DEL RIO H S

Campus Improvement Plan

2017/2018

Principal: Jose F. Perez, Ed. D.

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 SFDRCISD 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.

DEL RIO H S Site Base

Name	Position
Almaguer, Carolina	Paraprofessional
Arons, Terri	Math Teacher
Cadena, Beatrice Deleon	English Department Representative
Corbell, Lisa	CTE Representative
Davis, William	CTE Teacher
Garcia, Maytee	Community Member-Chamber of Commerce
Gutierrez, Lisa	Parent
Leyva, Ana	District Parental Representative
Lissner, Laura	Special Populations Representative
Martine, Raquel	Fine Arts Representative
Metzger, Lucille	Business Representative
Mireles, Lisa	Business Representative
Patterson, Ricardo Torres	Social Studies Representative
Perez, Dr. Jose	HS Principal
Sandate, Laura	Assistant Principal
Smith, Deborah	Parent
Torres, Raquel	Community Member-BCFS
Welch, Cindy	Counselor
Williams, Gordon	Science Department Representative

Del Rio High School Planning and Decision Making Committee
2016-2017
Wednesday, May 17, 2017

Member	Department	Signature
Cindy Welch	Lead-Counselor	
Dr. Jose Perez	Principal	
Mrs. Laura Sandate	Assistant Principal	
Dr. Oscar Garcia	Assistant Principal	
Terri Arons	Math	
Carolina Almaguer	Parental Aide	
Raquel Martine	Theatre	
Peggy Martin	Social Studies	
Robert Rodriguez	CTE Media	
James Milender	Math/Science	
Gordon Williams	Science	
Deborah Smith	Parent	
Lisa Gutierrez	Parent	
Raquel Torres	Community Member-BCFS	
Ana Leyva	Parental Representative	
Lucielle Metzger	Community Member	
Lisa Mireles	Community Member	

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Cindy Welch	Lead-Counselor	
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Carolina Almaguer	Parental Aide	
Raquel Martine	Theatre	
Peggy Martin	Social Studies	
Robert Rodriguez	CTE Media	
James Milender	Math/Science	
Gordon Williams	Science	
Deborah Smith	Parent	
Lisa Gutierrez	Parent	
Raquel Torres	Community Member-BCFS	
Ana Leyva	Parental Representative	
Lucielle Metzger	Community Member	
Lisa Mireles	Community Member	

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 school year.)

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.

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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. By June 2018, 55% of students taking the Algebra 1 STAAR/EOC will achieve Level II satisfactory scores for Campus Performance Objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prepare for all exams with aligned instructional plans in all core areas including the co-teach special education teachers. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Department Meetings
3. 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) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Curriculum Coordinators	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
4. 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) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Librarian	August 2017-June 2018	(S)Local Funds - $700	Summative - Ongoing
5. Conduct training for the CTE teachers on integrating tested objectives from compatible math courses into their respective courses. (Target Group: CTE, 10th, 11th, 12th) (Strategic Priorities: 1,2,3,4)	Cluster/Department Leaders, Counselors, Curriculum Coordinators, Directors, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
6. Send staff to Abydos Training, Ilit training, 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)	Campus Administrators, Instructional Coaches	August 2017-October 2018	(S)Local Funds	Summative - teachers will receive training and use new materials and activities
8. Increase the quality of classroom instruction by setting higher expectations in coordination with the IFD, YAG and focusing on TEKS Specificity through Planning Protocol. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Teacher Sign In Sheets

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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. By June 2018, 55% of students taking the Algebra 1 STAAR/EOC will achieve Level II satisfactory scores for Campus Performance Objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. The Math department leader, interventionist and ESL strategist will monitor the teachers in their area, including those in CTE, to ensure that intervention strategies, teaching strategies, QTEL strategies and resources are being utilized effectively and as a support to teachers that need it to meet System Safegaurds. (Target Group: All, 10th, 11th, 12th) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2017-June 2018	(S)Local Funds	Summative - Weekly
11. Every effort will be provided for DRHS to attract HQ staff. Opportunities such as job fairs, stipends, mentors, etc., will be made to hire a 100% highly qualified teachers for all core areas and electives. (Title I TA: 5) (Target Group: All)	Campus Administrators, Directors	March 2017-September 2018	(S)Local Funds	Summative - Meet with HR to view qualified applicants through applitrack.
12. The Campus Administrators will conduct 150 minutes of walkthroughs (minimum of 8 in the 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. (Title I SW: 1,2,3,4,5,9,10) (Target Group: All)	Campus Administrators, Instructional Coaches	August 2017-June 2018	(S)Local Funds	Summative - More students will pass their EOCs and receive credit.

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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 June 2018, 80% of 10th grade students taking the IPC and Chemistry will receive 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) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches	August 2017-June 2018	(S)Local Funds - $5,000	Summative - Ongoing
2. All departments and CTE will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s), for each prep daily. (Target Group: All, 10th, 11th, 12th)	Campus Administrators	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
3. Prepare for all exams with aligned instructional plans in all science courses and include material for content mastery special education teachers. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	September 2017-April 2018	(S)Local Funds - $700	Summative - Every Six Weeks
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) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	September 2017-June 2018	(S)Local Funds - $700	Summative - Monthly
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) (Target Group: All)	Campus Administrators, Instructional Coaches	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
6. Purchase TEKS targeted materials for each Science teacher using the following software:DynaNotes, Plato, GradPoint, Software Programs, Educators.com. Will also provide teachers with electronic copies of test questions in their subject. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2017-June 2018	(S)Local Funds - $700	Summative - Ongoing
7. Conduct training for the CTE teachers on integrating objectives from compatible science courses into their respective courses. (Title I SW: 2,4) (Target Group: CTE)	Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing

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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 June 2018, 80% of 10th grade students taking the IPC and Chemistry will receive credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Provide Professional Development for teachers in the Science content area. (Title I SW: 1,2) (Target Group: All, ECD, LEP, SPED, GT)	Campus Administrators	August 2017-June 2018	(S)Local Funds	Summative - Teachers will receive PD and utilize new instructional materials.
9. Increase the quality of science instruction by specifically targeting instructional TEKS strategies in the Instructional Focused Documents, and Year At-A-Glance. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Unit test results
10. Provide all science teachers, including CTE 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 and to meet System Safeguards. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Curriculum Coordinators, Directors, Teachers	September 2017-June 2018	(S)Local Funds - $700	Summative - Ongoing
11. The Science department leader, interventionist and ESL strategist, including CTE 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. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2017-June 2018	(S)Local Funds - $500	Summative - Ongoing Walk-Throughs
12. Prepare for the Biology EOC exams with EOC aligned instructional plans in Environmental Systems. (Target Group: All, ECD, LEP, SPED, 10th, 11th)	Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds - $700	Summative - Ongoing

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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 June 2018, 80% of 10th grade students taking the IPC and Chemistry will receive credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. IPC and chemistry teachers will be posting their English Language Proficiency Standards (E.L.P.S.) for their ELLs in student friendly language. Instructional aides will be assisting the IPC classroom to assist our ELL's. Teachers will also be focusing on QTEL strategies and academic vocabulary to assist our ELL students. (Title I SW: 1,2,10) (Title I TA: 1,2) (Target Group: LEP, SPED)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2017-June 2018	(S)Local Funds - $250	Summative - An increase in ELL students getting their IPC credit.
14. The Campus Administrators will conduct T-TESS walkthroughs(minimum of 8 in the Core Content Areas. Administrator will meet with campus staff to review instructional strategies to improve scores. (Title I SW: 1,2,3,9) (Title I TA: 2,3,5) (Target Group: All)	Campus Administrators, Instructional Coaches	August 2017-June 2018	(S)Local Funds - $700	Summative - More students will pass their EOCs and receive credits.

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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. By May 2018, 65% of all students in English II will achieve Level II on the English II STAAR/EOC; 63% of the Economically Disadvantaged, 65% of the Hispanic, 71% of the White students will achieve Level II on the English II STAAR/EOC test; 31% of Economically Disadvantaged, 31% of Hispanic and 30% of White students in the 10th grade will score a Level III on the English II STAAR/EOC test in order to meet Campus Performance Objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All departments and CTE will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s), and an Agenda for each prep every day. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing Walk-Throughs
3. 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: 1,2,4) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds - $700	Summative - Students pass their English EOCs.
4. Provide all English and special education co-teachers with training on relevant EOC objectives and implementation strategies including QTEL strategies. (Target Group: All, 10th, 11th)	Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-May 2018	(S)Local Funds	Summative - Ongoing
5. Purchase TEKS targeted materials for each English teacher and provide teachers with electronic copies of released state exams. (Target Group: All, 10th, 11th, 12th)	Cluster/Department Leaders, Instructional Coaches, Teachers	September 2017-May 2018	(S)Local Funds - $500	Summative - Ongoing
6. Conduct training for the CTE teachers on integrating tested objectives from English 1 and 2 into compatible CTE courses. (Target Group: CTE)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-May 2018	(S)Local Funds	Summative - Ongoing
7. Provide English teachers with instructional materials particular to scripted writing samples in correlation with EOC. (Target Group: 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	July 2017-June 2018	(S)Local Funds	Summative - Ongoing
8. Develop a master schedule which allows English teachers to have a common planning period for collaboration and implementation of the "Planning Protocol". (Target Group: All)	Campus Administrators	August 2017-June 2018	(S)Local Funds	Summative - Master Schedule-Agendas-Sign-In Sheets

