siglas en inglés), reuniones en el plantel con el director y capacitaciones para padres a nivel de plantel y distrito.
 - Se proporcionará capacitación en los plantel para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres / familias, y sobre cómo comunicarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres, y construir lazos entre los padres y las escuelas.
 - Los ayudantes de los padres se utilizarán para actividades de participación de los padres.
 - Cada plantel proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos. Cada asistente parental de Título I proporcionará un mínimo de ocho entrenamientos para padres durante el año escolar. Los planteles con dos ayudantes de padres proporcionarán 16 entrenamientos.
 - El Distrito proporcionará capacitación a los padres para comprender los estándares de evaluación federales, estatales y locales y cómo pueden monitorear el progreso de sus hijos, a través de capacitaciones para padres en el plantel.
 - Brindar a los padres información sobre los procedimientos del plantel y del distrito sobre cómo abordar las preocupaciones y cómo acceder a los maestros, administradores y otro personal.
 - A través de visitas domiciliarias, llamadas telefónicas y otros medios, los Padres Auxiliares en cada plantel se comunicarán con los padres de todos los estudiantes y formarán relaciones que generen confianza y respeto por su cultura y valores.
 - Los asistentes de los padres harán visitas frecuentes al hogar para apoyar el logro y la asistencia de los estudiantes, incluidas visitas para ofrecer comentarios positivos sobre los estudiantes también.
 - El personal de Programas Federales participa en reuniones y capacitaciones de agencias y grupos comunitarios
 - El Distrito establecerá y mantendrá un Consejo Asesor de Padres Migrantes (PAC).
 - El Distrito incluye a los padres en las reuniones de Planificación y Toma de Decisiones (DPDM).
- 6. El Distrito, en la medida de lo posible y apropiado, coordina e integra las estrategias de participación de los padres y la familia con las actividades y / o reuniones de los padres y ofrece clases a los padres de los estudiantes actuales del distrito bajo ESSA, Sección, (e)(13)(14) :**
- El Distrito proporciona servicios de educación para padres a los padres de los estudiantes actuales del distrito en el Anexo II.
 - Reuniones comunitarias mensuales, entrenamientos y presentaciones se ofrecen a los padres en el Anexo II.
- 7. El Distrito asegurará que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envían a los padres de los niños participantes en un formato y, en la medida practicable, en un idioma que los padres puedan entender bajo ESSA, Sección (e)(5).**
- Información distribuida a los padres en inglés y español.
 - Las reuniones y capacitaciones se llevan a cabo en inglés y español.
 - Traductores para padres están disponibles en todas las reuniones.

8. SFDRCID realiza, con la participación de los padres, una encuesta anual para evaluar el contenido y la efectividad de la política de participación de los padres en la mejora de la calidad académica de las escuelas, incluida la identificación de barreras para una mayor participación de los padres, particularmente aquellos que están en desventaja económica, discapacitados, tienen dominio limitado del inglés, alfabetización limitada o son de cualquier origen racial o étnico minoritario bajo ESSA, Sección 1116(a)(D). La encuesta incluirá:

- Preguntas para evaluar la efectividad del Programa para padres Título I.
- Preguntas para determinar si la participación de los padres está aumentando.
- Preguntas para identificar las barreras que prohíben la participación de los padres.
- Los resultados de la encuesta se utilizarán para diseñar estrategias que mejorarán el rendimiento de los estudiantes.

9. La participación de los padres aumentará en comparación con los datos del año escolar anterior según ESSA, Sección(e)(1)(11) Se utilizará la documentación para determinar el progreso de la Participación de los padres:

- Encuesta de padres / Título I
- Datos de responsabilidad parental
- Datos de los tres años anteriores.

10. El Distrito involucrará a los padres en las actividades de las escuelas atendidas por ESSA, Sección 1116 (a)(2)(F).

Participación de los padres: los planteles invitarán e involucrarán a los padres en las actividades del plantel, incluidas las presentaciones de los estudiantes y otros eventos especiales.

- Cada escuela organizará un mínimo de dos reuniones de padres de Título I en dos momentos diferentes con horarios flexibles.
- Presentación y capacitación de participación de los padres.
- Comité de revisión de políticas parentales del distrito y del plantel.
- Eventos atléticos.
- Actuaciones de la banda.
- Actuaciones del coro.
- Entrega de premios y reconocimientos académicos.
- Presentaciones de drama.

