

**DEL RIO H S**  
**Campus Improvement Plan**  
**2019/2020**

*MOVING FORWARD*

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# DEL RIO H S

## Mission

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

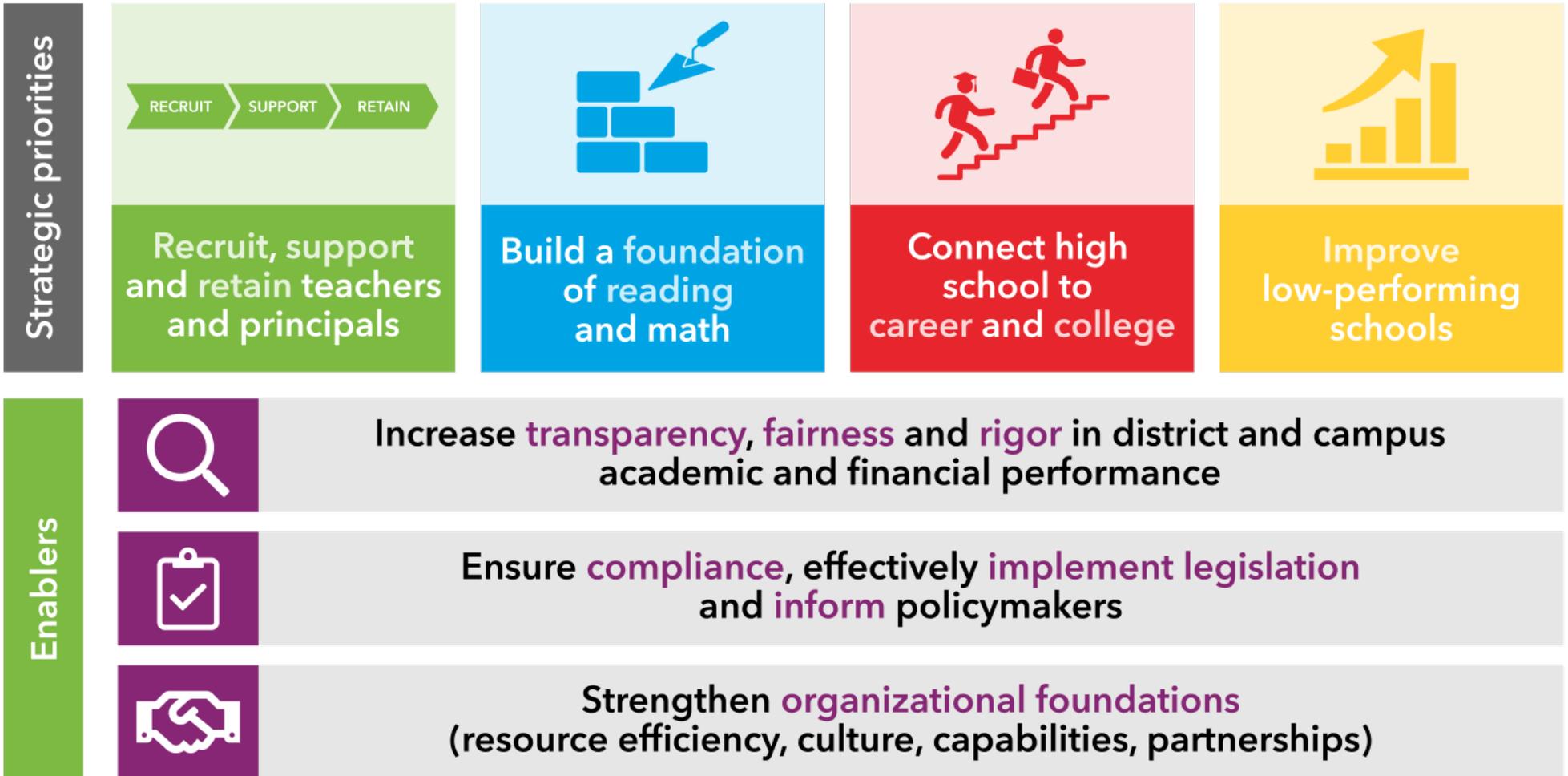
## Vision

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

### Nondiscrimination Notice

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

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



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

# DEL RIO H S Site Base

Name	Position
Almaguer, Carolina	Paraprofessional
Andrade, Roland	Community Member-BCFS
Barrera, Carlos	Assistant Principal
Briseno, Dora	Parental Aide
Cuellar, Vangie	Special Populations Representative
Jimenez, Mario	CTE Representative
Jordan, Casedra	English Department Representative
Leyva, Ana	District Parental Representative
Mercer, Brittaney	Social Studies Representative
Mercier, Allison	Assistant Principal
Perez, Dr. Jose	HS Principal
Rodriguez, Gisselle	Math Teacher
Sahagun, Cynthia	Assistant Principal
Talamantez, Alanna	Assistant Principal
Talamantez, Claudia	Parent
Welch, Cindy	Counselor
Williams, Gordon	Science Department Representative

# DEL RIO HS

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

**Objective 1.** By June 2020 in Domain 3 (Closing the Gaps) of the Algebra 1 EOC: 46% of All the participants; 40% of the Hispanic; 59% of the White; 36% of the Economically disadvantaged; 40% of the English learners; 23% of the special education; 47% of the continuously enrolled; and 45% of the non-continuously enrolled students will achieve Meets or Masters level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prepare for exams with aligned instructional plans in all core areas including the co-teach special education classrooms. (Title I SW: 1,2,3) (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Significant Progress 01/13/20 - Pending 01/13/20 - Significant Progress
2. Provide all core area teachers, special education teachers, ESL Teachers and instructional aides with training on relevant objectives and implementation strategies in order to meet System Safeguards. (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2)	Campus Administrators, Curriculum Coordinators	August 2019-June 2020	(F)Federal Grant - \$4,450, (S)Local Funds	01/13/20 - On Track
3. Del Rio HS will purchase TEKS targeted materials for each teacher in the core area (Abydos, Plato, Curriculum Dashboard, ILit Programs, Educators.com)and provide teachers with copies of released state exams. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Librarian	August 2019-June 2020	(F)Federal Grant - \$5,250, (S)Local Funds - \$700	01/13/20 - On Track 01/13/20 - Completed
4. Increase the quality of classroom instruction by setting high expectations in coordination with the IFD, YAG and focusing on TEKS Specificity through Planning Protocol. (Title I SW: 3,4) (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Some Progress
5. The Math department leader and ESL strategist will monitor the teachers in their department to ensure that Tier 1 and 2 strategies are utilized effectively to meet System Safeguards in Domain 3 (TSI). (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2019-June 2020	(S)Local Funds	Criteria: local assessments  01/13/20 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Every effort will be provided to attract HQ 9-12 staff. Opportunities such as job fairs, stipends, mentors, etc., will be made to hire 100% highly qualified teachers for all core areas and electives. (Title I TA: 5) (Target Group: All)	Campus Administrators, Directors	2019-2020 academic school year	(S)Local Funds	01/13/20 - On Track
7. The Campus Administrators will conduct 150 minutes of walkthroughs (minimum of 10 every two weeks, walkthroughs in core areas), meet with the Core area interventionist and ESL strategist monthly and each administrator will meet with the interventionist and ESL strategist weekly to go over instructional concerns and issues in order to meet System Safeguards. (TSI) (Title I SW: 1,2,3,4,5,9,10) (Target Group: All)	Campus Administrators	August 2019-June 2020	(S)Local Funds	01/13/20 - Some Progress
8. Teachers will incorporate intervention/differentiation strategies to assist struggling learners and enrich student learning. Interventions will include small group instruction, targeted tutoring, and/or before/after school tutorials and opportunities to upgrade failing grades from previous six weeks in order to target meets status or better. (Title I SW: 6,9) (Target Group: All,H,ECD,ESL,LEP,SPED) (Strategic Priorities: 2) (CSFs: 1,2,3,5)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Instructional Aides, Parental Aides, Parents, Strategists, Teachers	August 2019-June 2020	(S)Local Funds - \$17,800	01/13/20 - Some Progress
9. Teachers will send class letter/syllabus home to each parent on the course they teach, details of high expectations, class structure, activities, materials needed, and contact information the first week of school. (Title I SW: 2,3,6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,6)	Campus Administrators, Cluster/Department Leaders, Teachers	September 2019-May 2020	(S)Local Funds	01/13/20 - On Track 01/13/20 - Completed

