SAN FELIPE-DEL RIO CISD

District Improvement Plan
2018/2019

Date Reviewed: 06/16/17

Date Approved:

SAN FELIPE-DEL RIO CISD

Vision

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

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

District Goals

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

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.

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

SAN FELIPE-DEL RIO CISD Site Base

Name	Position
Barlette, Tammy	Community Representative
Bosquez, Leticia	Sec. ELA Teacher, DRFS
Cervantes, Michelle	Parent Representative
Cortez, Melva	Sec. Science Teacher, DRHS
Delgado, Jose	Sec. Non-Core Area Teacher, SFMMS
Fernandez, Sarah	Sec. Math Teacher, DRFS
Flores, Alma	Non-Teaching Professional, Chavira
Garcia, Elda	Non-Teaching Professional, Lonnie Green
Garcia, Hector	3rd Grade Teacher, Garfield
Guajardo, Diana	1st Grade Teacher, Garfiled
Gutierrez, Lauren	Sec. Social Studies Teacher, DRHS
Hargrove, Mary Catherine	Non-Teaching Professional, DRHS
Hernandez, Patricia	2nd Grade Teacher, Chavira
Limon, Laura	4th Grade Teacher, Buena Vista
Luna, Anthony	Community Representative
Luna, Vanessa	Pre-K Teacher, Cardwell
Ortiz, Nelda	5th Grade Teacher, Calderon
Ponce, Jessica	Non-Teaching Profession, Garfield
Richardson, Wayne	Business Representative
Rodriguez, Theela	Kinder Teacher, North Heights
Sanchez, Jessica	Sec. Science Teacher, DRHS
Sanders, Deborah	1st Grade Teacher, Calderon
Tamayo, Deborah	2nd Grade Teacher, Calderon

San Felipe Del Rio CISD

Sign-In Sheet

Distric Planning and Decision Making Comittee	DPDMCMEETING-111418
on 11/14/2018	
4:15 PM 6:00 PM SPC Training Room	

enrolled	Available	Maximum
26	4	30

	Name (Used for Certificate)	District	Campus	Grade Level	Signature
1	Bosquez, Leticia	SFDRCISD	DRFS	9th	
2	Cortez, Melva	SFDRCISD	DRFS	9th	
3	Delgado, Jose A.	SFDRCISD	SFMMS – CTE	6th	
4	Fernandez, Sarah Danielle	SFDRCISD	DRFS	9th	
5	Flores, Alma	SFDRCISD	Principals / Administrators	K–5th	
6	Garcia, Aidee	SFDRCISD	Administration	Chief	
7	Garcia, Elda Estela	SFDRCISD	Bilingual/ESL	All grade levels	
8	Garcia, Hector M	SFDRCISD	Garfield	3rd	
9	Garza, Jorge Luis	SFDRCISD	Raymond Haynes Administration Complex	Director	
10	Gomez, Aida V	SFDRCISD	Administration	All grade levels	
11	Guajardo, Diana	SFDRCISD	Garfield	1st	
12	Gutierrez, Lauren Brook	SFDRCISD	DRHS	10th–12th	
13	Hargrove, Mary Catherine	SFDRCISD	Del Rio High School – Library	All grade levels	
14	Hernandez, Patricia	SFDRCISD	Chavira	2nd	
15	Limon, Laura Alicia	SFDRCISD	Buena Vista	4th	

1

16	Luna, Vanessa	SFDRCISD	I. Cardwell	PreK	*(signature)*
17	Ortiz, Nelda R.	SFDRCISD	Calderon	5th	*(signature)*
18	Ponce, Jessica Marie	SFDRCISD	Garfield	Counselor	*(signature)*
19	Richardson, Wayne	SFDRCISD	Inactive	INACTIVE	Wayne Richardson
20	Rios, Carlos	SFDRCISD	Administration	All grade levels	
21	Rodriguez, Theela	SFDRCISD	North Heights	Kinder	Theela M. Rod...
22	Sanchez, Jessica M.	SFDRCISD	Del Rio High School – Science	10th–12th	
23	Sanders, Deborah	SFDRCISD	Calderon	1st	
24	Shafer, Karen	SFDRCISD	C I Staff Developing Center	Coordinator	
25	Smith Tamayo, Deborah	SFDRCISD	Garfield	2nd	*(signature)*
26	Valdez, Yanakany	SFDRCISD	Administration	All grade levels	

PLEASE USE THE ATTACHED SHEET TO SIGN IF YOU ARE NOT LISTED ON THE ORIGINAL SIGN IN SHEET

THANK YOU

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SAN FELIPE DEL RIO CISD

COURSE: District Planning and Decision Making Committee

Course # DPDMCMEETING-111418

Location: SPC Training Room   Date: 11/14/18   Time: 4:15 PM - 6:00 PM

	PRINT NAME	DISTRICT	CAMPUS	GRADE LEVEL	SIGNATURE
1	Juan Gallegos	SFDRCISD			
2	Anthony Luna	SFDRCISD			
3	*Tammy* Tami Barlette	SFDRCISD	Laughlin		Ta J Barlett
4	Michelle Cervantes	SFDRCISD	Calderon		Michelle Cervantes
5	Deborah Sanders	SFDRCISD	Calderon	1st.	Deborah Sanders
6		SFDRCISD			
7		SFDRCISD			
8		SFDRCISD			
9		SFDRCISD			
10		SFDRCISD			
11		SFDRCISD			
12		SFDRCISD			
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24		SFDRCISD			
25		SFDRCISD			

SAN FELIPE DEL RIO CISD

COURSE: District Planning and Decision Making Committee

Course # DPDMCMEETING-111418

Location: SPC Training Room   **Date:** 11/14/18   **Time:** 4:15 PM - 6:00 PM

	PRINT NAME	DISTRICT	CAMPUS	GRADE LEVEL	SIGNATURE
1	Juan Gallegos	SFDRCISD			
2	Anthony Luna	SFDRCISD			
3	Tami Barlette	SFDRCISD			
4	Michelle Cervantes	SFDRCISD			
5		SFDRCISD			
6		SFDRCISD			
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24		SFDRCISD			
25		SFDRCISD			

SAN FELIPE-DEL RIO CISD

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

Objective 1.   During the 2018-2019 school year, TEKS aligned curriculum will be used with 100% fidelity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor curriculum delivery using DMAC Walkthrough Tool. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Directors	September - May	(F)Title I, (O)Local Districts	Formative - Walkthrough data every six weeks
2. Provide professional development for all professional staff. (Title I SW: 3,4) (Title I TA: 5,6,8) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Directors, Region 15	August - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)State Compensatory	Summative - Evaluations; sign-ins
3. Monitor the Planning Protocol for 100% fidelity. (Title I SW: 1,2) (Title I TA: 2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Directors	August - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Summative - Walkthrough data, Evaluations
4. Integrate technology into instructional programs, administrative programs, and home access where possible. (Title I SW: 2,10) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	September-June	(F)E-Grant, (S)Technology Grant	Summative - Surveys, walkthrough data, sign-ins
5. Monitor Planning Protocol Dashboard usage. (Title I SW: 8,9,10) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators	September - June	(O)Local Districts	Summative - Run six weeks usage reports