DPDMC MEMBERS: Comprehensive Needs Assessment Assignment

POSITION	MEMBER	Committee 1 - Academic Achievement	Committee 2 - Staff Quality	Committee 3 -School Climate & Healthy Schools	Committee 4 - College & Career/Graduation/D	Committee 5 - Parent & Community Engagement	Committee 6 - District/Campus Commitments
Pre-K Teacher	Jessica Longo	X					
Kinder Teacher	Billie Cruz					X	
1st Grade	Deborah Sanders					X	
2nd Grade	Erika Barrera						X
2nd Grade	Patricia Hernandez						X
3rd Grade	Nicolasa Delgado		X				
4th Grade	Laura Limon		X				
5th Grade	Cristy Hill			X			
5th Grade	Nelda Ortiz	X					
5th Grade	Deborah Tamayo						X
Sec. ELA	Leticia Bozquez				X		
Sec. Math	Sarah Fernandez					X	
Sec. Science	James Milender	X					
Sec. Social Studies	Brittany Mercer		X				
Sec. Non-Core	Jose Delgado			X			
Non-Teaching Professional	Elda Garcia				X		
	Alda Zuniga			X			
	Annette Girdy	X					
Business Rep	Juan Gallegos		X				
	Lisa Gavia					X	
Community	Breanne Oba			X			
	Griselda Martinez				X		
Parent	Nadia Farhat				X		
	Joanna Rodriguez						X

Committee 1 Members	Committee 2 Members	Committee 3 Members	Committee 4 Members	Committee 5 Members	Committee 6 Members
Jessica Longo	Nicolasa Delgado	Cristy Hill	Leticia Bozquez	Billie Cruz	Erika Barrera
Nelda Ortiz	Laura Limon	Jose Delgado	Elda Garcia	Deborah Sanders	Patricia Hernandez
James Milender	Brittany Mercer	Alda Zuniga	Griselda Martinez	Sarah Fernandez	Deborah Tamayo
Annette Girdy	Juan Gallegos	Breanna Oba	Nadia Farhat	Lisa Gavia	Joanna Rodriguez

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

Jointly Developed

Parents, students, and staff work together and share ideas to develop our 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 meeting.
- The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together.

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining our faculty and some of the following events and programs throughout the school year:

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

Communication is Key

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

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

IRENE C. CARDWELL ELEMENTARY SCHOOL

School-Teacher
Parent-Student
Compact



EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

DR. ALANNA TALAMANTEZ, PRINCIPAL

1009 Avenue J.

Del Rio, Texas 78840

830-778-4650

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

SFDRCSID District Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

SFDRCSID Shared Beliefs

We believe:

- It takes a united community to produce citizens with 21st century skills.
 - Our community should provide a safe, nurturing, and trusting environment.
 - Each individual should be inspired and inspire others to exceed their own expectations.
 - Each individual should be motivated to take ownership of their own learning.
- We must provide EVERYONE with the resources to meet the individual needs of all students.

SFDRCSID District Goals

District Goal 1 – Student Performance
The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

District Goal 2 – 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 3 – Communication
The District shall provide meaningful communication in a timely manner to all parents, students, staff and District partners.

District Goal 4 – Del Rio Middle School
The District shall study the current level of satisfaction which will lead to a plan for improvement at Del Rio Middle School.

District Goal 5 – Literacy-The District shall prioritize reading as a skill for lifelong learning.

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.

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.

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 school.



Irene C, Cardwell Title I

Parental Liaison

Antoniela Rodriguez

830-778-4647

antoniela.rodriguez@sfdrcisd.org

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

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

- Se discute 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 nuestro pacto entre la escuela, los padres y los estudiantes.

- 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 la reunión del Título I.
- El Pacto asegura que los estudiantes tengan la mejor oportunidad para el logro académico por parte de la escuela y la familia trabajando juntos.

Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar:

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

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
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDR-CISD

IRENE C. CARDWELL ELEMENTARY SCHOOL

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



EMPODERAR A LOS NIÑOS PARA ALCANZAR SU MAXIMO POTENCIAL

DR. ALANNA TALAMANTEZ,
PRINCIPAL

1009 Avenue J.

Del Rio, Texas 78840

830-778-4650

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

Vision del Distrito SFDRCSID

San Felipe Del Rio CISD abraza la creencia en el desarrollo de una cultura sólida de valentía, colaboración, innovación y autodirección. Estamos comprometidos a garantizar altas expectativas y altos estándares que equiparán y producirán estudiantes que sobresaldrán académicamente, en la vida y en su carrera.