# DEL RIO H S

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

**Objective 2.** By June 2020, 90% of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop or purchase TEKS objective specific tutorial and intervention programs for Science. (Title I SW: 2) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches	August 2019- June 2020	(S)Local Funds - \$5,000	01/13/20 - On Track 01/13/20 - Completed
2. All teachers will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s), for each prep daily. (Title I SW Elements: 1.1) (Target Group: All,10th,11th,12th) (Strategic Priorities: 1) (CSFs: 1,2)	Campus Administrators	August 2019- June 2020	(S)Local Funds	01/13/20 - Significant Progress
3. Prepare for all exams with aligned instructional plans in all science courses and include material for content mastery special education teachers. (Title I SW Elements: 1.1,2.2) (Target Group: All,10th,11th,12th) (Strategic Priorities: 1) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	September 2019- April 2020	(S)Local Funds - \$700	01/13/20 - Significant Progress
4. During planning sessions, teachers will examine student data on previous common assessments to identify weaknesses and strengths in order to target instruction (CSR's, DMAC, etc.). When available they will use state assessment data to guide instruction in tested areas. (Title I SW: 1,2) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	September 2019- June 2020	(S)Local Funds - \$700	01/13/20 - Significant Progress
5. Provide all science teachers and special education content mastery teachers with training on relevant TEKS objectives and implementation strategies. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2)	Campus Administrators, Instructional Coaches	August 2019- June 2020	(S)Local Funds	01/13/20 - Some Progress
6. Purchase TEKS targeted materials for each Science teacher using the following software: Dyna Notes, Odyssey ware, Grad Point, Software Programs, Educators.com. Will also	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2019- June 2020	(S)Local Funds - \$700	01/13/20 - Some Progress 01/13/20 - Some Progress

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**Objective 2.** By June 2020, 90% of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
provide teachers with electronic copies of test questions in their subject. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2)				
7. Provide Professional Development for teachers in the Science content area. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.2) (Target Group: All,ECD,LEP,SPED,GT) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators	August 2019-June 2020	(S)Local Funds	01/13/20 - Some Progress
8. Increase the quality of science instruction by specifically targeting instruction that engages all students with content standards. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Significant Progress
9. Provide all science teachers with time to review data to identify the strengths and weaknesses of their groups at the beginning of the school year for planning purposes and to meet System Safeguards. (Title I SW Elements: 1.1,2.1) (Target Group: All,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Curriculum Coordinators, Directors, Teachers	September 2019-June 2020	(S)Local Funds - \$700	01/13/20 - Some Progress 01/13/20 - Some Progress
10. The Science department leader, interventionist and ESL strategist will monitor the teachers in their area to ensure that intervention strategies, teaching strategies, QTEL strategies and resources are being utilized effectively and as a support to teachers that need it. (Title I SW Elements: 1.1,2.1) (Target Group: All,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2019-June 2020	(S)Local Funds - \$500	01/13/20 - Some Progress
11. Prepare for the Biology EOC exams with EOC aligned instructional plans in Environmental Systems. (Title I SW Elements: 1.1,2.1) (Target Group:	Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2019-June 2020	(S)Local Funds - \$700	01/13/20 - On Track

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**Objective 2.** By June 2020, 90% of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,ECD,LEP,SPED,10th,11th) (Strategic Priorities: 1) (CSFs: 1,2)				
12. IPC and chemistry teachers will post their English Language Proficiency Standards (E.L.P.S.). Instructional aides will assist EL. Teachers will focus on QTEL strategies and academic vocabulary. (Title I SW: 1,2,10) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1,2) (Target Group: LEP,SPED) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2019-June 2020	(S)Local Funds - \$250	01/13/20 - Some Progress
13. The Campus Administrators will conduct T-TESS walkthroughs(minimum of 10 per two weeks). Administrators will meet with campus staff to review instructional strategies to improve scores. (Title I SW: 1,2,3,9) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 2,3,5) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Instructional Coaches	August 2019-June 2020	(S)Local Funds - \$700	01/13/20 - Some Progress

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

**Objective 3.** By June 2020 in Domain 3 (Closing the gaps) of the English 1 and 2 EOC: 44% of All the participants; 37% of the Hispanic; 60% of the White; 33% of the Economically disadvantaged; 29% of the English Learners; 19% of the special education; 46% of the continuously enrolled; and 42% of the non-continuously enrolled students will achieve Meets or Masters levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. English 1 and English 2 will post the TEKS objective(s): Learning Target(s), E.L.P.S. language objective(s), and an Agenda for each prep. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Some Progress
2. Teachers will examine student data on common assessments to identify weaknesses and strengths in order to plan for instruction (CSR's, DMAC, etc.). They will use state assessment data to guide instruction in tested areas. (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2019-June 2020	(S)Local Funds - \$700	01/13/20 - Significant Progress
3. Provide all English and special education co-teachers with training on relevant EOC objectives and implementation strategies including Chromebooks with Lexia. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,3)	Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019-May 2020	(S)Local Funds - \$4,450	01/13/20 - Some Progress
4. Purchase TEKS targeted materials for each English teacher and provide teachers with electronic copies of released state exams. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2,3)	Cluster/Department Leaders, Instructional Coaches, Teachers	September 2019-May 2020	(F)Federal Grant - \$5,250, (S)Local Funds - \$500	01/13/20 - Significant Progress
5. Provide English teachers with instructional materials particular to writing content standards. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	July 2019-June 2020	(S)Local Funds	01/13/20 - On Track
6. Develop a master schedule which allows English teachers to have a common planning period for collaboration and implementation of the "Planning Protocol". (Title I SW Elements:	Campus Administrators	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track 01/13/20 - Completed

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,7)				
7. Increase the quality of classroom instruction in ELA by utilizing TEKS standards as stated in Instructional Focus Document, and Year At-A-Glance. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track 01/13/20 - Completed
8. Provide all ELA teachers with data sorted by scores and objectives of the students currently in their class to further identify the strengths and weaknesses of all groups. Identify and provide support for students who missed meets or masters by five or less questions. Meet with students and contact parents to make them aware of last year's test results. (TSI) (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Teachers	September 2019-June 2020	(S)Local Funds - \$700	01/13/20 - On Track 01/13/20 - Completed
9. Reading teacher will support students who are preparing for the reading EOC retest. (TSI) (Title I SW Elements: 1.1,2.1) (Target Group: ESL,LEP) (Strategic Priorities: 1,2,3) (CSFs: 1,2,6,7)	Campus Administrators	August 2019-June 2020	(S)Local Funds - \$4,091.40	01/13/20 - On Track 01/13/20 - Completed
10. The Campus Administrators will conduct T-TESS walkthroughs (minimum of 10 every two weeks in the Core Content Area). (Title I SW: 1,3,9) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 2,3,5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3)	Campus Administrators	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track

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

**Objective 4.** By June 2020, 95% of All 11th grade students enrolled in US History will earn met standard on the US History EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will post the TEKS objective(s): Learning Target(s) and E.L.P.S. objective(s). (Title I SW: 1) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Some Progress
2. Teachers will prepare for all the US History EOC exam with the help of content mastery special education teachers. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019-May 2020	(S)Local Funds - \$700	01/13/20 - Significant Progress
3. During planning sessions, teachers will examine student data on previous common assessments to identify strengths and weaknesses in order to target instruction. When available they will use state assessment data to guide instruction in tested areas. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	September 2019-June 2020	(S)Local Funds - \$750	01/13/20 - Some Progress
4. Teachers will purchase TEKS targeted materials including TEA state released exams. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2019-June 2020	(S)Local Funds - \$750	01/13/20 - On Track
5. Develop a master schedule that allows Social Studies teachers of the same course to have a common planning period for collaboration and implementation of the "Planning Protocol". (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,7)	Campus Administrators, Teachers	April 2019-September 2020	(S)Local Funds	01/13/20 - On Track 01/13/20 - Completed
6. Increase the quality of classroom instruction in Social Studies by setting higher expectations in coordination with the IFD, YAG, and focusing on TEKS Specificity. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Significant Progress
7. Provide all Social Studies teachers with data sorted by scores and objectives of the	Campus Administrators, Cluster/Department Leaders	September 2019-June 2020	(S)Local Funds - \$700	01/13/20 - On Track 01/13/20 - Completed

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**Objective 4.** By June 2020, 95% of All 11th grade students enrolled in US History will earn met standard on the US History EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
students currently in their class to identify the strengths and weaknesses of the group at the beginning of the school year for planning purposes. (Title I SW: 1,2,8) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,3)				
8. The Social studies department leader will monitor the teachers to ensure that instructional strategies and resources are being utilized effectively. (Title I SW: 9) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,7)	Cluster/Department Leaders, Instructional Coaches	August 2019-June 2020	(S)Local Funds	01/13/20 - Significant Progress
9. The Social Studies teachers will post their English Language Proficiency Standards (E.L.P.S.). Instructional aides will assist US History teachers. Teachers will also focus on academic vocabulary to assist EL. (Title I TA: 2,4) (Target Group: LEP,9th,10th,11th)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Significant Progress
10. The Campus Administrators will conduct T-TESS walkthroughs. Administrators will meet with teachers to go over instructional strategies and implementation. (Title I SW: 1,2,3,9) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,7)	Campus Administrators	August 2019-June 2020	(S)Local Funds	01/13/20 - Some Progress
11. Teachers will incorporate intervention/differentiation strategies to assist struggling learners and enrich student learning. Interventions will include small group instruction, targeted tutoring, and/or before/after school tutorials and opportunities to upgrade failing grades from previous six weeks. (Title I SW: 3,4,6,9) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,H,ECD,ESL,LEP,SPED) (Strategic Priorities: 1,2,4) (CSFs: 1,3,4,5,7)	Attendance Staff, Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators, Instructional Aides, Instructional Coaches, Parents, Special Ed Teacher, Strategists, Teachers	August 2019-June 2020	(F)Federal Grant - \$35,600	01/13/20 - Some Progress