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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. By May 2018, 65% of all students in English II will achieve Level II on the English II STAAR/EOC; 63% of the Economically Disadvantaged, 65% of the Hispanic, 71% of the White students will achieve Level II on the English II STAAAR/EOC test; 31% of Economically Disadvantaged, 31% of Hispanic and 30% of White students in the 10th grade will score a Level III on the English II STAAR/EOC test in order to meet Campus Performance Objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Increase the quality of classroom instruction in ELA by utilizing TEKS standards as stated in Instructional Focus Document, and Year At-A-Glance. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Unit test results
10. Send ELA teachers to training and conferences including ABYDOS, iLit, TCEA and TCTELA. (Title I SW: 4) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-July 2018	(S)Local Funds	Summative - Ongoing
11. Provide all ELA teachers, including CTE with data sorted by scores and objectives of the students currently in their class to further identify the strengths and weaknesses of all groups. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	September 2017-June 2018	(S)Local Funds - $700	Summative - Ongoing
12. The Curriculum Department and Campus Based Strategist and Interventionist will monitor the ELA teachers to ensure that Ilit ,Abydos, and QTEL strategies, are taught with fidelity. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2017-June 2018	(S)Local Funds	Summative - Ongoing-Walk-Throughs
13. All at-risk students, will be supported by double blocking English 1 and 2 respectively thus supporting the District Writing Plan. (Target Group: All)	Campus Administrators, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Every six weeks
14. Our 10th and 11th grade ELL students taking English 2 or English 3 will have an additional support class in Reading and Writing in order to meet EOC STAAR standards. (Title I SW: 2) (Title I TA: 2) (Target Group: LEP, SPED, 10th, 11th)	Bilingual Department, Campus Administrators, Counselors	August 2017-June 2018	(S)Local Funds - $500	Summative - Ongoing
15. Reading support staff will be hired to support students who are below grade level.A reading program will be utilized to close the achievement gap in reading. (Target Group: ESL, LEP)	Campus Administrators	August 2017-June 2018	(S)Local Funds - $4,091.40	Summative - Students in these reading courses will pass their EOC English tests

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Objective 3. By May 2018, 65% of all students in English II will achieve Level II on the English II STAAR/EOC; 63% of the Economically Disadvantaged, 65% of the Hispanic, 71% of the White students will achieve Level II on the English II STAAAR/EOC test; 31% of Economically Disadvantaged, 31% of Hispanic and 30% of White students in the 10th grade will score a Level III on the English II STAAR/EOC test in order to meet Campus Performance Objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
16. The Campus Administrators will conduct T-TESS walkthroughs(minimum of 8 in the Core Content Area. (Title I SW: 1,3,9) (Title I TA: 2,3,5) (Target Group: All)	Campus Administrators	August 2017-June 2018	(S)Local Funds	Summative - Students EOC passing standards will increase.

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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 May 2018, 91% of all 11th grade students enrolled in US History will meet Level II on the US History STAAR/EOC; 90% of our Economically Disadvantaged, 91% of our Hispanics, and 97% of our White students will meet Level II on the US History STAAR/EOC; 35% of Economically Disadvantaged, 38% of Hispanics, and 47% of White students in US History will meet Level III on the US History STAAR/EOC test to meet System Safeguards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All departments and CTE will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s). (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Walk-throughs
2. Teachers will prepare for all the US History EOC exam with TEKS aligned instructional plans including the content mastery special education teachers. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-May 2018	(S)Local Funds - $700	Summative - Department Meetings
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 2017-June 2018	(S)Local Funds - $750	Summative - Yearly
5. Teachers will purchase TEKS targeted materials including TEA state released exams. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	August 2017-June 2018	(S)Local Funds - $750	Summative - Ongoing
6. Will conduct Professional Development for the CTE teachers on integrating tested objectives from US History that are aligned to CTE courses. (Title I SW: 1,2) (Target Group: All, CTE)	Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds - $700	Summative - Ongoing
7. 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)	Campus Administrators, Teachers	April 2017-September 2018	(S)Local Funds	Summative - Master schedule accomodates for planning periods
8. Increase the quality of classroom instruction in Social Studies by setting higher expectations in coordination with the IFD, YAG, and focusing on TEKS Specificity utilizing instructional coaching and the 1:1 initiative. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Weekly

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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 May 2018, 91% of all 11th grade students enrolled in US History will meet Level II on the US History STAAR/EOC; 90% of our Economically Disadvantaged, 91% of our Hispanics, and 97% of our White students will meet Level II on the US History STAAR/EOC; 35% of Economically Disadvantaged, 38% of Hispanics, and 47% of White students in US History will meet Level III on the US History STAAR/EOC test to meet System Safeguards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Provide all Social Studies teachers, including CTE 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. (Title I SW: 1,2,8) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches	September 2017-June 2018	(S)Local Funds - $700	Summative - Ongoing
10. The Social studies department leader and instructional coach, including the CTE department leader will monitor the teachers in their content to ensure that instructional strategies and resources are being utilized effectively. (Title I SW: 9) (Title I TA: 3) (Target Group: All)	Cluster/Department Leaders, Instructional Coaches	August 2017-June 2018	(S)Local Funds	Summative - Weekly
11. The Social Studies teachers will post their English Language Proficiency Standards (E.L.P.S.) for their ELLs. Instructional aides will be assisting US History teachers. Teachers will also focus on academic vocabulary to assist our ELLs. (Title I TA: 2,4) (Target Group: LEP, 10th, 11th)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
12. The Campus Administrators will conduct T-TESS walkthroughs(8 in the Core Content area. Administrator will meet with their respective Instructional teachers to go over instructional strategies and implementation. (Title I SW: 1,2,3,9) (Target Group: All)	Campus Administrators	August 2017-June 2018	(S)Local Funds	Summative - More students will pass their EOCs, and increase in Level III and more will receive their credits.

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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. By May 2018, 45% 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 TA: 1,2,6) (Target Group: SPED)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Directors, Instructional Coaches, Teachers	July 2017-June 2018	(S)Local Funds	Summative - Student scores on EOC tests
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 TA: 2) (Target Group: SPED)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Directors, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Students in the Special Education program EOC results.
3. Reduce the number of special education students that do not have a co-teach structure to increase student achievement and teacher intervention. (Title I SW: 1) (Target Group: SPED)	Campus Administrators	July 2017-September 2018	(S)Local Funds	Summative - Ongoing
4. All departments and CTE will post the TEKS objective(s: Learning Target(s), E.L.P.S. objective(s). (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Walk-throughs
5. 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)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds - $700	Summative - Yearly
6. Provide all core area and special education teachers with training on relevant objectives and implementation strategies. (Title I SW: 1,2) (Target Group: All, SPED)	Campus Administrators, Curriculum Coordinators, Instructional Coaches	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
7. 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)	Cluster/Department Leaders, Curriculum Coordinators, Directors, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds - $1,000	Summative - Ongoing

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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 August 2018, the graduation rate will be 96% or better with 80% of the seniors graduating under the Recommended or Advanced High School Program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold EOC camps for identified students in all core areas that have not successfully met Level II 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)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Dean of Instruction, Instructional Coaches, Parental Aides, Teachers	October 2017-July 2018	(S)Local Funds - $4,000	Summative - Yearly
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, 10th, 11th, 12th)	Attendance Staff, Campus Administrators, Counselors, Teachers	October 2017-May 2018	(S)Local Funds - $4,000	Summative - Students will regain credit
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)	Campus Administrators, Counselors, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
4. Identify students for Pregnancy Related Services (PRS) programs early. (Title I SW: 2) (Target Group: AtRisk)	Attendance Staff, Campus Administrators, Counselors, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
5. Budget funds for certified teachers and substitutes to continue after school programs for tutorials, interventions and remediation. Include funds for our MAPS course and school day tutors for credit recovery labs. (Title I SW: 2,3) (Title I TA: 8) (Target Group: AtRisk, 10th, 11th, 12th)	Campus Administrators	September 2017-August 2018	(S)Local Funds - $14,500	Summative - Annual Allocation
6. Provide all core area and special education teachers with training on relevant EOC objectives,TEKS objectives and implementation strategies. (Target Group: All, AtRisk)	Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2017-May 2018	(S)Local Funds	Summative - Ongoing

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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 August 2018, the graduation rate will be 96% or better with 80% of the seniors graduating under the Recommended or Advanced High School Program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide credit recovery labs for 9 periods: focusing on Seniors and Juniors. Starting September 2017, we will provide at least one from 4:30-5:30 p.m. As the numbers increase, we will open labs as needed. (Title I TA: 8) (Target Group: AtRisk, 11th, 12th)	Campus Administrators, Counselors, Directors, Teachers	August 2017-June 2018	(S)Local Funds - $2,500	Summative - Graduation Percentages and Numbers for 2015-2016
8. DRHS will have a Commitment to Graduate Ceremony for the sophomore and junior class to promote on-time graduation and an increase in effort to perform better on EOC tests. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Counselors	October 2017-June 2018	(S)Local Funds	Summative - Number of graduates will be measured from this cohort.
9. Utilize the master schedule to allow core area math teachers of the same course to have a common planning period for collaboration and implemention of the "Planning Protocol". (Target Group: All, 10th, 11th, 12th)	Campus Administrators	June 2017-August 2018	(S)Local Funds	Summative - EOY Sign In Sheets, Survey
10. Provide all math teachers, including those in CTE 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, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches	August 2017-September 2018	(S)Local Funds - $700	Summative - Ongoing