Creencias Compartidas SFDRCSID

Nosotros creemos:

- Se necesita una comunidad unida para producir ciudadanos con habilidades del siglo XXI.
- Nuestra comunidad debe proporcionar un entorno seguro, enriquecedor y de confianza.
- Cada individuo debe inspirarse e inspirar a otros a superar sus propias expectativas.
- Cada individuo debe estar motivado para apropiarse de su propio aprendizaje.

Debemos proporcionar a TODOS los recursos para satisfacer las necesidades individuales de todos los estudiantes.

Metas del Distrito SFDRCSID

Meta del Distrito 1 – Rendimiento del estudiante

El distrito mantendrá un ambiente seguro, utilizará un plan de estudios transformador y diversas oportunidades de instrucción para garantizar la socialización y el rendimiento de los estudiantes con los más altos estándares de excelencia.

Meta del Distrito 2 – Finanzas

El Distrito será un buen administrador de los recursos de la comunidad - financieros, humanos, instalaciones - y explorará nuevas oportunidades para la eficiencia y efectividad organizacional.

Meta del Distrito 3 - Comunicación.

El Distrito proporcionará una comunicación significativa de manera oportuna a todos los padres, estudiantes, personal y socios del Distrito.

Meta del Distrito 4 – Del Rio Middle School

El Distrito estudiará el nivel actual de satisfacción que conducirá a un plan de mejoramiento en la Escuela Intermedia Del Rio.

Meta del Distrito 5 – Literatura

El Distrito dará prioridad a la lectura como una habilidad para el aprendizaje permanente.

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.
- Compartir 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 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.

Acuerdo del Estudiante

Como estudiante, acepto:

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



Irene C, Cardwell Title I

Parental Liaison

Antoniela Rodriguez

830-778-4647

antoniela.rodriguez@sfdrcisd.org

Title IV, Part A Student Support Academic Program (SSAP)

Three Content Areas

WELL-ROUNDED EDUCATION

Well-rounded education comprises 36 indicators across four domains:

1. Academic proficiency, which is measured for English Language Arts/Literacy (ELA), Math, Science, and Social Studies*
2. Access and enrollment/participation in other courses
3. Access and the level of student participation in advanced coursework
4. Access and usage of educational supports, specifically libraries and college and career counseling

SAFE AND HEALTHY STUDENTS

Safe and Healthy Students comprises 14 indicators across four domains:

1. School engagement (chronic absenteeism and dropout)
2. School discipline (out-of-school suspensions, in-school suspensions, law enforcement referrals, and expulsions)
3. School climate and safety (conducting and using a school climate survey, physical fights, rape or sexual assault, and bullying)
4. School-based service providers (school nurses, counselor/psychologist/school social worker, and other personnel to

Effective Use of Technology

Effective Use of Technology comprises 11 indicators across three domains:

1. Access to technology (internet availability and number of wi-fi enabled devices for teaching staff and students)
2. Technology use (computerized assessments, blended learning, and online courses for credit recovery and advanced coursework)
3. Support offered to use technology (IT staff, training offered by the LEA, and participation in LEA-offered trainings)

2020–2021 SFDRCIDSD – ESSA Funding Amounts

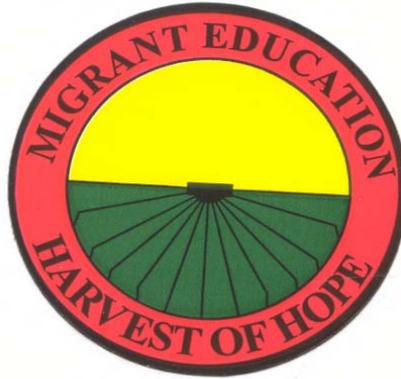
Name of Grant Program	Fund	Begin Date	End Date	Final Amount
Title I, Part A Improving Basic Programs	211	7/1/2020	9/30/2021	\$ 3,461,328.00
Title I, Part C Migrant	212	7/1/2020	9/30/2021	\$ 167,844.00
Title II, Part A Supporting Effective Instruction	255	7/1/2020	9/30/2021	\$ 447,625.00
Title III, Part A - ELA	263	7/1/2020	9/30/2021	\$ 169,647.00
Title IV, Part A, Subpart 1 - Student Support and Academic Enrichment Program	289	7/1/2020	9/30/2021	\$ 246,086.00
Title V, Part B, Subpart 2 - Rural & Low-Income School	270	9/22/2020	9/30/2021	\$ 194,846.00