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**Objective 4.** By June 2020, 95% of All 11th grade students enrolled in US History will earn met standard on the US History EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Provide supplemental STAAR EOC materials for focused intervention and remediation. (Title I SW: 3,4,9) (Target Group: All,H,ECD,ESL,LEP,SPED) (Strategic Priorities: 2,4) (CSFs: 1,2,3,7)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Strategists	August 2019-June 2020	(F)Federal Grant - \$10,500	01/13/20 - On Track
13. Provide all core area teachers, special education teachers, ESL Teachers and instructional aides with a book study on relevant language objectives and strategies on interactive classrooms. (TSI) (Title I SW: 4) (Target Group: All,H,ECD,ESL,LEP,SPED) (Strategic Priorities: 1,2) (CSFs: 1,3,7)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	August 2019-June 2020		01/13/20 - On Track

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**Objective 5.** By June 2020, 46% of all special education students will achieve passing on their EOC tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide PD for co-teach staff on co-teaching strategies, classroom management, and restructuring the curriculum to include intervention strategies for the co-teach classes. (Title I SW: 2,4) (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Title I TA: 1,2,6) (Target Group: SPED) (Strategic Priorities: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Directors, Instructional Coaches, Teachers	July 2019-June 2020	(S)Local Funds	01/13/20 - Some Progress
2. Continue co-teach classes in ELA and Mathematics and expand the co-teach model to the Science and Social Studies departments by providing Instructional Aides in the classrooms. These teachers and their assigned aides will be trained. (Title I SW: 3,10) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 2) (Target Group: SPED) (Strategic Priorities: 1,2,3) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Directors, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Significant Progress
3. All teachers will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s). (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Some Progress
4. During planning sessions, teachers will examine student data on common assessments to identify strengths and weaknesses in order to target instruction. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2019-June 2020	(S)Local Funds - \$700	01/13/20 - Significant Progress
5. Provide all core area and special education teachers with training on relevant IEP strategies. (Title I SW: 1,2) (Target Group: All,SPED) (Strategic Priorities: 1,2) (CSFs: 1,2,7)	Campus Administrators, Curriculum Coordinators, Instructional Coaches	Aug 2019-May 2020	(S)Local Funds	01/13/20 - Some Progress
6. Conduct training for the CTE teachers on working with students with special needs and how to modify instruction in their respective courses. (Title I SW: 1,2) (Target Group: SPED,CTE) (Strategic Priorities: 1,2,3)	Cluster/Department Leaders, Curriculum Coordinators, Directors, Instructional Coaches, Teachers	August 2019-June 2020	(S)Local Funds - \$1,000	01/13/20 - On Track

# DEL RIO H S

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

**Objective 5.** By June 2020, 46% of all special education students will achieve passing on their EOC tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(CSFs: 1,2,3,6,7)				

# DEL RIO HS

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

**Objective 6.** By August 2020, 93% of the twelfth grade students will graduate college, career, and military ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold EOC camps for identified students in all core areas that have not successfully met meets on the Algebra 1, Biology, English 1, English 2 and/or US History STAAR/EOC test. (Title I SW: 2,3) (Title I TA: 1,3,4) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Dean of Instruction, Instructional Coaches, Parental Aides, Teachers	October 2019- July 2020	(S)Local Funds - \$4,000	01/13/20 - Some Progress
2. Allow STAAR/EOC tutorial sessions to count towards attendance make-up hours at the teacher's discretion in all departments and CTE program classes. (Title I SW: 1,10) (Title I TA: 1,4) (Target Group: AtRisk,9th,10th,11th,12th) (CSFs: 1,2,6,7)	Attendance Staff, Campus Administrators, Counselors, Teachers	October 2019- May 2020	(S)Local Funds - \$4,000	01/13/20 - On Track 01/13/20 - Completed
3. Utilize Response to Intervention tier strategies and child case study to meet the needs of individual students in all departments and CTE. (Title I SW: 2) (Target Group: AtRisk) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Counselors, Teachers	August 2019- June 2020	(S)Local Funds	01/13/20 - Significant Progress
4. Identify students for Pregnancy Related Services (PRS). (Title I SW: 2) (Target Group: AtRisk) (CSFs: 1,5)	Attendance Staff, Campus Administrators, Counselors, Teachers	August 2019- June 2020	(S)Local Funds	01/13/20 - On Track
5. Utilize after school tutorials, interventions and remediation. Include day tutors for credit recovery labs. (Title I SW: 2,3) (Title I TA: 8) (Target Group: AtRisk,9th,10th,11th,12th) (Strategic Priorities: 1) (CSFs: 1,5)	Campus Administrators	September 2019- August 2020	(S)Local Funds - \$14,500	01/13/20 - On Track
6. Provide all core area and special education teachers with training on relevant EOC objectives,TEKS objectives and implementation strategies. (Target Group: All,AtRisk) (Strategic Priorities: 1,2,3) (CSFs: 1)	Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2019-May 2020	(S)Local Funds	01/13/20 - On Track
7. Provide credit recovery labs after school. (Title I TA: 8) (Target Group:	Campus Administrators, Counselors, Directors, Teachers	August 2019- June 2020	(S)Local Funds - \$2,500	01/13/20 - On Track 01/13/20 - Completed

# DEL RIO HS

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

**Objective 6.** By August 2020, 93% of the twelfth grade students will graduate college, career, and military ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
AtRisk,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,2)				
8. Utilize the master schedule to allow core area math teachers to have a common planning period for collaboration and implementation of the "Planning Protocol". (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1) (CSFs: 1,4,6,7)	Campus Administrators	June 2019- August 2020	(S)Local Funds	01/13/20 - On Track 01/13/20 - Completed
9. Provide all math teachers with data sorted by scores and objectives of the students currently in their class to identify the strengths and weaknesses of the group at the beginning of the school year for planning purposes. (Target Group: CTE,9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches	August 2019- September 2020	(S)Local Funds - \$700	01/13/20 - On Track 01/13/20 - Completed

# DEL RIO HS

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

**Objective 7.** By August 2020, the targeted graduation rate will be 93% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule tutorial sessions to count towards attendance make-up hours. (Title I SW: 1,2) (Title I TA: 1,2) (Target Group: AtRisk)	Attendance Staff, Campus Administrators, Counselors, Teachers	October 2019-June 2020	(S)Local Funds	01/13/20 - On Track
2. Utilize Response to Intervention strategies and child case studies to meet the needs of individual students. (Title I SW: 1,2) (Title I TA: 1,2) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
3. Identify students for Pregnancy Related Services (PRS) programs early. CEHI students will be served by highly qualified teachers to ensure that students are continuing their education and scheduled to graduate with their cohort. (Title I SW: 2) (Target Group: AtRisk) (CSFs: 3)	Attendance Staff, Campus Administrators, Counselors, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
4. All Administrators will conduct weekly walkthroughs focusing on Instructional Strategies. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,3,7)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
5. After school credit recovery labs. (Title I SW: 2,9) (Title I TA: 8) (Target Group: AtRisk,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,2,4)	Campus Administrators, Counselors, Directors, Teachers	August 2019-June 2020	(S)Local Funds - \$2,500	01/13/20 - On Track

# DEL RIO HS

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

**Objective 8.** By June 2020 on the culture and climate survey, 80% of the teachers agree they work in a safe environment; 84% of the teachers agree they have the equipment, tools, and supplies needed to do their job; and 84% of the teachers agree they are given appropriate assistance to resolve disciplinary problems in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide anti-drug, anti-bullying, cyber-bullying training for all students, parents and staff. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Counselors, Librarian, Parental Aides	September 2019-May 2020	(S)Local Funds - \$1,700	01/13/20 - On Track
2. All teachers will establish a common set of Classroom Expectations to promote positive and safe behavior. (Target Group: All,9th,10th,11th,12th) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Significant Progress
3. Maintain a clean and orderly environment by creating a high level of respect for campus culture, diversity, which includes school clubs, department functions, organizations and classes. (Target Group: All) (CSFs: 6)	Campus Administrators, Counselors, Librarian, Parental Aides, Teachers	September 2019-June 2020	(S)Local Funds	01/13/20 - On Track
4. Staff members will be trained in Del Rio Cares to promote a positive learning environment and meet the needs of all students.  DRHS introduced DR Cares lessons to promote positive and social awareness to student's needs. (Title I SW: 1,2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
5. Provide student activities that promote social, cultural, interpersonal skills, and safety such as the following: STUCO, UIL, Sports, ROTC, and academic activities. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,3,6)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$143,364	01/13/20 - On Track