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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 7. By August 2018, the drop-out rate will be 3% or lower.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Allow course and EOC tutorial sessions to count towards attendance make-up hours at the teacher's discretion for all departments, including CTE. Attendance clerks will make home visits for students needing to pass their EOC tests during test time. (Title I SW: 1,2) (Title I TA: 1,2) (Target Group: AtRisk)	Attendance Staff, Campus Administrators, Counselors, Teachers	October 2017-June 2018	(S)Local Funds	Summative - Students will regain credit
2. Utilize Response to Intervention strategies and child case studies to meet the needs of individual students in all departments and CTE. (Title I SW: 1,2) (Title I TA: 1,2) (Target Group: AtRisk)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
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)	Attendance Staff, Campus Administrators, Counselors, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
4. All Administrators will conduct 8 Walk-Throughs weekly focusing on Instructional Strategies using T-TESS as the Evaluation Model. Other models include "Planning Protocol" and the 5-E Model for Fine Arts, Physical Education and CTE. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Weekly and ongoing
5. We will have credit recovery labs open for 9 periods daily: One for Seniors and another for Juniors. Starting September 2017, a lab will be utilized from 4:30-5:30 p.m. If that one has all seats filled, we will open labs as needed. (Title I SW: 2,9) (Title I TA: 8) (Target Group: AtRisk, 11th, 12th)	Campus Administrators, Counselors, Directors, Teachers	August 2017-June 2018	(S)Local Funds - $2,500	Summative - Credits will be earned and this will be an ongoing process.

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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 8. By June 2018, DRHS will provide a minimum of one activity that promotes social, cultural, interpersonal skills, and safety.

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, 10th, 11th, 12th)	Campus Administrators, Counselors, Librarian, Parental Aides	September 2017-May 2018	(S)Local Funds - $1,700	Summative - Ongoing
2. Each department and CTE will establish a common set of Classroom Expectations to promote positive and safe behavior. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
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)	Campus Administrators, Counselors, Librarian, Parental Aides, Teachers	September 2017-June 2018	(S)Local Funds	Summative - Ongoing
4. Staff members will be trained in Capturing Kids Hearts to promote a positive learning environment and meet the needs of all students. (Title I SW: 1,2) (Target Group: All, AtRisk)	Campus Administrators, Cluster/Department Leaders	August 2017-June 2018	(S)Local Funds	Summative - A measurable decrease in discipline referrals.
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)	Campus Administrators, Teachers	August 2017-June 2018	(S)Local Funds - $143,364	Summative - Increase In student participation, growth, fitness gram, student products such as yearbook.

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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 9. By June 2018, DRHS will have 50% of our ELLs improve in the acquisition of a second language.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Ell's with Glossaries/Dictionaries for Core Content Areas, CTE and Electives. Technology will be implemented to help ELL's translate on their devices and/or smartphones. A hard copy of a Spanish/English dictionary in their classroom will be provided as needed. (Title I SW: 1,2) (Target Group: ESL, LEP)	Bilingual Department, Campus Administrators, Curriculum Coordinators, Instructional Coaches, Teachers	September 2017-June 2018	(S)Local Funds - $5,000	Summative - TELPAS and EOC results

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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 10. By June 2018, 90% of the staff will increase their digital proficiency and integration of technology in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incentives will be provided for students utilizing their campus based devices. (extra time, extra credit, and other discretionary incentives). (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Teachers	October 2017-June 2018	(S)Local Funds	Summative - All students will have checked out and back a device
2. Curriculum and Instruction will provide training for Core Area staff, CTE and Elective Teachers as needed on technology services that include (DMAC, SKYWARD, Gradebook, ILIT, FLEXBOOKS). (Title I SW: 1,2,3,4) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	October 2017-May 2018	(S)Local Funds	Summative - Number of teachers using technology will increase by 50%
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)	Librarian, Teachers	September 2017-June 2018	(S)Local Funds - $32,220	Summative - The number of teachers utilizing technology will increase.

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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 11. By June 2018, 50% of our Gifted and Talented students will achieve a Level III on their STAAR/EOC tests for this academic year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff members will be trained in strategies to help with Gifted and Talented Students; as well as Pre-AP and AP training. (Title I SW: 1,2,3,4) (Target Group: GT)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	October 2017-August 2018	(S)Local Funds	Summative - Number of teachers trained or registered for training by the end of the fiscal year.
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)	Campus Administrators, Directors	June 2018	(S)Local Funds	Summative - HB 5 requirement for GT
3. Students in AP and Dual Credit courses will be provided with the instructional materials and textbooks necessary to meet the requirements for THECB standards. (Title I SW: 10) (Target Group: GT, AtRisk)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	August 2017-June 2018	(S)Local Funds - $1,000	Summative - The items identified by the teachers will be purchased.

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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 12. By June 2018, 55% of our ELLs will achieve Level II satisfactory on all of their STAAR/EOC tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to increase ELL student achievement through instructional support, the following supplemental positions will be utilized: 4 Instructional Aides for ESL, 2 specialized Counselors (ECHS), and 2 Teachers. (Title I SW: 1,4,6) (Target Group: LEP)	Campus Administrators	August 2017-June 2018	(S)Local Funds	Summative - Student scores will increase on STAAR/EOC and more students will graduate.
2. 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: 1,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds - $1,000	Summative - Yearly

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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 13. By June 2018, STAAR English I/II EOC Scores at Del Rio Freshman will improve from 59% to 70% for ELA I and from 96% to 98% passing in ELA II.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will incorporate interventions/differentiation strategies in ELA to assist struggling learners and enrich students. 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)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Teachers	August 2017-June 2018	(S)Local Funds	Summative - lesson plans Student EOC scores
2. Monitor students in special populations (ESL, Special Education, Migrant, 504, GT, At-risk) through student performance data, attendance and participation based on progress reports, report cards, PEIMS data, DMAC data and formal/informal evaluations programs. (Title I SW: 1,9,10) (Target Group: ESL, Migrant, LEP, SPED, GT, AtRisk, 9th, 504)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Strategists, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Improved scores in STAAR EOC scores
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: 2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Instructional Coaches, Strategists	August 2017-June 2018	(S)Local Funds	Summative - Increase of student achievement in STAAR EOC scores
4. Provide students with opportunity to improve their writing by establishing journal entries throughout campus. (Title I SW: 2,10) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders	August 2017-June 2018	(S)Local Funds	Summative - Improvement in ELA scores.

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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 14. By June 2018, STAAR Algebra I EOC scores will improve from 88% to 90% passing for all students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and analyze student data for continued improvement in student achievement and instruction decision making. (Title I SW: 1,3,8) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Strategists, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - Increase student achievement in EOC scores and local summatives.
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)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Strategists, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - Lesson plans, increased scores in formal/informal assessments and EOC scores.
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)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Strategists, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - Increased performance in formal/informal assessments and STAAR EOC scores.
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)	Campus Administrators, Cluster/Department Leaders, Counselors, Instructional Coaches, Strategists, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - Improvement by all sub populations in local assessments and STAAR EOC scores.
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 2017 - June 2018	(S)Local Funds	Summative - Increased student performance in local assessments and STAAR EOC.

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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 15. By June 2018, STAAR Biology EOC scores will improve from 86% passing 90% for all students.

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)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - Lesson plans, local assessments and STAAR EOC
2. Provide supplemental STAAR EOC materials for focused intervention and remediation. (Title I SW: 3,9,10) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders	August 2017 - June 2018	(S)Local Funds	Summative - Increased student performance in local assessments and STAAR EOC.
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. (Title I SW: 1,3,9) (Target Group: ECD, ESL, Migrant, LEP, SPED, AtRisk, 504)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - Increased student performance in local assessments and STAAR EOC.

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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 16. Throughout the 2017-2018 school year, Del Rio Freshman staff will implement campus wide discipline management/character education programs for development of successful habits, prevention of aggressive behavior, harassment, drug/alcohol use and bullying in school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - decrease in discipline issues and office referrals.
2. Teachers will incorporate "Capturing Kids Hearts" strategies to increase positive relationships between teachers and students. (Title I SW: 2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - Enhanced teacher student relationships
3. BIM Teachers will incorporate lessons from "7 Habits of Highly Effective Teens" into their curriculum to promote successful student habits. (Title I SW: 2) (Target Group: All)	Campus Administrators, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - Increased overall student success and participation.
4. Biology teachers will incorporate "Big Decisions" curriculum to help promote healthy habits and abstinence. (Title I SW: 2,9) (Target Group: All)	Campus Administrators, Teachers	January 2018 - June 2018	(S)Local Funds	Summative - Reduced teen pregnancy
5. 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. (Title I SW: 6) (Target Group: All, AtRisk)	Campus Administrators, Parental Aides, Parents	August 2017 - June 2018	(S)Local Funds	Summative - Increased parent involvement

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 2018, Del Rio High School will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Development 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)	Campus Administrators, Cluster/Department Leaders, Counselors, Dean of Instruction, Teachers	August 2017-June 2018	(S)Local Funds	Summative - CIP is approved
2. Tutorials will be provided for the CTE CNA Skill Set in order to increase the number of students obtaining certification. (Target Group: All, ECD, ESL, Migrant, LEP, SPED, GT, CTE, 504)	Campus Administrators, Cluster/Department Leaders, Directors, Teachers	January 2017 - June 2018	(S)Local Funds	Summative - Yearly
3. Resources will be utilized to facilitate student performance in the subject area of Math. (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Strategists	August 2017-June 2018	(S)Local Funds - $19,750	Summative - STAAR Data summary reports
4. Resources will be utilized to facilitate student performance in the subject are of Social Studies. (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2017-June 2018	(S)Local Funds - $19,750	Summative - STAAR Data
5. Resources will be utilized to facilitate student performance in the subject are of ELA. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2017-June 2018	(S)Local Funds - $19,750	Summative - STAAR Data
6. Resources will be utilized to facilitate student performance in the subject are of Science. (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2017-June 2018	(S)Local Funds - $19,750	Summative - STAAR Data
7. Resources will be utilized to facilitate student performance in all subjects areas for Instructional Leadership. (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors	August 2017-June 2018	(S)Local Funds - $7,616	Summative - STAAR Data, Teacher Input, Surveys

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 2. By June 2018, the campus will maintain a student attendance rate of 95.90%.