SAN FELIPE-DEL RIO CISD

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

Objective 2. By the end of the 2018-2019 school year, student achievement on state assessments for all students will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify, monitor and assist targeted populations to meet System Safeguards. Academic Specialist will provide support for non-academies. Utilize Curriculum Coordinators to build teacher capacity. . (Title I SW: 1,2) (Title I TA: 1,2,8) (Target Group: ECD, ESL, LEP, SPED, AtRisk) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Curriculum Coordinators, Directors	August - April (each six weeks)	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory	Summative - Six Weeks Assessments STAAR Results, District Benchmarks, Failure Reports
2. Provide high yield interventions during Power Hour/ Power Block, such as iLit, SuccessMaker, TPRI, Reading Comprehension Toolkit, and Read Naturally to meet System Safeguards, and provide proven strategies and accelerated education to all students, especially those struggling in reading. Continue to provide specific training for Power Hour Interventions. (Title I SW: 2,4,9,10) (Target Group: All, ECD, ESL, LEP, SPED, GT, AtRisk, Dys) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Curriculum Coordinators, Directors, Region 15	September - May (every 2 weeks)	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)State Compensatory, (S)Student Success Intiative	Summative - Progress monitoring every two weeks STAAR Results Six Weeks Assessments, Star Renaissance, TPRI Data, Power Hour and Power Block Documentation
3. Monitor the District Writing Plan to meet System Safeguards, and provide professional development in District Writing Initiatives. Continue to monitor system developed to organized individual writing samples (writing crates). Increase cross-curricular writing daily in all contents. (Title I SW: 1,2) (Target Group: All, ECD, ESL, LEP, SPED) (Strategic Priorities: 1)	Campus Administrators, Curriculum Coordinators, Directors	August - May	(O)Local Districts	Summative - Six Weeks Assessments, STAAR Data
4. Provide academic support and oversight of services to private non-profit schools. (Title I SW: 9) (Target Group: All)	Financial Analyst, PNP Administrative, Title I Coordinator	August - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Summative - Sign-in sheets; Student assessment growth
5. Identify, monitor and assist in providing enrichment curriculum for GT students to obtain Level III Advanced Performance Level on state assessments. (Title I SW: 9) (Target Group: GT) (Strategic Priorities: 2)	Campus Administrators, Curriculum Coordinators	August-May	(S)Local Funds	Summative - STAAR Results

SAN FELIPE-DEL RIO CISD

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

Objective 3. During the 2018-2019 school year, 100% of the professional development will meet the mission and goals of SFDRCISD.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate instructional programs to meet diverse needs of all students to meet System Safeguards. (Title I SW: 1,2,4,9) (Target Group: ECD, ESL, LEP, SPED) (Strategic Priorities: 1,2,3,4)	Curriculum Coordinators, Directors	August - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Summative - Evaluations; STAAR results, Star Renaissance Progress Data, RTI Intervention Progress Monitoring Data
2. Ensure access to proven, effective instructional practices and professional development for all District Initiatives. (Title I SW: 2,9,10) (Target Group: All) (Strategic Priorities: 1)	Curriculum Coordinators, Directors, Region 15	June - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (O)Local Districts, (S)EEIP Grant, (S)Optional Extended Year Funding	Summative - Evaluations STAAR Results
3. Provide professional development in the use of resources in Power Hour/ Power Block and in strategies, activities, and lessons to support grade level TEKS. (Title I SW: 4) (Target Group: All, ECD, ESL, LEP, SPED, GT, AtRisk, Dys, 504) (Strategic Priorities: 1,2)	Campus Administrators, Curriculum Coordinators	August - May	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - State Assessment results Six Weeks Assessments
4. Provide professional development to all secondary instructional staff on Block Scheduling. (Title I SW: 2,4,9) (Target Group: 9th, 10th, 11th, 12th, 6th, 7th , 8th) (Strategic Priorities: 1)	Chief Instructional Officers, Curriculum Coordinators	August - May	(F)Title IIA Principal and Teacher Improvement, (S)EEIP Grant	Summative - Evaluations, Walkthroughs

SAN FELIPE-DEL RIO CISD

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

Objective 4. By the end of the each six weeks, 100% of the instructional staff will use multiple sources of reliable data to assess, guide, monitor and strengthen instruction and improve attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development in DMAC and Planning Protocol Dashboard. (Title I SW: 4,8,9) (Target Group: All) (Strategic Priorities: 1)	Curriculum Coordinators, Directors, Region 15	August - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Summative - Evaluations; Walkthroughs Planning Protocol Dashboard usage reports
2. Assist in the disaggregation of multiple sources of data. (Title I SW: 1,4,8,9) (Target Group: All) (Strategic Priorities: 1,4)	Curriculum Coordinators, Directors, Region 15	August - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)State Compensatory	Summative - Evaluations; Walkthroughs DMAC usage report
3. Disaggregate and evaluate DMAC data to meet system safeguards. (Title I SW: 4,8) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Curriculum Coordinators, Directors, Instructional Coaches, Teachers	August - May	(F)Title I, (S)State Compensatory	Summative - Progress Monitoring every two weeks, Six Weeks Assessments, District Benchmarks
4. Continue with RTI (Response to Intervention) that includes district and campus level meetings to monitor students based on Federal/State Accountability, and enter data into DMAC. (Title I SW: 2,4,8) (Target Group: AtRisk) (Strategic Priorities: 4)	Campus Administrators, Counselors, Curriculum Coordinators, Directors, Parents, Teachers	Every 6 weeks beginning with 2nd 6 weeks	(F)Title I, (F)Title III Bilingual / ESL	Summative - Every two weeks
5. Assist campuses in improving their attendance rate. (Title I SW: 6,9) (Target Group: All) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Chief Instructional Officers, Counselors, Curriculum Coordinators, Directors, Parental Aides, Teachers	August-June	(L)Principal Account	Summative - Daily and Six Weeks Attendance Reports