# DEL RIO HS

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

**Objective 9.** By June 2020, ELL students will reach meets or masters in English 1 and 2 (29%) and Algebra 1 (40%); and 36% will show one years growth on TELPAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide EL tools for success in the classroom. (Glossaries/dictionaries, journals, word walls, anchor charts, voice recorders, etc.). (TSI) (Title I SW: 1,2) (Target Group: ESL,LEP) (Strategic Priorities: 2,3) (CSFs: 1)	Bilingual Department, Campus Administrators, Curriculum Coordinators, Teachers	September 2019- June 2020	(S)Local Funds - \$5,000	01/13/20 - On Track
2. Send staff to Sheltered Instruction and campus based training to improve rigorous instruction for STAAR. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Bilingual Department, Campus Administrators	August 2019- October 2020	(S)Local Funds	01/13/20 - On Track
3. Use a Sheltered Instructional team to focus on total student participation, incorporate academic vocabulary, promote literacy and language development and support for struggling learners. (TIPS) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Curriculum Coordinators, Strategists, Teachers			01/13/20 - On Track
4. Use of Instructional aide to support Sheltered Instruction teams. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers			01/13/20 - On Track
5. Use of tutors to support the Sheltered Instruction teams. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers			01/13/20 - On Track
6. Utilize campus based strategist to supplement classroom instruction specific to Listening, Speaking, Reading, and Writing. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Strategists			01/13/20 - On Track
7. Standards of Learning for beginners/newcomers are met by a specific English/Language teacher to achieve proficiency in English. The teacher will use language rich strategies such as accountable conversion, randomization, wait time, and other research based strategies for engaging EL students. (Target Group:	Campus Administrators, Counselors, Strategists, Teachers			01/13/20 - On Track

# DEL RIO H S

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

**Objective 9.** By June 2020, ELL students will reach meets or masters in English 1 and 2 (29%) and Algebra 1 (40%); and 36% will show one years growth on TELPAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,9th,10th,11th,12th) (Strategic Priorities: 4)				

# DEL RIO HS

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

**Objective 10.** By June 2019, 80% of the staff will increase their digital proficiency and integration of technology in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus based devices will be provided to Homebound students to earn credit/ credit recovery. (extra time, extra credit, and other discretionary incentives (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators, Teachers	October 2019- June 2020	(S)Local Funds	01/13/20 - On Track
2. Curriculum and Instruction will provide training for Core Area staff, CTE and Elective Teachers as needed on technology services that include (DMAC, SKYWARD, Grade book, and Odyssey ware). (Title I SW: 1,2,3,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	October 2019- May 2020	(S)Local Funds	01/13/20 - On Track
3. The campus library will provide teachers with current instructional resources, media, and technology that will include online encyclopedia, books, laptops, and online subscriptions. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Librarian, Teachers	September 2019- June 2020	(S)Local Funds - \$32,220	01/13/20 - On Track

# DEL RIO HS

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

**Objective 11.** By June 2020, 90% of our Gifted and Talented students will achieve meets or masters levels on all the EOC tests and a 3 or better on AP exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new staff members will be trained in strategies to help with Gifted and Talented Students. Current year teachers who teach advanced classes will receive the GT refresher course as needed. (Title I SW: 1,2,3,4) (Target Group: GT) (Strategic Priorities: 1) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	October 2019- August 2020	(S)Local Funds	01/13/20 - On Track
2. CTE Dual Credit Courses which result in certification or meet industry standards will be considered as an advanced academic course for GT students. (Title I SW: 1,2) (Target Group: GT) (Strategic Priorities: 3) (CSFs: 1)	Campus Administrators, Directors	August 2019- June 2020	(S)Local Funds	01/13/20 - On Track
3. Students in AP and Dual Credit courses will be provided with the instructional materials and textbooks necessary to meet the rigor of the college class and pass the AP exam. (Title I SW: 10) (Target Group: GT,AtRisk) (Strategic Priorities: 3) (CSFs: 2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	August 2019- June 2020	(S)Local Funds - \$1,000	01/13/20 - On Track
4. Instructional support will be provided by the teacher in the form of tutoring before, during, or after school and in class assignments so that students score a 3 or better on assigned AP tests. Intervention groups shall be identified during RTI days. (Target Group: GT) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers			01/13/20 - Some Progress

# DEL RIO HS

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

**Objective 12.** By June 2020, STAAR English I/II EOC Scores will improve to 70% (approaches), 55% (meets) and 75% (approaches) and 55% (meets), respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will incorporate interventions/differentiation strategies in ELA to assist or enrich struggling learners. Interventions will include: small group instruction, power block, targeted tutoring, and/or after school tutoring, with the option to "upgrade" failing grades from previous six weeks (EOC resources). (Title I SW: 1,3,9,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Teachers</p>	<p>August 2019-June 2020</p>	<p>(F)Federal Grant - \$17,800, (S)Local Funds</p>	<p>01/13/20 - On Track</p>
<p>2. Monitor students in special populations (ESL, Special Education, Eco Dis) through student performance data, attendance and participation based on progress reports, report cards, PEIMS data, DMAC data and formal/informal evaluations programs. (TSI) (Title I SW: 1,9,10) (Target Group: ESL,Migrant,LEP,SPED,GT,AtRisk,504,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1)</p>	<p>Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Strategists, Teachers</p>	<p>August 2019-June 2020</p>	<p>(S)Local Funds</p>	<p>01/13/20 - On Track 01/13/20 - On Track</p>
<p>3. Teachers will be provided with proper professional development to adequately plan for 90 min block sessions and to target RTI groups. (Title I SW: 1,2,3,4) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,7)</p>	<p>Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Instructional Coaches, Strategists</p>	<p>August 2019-June 2020</p>	<p>(F)Federal Grant - \$4,450, (S)Local Funds</p>	<p>01/13/20 - On Track</p>
<p>4. Provide students with instructional playbook to improve their writing by establishing journal entries throughout campus. (Title I SW: 2,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,3)</p>	<p>Campus Administrators, Cluster/Department Leaders</p>	<p>August 2019-June 2020</p>	<p>(S)Local Funds</p>	<p>01/13/20 - On Track</p>

# DEL RIO H S

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

**Objective 13.** By June 2020, STAAR Algebra I EOC scores will improve from 84% (approaches) and 62% (meets) to 89% and 67%, respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitoring teachers review and analyze student data for continued improvement in student achievement and instructional decision making. (TSI) (Title I SW: 1,3,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Strategists, Teachers	August 2019 - June 2020	(S)Local Funds	01/13/20 - Some Progress
2. Teachers will incorporate interventions/strategies in math to assist struggling learners and enrich student learning. Interventions will include: small group instruction, targeted tutoring, and/or before/after school tutoring with the option to upgrade failing grades from previous six weeks. (Title I SW: 1,2,3,9,10) (Target Group: All,ESL,LEP,SPED,GT,AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Strategists, Teachers	August 2019 - June 2020	(F)Federal Grant - \$17,800, (S)Local Funds	01/13/20 - On Track
3. Provide supplemental STAAR EOC materials for Algebra classes to improve student achievement. (Title I SW: 1,3,9) (Target Group: All,LEP,SPED,GT,AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Strategists, Teachers	August 2019 - June 2020	(F)Federal Grant - \$5,250, (S)Local Funds	01/13/20 - On Track
4. Monitor special populations (to include LEP denials) through student performance data, progress reports, report cards, attendance, local assessments and formal evaluations (such as TELPAS and STAAR). (Title I SW: 2,9,10) (Target Group: ECD,ESL,Migrant,LEP,SPED,GT,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Instructional Coaches, Strategists, Teachers	August 2019 - June 2020	(S)Local Funds	01/13/20 - On Track
5. Provide professional development for effective lesson planning for 90 min block sessions. (Title I SW: 1,2,3,9,10) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Instructional Coaches, Strategists	August 2019- June 2020	(F)Federal Grant - \$4,450, (S)Local Funds	01/13/20 - On Track