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)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Parental Aides, Parents, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing: Every Six Weeks
2. DRHS 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. As an incentive refreshments and door prizes will be provided. (Title I SW: 1,2,6) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	September 2017-May 2018	(S)Local Funds - $6,500	Summative - Ongoing, at least two times a semester
3. The campus will celebrate students with perfect attendance per six weeks with certificates and incentives. (Title I SW: 1,2) (Target Group: All, AtRisk)	Attendance Staff, Campus Administrators, Parental Aides	October 2017-June 2018	(S)Local Funds - $6,500	Summative - Ongoing-every six weeks
4. DRHS 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) (Target Group: All, AtRisk)	ARD Committee, Campus Administrators, Counselors, Parents, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
5. DRHS will promote student participation in school groups by increasing clubs and organizations in school. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Counselors, Librarian, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
6. DRHS 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)	Attendance Staff, Campus Administrators, MIS Department	August 2017-June 2018	(S)Local Funds	Summative - Ongoing-every six weeks

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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 2018, the campus will maintain a student attendance rate of 95.90%.

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)	Attendance Staff, Campus Administrators, Teachers	August 2017-June 2018	(S)Local Funds - $1,000	Summative - Ongoing-pulling reports with student's absences of three or more regularly
8. Curriculum and Instruction/PEIMS 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)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, MIS Department, Parental Aides	August 2017-June 2018	(S)Local Funds	Summative - Agendas and Evaluations
9. Attendance Procedures for campus will be developed so there is a systematic process. Students reported absent during 1st period will be called to see why they are not in attendance and documentation will be noted. Students marked absent during 2nd period will be verified by 1st period attendance; as well as on student check-in/check-out forms, counselor/library/nurse/etc. logs. 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)	Attendance Staff, Campus Administrators, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing-daily
10. Daily announcements will be made to stress which class had the best attendance: Sophomores, Juniors or Seniors. These percentages will be put in iRam and Status Update presentations. (Title I TA: 1) (Target Group: All, AtRisk)	Attendance Staff, Campus Administrators, Teachers	September 2017-June 2018	(S)Local Funds	Summative - Daily
11. Saturday camp will be scheduled for the year. (make up hours, tutoring, credit recovery). (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Teachers	August-2017-June 2018	(S)Local Funds - $3,500	Summative - Attendance logs, student sign in sheets

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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 2018, the campus will maintain a staff attendance rate of 96%.

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)	Campus Administrators, Cluster/Department Leaders, Counselors	August 2017-June 2018	(S)Local Funds - $1,000	Summative - Better attendance-not so many substitutes in the classroom
2. The campus will celebrate and recognize staff's perfect attendance during monthly meetings. (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors	September 2017-June 2018	(S)Local Funds - $1,000	Summative - Better attendance will be evident
3. Every six weeks, staff members will be entered into a perfect attendance raffle for each semester. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors	August 2017-June 2018	(S)Local Funds	Summative - Increased attendance for staff
4. Encourage staff to participate in the district-wide health and wellness programs. (Title I SW: 1,2) (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	September 2017-June 2018	(S)Local Funds	Summative - One day a week: plan on starting a walking program with some weight lifting

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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. Throughout the 2017-2018 Academic year, Del Rio Freshman will utilize 90% of local funds to directly impact student achievement/success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Del Rio Freshman budget will be aligned to campus improvement plan and will be utilized to increase student achievement. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - Evaluation by district financial department

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 5. By June 2018, Del Rio Freshman will improve student attendance rate from 95% to 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance committee (parental aides, counselors, administrators, attendance secretary) will monitor and meet as necessary to review and establish intervention plans for students with excessive absences. (Title I SW: 1,9) (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides, Parents	August 2017 - June 2018	(S)Local Funds	Summative - Daily and six weeks attendance reports.
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)	Attendance Staff, Campus Administrators	August 2017 - June 2018	(S)Local Funds	Summative - Increased attendance from previous academic year
3. Increase parental awareness of importance of attendance and attendance laws through orientations, presentations by parental aides and conferences with counselors and administration. (Title I SW: 2,6) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2017 - June 2018	(S)Local Funds	Summative - Increase student attendance in comparison to previous academic year

DEL RIO H S

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

Objective 1. By June 2018, the campus will organize monthly services and activities that support and help the participation of parents in their student's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Have all teachers send class letter 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: 2,6) (Title I TA: 7) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	September 2017 - January 2018	(S)Local Funds	Summative - Copy turned into Appraiser by September 2017
2. Parents will have several training opportunities on signing up and using the parent portal for Skyward to message teachers and keep up with their student's grades and attendance. (Title I SW: 1,2,6) (Title I TA: 7) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, MIS Department, Parental Aides, Parents	August-2017-June 2018	(S)Local Funds	Summative - Parent attendance sign in sheet
3. Send out a survey to seek parental involvement in school activities and student groups. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All, 10th, 11th, 12th)	Parental Aides, Parents	September 2017-June 2018	(S)Local Funds	Summative - Spring 2017
4. The campus will utilize all common forms of social media to disseminate information to parents and the public. (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Librarian, Parental Aides, Parents, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing
5. The campus will be having 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. We will provide refreshments and door prizes. (Title I TA: 7) (Target Group: All, 10th, 11th, 12th)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers	October 2017 - May 2018	(S)Local Funds	Summative - Sign-in Sheets for September 2017 February 2018
6. All departments and CTE will have easy access to their Dash Board, grade book and lesson plan for organization and planning to ensure that student data is secured and accurate on their teacher laptop. (Target Group: All, 10th, 11th, 12th)	Teachers	August 2017-June 2018	(S)Local Funds	Summative - Ongoing: Grades/Lesson Plans

DEL RIO H S

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

Objective 1. By June 2018, the campus will organize monthly services and activities that support and help the participation of parents in their student's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Teachers will offer extra credit orto be redeemed in a class for the students that return the Parent Surveys.Staff with 100% return will have an opportunity to win raffle prizes donated from community (free breakfast tacos, haircuts, facials, massages, movie bucks, etc.) Parents who return the survey will have an opportunity to win raffle prizes (educational games, books, etc.) (Title I SW: 1,6) (Target Group: All)	Campus Administrators, Parental Aides, Parents, Teachers	October 2017-June 2018	(S)Local Funds	Summative - Number of Surveys will be counted and we will have at least 50%.
8. Parental Aides will attend the Annual Statewide Parental Involvement Conference. 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). (Title I SW: 6) (Target Group: All)	Campus Administrators, Parental Aides	December 2017	(S)Local Funds	Summative - There will be a measurable increase in parental involvement at DRHS by the end of the school year and the information shared with parents will be up to date.
9. DRHS will conduct an informal campus based meeting for all parents regarding the development of the parent-student-school compact and information session on Title 1 schools. The meeting will be publicized via school announcements, automated messenger, marquee, and written reminders. (Title I SW: 6) (Target Group: All)	Campus Administrators, Parental Aides	August 2017-June 2018	(S)Local Funds	Summative - Parent participation logs Parent surveys
10. All departments and CTE will post the TEKS objective(s): Learning Target(s), E.L.P.S. objective(s). (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2017-June 2018	(S)Local Funds	Summative - Walk-throughs
11. Parental Aides will make home visits to student homes particularly with attendance/discipline concerns on an as needed basis. (Title I SW: 1) (Target Group: All)	Attendance Staff, Instructional Aides	Ausgut 2017-June 2018	(S)Local Funds	Summative - Parental Logs, parent signatures

DEL RIO H S

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

Objective 1. By June 2018, the campus will organize monthly services and activities that support and help the participation of parents in their student's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. The campus counselors will conduct a college night to introduce families to post-secondary education opportunities. (Target Group: All)	Counselors	Ausgust- 2017-June 2018	(S)Local Funds - $5,306	Summative - College Nigh sign in sheets, participants sign in sheets
13. The school will provide parent forms and graduation programs to families. (Target Group: All)	Parents	August 2017-June 2018	(S)Local Funds - $4,000	Summative - Parent sign in sheets, visitor logs

DEL RIO H S

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

Objective 2. By June 2018, parent participation at Del Rio Freshman will increase by 20%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Del Rio Freshman 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/UIL events. (Title I SW: 1,2,6) (Target Group: All)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides	June 2017 - August 2018	(S)Local Funds	Summative - Parent/staff sign in sheets. Increase participation and positive comments on HB5 Survey.
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)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides	June 2017 - August 2018	(S)Local Funds	Summative - Increased parent involvement and positive comments as seen through HB5 parental survey.
3. Provide and information for parents to access and utilize Skyward as a means to monitor student academic progress. (Title I SW: 1,2,6) (Target Group: All)	Campus Administrators, Parental Aides	June 2017 - August 2018	(S)Local Funds	Summative - Increased parent knowledge of academic success.
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)	Attendance Staff, Campus Administrators, Parental Aides	June 2017 - August 2018	(S)Local Funds	Summative - Increased communication with parents over student concerns. Increase in attendance and decrease in discipline referrals.