SAN FELIPE-DEL RIO CISD

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

Objective 5. During the 2018-2019 school year, 100% of all staff will comply with district safety, discipline, bullying and drug-free policies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development to all campus and district staff on school safety, bullying, dating violence, sexual abuse and other maltreatment, conflict resolution and drug-free policies. (Title I SW: 4,10) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Counselors, Curriculum Coordinators, Directors, Parents, Region 15, Teachers	August - May	(F)Title IV SSAEP	Summative - Evaluations Discipline Reports Parent and Student Surveys Professional Development Certificates
2. Ensure that all campuses notify parents of appropriate safety procedures, including awareness of policies on bullying, dating violence, sexual abuse and other maltreatment, and conflict resolution. (Title I SW: 6) (Target Group: All)	Campus Administrators, Counselors, Directors, Parents, Teachers	August - May	(F)Title IV SSAEP	Summative - Surveys, call outs, flyers, sign-ins, social media, parental meetings/events, and student friendly surveys
3. Address the prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying through a District Management Plan. (Title I SW: 1,6) (Target Group: All)	Campus Administrators, Counselors, Directors, Teachers	August - May	(F)Title IV SSAEP	Summative - Monitor Discipline Reports
4. Address the needs of students in special programs including suicide prevention, conflict resolution, violence (including dating violence prevention) and dyslexia treatment programs. (Title I SW: 1,9) (Target Group: All)	Campus Administrators, Directors	August - May	(F)Title IV SSAEP	Summative - Monitor Discipline Reports
5. Provide support and resources to Campus Discipline Plans to include reducing the overuse of discipline practices that remove students from the classroom. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Directors	August-May	(S)Local Funds	Summative - Discipline Referrals
6. Provide services to certified McKinney-Vento children including a designated liaison, immediate enrollment, access to transportation, free breakfast and lunch, and other services. (Title I SW: 9,10)	Family Community & Engagement Coordinator, Title I Coordinator	August-June	(F)Title I	Summative - Attendance records

SAN FELIPE-DEL RIO CISD

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

Objective 5. During the 2018-2019 school year, 100% of all staff will comply with district safety, discipline, bullying and drug-free policies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide transportation to foster children. (Title I SW: 6,9)	Family Community & Engagement Coordinator, Title I Coordinator	August-June	(F)Title I	Summative - Transportation records

SAN FELIPE-DEL RIO CISD

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

Objective 6. By the end of the 2018-2019 school year, students, parents and teachers will have been provided information on careers and higher education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunites for students and parents to view a broad range of career choices. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Directors	August - May	(S)Local Funds	Summative - Evaluations, surveys, sign-ins
2. Provide resources for students and parents on higher education admissions, financial aid, scholarships, TEXAS and Teach for Texas grant programs, and curriculum and career pathway decisions. Plan and develop opportunities to inform more parents. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Directors	August - May	(F)Title I	Summative - Evaluations, surveys, sign-in sheets Career Cruiser Plans and reports
3. Assist campuses with a Dropout Prevention Review Committee to ensure that the dropout rate is reduced, that services to the Homeless and pregnant students continue, and that all students have the opportunity to graduate from high school. Ensure all staff contributes to the drop-out prevention plan for at-risk students. (Title I SW: 9) (Target Group: All)	Campus Administrators, Counselors, Directors	August - May	(F)Title I	Summative - Evaluations, surveys, sign-ins
4. Support campuses in effective student transitions from Early Childhood to Elementary, Middle School to High School, and High School to Post-Secondary. (Title I SW: 7,10) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers	January-June	(F)Title I, (S)Local Funds	Summative - Parent and student surveys, Educate parents on the importance of good attendance while explaining the difference between our former and new block scheduling.

SAN FELIPE-DEL RIO CISD

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

Objective 1. By September 1, 2018, 100% of budgets will reflect available resources for campuses and departments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate local, state, and federal allottments. (Title I SW: 10) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	September - May	(F)Title I, (O)Local Districts, (S)EEIP Grant, (S)State Compensatory	Summative - quarterly fund review
2. Use efficient and effective financial practices. (Title I SW: 10) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	September - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV SSAEP, (O)Local Districts, (S)State Compensatory	Summative - annual audit

SAN FELIPE-DEL RIO CISD

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

Objective 2. By the beginning of the school year, 98% of all positions will be filled by appropriately certified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit appropriately certified staff from local and state resources. *Signing bonuses of $2,000.00 in critical shortage areas (Title I SW: 3,5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June - September	(F)Title IIA Principal and Teacher Improvement - $30,000, (S)EEIP Grant, (S)Local Funds	Summative - New hires certification
2. The district shall maintain appropriately certified staff. Reimbursement- *certification fees to become appropriately certified Provide- *online study guides for Math and Bilingual Certifications (Title I SW: 3,5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June - May	(F)Title I - $2,000, (F)Title IIA Principal and Teacher Improvement - $1,000, (F)Title III Bilingual / ESL, (S)EEIP Grant	Summative - Certifications and Records
3. Evaluate the student-teacher ratio and address ways to reduce class sizes. (Title I SW: 3,5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June-May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (S)EEIP Grant	Summative - Class counts
4. Evaluate and address any disparities that result in low-income students and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. (Title I SW: 3,5) (Target Group: ECD, AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	August - July	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (S)EEIP Grant	Summative - Master Schedules

SAN FELIPE-DEL RIO CISD

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

Objective 3. By the beginning of the 2018-2019 school year, 100% of campuses will follow written procedures in PEIMS attendance coding

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor and review all Skyward data for accuracy. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	September - May	(S)Local Funds	Summative - Correct data
2. Provide professional development in PEIMS coding and integrity. (Title I SW: 4,10) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Region 15	August - May	(S)Local Funds	Summative - Evaluations; Correct data
3. Continually monitor and review coding data for attendance. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	August - June	(O)Local Districts	Summative - Correct data

SAN FELIPE-DEL RIO CISD

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

Objective 4. By the beginning of the 2018-2019 school year, 100% of campuses will implement new ideas and enhance existing initiatives to improve and monitor student and staff attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Share ideas and strategize on increasing student and staff attendance. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	August - May	(O)Local Districts	Summative - Improved attendance
2. Provide professional development on attendance policies. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	August - May	(O)Local Districts	Summative - Evaluations Increased attendance

SAN FELIPE-DEL RIO CISD

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

Objective 1. By the beginning of the 2018-2019 school year, all campuses and district entities will improve public communication and disseminate information in a timely manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update and maintain district media sources. (Title I SW: 6,7,10) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	August - July	(O)Local Districts	Summative - Surveys; number of website hits Social media comments
2. Provide professional development to improve customer services. (Title I SW: 4,10) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	August - May	(S)Local Funds	Summative - Evaluations Survey; number of complaints

SAN FELIPE-DEL RIO CISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assist campuses in expanding mentoring and volunteer opportunities with community organizations, businesses and Laughlin Air Force Base. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, City, Counselors, Directors	August - May	(O)Local Districts	Summative - Increase in campus programs
2. Provide support from Federal Programs to increase campus parental involvement activities. (Title I SW: 6,7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	August - July	(F)Title I, (O)Local Districts	Summative - Sign-in sheets

Highlights of the 2018 State Academic Accountability Results

The state academic accountability system underwent an overhaul under House Bill (HB) 22 (85th Texas Legislature, Regular Session, 2017). HB 22 established three domains of indicators to evaluate the academic performance of districts, open-enrollment charter schools, and campuses: Student Achievement, School Progress, and Closing the Gaps. HB 22 requires the commissioner to assign districts a rating of A, B, C, D, or F for overall performance, as well as for performance in each domain, in August 2018. Campuses receive a *Met Standard, Met Alternative Standard,* or *Improvement Required* rating for overall performance, as well as for performance in each domain.