# DEL RIO HS

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

**Objective 14.** By June 2020, STAAR Biology EOC scores will improve from 84% (approaches) and 52% (meets) to 89% and 57%, respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will incorporate intervention/differentiation strategies to assist struggling learners and enrich student learning. Interventions will include small group instruction, targeted tutoring, and/or before/after school tutorials and opportunities to upgrade failing grades from previous six weeks. (Title I SW: 1,2,3,9,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Teachers	August 2019 - June 2020	(F)Federal Grant - \$10,500, (S)Local Funds	01/13/20 - On Track
2. Provide supplemental STAAR EOC materials for focused intervention and remediation. (Title I SW: 3,9,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders	August 2019 - June 2020	(F)Federal Grant - \$13,300, (S)Local Funds	01/13/20 - On Track
3. Monitor special populations (to include LEP denials) through student performance data, attendance records, progress reports and report cards, local assessments and formal assessments such as TELPAS and STAAR EOC. (TSI) (Title I SW: 1,3,9) (Target Group: ECD,ESL,Migrant,LEP,SPED,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019- June 2020	(S)Local Funds	01/13/20 - On Track
4. Provide all core area teachers, special education teachers, ESL Teachers and instructional aides with training on relevant language objectives and implementation strategies in order to meet System Safeguards. (TSI) (Title I SW: 4) (Target Group: All,H,ECD,ESL,LEP,SPED) (Strategic Priorities: 1,2) (CSFs: 1,3,7)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	August 2019- June 2020	(F)Federal Grant - \$8,900	01/13/20 - On Track

# DEL RIO H S

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

**Objective 15.** By May 2020, all teachers will implement with fidelity the Del Rio Cares lessons on a weekly basis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Staff will incorporate effective discipline management to prevent and minimize aggressive behavior, harassment, bullying and drug/alcohol use. Administration, teachers and counselors will assist in creating a safe school environment. Video will be shown to inform students about consequences for making terroristic threats and responsibility to report such behavior. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Teachers</p>	<p>August 2019- June 2020</p>	<p>(S)Local Funds</p>	<p>01/13/20 - On Track</p>
<p>2. Teachers will incorporate "Del Rio Cares" strategies to increase positive relationships between teachers and students. Weekly Del Rio Cares lessons will be done with fidelity. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>August 2019 - June 2020</p>	<p>(S)Local Funds</p>	<p>01/13/20 - On Track</p>
<p>3. Physical education teachers will incorporate "Big Decisions" curriculum to help promote healthy habits and abstinence. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)</p>	<p>Campus Administrators, Teachers</p>	<p>January 2019 - June 2020</p>	<p>(S)Local Funds</p>	<p>01/13/20 - On Track</p>
<p>4. Parental aides will provide parental training on identifying and dealing with bullying, harassment, drug and alcohol use and aggressive/violent behavior and the implementation of successful student habits.</p> <p>BCFS full time counselor is on staff to meet with students, with parental consent. (Title I SW: 6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (CSFs: 6)</p>	<p>Campus Administrators, Parental Aides, Parents</p>	<p>August 2019 - June 2020</p>	<p>(S)Local Funds</p>	<p>01/13/20 - On Track</p>

# DEL RIO H S

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

**Objective 1.** By June of 2020, Del Rio High School will utilize 95% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaboration of local campus budget will be aligned to the campus improvement plan. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Dean of Instruction, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
2. Tutorials will be provided for the CTE CNA Skill Set in order to increase the number of students obtaining certification. (Title I SW: 3,4) (Target Group: All,ECD,ESL,Migrant,LEP,SPED,GT,CTE,504) (Strategic Priorities: 4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Directors, Teachers	August 2019-May 2020	(S)Local Funds	01/13/20 - Significant Progress
3. Resources will be utilized to facilitate student performance in the subject area of Math. (Title I SW: 1,3,4) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists	September 2019-May 2020	(S)Local Funds - \$19,750	01/13/20 - On Track
4. Resources will be utilized to facilitate and increase student performance in the subject area of Social Studies. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2019-June 2020	(S)Local Funds - \$19,750	01/13/20 - On Track
5. Resources will be utilized to facilitate and increase student performance in the subject are of ELA. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2019-June 2020	(S)Local Funds - \$19,750	01/13/20 - On Track
6. Resources will be utilized to facilitate and increase student performance in the subject are of Science. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2019-June 2020	(S)Local Funds - \$19,750	01/13/20 - Some Progress

# DEL RIO HS

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

**Objective 2.** By June 2020, the campus will maintain a student attendance rate of 95%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students with a history of poor attendance will be identified before August so Counselors/Administrators can speak to them and their parents about the risk of failing and not graduating with their Cohort. (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Parental Aides, Parents, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
2. DRHS (9th-12th) will increase the awareness of the compulsory attendance law among the school community and parents using Student Orientation, Open House, parental meetings, news media and presentations. (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	September 2019-May 2020	(S)Local Funds - \$6,500	01/13/20 - On Track
3. The campus will celebrate students with perfect attendance per cycle with certificates and incentives. (Title I SW: 1,2) (Target Group: All,AtRisk) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides	October 2019-2020	(S)Local Funds - \$6,500	01/13/20 - On Track
4. DRHS (9th-12th) will regularly and systematically facilitate the identification of students with problems or anti-social behavior and provide them with support that encourages them to attend school and actively participate in their education. (Title I SW: 2,9) (Target Group: All,AtRisk) (Strategic Priorities: 4)	ARD Committee, Campus Administrators, Counselors, Parents, Teachers	August 2019-May 2020	(S)Local Funds	01/13/20 - On Track
5. DRHS (9th-12th) will promote student participation in school groups by increasing clubs and organizations in school. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Librarian, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
6. DRHS (9th-12th) will provide professional development to all staff on the use of Skyward reports to maintain accurate attendance records. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, MIS Department	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track

# DEL RIO HS

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

**Objective 2.** By June 2020, the campus will maintain a student attendance rate of 95%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Teachers will contact parents and guardians consistently about the attendance of their students for all classes via phone calls and postcards on a daily basis. Teachers will consistently review at their student's attendance in all of their other classes. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$1,000	01/13/20 - On Track
8. Parental aides and counselors will provide training sessions for parents on how to use Skyward to check student attendance/tardies/grades as needed. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, MIS Department, Parental Aides	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
9. Students with attendance problems will have a case manager, counselor and administrator assigned to them to provide interventions and contracts and maintain student and parent contact. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
10. Daily announcements will be made to stress which class had the best attendance. (Title I TA: 1) (Target Group: All,AtRisk) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Teachers	September 2019-June 2020	(S)Local Funds	01/13/20 - On Track
11. Saturday Scholars will be scheduled for the year. (make up hours, tutoring, credit recovery). (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Teachers	August-2019-June 2020	(S)Local Funds - \$3,500	01/13/20 - On Track

# DEL RIO H S

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

**Objective 3.** By June 2019, the campus will maintain a staff attendance rate of 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will celebrate the staff's birthdays every quarter with a cake in the workrooms to improve school culture, staff recognition and collaboration. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors	August 2019- June 2020	(S)Local Funds - \$1,000	01/13/20 - On Track
2. The campus will celebrate and recognize staff's perfect attendance each six weeks. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors	September 2019- June 2020	(S)Local Funds - \$1,000	01/13/20 - On Track
3. Encourage staff to participate in the district-wide health and wellness programs. Teacher's will be encouraged to complete the end of year wellness survey conducted by employee and benefit support services. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	September 2019- June 2020	(S)Local Funds	01/13/20 - On Track

# DEL RIO H S

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

**Objective 4.** By June 2020, Del Rio High School will improve student attendance rate from 95% to 96%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance committee (parental aides, counselors, administrators, attendance secretary) will monitor and meet monthly to review and establish intervention plans for students with excessive absences. (Title I SW: 1,9) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides, Parents	August 2019 - June 2020	(S)Local Funds	01/13/20 - On Track
2. Recognize and celebrate students with perfect attendance per six weeks. offer incentives such as drawings for prizes. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators	August 2019 - June 2020	(S)Local Funds	01/13/20 - On Track
3. Increase parental awareness of district and campus goals and attendance laws. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2019 - June 2020	(S)Local Funds	01/13/20 - On Track

# DEL RIO HS

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

**Objective 1.** Sept. 2019 thru April 2020, the campus will organize monthly services, meetings and activities that support and help the participation of parents in their child(ren)'s education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will have several training opportunities on registering and using the parent portal for Skyward to message teachers and keep up with their child's/children's grades and attendance. (Title I SW: 1,2,6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, MIS Department, Parental Aides, Parents	August 2019-May 2020	(S)Local Funds	01/13/20 - On Track
2. Distribute a climate survey in an effort to recruit parental involvement in school activities and student groups. (TSI) (Title I SW: 1,6,9,10) (Title I TA: 7) (Target Group: All)	Parental Aides, Parents	April 2019	(S)Local Funds	01/13/20 - On Track
3. The campus will utilize common forms of social media to disseminate information to parents and the public. SFDRICISD facebook page and DRHS web page. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Librarian, Parental Aides, Parents, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
4. The campus will host an Open House in October. The campus will disseminate information, and presentations for student groups. Invitation to parents and community members will be disseminated for parents to begin participating in their student's success particular to PDM, and Booster clubs. Refreshments and door prizes will be provided. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers	October 2019	(S)Local Funds	01/13/20 - On Track
5. Teachers will have easy access to their Dash Board, grade book and lesson plans to ensure that student data is secured and accurate. (Target Group: All) (Strategic Priorities: 4)	Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
6. Teachers will offer extra credit to be redeemed in a class for the students that return the Parent Surveys. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Parents, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
7. Parental Aides will provide Parental	Campus Administrators,	August 2019-	(S)Local Funds	01/13/20 - On Track