SAN FELIPE DEL RIO

Consolidated Independent School District



Migrant Education Program Title I, Part C



Priority for Services (PFS) Action Plan 2020-2021

SAN FELIPE DEL RIO CISD

Migrant Education Program Staff

2020-2021

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

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

* Ruby Adams, Federal and State Program Director	778-4153
* Alma Santellanes, Migrant Program Secretary	778-4153
* Mary Martinez, Identification and Recruitment (ID & R)	778-4151
* Graciela Hernandez, New Generation System (NGS)	778-4145
* Ramon Menchaca, Migrant Advocate	778-4518

Every Student Succeeds Act (ESSA)

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

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

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



Priority for Service (PFS) Action Plan for Migrant Students



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

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

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

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

San Felipe Del Rio Consolidated Independent School District

Migrant Priority for Services Action Plan

2020-2021

GOALS:

To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.

OBJECTIVES:

- 100% of PFS students will have access to supplemental instructional and support services.
- 95% of PFS students will be on grade level within 2 years.
- 95% of PFS students will meet the state academic achievement standard (STAAR/EOC)
- 100% of parents of PFS students will be informed of their child's academic progress and the instructional services provided.
- 100% of PFS students will graduate with a high school diploma.

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

San Felipe Del Rio Consolidated Independent School District

Migrant Priority for Services Action Plan

2020-2021

The PFS Action Plan must include the following:

1. Federal and State Director will provide each campus principal, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.

Required Activities	Timeline	Person(s) Responsible	Documentation
Monthly PFS Action Plan reports to each campus	Monthly beginning in September	Federal & State Prog. Dir NGS Specialist Migrant Advocate	Electronic Read/Received Data Sheets
There are 2 PAC meetings a year where parents are provided the PFS criteria and discuss the PFS Action Plan reports that will be utilized to communicate with parents.	December/ May	Federal & State Prog. Dir Migrant Advocate	PAC Meeting Agendas Sign-In Sheets Participant Evaluations
PAC officer meetings will be held to discuss topics to prepare for PAC meetings.	Aug- On-going	Federal & State Prog. Dir NGS Specialist Recruiter PAC Officers	PAC Officer Meeting Agendas Sign-In Sheets
Migrant Education Program will hold a training with staff and administrators to review the criteria for Migrant program and PFS priorities.	September	Federal & State Prog. Dir Migrant Advocate	Migrant program/PFS criteria on agenda
Federal Programs Director and MSC will meet with Migrant Advocate to review the overview of the program and PFS Action Plans that will be required.	Fall and Spring visits	Federal & State Prog. Dir NGS Specialist Recruiter	Agenda Sign-In Sheets

2. Federal and State Director, MEP staff and Migrant school staff will make home and/or community visits to update parents on the academic progress of their children.

Visits to migrant PFS families are made monthly to deliver PFS Action Plans that indicate services. Advocate will hand deliver HS PFS Action Plan to Federal/State Director. MEP recruiter will visit the parents to deliver the plan.	September to June	Migrant Recruiter Migrant Advocate	Parents signature indicating received information. Contact Logs
Parents are contacted every 3rd week of the 6 week and the 6 weeks and the end of every 6 weeks to discuss progress reports and additional academic information by the Migrant Advocate and school counselors.	6 week intervals	Migrant Recruiter Migrant Advocate Campus Counselors	Contact Logs Home Visit Logs
Parent Information meetings are held to discuss graduation plans, state mandated testing, and to address other academic concerns in a whole group setting.	February-May	Federal & State Prog. Dir Migrant Advocate Campus Counselors	Meeting agendas Sign-In Sheets Meeting Evaluations

San Felipe Del Rio Consolidated Independent School District

Migrant Priority for Services Action Plan

2020-2021

The PFS Action Plan must include the following:

3. How the district's Federal and State Director will use NGS Priority for Service reports to give priority placements to these students in the Migrant Education Program activities.

Required Activities	Timeline	Person(s) Responsible	Documentation
The MSC will ensure that all Migrant Advocate and campus contacts are provided a list of PFS students to monitor services rendered.	On-going	Federal & State Prog. Dir NGS Specialist	Electronically Read/Received Data Sheets
Migrant Advocate will utilize reports to target PFS students first and foremost of services.	On-going	Federal & State Prog. Dir Migrant Advocate	Participation lists PFS Action Plan Reports

4. Federal and State Director will ensure that Priority for Service students receive priority access to instructional services , as well as social workers and community social services/agencies.