Campuses will receive A–F ratings beginning in August 2019. HB 22 requires the commissioner to report to the legislature by January 1, 2019, the overall and domain performance rating each campus would have received for the 2017–18 school year if the A–F rating system for campuses had been in place.

Overview of the 2018 Accountability System

The overall design of the accountability system evaluates performance according to three domains:

Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the federal Every Student Succeeds Act (ESSA).

The State of Texas

More than five million students were enrolled in Texas public schools in the 2017–18 school year, and they took more than eight and one-half million STAAR assessments in reading, mathematics, writing, science, and social studies. Of all assessments taken, 77 percent met the Approaches Grade Level standard or above, 48 percent met the Meets Grade Level standard or above, and 22 percent met the Masters Grade Level standard for 2017–18.

Districts (including Open-Enrollment Charter Schools)

Of the 1,200 districts in Texas, 153 (12.8%) earned an A overall rating, 356 (29.7%) earned a B overall rating, 247 (20.6%) earned a C overall rating, 57 (4.8%) earned a D overall rating, and 16 (1.3%) earned an F overall rating.

In 2018, a school district or charter school comprised of only one campus receives either a *Met Standard* or *Improvement Required* rating for 2018 to align with the campus rating. Of these 272 single-campus districts and charters, 254 (21.2%) earned a *Met Standard* or *Met Alternative Standard* overall rating, and 12 (1.0%) earned an *Improvement Required* overall rating. Six single-campus districts and charter schools were labeled *Not Rated.*

Under the Hurricane Harvey Provision, 92 (7.7%) districts and charter schools were labeled *Not Rated: Hurricane Harvey Provision.* One (0.1%) district was labeled *Not Rated: Data Integrity Issues.* The remaining 12 (1.0%) school districts and charter schools were labeled *Not Rated.*

Highlights of the 2018 State Academic Accountability Results

was labeled *Not Rated: Hurricane Harvey Provision*. The remaining 43 (29.3%) charter AECs were labeled *Not Rated* as they are residential treatment facilities.

Campus Accountability Rating	Count	Percentage
Met Standard/Met Alternative Standard	7,818	89.3%
Improvement Required	349	4.0%
Not Rated	505	5.8%
Not Rated: Data Integrity Issues	1	0.0%
Not Rated: Harvey Provision	86	1.0%
Totals	8,759	100%

Districts and Campuses Labeled *Not Rated*

Of the 1,200 districts and open-enrollment charter schools evaluated, 92 (7.7%) districts and charters were labeled *Not Rated: Hurricane Harvey Provision*. Thirteen (1.0%) were labeled *Not Rated*. Of those, ten (83.3%) were residential treatment facilities (RTFs), and three were not rated for other reasons.

Of the 8,759 campuses evaluated, 86 (1.0%) campuses were labeled *Not Rated: Hurricane Harvey Provision*, and 506 (5.8%) campuses were labeled *Not Rated*. Of those 506 *Not Rated* campuses, 393 (77.7%) were juvenile justice alternative education programs, disciplinary alternative education programs, or RTFs; 103 (20.4%) could not be rated because they did not have enough assessment results to meet minimum-size requirements; and ten were not rated for other reasons.

Distinction Designations

Only campuses that receive a *Met Standard* overall rating and districts that receive an A, B, C, or D overall rating are eligible for distinction designations. AECs are not eligible for distinction designations.

Of the 8,759 campuses in Texas, 7,601 (86.8%) were evaluated for at least one distinction designation. Of those campuses, 2,462 (32.4%) earned a distinction for postsecondary readiness, 2,120 (27.9%) earned a distinction for closing the gaps, 2,053 (27.0%) earned a distinction for academic growth, 2,157 (28.4%) for achievement in English language arts/reading, 2,018 (26.6%) for achievement in science, 1,901 (25.0%) for achievement in mathematics, and 957 (12.6%) earned a distinction for achievement in social studies.

Altogether, 4,586 (52.4%) campuses earned one or more distinctions, while 448 (5.1%) campuses earned every distinction for which they were eligible. Of the 1,200 districts evaluated, 61 (5.1%) districts earned the distinction for postsecondary readiness.

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Texas Education Agency
2018 Accountability Ratings Overall Summary
SAN FELIPE-DEL RIO CISD (233901)

	Component Score	Scaled Score	Rating
Overall		80	B
Student Achievement		79	C
STAAR Performance	39	69	
College, Career and Military Readiness	57	86	
Graduation Rate	95.5	85	
School Progress		83	B
Academic Growth	67	73	C
Relative Performance (Eco Dis: 73.7%)	48	83	B
Closing the Gaps	39	73	C

Distinction Designations

Postsecondary Readiness   Not Earned

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Texas Education Agency
2018 A-F Accountability Listing
SAN FELIPE-DEL RIO CISD (233901)