# DEL RIO HS

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

**Objective 1.** Sept. 2019 thru April 2020, the campus will organize monthly services, meetings and activities that support and help the participation of parents in their child(ren)'s education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Involvement each quarter. Parental Aides will learn strategies for empowering all stakeholders to increase student achievement and to meet the required mandates of the Elementary and Secondary Education ACT (ESEA). (TSI) (Title I SW: 6) (Target Group: All) (Strategic Priorities: 4)	Parental Aides	June 2020		
8. Teachers will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s). (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2019-June 2020	(S)Local Funds	01/13/20 - Some Progress
9. Parental Aides will make home visits to student homes to address attendance/discipline concerns as needed. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Instructional Aides	August 2019-June 2020	(S)Local Funds	01/13/20 - On Track
10. The campus counselors will conduct a college night to introduce families to post-secondary education opportunities. (Target Group: All) (Strategic Priorities: 4)	Counselors	August 2019-May 2020	(S)Local Funds - \$5,306	01/13/20 - Significant Progress
11. Counselors will conduct monthly F.A.F.S.A. nights for Sr's and parents to assist with financial aid for higher education. (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 3,5,6)	Campus Administrators, Counselors	Oct. 2019 thru March 2020	(S)Local Funds	01/13/20 - On Track

# DEL RIO H S

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

**Objective 2.** Parent participation at Del Rio High School will increase by 10-15%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Del Rio High School (9th-12th) will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as: orientations, open house, parental training, Big Decision parental training and extra curricular/UII events. (TSI) (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides	June 2019-August 2020	(S)Local Funds	01/13/20 - On Track
2. Provide ongoing and timely communication to parents/guardians to relay information about events, activities, presentations, training opportunities, and school concerns through campus calendars, newsletters, district webpage and Facebook page and via automated call out system. (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides	June 2019-August 2020	(S)Local Funds	01/13/20 - On Track
3. Provide progress and information for parents to access and utilize Skyward as a means to monitor student academic progress. (TSI) (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides	August 2019-May 2020	(S)Local Funds	01/13/20 - On Track
4. Home visits conducted by parental aides to discuss attendance, discipline and/or teacher concerns with parents. (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides	June 2019-August 2020	(S)Local Funds	01/13/20 - On Track

# Title I

<b>Resource/Source</b>
<b>Federal Programs</b>
None.
<b>State Programs</b>
None.
<b>Local Programs</b>
None.
<b>Other Programs</b>
None.

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**  
**SCHOOL YEAR: Spring 2019, For the 2019-2020 School Year Del Rio Freshman Campus**

<b>Data Sources Reviewed:</b>			
	<ul style="list-style-type: none"> <li>Campus demographic report, AYP, PBMAS, AEIS reports, campus schedules, duty schedules, master schedules, surveys, TELPAS report</li> <li>Special education, 504 report, LEP report, walkthrough data, meeting information, teacher certification information, curriculum documents</li> </ul>		
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<p>Co-teach setting for Special Education students.</p> <p>All Group improved for 2019 in Algebra, Biology, and Eng I EOC's.</p> <p>Approaches increased from 85% to 90%, Meets increased from 56% to 64% and Masters increased from 15% to 29%.</p>	<p>Co-teach class for Biology.</p> <p>Bilingual aide/tutor for Biology.</p> <p>Full time special education teacher in BASE.</p> <p>1 more special education teacher for Math/English.</p> <p>Science needs a bilingual aide.</p>	<p>Co-teach teacher for Biology.</p> <p>Special Education Teacher for Math/ELA.</p> <p>Bilingual aide for Biology.</p>
<b>Student Achievement</b>	<p>BASE Classroom (Content Mastery)</p> <p>QTEL/ABYDOS programs</p> <p>AR programs</p> <p>DMAC- to access student data</p> <p>Co-teachers in ELA classrooms</p> <p>Tutors for ESL students in ELA/Biology classrooms.</p> <p>Increases in Approaches and Meets in Eng I, Algebra, Biology EOC</p>	<p>Early interventions program for Special education students, 504, ESL and At-Risk students.</p> <p>ESL intervention strategies. .</p> <p>More structure/accountability in ISS.</p> <p>Strategist to assist in Algebra I/Biology Tutor/Aide for Biology</p>	<p>Computer on Wheels so teachers can utilize in the classroom.</p> <p>Identification of special population students at an early point in the school year to more effectively meet their needs. Intervention plan implemented early.</p> <p>Training for aides assisting students in content mastery.</p> <p>Restructure of ISS.</p> <p>Credit Recovery plan for the 2<sup>nd</sup> semester.</p>

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

<p><b>Family and Community Involvement</b></p>	<p>Availability of parental aides. Youth Mental Health training for all staff. Commitment to reach out to Title I parents. Willingness to listen to parents; good customer service. Commitment to education parents via campus presentations.</p>	<p>More effective communication between school and parents. More effective utilization of technology; specifically campus district webpage. Parent training to help them access student information/grades.</p>	<p>Increase school parent communication especially through better utilization of school technology. Initiate a parent volunteer program. Schedule parent meetings with topics that are relevant to parents. Insure information is disseminated in both English and Spanish. Creation of a monthly calendar made available to parents.</p>
<p><b>School Context and Organization</b></p>	<p>Planning protocol for collaborative practice and sharing of best practices. Regularly scheduled leadership meetings for dissemination of information. Exams created by core departments. Availability of data via DMAAC. Content Mastery assisting students/teachers. Nurse and counselors work together for physical socio/emotional well-being of students.</p>	<p>After school tutorials need to begin 2<sup>nd</sup> six weeks. Accurate attendance posting by staff. Credit recovery program needed. Mandatory feedback from teachers in regards to ARD's, parent request for homework, and attendance of parent/teacher conferences. Ongoing communication between teachers and parents. Timeframe for deadlines for upgrade and make-up hours.</p>	<p><b>Increased participation of administration during planning protocol.</b> Implementation of effective ELL strategies. Authentic Implementation of data binders. Minutes of meetings shared with staff. <b>Special Education Monitoring teaches need to meet with students on a regular basis to promote student success.</b> <b>Implementation of credit recovery after school during the 2<sup>nd</sup> semester.</b></p>
<p><b>Technology</b></p>	<p>Technology becoming a vital tool of the lesson format/allows for expanded student creativity. Transparency of grades for all users through skyward program. Technology links provided by district available for teachers to facilitate absences, view curriculum, and communicate via email. Improved, user friendly school website.</p>	<p>Computer lab available for classes other than BIM. Stronger Wi-Fi connectivity. Computers versus terminals. Improved network system. Software programs that work. Replace broken or outdated software such as printers. Electrical outlets need to be updated. Better communication between campuses and technology department.</p>	<p>Develop technology mentors within the campus. Provide ongoing technology training for both integration of technology in the classroom and utilization of district software (skyward). Purchase of Computer on wheels. Provide effective Wi-Fi connectivity.</p>

**Del Rio Freshman School**

**2017-2018**

**Campus Needs Assessment Review, Revision,  
and Updates**

**May 14<sup>th</sup>, 2018**

**Elizabeth Sanchez**

**Counselor**

**Sandra Garza**

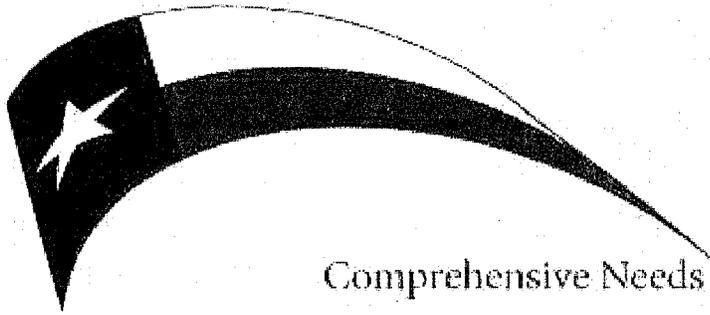
**Librarian**

**Ruby Lee Ramos**

**Counselor**

*Elizabeth Sanchez*  
*Sandra Garza*  
*R. Ramos*

*Family & Community Involvement - Sandra Garza & Laura  
Determine if adjustments are needed.*



## Comprehensive Needs Assessment

### School Context and Organization

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

#### Potential Data Sources:

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

- Grade reports ● \_\_\_\_\_
- Attendance reports ● \_\_\_\_\_
- Instructional & Testing Accommodations ● \_\_\_\_\_
- Student Transcripts ● \_\_\_\_\_
- \_\_\_\_\_ ● \_\_\_\_\_

## Findings/Analysis

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

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

### Strengths

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

### Needs

- Emphasis & understanding of compliance of accommodations.
- After school tutorials to begin in the 2nd six weeks of school.
- Accurate attendance posting by period.
- Communication between admin. & Counselors. Mandatory feedback from teachers for:  
1. annual mtgs, 2. parent request for HW and 3. attendance for parent/teacher conf.
- Ongoing communication w/parents by making contact by phone, email, letters & home visits
- Detailed observation on child study forms
- Clarify duties of a monitoring teacher to include interventions.
- credit recovery program after school.