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- Texas Academic Performance Report _____
- DMAC _____
- Master Schedule _____
- Attendance _____
- _____
- _____
- _____
- _____
- _____
- _____

See page 7 of the guide for probing questions related to Demographics.

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

- Increase in student enrollment
- Adopted Block Scheduling
- Incorporating Freshman with HS
- Increase ECHS enrollment
-
-
-
-
-
-

Needs

- Support Special Education Students
- Provide Sheltered Instruction to ELL's
- Provide credit accural opportunities
- ECHS Title I students
- Provide extra teachers in all core areas
- Provide additional support At-Risk Students
- Provide outreach and counseling for truancy
- Address the needs of our Sp.Ed. Students
- Provide ELL's with langauge acquisition and tutoring interventions
-

Summary of Needs

- Support Special Education Students
- Provide Sheltered Instruction to ELL's
- Provide credit accural opportunities
- ECHS Title I students
- Provide extra teachers in all core areas
- Provide additional support At-Risk Students
- Provide outreach and counseling for truancy
- Address the needs of our Sp.Ed. Students
- Provide ELL's with langauge acquisition and tutoring interventions
-

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Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- TAPR Results
- Performance Index Framework Data
- Index I-Student achievement.
- DMAC
- CSR's/EOC/TELPAS

See page 8 of the guide for probing questions related to Student Achievement.

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

- Planning Protocol
- Ilet
- Abydos Writing
- Sheltered Instruction
- ELA Trailer Course
- Reading Trailer Course
- Credir Recovery/Accural
- EOC Remediation
- Remediation for all core content courses
- Current acclerated curriculum for Eng I/II

Needs

- Increase ELA/EOC passing standards
- Eco/Dis: increase EOC stores;Sp.ED
- Eco/Dis: increase EOC stores: At-Risk
- Eco/Dis: increase EOC stores; 504
- Eco/Dis: increase EOC stores: LEP
- Implement curriculum with fidelity
- Utilize formative data
- Utilize formative benchmark data
- Focused Interventions
- Small flexible student groups

Summary of Needs

- Increase ELA/EOC passing standards
- Eco/Dis: increase EOC stores;Sp.ED
- Eco/Dis: increase EOC stores: At-Risk
- Eco/Dis: increase EOC stores; 504
- Eco/Dis: increase EOC stores: LEP
- Implement curriculum with fidelity
- Utilize formative data
- Utilize formative benchmark data
- Focused Interventions
- Small flexible student groups

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School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
-
-
-
-

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Surveys
- Focus Groups
- walkthrough data
- Interviews
- Parent Conferences
- Meetings
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-

See page 9 of the guide for probing questions related to School Culture and Climate.

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

- Helpful and patient teachers
- School excels
- Great teachers
- Information provided in various languages
- Parents agree with the schools goals
- Parent/school goal setting
- Parent portal-Grade for parents
- High School website
- Referals to community agencies
-

Needs

- Customer service
- Improve parent/teacher communication
- Improve parent/counselor involvement
- Improve EOC support service
- Opportunities for Alumni participation
- Teachers provide grades in a timely manner
- Model proper dress code
- Increase post-secondary guidance
- Follow up calls
- Confidentiality Awareness

Summary of Needs

- Customer service
- Improve parent/teacher communication
- Improve parent/counselor involvement
- Improve EOC support service
- Opportunities for Alumni participation
- Teachers provide grades in a timely manner
- Model proper dress code
- Increase post-secondary guidance
- Follow up calls
- Confidentiality Awareness

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
- T-TESS 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.

- Teacher Certification
- Professional qualifications
- Staff Effectiveness-CWT
- T-TESS
- Recruitment and Retention
- Professional Development Data
- Teacher student ratios
- Graduation rates
- Dropout rates
- Grades

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

- Qualified Math Department
- Qualified SS Department
- Qualified CTE Department
- Qualified ROTC Department
- Qualified Fine Arts Department
- Customer Service Training
- Job embedded Professional Training
- Block Schedule Training
- Discipline Management Training
- Retention rate

Needs

- Recruitment: English teachers
- Recruitment: Science teachers
- Improve rigor for all content areas
- Follow up data regarding T-TESS
- Attendance rate
- Mentor program
- Support new staff: ELPS, eg.
- Document support for struggling staff
- Classroom walkthrough feedback
- Professional:curriculum

Summary of Needs

- Recruitment: English teachers
- Recruitment: Science teachers
- Improve rigor for all content areas
- Follow up data regarding T-TESS
- Attendance rate
- Mentor program
- Support new staff: ELPS, eg.
- Document support for struggling staff
- Classroom walkthrough feedback
- Professional:curriculum

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Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- TEKS Resource System
- Gradebook
- Lesson Plans
- DMAC
- EOC/STAAR assessments
- School Report Card
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See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

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

- PSP Campus visits
- Instructional visits-walkthroughs
- Administration attends PLC's
- Core Area horizontal planning
- Planning protocol-PLC's
- EOC/Goal setting
- Formation of Campus Leadership team
- Targeted Interventions and Sp. Ed.
- Co-Teach Model
- Planning: Data days

Needs

- Identify student expectations
- Identify strategies academic weaknesses
- Identify causal factors related to low performance
- Identify resources needed to adress low areas
- Curriculum writing in all core areas
- Lesson plans: rigor and depth of knowledge
- Utilize dashboard to guide instruction
-
-
-

Summary of Needs

- Identify student expectations
- Identify strategies academic weaknesses
- Identify causal factors related to low performance
- Identify resources needed to adress low areas
- Curriculum writing in all core areas
- Lesson plans: rigor and depth of knowledge
- Utilize dashboard to guide instruction
-
-
-

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
-

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Parental Surveys
- Family and Community participation
- Parent Volunteer Information
- Community Service Agencies
-
-
-
-
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See page 12 of the guide for probing questions related to Family and Community Involvement.

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

- A good percentage of parents were welcoming
- Various parental engagement opportunities
- Updated current events for community
- Good two way communication
- Timely communiation regarding sudent progress
- Awareness of supports for students
-
-
-
-

Needs

- Parent volunteer opportunities
- Encourage parent participation
- TEachers engage families by proving information through technology
- Parents want literacy classes evening classes.
-
-
-
-
-

Summary of Needs

- Parent volunteer opportunities
- Encourage parent participation
- TEachers engage families by proving information through technology
- Parents want literacy classes evening classes
-
-
-
-
-
-

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.

- Schoool Structure
- School Leadership
- Context and organization
- Duty rosters
- Team schedules

See page 13 of the guide for probing questions related to School Context and Organization.

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

- Professional development
- Core Crisis team
- Campus PDM
- Parent Boosters
- Student organizations
- Administrative Teams (Houses)
- Monthly/CTE department meetings
- C&I Support
- Teacher organizations
- High expectations for school community

Needs

- Technology Infrastructure
- Cell Phone policy
- Dress code policy
- Large classes in some areas
- Increase instructional time
- Team builiding
- Mentor programs
- Curriculum alignment
- School transistions
-

Summary of Needs

- Technology Infrastructure
- Cell Phone policy
- Dress code policy
- Large classes in some areas
- Increase instructional time
- Team builiding
- Mentor programs
- Curriculum alignment
- School transistions
-

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.