Utilize Monthly PFS Reports and distribute to Advocate to gather services rendered to PFS students for monitoring. Deliver PFS Action Plan to Federal/State Director. MEP recruiter will visit the parents to deliver the plan.	On-going	Federal & State Prog. Dir NGS Specialist	Electronically Read/Received Data Sheets
Migrant Advocate will provide participatory opportunities to PFS students utilizing the PFS NGS reports. reports and additional academic information by the Migrant Advocates.	On-going	Federal & State Prog. Dir Migrant Advocate	Participation lists

5. What Federal, State and local programs service Priority for Service students.

Title I Part A - School Wide Services Drop Out Prevention Initiatives NGS Data System TMIP out -of-state TAKS/STAAR testing UT System Programs/CBE Summer School - Extended Day Prog - Credit Recovery H. S. Project SMART/MATH MATTERS Summer Program Graphing Calculator checkout Medical & Dental Care Service Rreferrals Vision Referrals Clothing Referrals Computer-based programs	On-going	Federal & State Prog. Dir	Student Participation Lists Students Sign-Out Sheets Program Contracts
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San Felipe Del Rio Consolidated Independent School District

Migrant Priority for Services Action Plan

2020-2021

The Federal and State Director will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than intergrating the action plan elements with other DIP sections that focus on other student population groups (e.g. Bilingual, ESL, economically disadvantaged).

Additional Activities	Timeline	Person(s) Responsible	Documentation
Request assessments results from previous year to plan for new school year for Migrant students to determine needs.	August	Federal & State Prog. Dir NGS Specialist	Reports filtered by criteria: Absent, Did not meet expectations
Print a list of "no shows" from campuses after first week of school to help in the involvement of enrolling in schools.	August	Federal & State Prog. Dir NGS Specialist	Lists provided by Parental Involvement check list
The SFDRICISD Migrant Education Department will meet with Migrant Advocate every week to monitor progress.	August/On-going	Federal & State Prog. Dir NGS Specialist	Agendas, Sign-In Sheets
High School Counselors will complete High School graduation plans for students.	September On-going	Federal & State Prog. Dir Migrant Advocate Campus Counselors	Copies of plans
Parent Meeting: College Information Night	February	Federal & State Prog. Dir Migrant Advocate	Agenda, Student Sign-In Sheets Evaluations
College Exploration Day	February	Federal & State Prog. Dir Migrant Advocate	Agenda, Sign - In Sheets Evaluations

SAN FELIPE DEL RIO
Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2020-2021

Statement of Purpose

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

1. The District and parents of students in Title I Programs shall develop jointly with, agree on with, and distribute to parents a written Parent and Family Engagement Policy. The policy shall be incorporated into a District plan developed under the Every Student Succeeds Act (ESSA), Section 1116(b).

- The District invites representative parents from each campus, administrators and other District personnel to be part of the Parental Policy Review Committee.
- The District will convene an annual meeting of the Parental Policy Review Committee to provide information with regard to the Parental Involvement Survey.
- Parents and other members of the review committee have the opportunity discuss the items, suggest development of new items and reach a consensus for each policy item.
- The District Parent and Family Engagement Policy is placed on the District website and sent to each campus for distribution to parents. It is sent home with the students along with the corresponding school's parental policy.

2. Involve parents in the joint development of the District plan, including the Parent and Family Engagement Policy, ESSA, Section 1116(a)(2)(A) and the process of school review and improvement. The District will ensure that:

- District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) committee and meetings.
- District parents from the campuses are invited to apply for parental positions in the District School Health Advisory Council (SHAC). Each SHAC term is 2 years and the SHAC must meet a minimum of 4 times per year.
- Parents are involved in the planning, review, and evaluation of ESSA Title I, Part A.
- Parents are involved in the planning and review of the District Parent and Family Engagement Policy.

3. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance under ESSA, Section 1116(a)(2)(B).

- The District provides training for parents on how to use computers and tablets issued to students to support their academic success. The district provides training to parents on student grade access.
- Literacy training, computer training classes and General Education Development (G.E.D.) preparation sessions and Citizenship classes are provided for parents of District students.
- Federal Programs staff will conduct campus visits and obtain documentation to monitor and support Title I, Part A and parent Family Engagement Policy.