## Summary of Needs

- SC & O Need 1
- Weekly meetings between administration and counselors.
- Minutes of all school activities (meetings & committees that DRES is involved in) shared with all staff (i.e., insurance, PDM, etc.).
- Documentation by teachers on how accommodations are being implemented for students' annual meetings.
- Special Ed monitoring teachers need to meet with their students weekly to promote student success per six weeks grading period.
- Implementation of credit recovery after school.

## Findings/Analysis

### Strengths

- Excellent collaboration, transparency & communication with students/parents, staff and community.
- Strong commitment to reaching out to Title I parents
- Flexibility to handle change
- Shared decision making
- We have a team approach to whatever we do in the district
- Willingness to listen to all groups, parents, good relationships with parents and good customer service
- Committed to educating our parents and providing tools
- Daily calling for attendance
- Recognition of students with perfect attendance
- Not afraid to be creative with parent trainings
- Positive assistance to parents from librarian
- Commitment to providing parenting classes to struggling families

### Needs

- Bring parent awareness with latest software or any changes within school district website
- Facebook page as a source of communication via social media
- More parent volunteers to help prepare for teacher appreciation luncheon
- More college and career readiness trainings for parents
- A parent involvement specifically designated for parents to have access to computers and monitor their child's grades
- Lack of technology training (parents who are not computer literate, cannot help their children)

## Family and Community Involvement

### Data Sources Reviewed

- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Demographic Data
- Community service agencies and support services

## Family and Community Involvement

1. A monthly calendar will be sent home announcing all parental activities/meetings, notices will be sent home, mailed out. Meetings will be posted in the newspaper, school reach calling (call-outs) will be used to send massive informational messages to all parents of students. School marquee will be used to post school related information such as "make & take" workshops, and other parent trainings. Meetings/ events will be held during and after school hours to accommodate working parents. A record of such events will be recorded through the monthly accountability report, invitations, minutes, evaluations forms and parent sign-in forms will be kept for evidence.
2. Families and community will be involved through the Campus Improvement Plan, parental policy and PIE. An annual meeting of parents will be convened to discuss the school wide program and their rights to be involved. An open house (parent night) will be held to discuss school wide program. During this meeting parents will be familiarized with school policies, procedures, Title I, part A, school performance, students individual assessments, school curriculum and other summary reports. Family and community will be involved in decision making through those programs. School administrators, teachers, counselors, parental aide will be involved.
3. Ongoing and as the need arises, parents of students served by the school will be assisted through home visits to provide academic information and by calling or meeting with them as the need arises. Will contact, enter agency communications, groups to participate as speakers at parent meetings. Program included range from crisis intervention, guidance and counseling, career/education, exploration, prevention/drug awareness to name a few.
4. Other languages spoken are Spanish. We ensure all information disseminated to parents of participating students be sent in a format and to the extent practicable with the language the parents understand (English/Spanish). A translator will be available at parent-teacher conferences and or any other parent meetings.
5. Will provide parent sessions and will provide information on special education program and gifted and talented program. Will provide materials and trainings to help parents work with their student to improve student achievement. This will be ongoing targeting special education, GT, parent orientation and pre-testing conferences. GT teachers/special ed. teachers will be involved.
6. Home, school, community partnerships. Bethel center, Lions club, Southwest Community Council, STAAR program.

Reviewed by – Del Rio Freshman Mathematics Department –May 2019



Sarah Fernandez



Milton Fuentes

Ana Leticia G. Mdz.

Ana Hernandez



David Ruiz

Jenny Hagstrom

Jenny Hagstrom



Alejandra Rios

## **Demographics**

### **Strengths:**

- Students improved in all aspects of the STAAR EOC assessment 2019. Approaches improved from 85% to 90%, Meets Standard improved from 56% to 64%, Mastery improved from 15% to 29% and Sp. Ed improved from 28% to 43%
- Have programs in place to help sub populations in Core Area Subjects.
  1. Bilingual para professionals in English and Math Depts.
  2. Co-Teachers in English and Math Depts.
- Technology – One to One Initiative
- Migrant Advocate

### **Needs:**

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

### **Summary of Needs:**

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

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

Electives/Dance/Foreign Lang.

Working on Staff Quality / Professional Development

CNA report

May 31, 2019

Ms. Silvia Hilton *Silvia Hilton*  
Mr. Cristobal Garza *Cristobal Garza*  
Ms. Ileana Castillo *Ileana Castillo*  
Mrs. Catherine Calvetti *Mrs. Catherine Calvetti*  
Mrs. Ofelia Hernandez *O. Hernandez*  
Mr. Nolan Pritchard *Nolan Pritchard*  
Mr. Martin Cardenas *Martin Cardenas*  
Mr. Jesus Limon *Jesus Limon*  
Ms. Eloisa Valdez *Eloisa Valdez*



## Comprehensive Needs Assessment

### Staff Quality, Recruitment and Retention

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

Potential Data Sources:

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

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

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

# Findings/Analysis

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

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

## Strengths

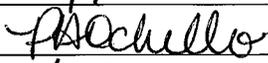
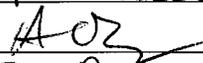
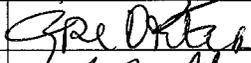
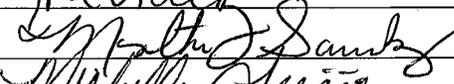
## Needs

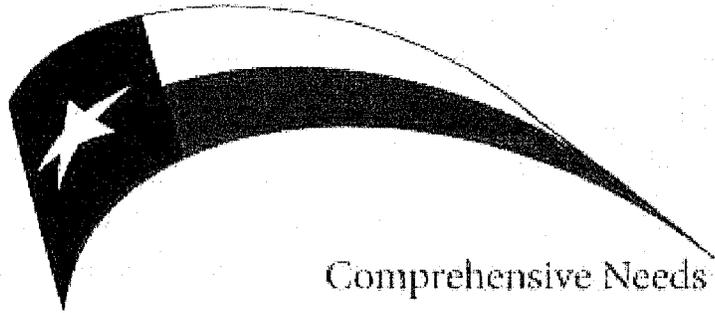
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● 88% certified in content area</li> <li>● 41% have masters</li> <li>● 4% 3 have doctorate</li> <li>● paraprofessionals furthering education</li> <li>● 95% above permanent staff</li> <li>● very few requesting transfer</li> <li>● overall new teacher feel supported by staff/admin.</li> <li>● differentiates lessons for all students</li> <li>● overall staff attendance is good.</li> </ul> | <ul style="list-style-type: none"> <li>● staff needs more training pertaining to subject taught.</li> <li>● special ed. population needs to be more closely monitored when assigning classes.</li> <li>● To have a more active mentor interaction &amp; consistency</li> <li>● More teachers to be certified in field</li> <li>● All data is not uniformly shared among all teaching staff.</li> <li>● staff felt more mentors were needed for newest staff members.</li> </ul> |
|---|---|

## Summary of Needs

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

COMPREHENSIVE NEEDS ASSESSMENT (CNA)  
TECHNOLOGY

Teacher	Signature	Date
Cardenas Regina		5/30/19
Hurtado Raul	 R. Hurtado ~	5/30/19
Moss Paul	 P. Moss	6-3-19
Ochello Pamela	 P. Ochello	5-30-19
Ortiz Albert	 A. Ortiz	5-30-19
Ortiz Rose	 Rose Ortiz	5/30/19
Sanchez Martha	 Martha Sanchez	5/30/19
Trevino Michelle	 Michelle Trevino	5/30/19



## Comprehensive Needs Assessment

### Technology

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

#### Potential Data Sources:

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| ● <u>Technology Hardware and</u>    | ● <u>Technology Policies and</u> |
| ● <u>Software</u>                   | ● <u>Procedures</u>              |
| ● <u>Classroom Technology needs</u> | ● _____                          |
| ● <u>Professional Development</u>   | ● _____                          |
| ● <u>needs in Technology</u>        | ● _____                          |

## Findings/Analyses

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

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

### Strengths

- Parents and students can view
- student progress in courses
- and attendance in Skyward
- Gradebook.
- An improved user-friendly
- school website.
- Various teacher links are
- available such as DMAC,
- Aesop, Go Sign me Up, etc.
- Technology is an essential  
tool for course lessons.