- Technology Software/Hardware _____
- Infrastructure _____
- Resource allocations _____
- _____
- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

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

- one to one initiatives
- Toshiba copiers
- Wifi in common areas
- BYOD-Bring your own device
- Resources accesible in library
- 3 computer labs available for credit recovery
- Media Tech courses/Endorsements
- Parent gradebook portal
- Curriulum dashboard
- PD: Tagt, Online PD

Needs

- library and classroom Printers
- Need 6 library index omputers
- updated student devices
- 20 Teacher laptops
- Library Scanner, Fax Machine, 2 LCD
- Stdt calculators, devices, laptops, blue tooth speakers, screens, headphones
- online publications, reading material, AP books, text-to-speech, Rdg Renaissance,
- Computer carts,
- 2 Portable computer screens
- Speakers-Bluetooth with microphones

Summary of Needs

- library and classroom Printers
- Need 6 library index omputers
- updated student devices
- 20 Teacher laptops
- Library Scanner, Fax Machine, 2 LCD
- Stdt calculators, devices, laptops, blue tooth speakers, screens, headphones
- online publications, reading material, AP books, text-to-speech, Rdg Renaissance,
- Computer carts,
- 2 Portable computer screens
- Speakers-Bluetooth with microphones

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NCLB Comprehensive Needs Assessment Summary of Priority Needs
Del Rio High School
2017-2018

Demographics

Support Special Education Students
Provide Sheltered Instruction to ELL's
Provide credit accural opportunities
ECHS Title I students
Provide extra teachers in all core areas
Provide additional support At-Risk Students
Provide outreach and counseling for truancy
Address the needs of our Sp.Ed. Students
Provide ELL's with langauge acquisition and tutoring interventions

School Culture and Climate

Customer service
Improve parent/teacher communication
Improve parent/counselor involvement
Improve EOC support service
Opportunities for Alumni participation
Teachers provide grades in a timely manner
Model proper dress code
Increase post-secondary guidance
Follow up calls
Confidentiality Awareness

Curriculum, Instruction and Assessment

Identify student expectations
Identify strategies academic weaknesses
Identify causal factors related to low performance
Identify resources needed to adress low areas
Curriculum writing in all core areas
Lesson plans: rigor and depth of knowledge
Utilize dashboard to guide instruction

School Context & Organization

Technology Infrastructure
Cell Phone policy
Dress code policy
Large classes in some areas
Increase instructional time

NCLB Comprehensive Needs Assessment Summary of Priority Needs
Del Rio High School
2017-2018

Team builiding
Mentor programs
Curriculum alignment
School transistions

NCLB Comprehensive Needs Assessment Summary of Priority Needs
Del Rio High School
2017-2018

Student Achievement

Increase ELA/EOC passing standards
Eco/Dis: increase EOC stores;Sp.ED
Eco/Dis: increase EOC stores: At-Risk
Eco/Dis: increase EOC stores; 504
Eco/Dis: increase EOC stores: LEP
Implement curriculum with fidelity
Utilize formative data
Utilize formative benchmark data
Focused Interventions
- Small flexible student groups
-
-

Teacher Quality

Recruitment: English teachers
Recruitment: Science teachers
Improve rigor for all content areas
Follow up data regarding T-TESS
Attendance rate
Mentor program
Support new staff: ELPS, eg.
Document support for struggling staff
Classroom walkthrough feedback
Professional:curriculum

Family & Community Involvement

Parent volunteer opportunities
Encourage parent participation
TEachers engage families by proving information through technology
Parents want literacy classes evening classes.

-
-
-

Technology

library and classroom Printers
Need 6 library index omputers
updated student devices
20 Teacher laptops
Library Scanner, Fax Machine, 2 LCD

Stdt calculators, devices, laptops, blue tooth speakers, screens, headph
online publications, reading material, AP books, text-to-speech, Rdg R
Computer carts,
2 Portable computer screens

- Speakers-Bluetooth with microphones

NCLB Comprehensive Needs Assessment Summary of Priority Needs
Del Rio High School
2017-2018

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NCLB Comprehensive Needs Assessment Summary of Priority Needs
Del Rio High School
2017-2018

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enaissance

Resources

Resource	Source	Amount
Local Funds	State	$350,347.40

Special Ed Department

Student Achievement

2017

1. _____
2. _____
3. _____
4. _____
5. _____

Student Achievement

Strengths

- Instructional strategist/coaches (core areas)
- BASE classroom
- QTEL, ABYDOS programs
- AR Program
- DMAC-student data
- Aides in English I classes
- ESL aides in core areas
- Co-teach settings
- Migrant Advocate
- Tutoring/Upgrade- before or after school provided
- PLATO for credit recovery

Needs

- Reduction in classroom size
- Early Intervention Program for Special Ed, 504, ESL, & At-Risk students
- Resource class or pull out program for English I & Algebra I
- 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. 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. One need is concerning the very low academically Special Ed students who are in need of slow paced instruction in a Resource class or temporary pull out program for English I and Algebra I. The final need is an appropriate placement of ELL students.

Student Achievement

May 2016

1. How is student achievement data disaggregated?

Student achievement data is disaggregated into demographics, core areas, state assessments, local benchmarks, and TELPAS which is accessed on DMAC solutions website and School Report Card.

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

Student achievement data met standard and shows previous as well as future project percentages for the campus to meet. In addition, it compares the demographics of standard performance rates.

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 Freshman campus. 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 2016 Performance Index, growth was shown in student achievement with a score of 76, student progress with 27, closing performance gaps with 41, and postsecondary readiness with 52.

5. Which students are making progress? Why?

All students are making progress due to tutoring/upgrade before & after school, PLATO, assistance in BASE (content mastery), ESL core area aides, English I aides, 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 indicates the % of Level II Satisfactory Standard, Postsecondary Readiness Standard, Advance

Standard, Met or Exceeded Progress, and Exceeded Progress with different demographics.

8. What does the data reflect within and among content areas?

The data reflects the % of Level II Satisfactory Standard, Postsecondary Readiness Standard, Advance Standard, Met or Exceeded Progress, and Exceeded Progress. The data shows that Science is the highest among the categories above.

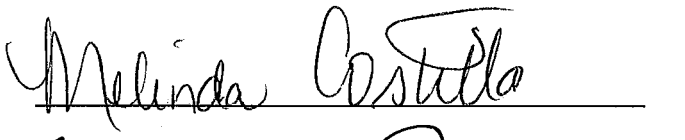
9. What does the data indicate when disaggregated at various levels of depth?

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.

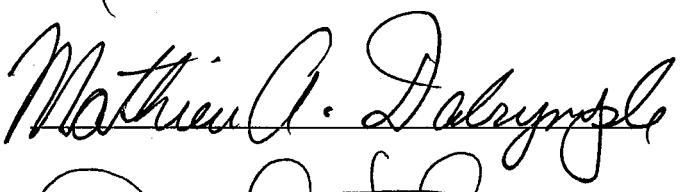
10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroup, etc.?

There are 749 students at DRFS. The white population are making annual progress and projected growth basing the STAAR statistics, second is the Hispanic population group. The data compares across the programs with scored percentages in all tested core areas under Level II Satisfactory with White demographics at 91%, Hispanic at 75%, and economically disadvantaged at 72%. The data compares across the programs with scored percentages in all tested core areas under Postsecondary Readiness Standard with White demographics at 67%, Hispanic at 44%, and economically disadvantaged at 38%.

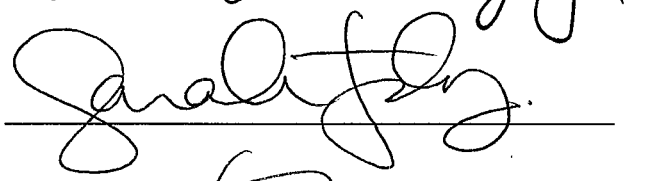
Reviewed by – Del Rio Freshman Mathematics Department – April 2017



Melinda Costilla

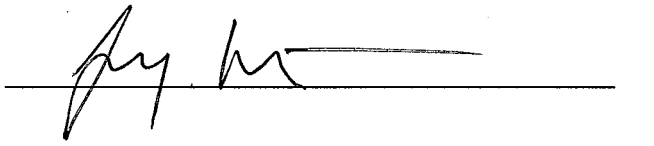


Mathieu Dalrymple

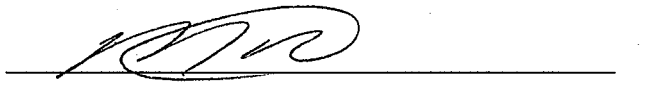


Sarah Flores-Fernandez

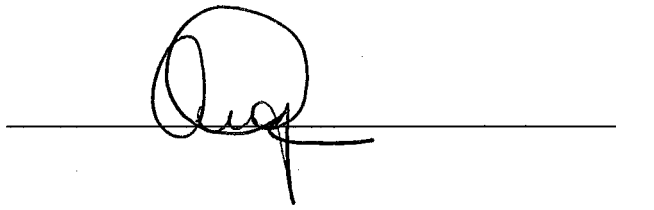
Milton Fuentes



Jenny Hagstrom



Mario A. Martinez



Alejandra Rios

Demographics

Strengths:

- Per ethnicity groups, students met or exceeded state averages on state assessment
- Have programs in place to help sub populations in Core Area Subjects:
    1. Bilingual para professional
    2. Co-Teacher
- Technology – One to One Initiative
- Migrant Advocate

Needs:

- Need more Special Ed teachers to create Co-Teach environment for Science & Math
- Need tutors for special populations (504, Special Ed, ESL, etc.)

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. Second, although the math department has two Special Education teachers which implements two co-teach settings, one of the two Special Education teachers is only in attendance a fraction of the time needed. Finally, it is recommended that tutors for special population (such as 504, Special Ed, ESL, etc.) be considered. As we all know, the purpose of tutoring is to help students help themselves and to assist or guide them to the point which the student becomes an independent learner.

School Culture and Climate

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

* Faculty and staff camaraderie
* Leadership communication with faculty and staff
* Career and Technology courses offered
* Double block of ELA
* Planning Protocol
* Early College High School Program
* Student activities
* Motivational strategies for students

Needs

* Improve student attendance
* Decrease student tardies
* Increase security personnel/clear expectations
* Consistency and structure in D-Hall/ISS
* Update campus facilities
* Technology technician on campus

Summary of Needs

DRFS is a safe campus with strong leadership and a unified faculty and staff. The facilities on the campus are continuously improving, teachers are provided with adequate lesson planning and discussion sessions and all students are offered a variety of opportunities to succeed and showcase their talents. Needs for the campus include improved student attendance, procedures to decrease student tardies, communication of expectations to and from security personnel, consistency and structure in the D-Hall/ISS room, updates on campus facilities including classroom furniture, and an on-site technician available for any technology issues that may arise throughout the school day.