4. Each District Title I campus will develop a *School-Family Compact*, under ESSA, Section 1116(d).

The compact will:

- Be revised annually at the beginning of school by a committee of staff and parents.
- Describe the responsibilities of parents, students, and school personnel to improve student achievement.
- Describe how the school will provide high quality curriculum and instruction in a supportive and effective learning environment.
- Describe the teacher grade entry and attendance policy procedures.
- Describe how parents can support student learning.
- Describe how the school and parents will establish on-going communication.
- Describe how the parent-teacher conferences will be scheduled.
- Distribute to all District parents by their respective campus.

5. The District will build the schools' and parents' capacity for strong parental engagement. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities under ESSA, Section 1116(e)(f):

- The District recruits and includes parents in the School Health Advisory Council (SHAC).
- Language Proficiency Assessment Committee (LPAC), campus meetings with the principal and parental trainings at the campus and District level.
- Training will be provided at campuses to educate teachers, counselors, principals and other staff in the value and utility of contributions of parents / families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs, and build ties between the parents and the schools.
- Parental Aides will be used for parental Involvement activities.
- Each campus will provide materials and training to help parents work with their children. Each Title I Parental Aide will provide a minimum of eight trainings for parents throughout the school year. Campuses with two parental aides will provide 16 trainings.
- The District will provide training for parents in understanding federal, state and local assessment standards and how they can monitor their children's progress, through parental trainings at the campus.
- Provide parents with information on campus and District procedures on how to address concerns, and how to access teachers, administrators and other personnel.
- Through home visits, phone calls, and other media, Parental Aides at each campus will reach out to parents of all students and form relationships that build trust and respect for their culture and values.
- Parental Aides will make frequent home visits to support student achievement and attendance including visits to deliver positive comments about students as well.
- Federal Programs personnel participate in agency and community group meetings and trainings.
- The District shall establish and maintain a Migrant Parent Advisory Council (PAC).
- The District includes parents in the Planning and Decision Making (DPDM) meetings.

6. The District, to the extent feasible and appropriate, coordinates and integrates Parent and Family Engagement strategies with parental activities and/or meetings and offers classes to parents of current district students under ESSA, Section, 1116(e)(13)(14):

- The District provides Parent Education Services to parents of current district students at Annex II.
- Monthly community trainings and presentations are offered to parents at Annex II.

7. The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand under ESSA, Section(e)(5):

- Information distributed to parents in English and Spanish.

- Meetings and trainings are conducted in English and Spanish.
 - Translators for parents are available at all meetings.
- 8. SFDRCIDSD conducts, with the involvement of parents, an annual survey to evaluate the content and effectiveness of the parental involvement policy in improving the academic quality of schools, including identification of barriers to greater participation by parents, particularly those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background under ESSA, Section 1116(a)(D) . The survey will include:**
- Questions to evaluate the effectiveness of the Title I Parental Program.
 - Questions to determine if parental involvement is increasing.
 - Questions to identify barriers prohibiting participation by parents.
 - The results of the survey will be used to design strategies that will improve student achievement.
- 9. Parent engagement will increase when compared to the previous school year’s data under ESSA, Section(a)(1)(11). Documentation will be used determine the Parental Involvement progress:**
- Parental / Title I survey
 - Parental accountability data
 - Previous three year’s data
- 10. The District will involve parents in the activities of the schools served under ESSA, Section 1116(a)(2)(F). Parental Involvement: Campuses will invite and engage parents in activities of the campus including student performances, and other special events.**
- Each school will host a minimum of two Title I parent meetings at two different times with flexible times.
 - Parental involvement presentations and training
 - District and campus Parental Policy review Committee
 - Athletic events
 - Band performances
 - Choir performances
 - Academic awards and recognition presentation
 - Drama presentations

SAN FELIPE DEL RIO

Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

DISTRITO POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS 2020-2021

Declaración de propósito

La Junta de Síndicos del Distrito Escolar Independiente Consolidado de San Felipe del Río reconoce que las alianzas entre familias y escuelas que se centran en lo académico y los valores sociales fortalecen la dinámica de la escuela y la escuela que es crítica para el éxito de los estudiantes. El propósito de la Política de participación de padres y familias del distrito es desarrollar la capacidad de las escuelas a través de la participación y comunicación significativa de padres y familias. Con este fin, el Distrito apoya el propósito de la Política de participación de los padres y la familia como un compromiso para establecer y mantener líneas abiertas de comunicación significativa y bidireccional entre el hogar, la escuela, la comunidad y otras partes interesadas.