District/Campus Name	School Type	Grades Served	Alt Ed	% Eco Dis	Overall Grade/Rating	Score	Student Achievement Grade/Rating	Score	Academic Growth Grade/Rating	Score	Relative Performance Grade/Rating	Score	Closing the Gaps Grade/Rating	Score	Support Label
SAN FELIPE-DEL RIO CISD			No	73.7	B	80	C	79	C	73	B	83	C	73	
BUENA VISTA EL	Elementary	KG - 05	No	46.0	Met Standard	76	Met Standard	77	Met Standard	69	Met Standard	72	Met Standard	75	
DR FERMIN CALDERON EL	Elementary	KG - 05	No	78.4	Met Standard	65	Impr Reqd	56	Met Standard	65	Impr Reqd	57	Met Standard	65	Add. Target
DR LONNIE GREEN JR EL	Elementary	KG - 05	No	70.3	Met Standard	69	Met Standard	69	Met Standard	70	Met Standard	69	Met Standard	66	Add. Target
GARFIELD EL	Elementary	KG - 05	No	84.9	Met Standard	68	Met Standard	64	Met Standard	67	Met Standard	69	Met Standard	67	Add. Target
IRENE C CARDWELL EL	Elementary	EE - PK	No	91.1	Met Standard	69	Not Rated		Not Rated		Not Rated		Not Rated		
LAMAR EL	Elementary	KG - 05	No	83.8	Met Standard	77	Met Standard	67	Met Standard	79	Met Standard	72	Met Standard	72	Add. Target
NORTH HEIGHTS EL	Elementary	KG - 05	No	77.4	Impr Reqd	59	Impr Reqd	55	Impr Reqd	59	Impr Reqd	55	Met Standard	62	Add. Target
RUBEN CHAVIRA EL	Elementary	KG - 05	No	72.3	Met Standard	80	Met Standard	72	Met Standard	80	Met Standard	77	Met Standard	79	
DEL RIO MIDDLE	Middle School	07 - 08	No	75.0	Met Standard	74	Met Standard	67	Met Standard	75	Met Standard	72	Met Standard	72	Add. Target
SAN FELIPE MEMORIAL MIDDLE	Middle School	06 - 06	No	72.9	Met Standard	80	Met Standard	75	Met Standard	63	Met Standard	83	Met Standard	74	
BLENDED ACADEMY	High School	08 - 12	Yes	80.3	Met Alt Std	79	Met Alt Std	66	Met Alt Std	82	Not Rated		Met Alt Std	71	Add. Target
DEL RIO EARLY COLLEGE H S	High School	09 - 11	No	70.7	Met Standard	93	Met Standard	91	Met Standard	80	Met Standard	92	Met Standard	94	
DEL RIO H S	High School	09 - 12	No	71.2	Met Standard	79	Met Standard	80	Met Standard	73	Met Standard	82	Met Standard	73	Add. Target

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Texas Education Agency
2018 STAAR Performance Data Table
SAN FELIPE-DEL RIO CISD (233901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	68%	62%	67%	80%	*	84%	*	93%	64%	38%	53%	35%	68%	68%	66%
% at Meets GL Standard or Above	36%	32%	35%	56%	*	60%	*	54%	31%	10%	21%	17%	35%	36%	36%
% at Masters GL Standard	13%	13%	12%	27%	*	35%	*	24%	10%	2%	6%	4%	13%	13%	12%
Number of Tests															
# at Approaches GL Standard or Above	11,768	92	10,979	598	*	48	*	38	8,391	1,044	2,129	614	133	9,921	1,847
# at Meets GL Standard or Above	6,285	48	5,757	417	*	34	*	22	4,029	279	845	291	68	5,283	1,002
# at Masters GL Standard	2,260	19	2,008	201	*	20	*	10	1,272	46	249	68	25	1,921	339
Total Tests	17,302	149	16,287	744	*	57	*	41	13,157	2,743	4,042	1,751	195	14,484	2,818
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	66%	60%	65%	79%	*	74%	*	*	61%	29%	46%	29%	69%	66%	62%
% at Meets GL Standard or Above	35%	34%	34%	55%	*	52%	*	*	29%	7%	18%	16%	42%	35%	34%
% at Masters GL Standard	11%	12%	10%	22%	*	22%	*	*	7%	1%	5%	3%	13%	11%	10%
Number of Tests															
# at Approaches GL Standard or Above	4,248	35	3,957	221	*	17	*	*	3,015	305	707	187	50	3,575	673
# at Meets GL Standard or Above	2,288	20	2,093	153	*	12	*	*	1,456	69	276	103	30	1,916	372
# at Masters GL Standard	684	7	609	61	*	5	*	*	367	7	82	17	9	574	110
Total Tests	6,483	58	6,101	279	*	23	*	*	4,949	1,061	1,548	643	72	5,404	1,079
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	73%	62%	73%	82%	*	94%	*	*	70%	54%	66%	43%	76%	74%	71%
% at Meets GL Standard or Above	37%	28%	37%	55%	*	65%	*	*	32%	15%	27%	18%	35%	37%	38%
% at Masters GL Standard	15%	15%	15%	27%	*	41%	*	*	12%	3%	9%	5%	13%	15%	15%
Number of Tests															
# at Approaches GL Standard or Above	3,906	29	3,654	193	*	16	*	*	2,845	459	848	244	52	3,317	589
# at Meets GL Standard or Above	1,985	13	1,826	130	*	11	*	*	1,305	129	351	102	24	1,673	312
# at Masters GL Standard	808	7	728	63	*	7	*	*	489	28	121	28	9	686	122
Total Tests	5,317	47	4,999	236	*	17	*	*	4,063	844	1,288	562	68	4,493	824
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	55%	*	55%	62%	*	*	-	*	50%	*	38%	*	*	55%	55%
% at Meets GL Standard or Above	29%	*	28%	46%	*	*	-	*	24%	*	16%	*	*	29%	28%
% at Masters GL Standard	6%	*	5%	15%	*	*	-	*	4%	*	2%	*	*	6%	4%
Number of Tests															
# at Approaches GL Standard or Above	836	*	789	38	*	*	-	*	595	*	147	*	*	719	117
# at Meets GL Standard or Above	437	*	403	28	*	*	-	*	281	*	61	*	*	378	59

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
# at Masters GL Standard	89	*	78	9	*	*		*	45	*	8	*	*	80	9
Total Tests	1,524	*	1,443	61	*	*	-	*	1,189	*	388	*	*	1,313	211
Science															
Percent of Tests															
% at Approaches GL Standard or Above	70%	*	69%	85%	*	*	-	*	65%	*	56%	36%	*	71%	66%
% at Meets GL Standard or Above	38%	*	37%	60%	*	*	-	*	31%	*	21%	14%	*	39%	34%
% at Masters GL Standard	14%	*	12%	33%	*	*	-	*	9%	*	5%	6%	*	14%	10%
Number of Tests															
# at Approaches GL Standard or Above	1,712	*	1,585	92	*	*	-	*	1,190	*	317	96	*	1,412	300
# at Meets GL Standard or Above	926	*	841	65	*	*	-	*	568	*	117	37	*	769	157
# at Masters GL Standard	331	*	283	36	*	*	-	*	168	*	26	15	*	286	45
Total Tests	2,442	*	2,290	108	*	*	-	*	1,819	*	566	268	*	1,986	456
Social Studies															
Percent of Tests															
% at Approaches GL Standard or Above	69%	*	68%	90%	*	*	*	*	66%	37%	44%	40%	*	70%	68%
% at Meets GL Standard or Above	42%	*	41%	68%	*	*	*	*	37%	12%	16%	23%	*	42%	41%
% at Masters GL Standard	23%	*	21%	53%	*	*	*	*	18%	3%	5%	5%	*	23%	21%
Number of Tests															
# at Approaches GL Standard or Above	1,066	*	994	54	*	*	*	*	746	74	110	55	*	898	168
# at Meets GL Standard or Above	649	*	594	41	*	*	*	*	419	24	40	32	*	547	102
# at Masters GL Standard	348	*	310	32	*	*	*	*	203	6	12	7	*	295	53
Total Tests	1,536	*	1,454	60	*	*	*	*	1,137	200	252	138	*	1,288	248