Biology Department	**Signature**	**Date**
Melva Cortez		4/26/2017
Min Beto		4/26/2017
Velma Gutierrez		4-26-2017
Yolanda Felton		4/26/2017
Rebecca Ortiz		4/26/2017

Electives/Dance/Foreign Lang.

Working on Staff Quality / Professional Development

CNA report

April 25, 2017

Ms. Silvia Hilton

Mr. Crisobal Garza

Ms. Rianna Rodriquez

Mrs. Catherine Calvetti

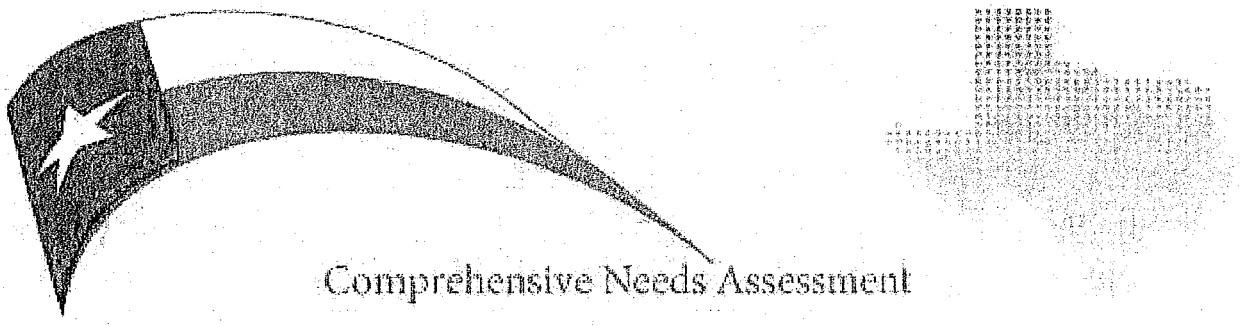
Mrs. Ofelia Hernandez

Ms. Lilie Castellano

Mr. Martin Cardenas

Mr. Jesus Limon

Ms. Eloisa Valdez



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 thru Socrative. New staff members information was added to current staff members
-
-
-
-
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-

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

- 86% certified in content area
- 41% have masters
- Paraprofessionals furthering education
- 95% above permanent staff
- Very few requesting transfer
- Overall new teacher feel
- supported by staff/admin.
- differentiates lessons for
- students
- overall staff attendance is good.

Needs

- Staff needs more training
- pertaining to subjects taught
- Special ed. population needs to be more closely
- monitored when assigning classes.
- To have a more active
- mentor interaction & consistancy.
- more teachers to be certified in field.
- all data is not
- uniformly shared among
- all teaching staff.
- Staff felt more mentors
- were needed for
- newest staff members.

Summary of Needs

- Del Rio Freshman teachers overall are seeing
- a decline in the working enviroment of
- the campus. Staff members still feel
- that improvement is needed in all
- areas.
-
-
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DRFS ELA
Department Meeting
April 24, 2017
Comprehensive Needs Assessment
Curriculum, Instruction & Assessment

1. _____ Z. Alvarez
2. _____ L. Bosquez
3. _____ O. DeLeon
4. _____ K. Gaona
5. _____ M. Grazetti
6. _____ E. Hartman
7. _____ W. Hinsey
8. _____ L. Hudgins
9. _____ A. Lopez
10. _____ S. Martinez
11. _____ D. Moss
12. _____ P. Province
13. _____ R. Salazar
14. _____ D. Salinas
15. _____ I. Treviño
16. _____ M. Treviño

Curriculum, Instruction & Assessment
Prepared by DRFS ELA Department
2017

Strengths

-Planning Protocol
-Dashboard
-Implementing QTEL activities
-Implementing ABYDOS activities
-Sharing on Thursdays PP
-Accessibility of resources have been readily accessible for students' & teachers' use from our library
-Co-Teaching in ELA & Algebra
-Admin feedback after walk-thrus/ observations
-Support of ELL & Reading strategist
-STAR reading at beginning of year
-Continued use of STAAR formatted work
-Continued use of ELA textbooks & workbooks
-ESL tutors in ELA, Algebra & Biology for the **ENTIRE YEAR**
-Continued use of **DMAC** for data addressing students' weaknesses
-ECHS program

Needs

-Two days of planning for manipulates, resource gathering & making copies
-Not having PP interrupted by PD
-Working technology, Laptops need to have restrictions lifted and be updated
-Co-Teach in Biology (tested area too)
-Interventions to identify and work with special pops: Special Ed, 504, ELLs, GTs, and Behavioral Unit
-+3 year ELL students should be mainstreamed
-Teacher specific PD not all lumped together just because
-Resource classes for lower performing Special Ed students
-TELPAS testing should use "other" staff instead of ELA staff... ELA staff needed in the classroom so close to EOC.
-Reading/Math lab
-BASE needs to be better organized to work with students' needs.
-Technology needs to be working on testing days (TELPAS & EOC) & have a high leveled technician available on site during those days.
-Admin updates staff on committees, changes in testing (use of graphic org for non-Special Ed students, etc.)
-Mentoring program

Summary of Needs:

DRFS has many strengths in our **Curriculum, Instruction and Assessment** areas, but there are also some NEEDS that have not yet been addressed and are ongoing from last year's Needs. **Planning Protocol** is definitely an advantage for the core areas and our elective teachers should be afforded that same time. Different core departments have scheduled routines such as Thursday's sharing in the ELA department. This time allows for many resources and ideas to be shared and presented. The planning has also helped in the sharing and implementing of QTEL and ABYDOS activities. The **Dashboard** has also been a good resource for the core departments. Planning Protocol is at times negatively impacted by interrupted professional development or trainings. We have also found that one day of working on manipulates and resources is not enough. We would like to have two days for acquiring resources, making copies, and finding new activities/technology use, etc. to fill the new "90 minute" block schedule being

Del Rio Physical Education Department

April 28th, 2017

Family and Community Involvement

1. Lillie Castellano
2. Martin Cavedroz
3. [signature]
4. Eloisa Valdez

See page 12 of the guide for probing questions related to Family and Community Involvement.

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

- Parental Aid Services
- Mental Health Training
- Outside Agencies
- Partnership with SWTJC and SulRoss
- Athletic Booster Clubs

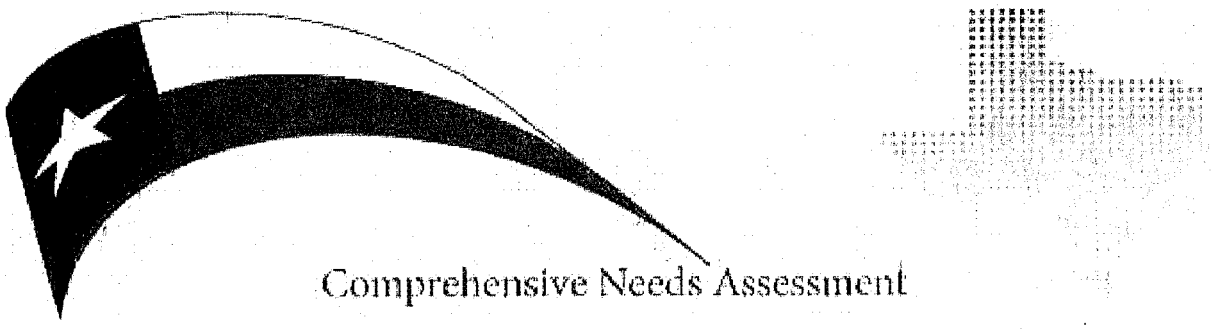
Needs

- Better Parental Input on School Board decisions
- Better communication between the school and Parents
- Better Utilization of Technology

Summary of Needs

- F&C Need 1

There should be better communication between the school and parents. There should also be better utilization of technology to communicate with parents and community members to enhance family involvement in student learning. Finally, better or more parental input on school board decisions



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 print
- Attendance report
- Accommodations
- _____
- _____
- _____
- _____
- _____
- _____

See page 13 of the guide for probing questions related to School Context and Organization.

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, (ie., 504 & Special Ed).
- Staff is given appropriate accommodations for 504 & Special Ed students, right away.

Needs

- Emphasis & understanding of compliance of accommodations
- After school tutorials to begin in the 2nd six wks of the school year.
- Credit recovery program needed after school.
- Accurate attendance postings by period.
- Communication between admin & counselors
- Mandatory feedback from teachers for:
  1. Annual meetings
  2. Parent request for HW
  3. attendance for Parent/Teacher conf.
- Teacher ongoing communication w/ parents by making contact by phone, email, letters and home visits - if all other attempts fail.
- Timeframe of deadlines for upgrade and make up hours.