1. El Distrito y los padres de los estudiantes en los Programas del Título I desarrollarán conjuntamente, acordarán y distribuirán a los padres una Política escrita de participación de los padres y la familia. La política se incorporará a un plan del Distrito desarrollado bajo la Ley de cada estudiante exitoso (ESSA), Sección 1116(b).

- El Distrito invita a los padres representativos de cada campus, administradores y otro personal del Distrito a formar parte del Comité de Revisión de Políticas Parentales.
- El Distrito convocará una reunión anual del Comité de Revisión de Políticas Parentales para proporcionar información con respecto a la Encuesta de Participación de los Padres.
- Los padres y otros miembros del Comité de Revisión tienen la oportunidad de discutir los ítems, sugerir el desarrollo de nuevos ítems y alcanzar un consenso para cada ítem de política.
- La Política de participación de padres y familias del distrito se coloca en el sitio web del distrito y se envía a cada campus para su distribución a los padres. Se envía a casa con los estudiantes junto con la política parental de la escuela correspondiente.

2. Involucrar a los padres en el desarrollo conjunto del plan del Distrito, incluida la Política de participación de padres y familias, ESSA, Sección 1116(a)(2)(A) y el proceso de revisión y mejora escolar. El distrito se asegurará de que:

- Los padres del distrito de los planteles están invitados a participar en la planificación y toma de decisiones del distrito. Comité (DPDM) comité y reuniones.
- Los padres del distrito de los planteles están invitados a solicitar puestos de padres en el Distrito Escolar de Salud Consejo Asesor (SHAC). Cada plazo de SHAC es de 2 años y el SHAC debe cumplir con un mínimo de 4 veces por año.
- Los padres participan en la planificación, revisión y evaluación de ESSA Título I, Parte A.

- Los padres participan en la planificación y revisión de la Política de participación de padres y familias del distrito.
- 3. Proporcionar la coordinación, asistencia técnica y otro apoyo necesario para ayudar a las escuelas participantes en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes logro y rendimiento escolar bajo ESSA, Sección 1116(a)(2)(B).**
- El Distrito brinda capacitación para padres sobre cómo usar las computadoras y tabletas que se entregan a los estudiantes para apoyar su éxito académico. El distrito brinda capacitación a los padres sobre el acceso de grado estudiantil.
 - Capacitación de alfabetización, clases de capacitación en computación y sesiones de preparación para el Desarrollo de la Educación General (G.E.D.), clases de alfabetización y ciudadanía para padres de estudiantes del Distrito.
 - El personal de los Programas Federales realizará visitas al campus y obtendrá documentación para monitorear y apoyar el Título I, Parte A y la Política de participación de padres y familias.
- 4. Cada campus del Título I del Distrito desarrollará un Compacto Escuela-Familia, bajo ESSA, Sección 1116(d). El pacto:**
- Ser revisado anualmente al comienzo de la escuela por un comité de personal y padres.
 - Describa las responsabilidades de los padres, los alumnos y el personal escolar para mejorar el rendimiento de los alumnos.
 - Describa cómo la escuela proporcionará currículo e instrucción de alta calidad en un ambiente de aprendizaje eficaz y de apoyo.
 - Describa los procedimientos de la política de entrada y asistencia de grado de maestro. Describa cómo los padres pueden apoyar el aprendizaje de los alumnos.
 - Describa cómo la escuela y los padres establecerán una comunicación continua.
 - Describa cómo se programarán las conferencias de padres y maestros.
 - Distribuir a todos los padres del Distrito por su respectivo plantel.
- 5. El Distrito construirá la capacidad de las escuelas y los padres para una fuerte participación de los padres. Las oportunidades para una fuerte participación de los padres se abordarán a través de estos entrenamientos, reuniones y otras actividades bajo ESSA, Sección 1116(e)(f):**
- El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC)
 - Comité de evaluación del dominio del idioma (LPAC), reuniones del campus con el director y capacitaciones para padres a nivel del plantel y distrito.
 - Se proporcionará capacitación en los planteles para educar a los maestros, consejeros, directores y otro personal sobre el valor y utilidad de las contribuciones de los padres / familias, y en cómo comunicarse, comunicarse y trabajar con padres como socios iguales; implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
 - El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC).