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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2018 College, Career, and Military Readiness Data Table
SAN FELIPE-DEL RIO CISD (233901)

	Annual Graduates	
	Count/Credit	Percent
Total		
Total graduates	624	
Total credit for CCMR criteria	353.0	57%
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	186	30%
ELA/Reading		
Met TSI criteria for at least one indicator	253	41%
Met TSI assessment criteria	113	18%
Met ACT criteria	9	1%
Met SAT criteria	177	28%
Earned credit for a college prep course	0	0%
Mathematics		
Met TSI criteria for at least one indicator	237	38%
Met TSI assessment criteria	162	26%
Met ACT criteria	9	1%
Met SAT criteria	89	14%
Earned credit for a college prep course	0	0%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	54	9%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	207	33%
Industry-Based Certifications		
Earned an industry-based certification from approved list	116	19%
Associate's Degree		
Earned an associate's degree while in high school	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	4	1%
Met Non-CTE Criteria		
Met at least one criteria above	333	53%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and not met any other criteria (1/2 credit)	20.0	3%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

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2018 Graduation Rate Data Table
SAN FELIPE-DEL RIO CISD (233901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2017											
% Graduated	83.8%	*	83.3%	94.1%	*	*	*	*	80.9%	72.5%	87.0%
# Graduated	602	*	563	32	*	*	*	*	376	66	47
Total in Class	718	*	676	34	*	*	*	*	465	91	54
5-Year Extended Graduation Rate (Gr 9-12): Class of 2016											
% Graduated	89.5%	*	89.4%	88.6%	*	*	-	*	87.5%	77.1%	86.5%
# Graduated	620	*	571	39	*	*	-	*	393	74	45
Total in Class	693	*	639	44	*	*	-	*	449	96	52
6-Year Extended Graduation Rate (Gr 9-12): Class of 2015											
% Graduated	95.5%	83.3%	95.4%	97.6%	*	*	-	*	95.4%	90.0%	98.4%
# Graduated	634	5	583	41	*	*	-	*	413	63	61
Total in Class	664	6	611	42	*	*	-	*	433	70	62
Annual Dropout Rate (Gr 9-12): SY 2016-17											
% Dropped Out	2.8%	3.0%	2.9%	2.2%	*	0.0%	*	0.0%	3.1%	6.1%	2.4%
# Dropped Out	89	1	84	4	*	0	*	0	69	23	6
# of Students	3,137	33	2,902	179	*	12	*	6	2,202	376	249

+ Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

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Texas Education Agency
2018 Academic Growth Data Table
SAN FELIPE-DEL RIO CISD (233901)

ELA/Reading and Mathematics

| Prior-Year Performance on STAAR | Current-Year Performance on STAAR | | | | | | | | | | Growth Points Earned | Total Possible Points |
| | Did Not Meet | | | Approaches Grade Level | | | Meets Grade Level | | | Masters Grade Level | | |
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Meet	-	713	863	-	40	813	-	-	144	12		
Approaches Grade Level	-	555	7	-	699	715	-	-	684	139		
Meets Grade Level	63	-	-	424	-	-	-	321	555	388		
Masters Grade Level	3	-	-	104	-	-	311	-	-	691		
Total Number of Tests	66	1,268	870	528	739	1,528	311	321	1,383	1,230		
Total Points	0.0	0.0	870.0	0.0	369.5	1,528.0	0.0	160.5	1,383.0	1,230.0	5,541.0	8,244
Score												67

- Indicates count is not available for this group.

ELA/Reading

Prior-Year Performance on STAAR	Current-Year Performance on STAAR										Growth Points Earned	Total Possible Points
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Meet	-	376	483	-	0	356	-	-	67	7		
Approaches Grade Level	-	266	1	-	264	352	-	-	292	65		
Meets Grade Level	39	-	-	193	-	-	-	185	303	147		
Masters Grade Level	2	-	-	53	-	-	174	-	-	303		
Total Number of Tests	41	642	484	246	264	708	174	185	662	522		
Total Points	0.0	0.0	484.0	0.0	132.0	708.0	0.0	92.5	662.0	522.0	2,600.5	3,928
Score												66

- Indicates count is not available for this group.

Mathematics

Prior-Year Performance on STAAR	Current-Year Performance on STAAR										Growth Points Earned	Total Possible Points
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
	Progress Not Applicable	Did Not Meet Progress	Met or Exceeded Progress	Progress Not Applicable	Did Not Meet Progress	Met or Exceeded Progress	Progress Not Applicable	Did Not Meet Progress	Met or Exceeded Progress	Progress Not Applicable		

	(0 points)	(0 points)	(1 point)	(0 points)	(1/2 points)	(1 point)	(0 points)	(1/2 points)	(1 point)	(1 point)		
Did Not Meet	-	337	380	-	40	457	-	-	77	5		
Approaches Grade Level	-	289	6	-	435	363	-	-	392	74		
Meets Grade Level	24	-	-	231	-	-	-	136	252	241		
Masters Grade Level	1	-	-	51	-	-	137	-	-	388		
Total Number of Tests	25	626	386	282	475	820	137	136	721	708		
Total Points	0.0	0.0	386.0	0.0	237.5	820.0	0.0	68.0	721.0	708.0	2,940.5	4,316
Score												68

- Indicates count is not available for this group.

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2018 Relative Performance
SAN FELIPE-DEL RIO CISD (233901)

STAAR and CCMR

% Economically Disadvantaged
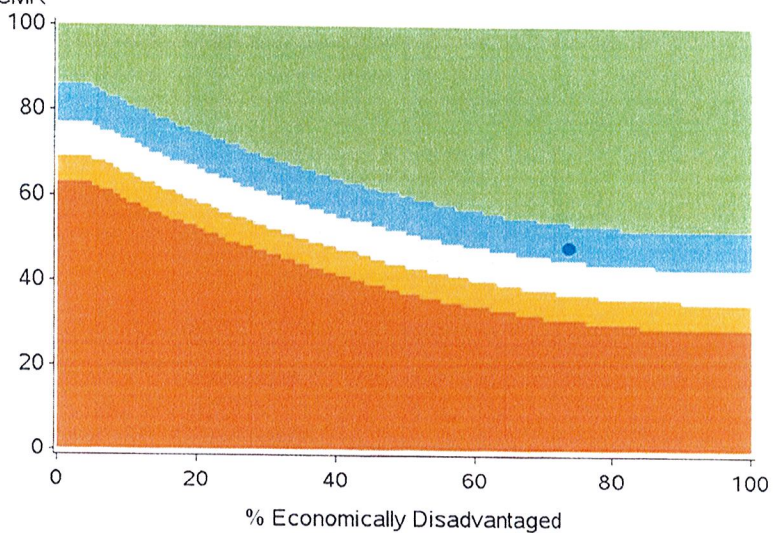
Texas Education Agency
2018 Relative Performance
SAN FELIPE-DEL RIO CISD (233901)