### Needs

- A better network system.
- Better technology capabilities
- Better working wi-fi connection.
- Desktop computers
- Electrical upgrades.
- Replace broken and outdated
- technology equipment.
- A computer lab.
- Technology department rep.
- on campus.

### Summary of Needs

- A good network system is needed. Better technology capabilities
- and working wi-fi connection to access online resources and
- online text books. Desktop computers and not terminals in
- classrooms, especially for teachers. Electrical upgrades to support
- technology equipment and all other equipment connections. New
- tech. equipment to replace broken and/or outdated one. A computer
- lab with 40 desktop computers for research, intervention, reading, etc.
- A technology department representative on campus to attend Planning  
Protocol meetings once a month.

Special Ed Department  
Student Achievement-CNA

2018-19

1. David Ruiz David Ruiz
2. Isabel Trevino Isabel Trevino
3. Mathieu Dalrymple Mathieu Dalrymple
4. Barbara Sabroso Barbara Sabroso
5. Rosamayra Zamora Rosamayra Zamora
6. Arturo Garcia Arturo Garcia

# Student Achievement

## Strengths

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

## Needs

- Reduction in classroom size (teacher/student ratios)
  - An additional Special Ed teacher for Algebra I & Biology
- Early Intervention Program for Special Ed, 504, ESL, & At-Risk students
- Better Scheduling of Special Ed students to keep co-teach classroom ratios low
- Training aides in BASE classroom
- More structure in ISS
- COW-Computers on Wheels
- Appropriate placement of ELL

## Summary Needs

In regards to Student Achievement on campus, our strengths out number our needs. However, the needs are critical to better serving our students' academic essentials. Reducing classroom size by hiring an additional Algebra I and Biology teacher will benefit student achievement. An intervention program needs to be place at DRFS for students who are Special Ed, 504, ESL, and At-Risk and begin intervening at the start of the school year. Another need is better scheduling of Special Ed students to keep co-teach classroom ratios low and not place 504 and Special Ed together in one class. BASE is essential at DRFS, but having aide trained to better assist our students is a necessary. Also, having more structure in ISS meaning enforcing students to complete work that is sent. Another need is not having a COW-Computer on Wheels at the Freshman campus. The final needs are an appropriate placement of ELL students.

## Student Achievement

1. How is student achievement data disaggregated?

***Student achievement data is disaggregated by STAAR performance, graduation rate, and college, career, and military readiness.***

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

***Student Achievement is about measuring what students know and can do. We can identify student achievement in many ways. We look at performance on the STAAR tests, which are designed to measure what students know and can do in tested subjects.***

***In schools with students who graduate, graduation itself is an achievement. And many students graduate having achieved readiness for college, career, and the military. In these schools, we weight how students perform on the STAAR equally with how ready students are for college, career, and the military, and also give some weight to graduation itself***

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

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

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

***Based on the 2018 Academic Growth Data Table, the most growth seems to be from Mathematics with a score of 68 then ELA/Reading with a score of 66.***

5. Which students are making progress? Why?

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

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

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

7. What does the longitudinal student achievement data indicate?

***The longitudinal student achievement data based of the 2018 Accountability Ratings Overall Summary is STAAR Performance, College, Career, and Military Readiness, as well as, Graduation Rates.***

What does the data reflect within and among content areas?

***The data reflects the percentages of all STAAR Performance scaled score of 70, College, Career and Military Readiness 88, and Graduation Rate of 85.***

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

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

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

***Based off 2018 STAAR Performance Data Table, all students demographics is 70% at Approaches GL, 42% Meets GL, 12% Masters. Hispanics- 69% Approaches, 41% Meets, 12% Masters. White- 78% Approaches, 62% Meets, 23% Masters. Economic Disadvantage- 65% Approaches, 36% Meets, 9% Masters.***

Biology Department

Signature

Date

Min Beto

Min Beto

5/31/2019

Melva Cortez

Melva Cortez

5/31/19

Yolanda Felton

Y. Felton

5/31/2019

Velma Gutierrez

Velma Gutierrez

5-31-2019

# School Culture and Climate

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

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

## Strengths

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

## Needs

- Improve student attendance
- Decrease student tardies
- Increase security personnel
- Consistency in D-Hall/ISS
- Motivational strategies for all Sub-pops
- Systematic distribution of data (attendance, make-up hours, etc.)
- Update campus facilities (new lab tables and chairs for Science Dept.)
- Technology technician on campus
- Improve communication between DRHS & DRFS campus (counselors and teachers)

## **Summary of Needs:**

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

Del Rio Freshman School  
Comprehensive Needs Assessment  
Curriculum, Instruction & Assessment  
May 2019



1. Bul Alvarez Z. Alvarez
2. L. Bosquez L. Bosquez
3. \_\_\_\_\_ E. Hartman
4. K. Hildreth K. Hildreth
5. Alice Lopez A. Lopez
6. \_\_\_\_\_ S. Martinez
7. A. Mena A. Mena
8. D. Moss D. Moss
9. \_\_\_\_\_ S. Peña
10. R. Rodriguez R. Rodriguez
11. D. Salinas D. Salinas
12. D. Sulaica D. Sulaica
13. I. Treviño I. Treviño
14. Rosamaria Zamora R. Zamora

Del Rio Freshman School  
Comprehensive Needs Assessment  
Curriculum, Instruction & Assessment  
May 2019

Cabello



List the actual data sources reviewed below.

- STAAR 7<sup>th</sup>, 8<sup>th</sup> grade and EOC ELA 1
- ELA Dept. Pre-Test
- Renaissance Reading Assessments (STAR)
  - BOY
  - MOY
  - EOY
- DR Freshman ELA, Algebra, & Biology Six-Weeks Assessments
- Benchmark (Previous year EOC released tests ELA, Algebra, & Biology)
- TELPAS
- DMAC for history of local & state assessments

**Findings/Analysis**

**STRENGTHS**

- Planning Protocol
- QTEL activities
- ABYDOS activities
- Thursday sharing, Teacher Role Modeling & Methodology
- Co-Teach in ELA & Algebra
- Administrative feedback from walk-thrus/observations
- Support of ESL specialists
- STAR reading assessments through Renaissance (visits to library for AR books)
- Continued use of STAAR formatted work
- Continued use of textbooks & workbooks in ELA
- ESL tutors in ELA & Algebra
- Access to DMAC for student data
- ECHS program
- TWO MILLION Word Reading Competition
- Using Lexile from state assessments for reading level
- Special population students are no more than 1/3 of population in classroom
- January parental meeting dealing with READING

**NEEDS**

- Working technology, knowledge & training of updated programs
- Co-Teach in Biology
- Resource classes (ELA, Alg & Bio) in tested areas for lower performing Special Ed students
- Use of Algebra & Biology staff for TELPAS testing (Need ELA-ESL teacher in classroom so close to EOC testing.) This area was better dealt with this year, but it needs to continue
- BASE staff training
- Student accountability for lack of attendance (block schedule has increased absences and failing grades) and making up work.
- Accessibility to library use and accessibility to resources
- Librarian prepared lessons to support use of research and classroom lessons
- A computer lab that would be accessible to all core classes

1. DRFS uses Dashboard which includes the Instructional Focus Document (IFD), Year at a Glance (YAG), TEKS Verification Document, LT & GQ Sheet, and the Road Map. All of these documents are clearly linked to the TEKS in our curriculum.
2. Data drives our decisions and interventions necessary in our daily delivery of curriculum, instruction, and assessment.
3. Data should reflect how and when curriculum, instruction, and assessment are delivered so that information is aligned. Data also reflects the different quintile groupings of our student populations so interventions and differentiated (ESL, Special Ed, 504, GT) instruction can occur.
4. We follow the state mandates which are aligned with 21<sup>st</sup> Century.
5. EOC courses meet during Planning Protocol to monitor, evaluate and renew curriculum as students' needs are met.
6. In the EOC courses throughout the district, teachers meet in Planning Protocol to discuss best practices for successful student achievement. This positively impacts student groups because it allows for interventions to take place.
7. High impact/high yield results are supported by local data from formative or common assessments. The students that are most positively impacted by this practice are the "bubble" students who require specific TEK targeting to help them be successful with assessments. Over time, these particular students build self-esteem and confidence and are successful on the local and state assessments.
8. Due to the use and guidance of ALL our instructional documents (as mentioned in #1), student engagement, a positive learning environment, higher order thinking skills, problem solving, critical thinking, and collaborative groupings help to maximize learning.
9. There is definitely evidence of assessment alignment. The use of the TEKS Verification document clearly determines the alignment.
10. The data of each assessment is reviewed in Planning Protocol. We practice the same process the data review committees follow on the state level of STAAR/EOC. After reviewing data we flag questions that are low performing by gender, ethnicity, special populations, etc. Teachers are required to review assessments with students and teach them how to target TEKS that they are weak in by creating charts with that information.
11. There is structure and consistency in the gathering and desegregation of data from local assessments of students throughout the academic school year.