- Comité de evaluación del dominio del idioma (LPAC, por sus siglas en inglés), reuniones en el plantel con el director y capacitaciones para padres a nivel de plantel y distrito.
- Se proporcionará capacitación en los plantel para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres / familias, y sobre cómo comunicarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres, y construir lazos entre los padres y las escuelas.
- Los ayudantes de los padres se utilizarán para actividades de participación de los padres.
- Cada plantel proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos. Cada asistente parental de Título I proporcionará un mínimo de ocho entrenamientos para padres durante el año escolar. Los planteles con dos ayudantes de padres proporcionarán 16 entrenamientos.
- El Distrito proporcionará capacitación a los padres para comprender los estándares de evaluación federales, estatales y locales y cómo pueden monitorear el progreso de sus hijos, a través de capacitaciones para padres en el plantel.
- Brindar a los padres información sobre los procedimientos del plantel y del distrito sobre cómo abordar las preocupaciones y cómo acceder a los maestros, administradores y otro personal.
- A través de visitas domiciliarias, llamadas telefónicas y otros medios, los Padres Auxiliares en cada plantel se comunicarán con los padres de todos los estudiantes y formarán relaciones que generen confianza y respeto por su cultura y valores.
- Los asistentes de los padres harán visitas frecuentes al hogar para apoyar el logro y la asistencia de los estudiantes, incluidas visitas para ofrecer comentarios positivos sobre los estudiantes también.
- El personal de Programas Federales participa en reuniones y capacitaciones de agencias y grupos comunitarios
- El Distrito establecerá y mantendrá un Consejo Asesor de Padres Migrantes (PAC).
- El Distrito incluye a los padres en las reuniones de Planificación y Toma de Decisiones (DPDM).

6. El Distrito, en la medida de lo posible y apropiado, coordina e integra las estrategias de participación de los padres y la familia con las actividades y / o reuniones de los padres y ofrece clases a los padres de los estudiantes actuales del distrito bajo ESSA, Sección, (e)(13)(14) :

- El Distrito proporciona servicios de educación para padres a los padres de los estudiantes actuales del distrito en el Anexo II.
- Reuniones comunitarias mensuales, entrenamientos y presentaciones se ofrecen a los padres en el Anexo II.

7. El Distrito asegurará que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envían a los padres de los niños participantes en un formato y, en la medida practicable, en un idioma que los padres puedan entender bajo ESSA, Sección (e)(5).

- Información distribuida a los padres en inglés y español.
- Las reuniones y capacitaciones se llevan a cabo en inglés y español.
- Traductores para padres están disponibles en todas las reuniones.

8. SFDRICISD realiza, con la participación de los padres, una encuesta anual para evaluar el contenido y la efectividad de la política de participación de los padres en la mejora de la calidad académica de las escuelas, incluida la identificación de barreras para una mayor participación de los padres, particularmente aquellos que están en desventaja económica, discapacitados, tienen dominio limitado del inglés, alfabetización limitada o son de cualquier origen racial o étnico minoritario bajo ESSA, Sección 1116(a)(D). La encuesta incluirá:

- Preguntas para evaluar la efectividad del Programa para padres Título I.
- Preguntas para determinar si la participación de los padres está aumentando.
- Preguntas para identificar las barreras que prohíben la participación de los padres.
- Los resultados de la encuesta se utilizarán para diseñar estrategias que mejorarán el rendimiento de los estudiantes.

9. La participación de los padres aumentará en comparación con los datos del año escolar anterior según ESSA, Sección(e)(1)(11) Se utilizará la documentación para determinar el progreso de la Participación de los padres:

- Encuesta de padres / Título I
- Datos de responsabilidad parental
- Datos de los tres años anteriores.

10. El Distrito involucrará a los padres en las actividades de las escuelas atendidas por ESSA, Sección 1116 (a)(2)(F).

Participación de los padres: los planteles invitarán e involucrarán a los padres en las actividades del plantel, incluidas las presentaciones de los estudiantes y otros eventos especiales.

- Cada escuela organizará un mínimo de dos reuniones de padres de Título I en dos momentos diferentes con horarios flexibles.
- Presentación y capacitación de participación de los padres.
- Comité de revisión de políticas parentales del distrito y del plantel.
- Eventos atléticos.
- Actuaciones de la banda.
- Actuaciones del coro.
- Entrega de premios y reconocimientos académicos.
- Presentaciones de drama.