% Economically Disadvantaged	% Eco Dis Range	STAAR and CCMR	Value needed for:			
			90	80	70	60
73.7	73.1 to 74	48	54	45	37	31

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2018 Closing the Gaps Status Table
SAN FELIPE-DEL RIO CISD (233901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	Percent of Evaluated Indicators Met	Weight	Score
Academic Achievement Status																			
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%					
Target Met	N	Y	N	N					N	N	N	Y	N	N					
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%					
Target Met	N	N	N	N					N	N	N	N	N	N					
Total Indicators															2	20	10%	50.0%	5.0
Growth Status																			
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67					
Target Met	Y	N	Y	Y					Y	Y	N	Y	Y	N					
Mathematics Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70					
Target Met	N	N	N	N					N	N	Y	N	N	N					
Total Indicators															8	20	40%		
Graduation Rate Status																			
Graduation Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a					
Target Met	N		N	Y					N	N	N								
Total Indicators															1	6	17%	10.0%	1.7
English Language Proficiency Status																			
ELP Target										42%									
Target Met										Y									
Total Indicators															1	1	100%	10.0%	10.0
Student Success Status																			
STAAR Component Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45					
Target Met	N	Y	N	N		N		Y	N	N	N	N	N	N					
Total Indicators															2	12	17%		
School Quality Status																			
CCMR Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%					
Target Met	Y		Y	Y					Y	N	N		Y	Y					
Total Indicators															6	8	75%	30.0%	22.5
Total																			39

+ Ever HS ELs are included in the Federal Graduation Rate

Texas Education Agency
2018 Closing the Gaps Data Table
SAN FELIPE-DEL RIO CISD (233901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Academic Achievement (Percent at Meets Grade Level or Above)														
ELA/Reading														
% at Meets GL Standard or Above	35%	34%	34%	55%	*	52%	*	54%	29%	18%	16%	42%	35%	34%
# at Meets GL Standard or Above	2,288	20	2,093	153	*	12	*	7	1,456	276	103	30	1,916	372
Total Tests (Adjusted)	6,483	58	6,101	279	*	23	*	13	4,949	1,548	643	72	5,404	1,079
Mathematics														
% at Meets GL Standard or Above	37%	28%	37%	55%	*	65%	*	*	32%	27%	18%	35%	37%	38%
# at Meets GL Standard or Above	1,985	13	1,826	130	*	11	*	*	1,305	351	102	24	1,673	312
Total Tests (Adjusted)	5,317	47	4,999	236	*	17	*	*	4,063	1,288	562	68	4,493	824
Growth (Academic Growth)														
ELA/Reading														
Academic Growth Score	66	53	66	71	*	80	-	81	65	64	56	74	66	66
Growth Points	2,600.5	17.0	2,452.0	114.5	*	8.0	-	**	1,920.5	555.0	203.0	40.0	2,248.5	352.0
Total Tests	3,928	32	3,712	162	*	10	-	**	2,964	870	365	54	3,393	535
Mathematics														
Academic Growth Score	68	53	68	71	*	79	-	94	67	65	62	65	68	68
Growth Points	2,940.5	17.5	2,775.5	126.5	*	9.5	-	**	2,199.5	653.0	281.5	36.5	2,534.0	406.5
Total Tests	4,316	33	4,079	179	*	12	-	**	3,299	1,007	452	56	3,719	597
Graduation (Federal Graduation Rate)														
% Graduated	82.7%	*	82.2%	91.4%	*	*	*	*	79.5%	71.0%	81.0%			
# Graduated	602	*	563	32	*	*	*	*	376	66	47			
Total in Class	728	*	685	35	*	*	*	*	473	93	58			
English Language Proficiency														
TELPAS Progress Rate										49%				
TELPAS Progress										691				
TELPAS Total										1,402				
Student Success (Student Achievement Domain Score: STAAR Component Only)														
STAAR Component Score	39	36	38	54	*	60	*	57	35	27	19	39	39	38
% at Approaches GL Standard or Above	68%	62%	67%	80%	*	84%	*	93%	64%	53%	35%	68%	68%	66%
% at Meets GL Standard or Above	36%	32%	35%	56%	*	60%	*	54%	31%	21%	17%	35%	36%	36%
% at Masters GL Standard	13%	13%	12%	27%	*	35%	*	24%	10%	6%	4%	13%	13%	12%
Total Tests	17,302	149	16,287	744	*	57	*	41	13,157	4,042	1,751	195	14,484	2,818
School Quality (College, Career, and Military Readiness Performance)														
% Students meeting CCMR	52%	*	51%	65%	*	*	*	*	46%	28%	16%	*	55%	32%
# Students meeting CCMR	358.5	*	331.5	23.5	*	*	*	*	196.5	22.5	9.5	*	329.5	29.0
Total Students	690	*	646	36	*	*	*	*	424	79	59	*	600	90
Participation														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading														
% Participation	99%	100%	99%	100%	100%	100%	*	100%	99%	100%	99%	100%	99%	98%
# Participants	6,759	59	6,359	289	**	26	*	13	5,132	1,699	663	72	5,445	1,314
Total Tests	6,824	59	6,422	290	**	26	*	13	5,188	1,707	667	72	5,486	1,338
Mathematics														
% Participation	99%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	99%
# Participants	5,525	48	5,188	247	*	19	*	12	4,187	1,384	578	68	4,519	1,006
Total Tests	5,557	48	5,219	248	*	19	*	12	4,214	1,390	579	68	4,539	1,018

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
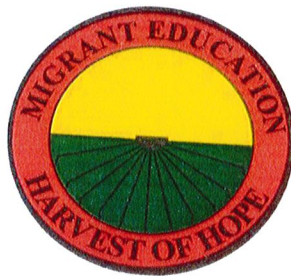
+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Texas Education Agency | Academics | Performance Reporting

August 2018

SAN FELIPE DEL RIO

Consolidated Independent School District

Migrant Education Program
Title I, Part C

Priority for Services (PFS) Action Plan
2016 - 2018

SAN FELIPE DEL RIO CISD
Migrant Education Program Staff
2016-2018

As part of the Division of NCLB Program Coordination, the SFDR-CISD Migrant Education Program will provide supplemental resources aimed at helping migrant students achieve academic success, as outlined in Title I, Part C of the No Child Left Behind Act of 2001. The SFDR-CISD staff will provide the coordination of supplemental resources, which include the following:

*Identification and Recruitment of Migratory Children in the District;

*Collection and Exchange of Data throught the use of the New Generation System (NGS) Database;

*District Migrant Parent Advisory Council (PAC);

*Migrant Reading Is Fundamental (RIF) Program;

*Summer Migrant Program: Mathematics Achievement Success (MAS);

*Coordination with the Texas Migrant Interstate Program; and

*Graduation Enchancement.

* Jorge L. Garza, Ed. D. Chief Compliance and Accountability Officer for State and Federal Programs	778-4152
* Olalla Gonzalez, Migrant Service Coordinator	778-4153
* Alma Santellanes, Migrant Program Secretary	778-4153
* Mary Martinez, Identification and Recruitment Department Head	778-4151
* Yvette Trevino, Identification and Recruitment Clerk	778-4159
* Graciela Hernandez, New Generation System (NGS) Department Head	778-4145
* Velma Gonzalez, New Generation System (NGS) Clerk	778-4144
* Rosie Soto, New Generation System (NGS) Clerk	778-4137
* Migrant Advocates	778-4153

(Estela Zaragoza, Robert Zaragoza, Ramiro Ramon, Ramon Menchaca)

No Child Left Behind (NCLB)

The No Child Left Behind Act of 2001 requires that Migrant Education Program funds should first be used to address the unique needs of migrant children that result from their migratory lifestyle or are needed to permit migrant children to participate effectively in school.

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

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

Priority for Service (PFS) Action Plan for Migrant Students

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migraotary children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic adhievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110]

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

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

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the NCLB Consolidated Application for Federal Funding, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

San Felipe Del Rio Consolidated Independent School District

Migrant Priority for Services Action Plan

2016-2018

GOALS:	OBJECTIVES:
To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.	• 100% of PFS students will have access to supplemental instructional and support services. • 95% of PFS students will be on grade level within 2 years. • 95% of PFS students will meet the state academic achievement standard (TAKS/STAAR/EOC) • 100% of parents of PFS students will be informed of their child's academic progress and the instructional services provided. • 100% of PFS students will graduate with a high school diploma.

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

San Felipe Del Rio Consolidated Independent School District
Migrant Priority for Services Action Plan
2016-2018

The PFS Action Plan must include the following:

1. When, in your school year calendar, the Title I Migrant Coordinator will provide each campus principal, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.

Required Activities	Timeline	Person(s) Responsible	Documentation
♦ Monthly PFS Action Plan Reports to each Campus	Monthly beginning in Septemper	Migrant Service Coordinator NGS Specialist Migrant Advocates	Electronic Read/Received Data Sheets
♦ There are 3 PAC meetings a year where parents are provided the PFS criteria and discuss the PFS Action Plan reports that will be utilized to communicate with parents.	October, December and May	Federal & State Prog. Dir Migrant Service Coordinator	PAC Meeting Agendas Sign-In Sheets Participant Evaluations
♦ PAC officer meetings will be held to discuss topics to prepare for PAC meetings.	Aug- On-going	Federal & State Prog. Dir Migrant Service Coordinator Recruiters PAC Officers	PAC Officer Meeting Agendas Sign-In Sheets
♦ Migrant Education Program will hold a meeting with staff and administrators to review the criteria for Migrant program and PFS priorities.	September	Federal & State Prog. Dir Migrant Service Coordinator Migrant Advocates	Migrant program/PFS criteria on agenda
♦ Federal Programs Director and MSC will meet with Migrant Advocates to review the overview of the program and PFS Action Plans that will be required.	Fall and Spring visits	Federal & State Prog. Dir Migrant Service Coordinator	Agenda Sign-In Sheets

2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and/or community visits to update parents on the academic progress of their children.

Required Activities	Timeline	Person(s) Responsible	Documentation
♦ Vistis to migrant PFS families are made monthly to deliver PFS Action Plans that indicate services. Advocates will hand deliver PFS Action Plan to Migrant Service Coordinator. MEP recruiters will visit the parents to deliver the plan.	September to June	Migrant Recruiters Migrant Advocates	Parents signature indicating received information. Contact Logs
♦ Parents are contacted every 3rd week of the 6 week and the 6 weeks and the end of every 6 weeks to discuss progress reports and additional academic information by the Migrant Advocates.	6 week intervals	Migrant Recruiters Migrant Advocates	Contact Logs Home Visit Logs
♦ Parent Inforamtion Meetings are held to discuss Graduation Plans, state mandated testing, and to address other academic concerns in a whole group setting.	February	Migrant Service Coordinator Migrant Advocates	Meeting agendas Sign-In Sheets Meeting Evaluations

San Felipe Del Rio Consolidated Independent School District			
Migrant Priority for Services Action Plan			
2016-2018			
The PFS Action Plan must include the following:			

3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these stuents in the Migrant Education Program activities.

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

4. How the district's Title I Migrant Coordinator will ensure that Proirity for Service students receive priority access to instructional services , as well as social workers and community social services/agencies.

	Timeline	Person(s) Responsible	Documentation
♦ Utilize Monthly PFS Reports and distribute to Advocates to gather services rendered to PFS students for monitoring. Deliver PFS Action Plan to Migrant Service Coordinator. MEP recruiters will visit the parents to deliver the plan.	On-going	Federal & State Prog. Dir Migrant Service Coordinator NGS Specialist	Electronically Read/Received Data Sheets
♦ Migrant Advocates will provide participatory opportunities to PFS students utilizing the PFS NGS reports. reports and additional academic information by the Migrant Advocates.	On-going	Federal & State Prog. Dir Migrant Service Coordinator	Participation lists

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

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

San Felipe Del Rio Consolidated Independent School District
Migrant Priority for Services Action Plan
2016-2018

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

Additional Activities	Timeline	Person(s) Responsible	Documentation
Request assessments results from previous year to plan for new school year for Migrant students to determine needs.	August	Federal & State Prog. Dir Migrant Service Coordinator	Reports filtered by criteria: Absent, Did not meet expectations
Print a list of "no shows" from campuses after first week of school to help in the involvement of enrolling in schools.	August	Migrant Service Coordinator	Lists provided by Parental Involvement check list
The SFDRCISD Migrant Education Department will meet with Advocates every 3rd Friday of the month.	August/On-going	Migrant Service Coordinator	Agendas, Sign-In Sheets
High School Counselors will complete High School graduation plans for students	September On-going	Migrant Service Coordinator Migrant Advocates	Copies of plans
Parent Meeting: College Information Night	February	Federal & State Prog. Dir Migrant Service Coordinator	Agenda, Student Sign-In Sheets Evaluations
College Exploration Day	January	Migrant Service Coordinator MEP Recruiters	Agenda, Sign - In Sheets Evaluations