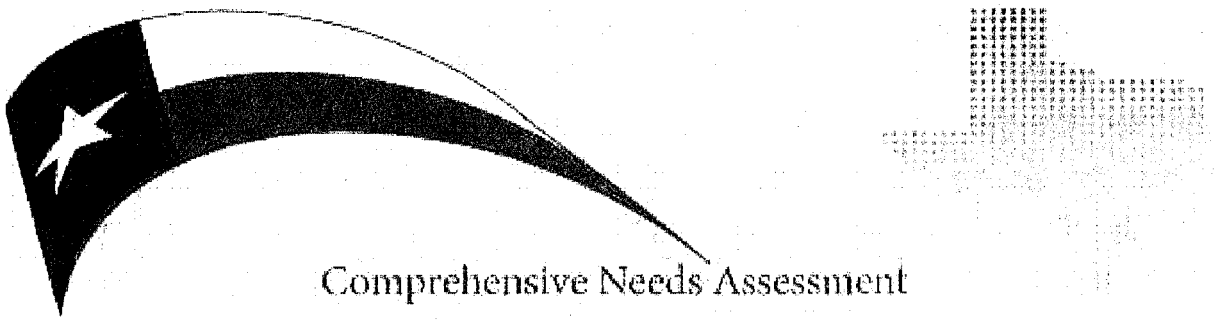
Summary of Needs

- SC & O Need 1
- Weekly meetings between admin. & counselors.
- Minutes of all school activities (meetings & committees that DPFS is involved in) shared with all staff.
- Documentation by teachers on how accomodations are being implemented on a weekly basis.
- Special Ed. Monitoring teachers need to meet with their students weekly to promote student success per six week grading period.

- _____
- _____

Comprehensive Needs Assessment (CNA)
TECHNOLOGY

Teacher	Signature
Fernanda DeLosSantos	(on leave)
Raul Hurtado	
Yvonne Gomez	
Ricardo Guajardo	
Albert Ortiz	
Rose Ortiz	
Martha Sanchez	
Glafiro Santellanes	



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.

- Technology Hardware + Software
- Classroom Technology Needs
- Professional Development Needs in Technology
-
- Technology Policies + Procedures
-
-
-
-
-

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See page x of the guide for probing questions related to Demographics.

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.

Strenths

- Technology continues to become an essential tool for course lessons for teachers + students
- Teachers + other staff use Skyward Gradebook to record grades + attendance, print reports + have access to other pertinent data of students.
- Parents + students can view respective student progress in courses + attendance in Skyward Gradebook
- Various teacher links are available

Needs

- A computer lab with 40 desktops for students to use in a class.
- A working + stronger wi-fi connection.
- Computers + not terminals in classrooms.
- An improved network system to allow for growth.
- Available software programs that work
- Replace broken + outdated technology equipment including printers
- Still need better access for on-line books
- Update electrical support to prevent technology connection overloads
- Better system of communication by technology department with respective schools on changes and updates.

Summary of Needs

- Technology Need 1

Improvements are slowly being made to the network but a good wi-fi connection is still in demand, especially when students try to access on-line textbooks on the tablets. A computer lab with about 40 desktops would be a major benefit for all of the non-technology classes. Also, the technology department needs to have a better system of communicating with staff on changes and updates.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: Spring 2017, For the 2017-2018 School Year

Data Sources Reviewed:

- **Campus demographic report, AYP, PBMAS, AEIS reports, campus schedules, duty schedules, master schedules, surveys, TELPAS report**
- **Special education, 504 report, LEP report, walkthrough data, meeting information, teacher certification information, curriculum documents**

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Better than state averages per ethnicity groups. Intervention programs in place for core content areas to increase performance of at-risk populations. Co-teach setting for Special Education students. Migrant Advocate	Increase number of special-education teachers for co-teach settings, especially in Science and Math. Increase number of bilingual certifications and bilingual para-professionals for all core subjects. Increase availability of tutors/aids.	Disseminate population data to staff prior to beginning of classes so teachers can begin to identify at-risk students. Continue efforts to increase student attendance. Increase availability of tutors/aids
Student Achievement	Instructional strategist/coaches (core areas) BASE Classroom QTEL/ABYDOS programs AR programs DMAC- to access student data Co-teachers in ELA classrooms Tutors in ESL core classrooms Migrant advocate Tutoring/upgrade opportunities	Early interventions program for Special education students, 504, ESL and At-Risk students. Reduction in class size. Appropriate placement of ELL students. Resource class for ELA and Algebra classes.	Increase number of ESL certified teachers to improve performance of ELL students. Training and implementation of effective ELL strategies and differentiation strategies by instructional coaches. Identification of special population students at an early point in the school year to more effectively meet their needs.

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School Culture and Climate	Faculty and staff camaraderie. Leadership communication with faculty and staff. Available CTE courses. Double periods for ELA. Planning Protocol. ECHS Program. Varied student activities Capturing Kids Hearts	A plan to decrease student tardies/ increase attendance. Consistency in D-hall/ISS. I Increase security visibility/presence. Update campus facilities Technology tech on campus	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
Staff Quality/ Professional Development	86% of teachers are HQ/41% of teachers have a masters degree. High staff retention rate. New teachers feel supported by campus personnel. Teachers attended required Overall staff attendance is good	Data not uniformly shared among teachers/departments. More mentorship for new members. Special populations need to distributed equally. Better staff development pertaining to subject matter.	Increase dissemination of campus data to campus personnel. Norms will be established for sharing of ideas and strategies. Professional development for effective block scheduling strategies, guided reading strategies and small group instruction.
Curriculum, Instruction, Assessment	Collaborative planning via planning protocol. QTEL/ABYDOS Curriculum Dashboard Co-Teach Classrooms. Accessibility of resources. Admin Feedback after observations and walk-throughs. STAR utilized Preparation of STAAR formatted tests. ECHS Program	Not have PlanPro interrupted for PD. Working technology with less restrictions on internet. Co-teach in Biology. Early Interventions for Special Pops. 3+ ELL students should be mainstreamed. Teacher specific PD TELPAS testing should not conducted with ELA teachers. BASE needs to be better organized. Mentoring program	Effective utilization of DMAC for data analysis. Utilize DMAC data to drive instruction/create and utilize data binders. Early interventions for special populations. Oversight of BASE. Effective use of PlanPro time; minimize distractions.

Family and Community Involvement	Availability of 2 parental aides. Youth Mental Health training for all staff. Availability of outside agencies for student assistance. Partnership with SWTJC for ECHS. Athletic Booster Clubs	More effective communication between school and parents. More effective utilization of technology.	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.
School Context and Organization	Planning protocol for collaborative practice and sharing of best practices. Regularly scheduled department head meetings for dissemination of information. Exams created by core departments. Availability of data via DMAC. Content Mastery assisting students/teachers	After school tutorials need to begin sooner. After school credit recovery program needed. Better communication between admin and counselors. 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.	Increased participation of administration during planning protocol. Implementation of effective ELL strategies. Authentic Implementation of data binders. Implementation of effective differentiation strategies. Implement tutorials earlier and create effective credit recovery.
Technology	Technology becoming a vital tool of the lesson format/allows for expanded student creativity. Transparency of grades for all users through skyward program. Students utilized 1:1 devices to complete coursework. Technology links provided by district available for teachers to facilitate absences, view curriculum, and communicate via email.	Computer lab 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.	Develop technology mentors within the campus. Provide ongoing technology training for both integration of technology in the classroom and utilization of district software (skyward). Provide students with keyboards for tablets for more effective use of 1:1 technology in the classroom. Provide effective wi-fi connectivity.

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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

SAN FELIPE-DEL RIO CISD
HB 5 - COMMUNITY & STUDENT ENGAGEMENT
2016- 2017 SCHOOL YEAR - SPRING 2017

Overall Ratings

	Campus	Fine Arts	Wellness & Physical	Community & Parental	21st Century Workforce	2nd Language Acquisition	Digital Learning Environment	Dropout Prevention	Gifted & Talented	Compliance	Overall Ratings Per Campus	Overall Ratings Per Campus
1	DRHS 9-12	Recognized	Exemplary	Acceptable	Exemplary	Exemplary	Exemplary	Exemplary	Acceptable	Y	1.61	Recognized
3	DRMS 7-8	Acceptable	Recognized	Recognized	Acceptable	Recognized	Recognized	Acceptable	Acceptable	y	2.38	Recognized
4	SFMMS -6	Recognized	Acceptable	Recognized	Acceptable	Exemplary	Exemplary	Recognized	Recognized	y	1.98	Recognized
	Blended Academy	Not Applicable	Acceptable	Acceptable	Recognized	Exemplary	Recognized	Exemplary	Not Applicable	y	1.96	Recognized
5	Garfield K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.19	Exemplary
6	North Heights K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.18	Exemplary
7	Lamar K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.15	Exemplary
8	Cardwell PK 3-4	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Not Applicable	y	1.07	Exemplary
9	Buena Vista K-5	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.19	Exemplary
10	Chavira K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.18	Exemplary
11	Calderon K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.17	Exemplary
12	Lonnie Green K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.22	Exemplary
	District Ratings	Exemplary- 1.31	Exemplary-1.48	Recognized-1.9	Exemplary-1.38	Exemplary-1.15	Recognized-1.55	Exemplary-1.22	Exemplary-1.41	Compliant	1.44	Exemplary

*GT not in effect until Kinder

Exemplary	Less Than a total 1.5
Recognized	Total of 1.5 - 2.4
Acceptable	Total of 2.5 - 3.4
Unacceptable	Total of 3.5 - 4

6/8/2017

TEXAS EDUCATION AGENCY
2017 Accountability Summary
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD

Accountability Rating

Met Standard

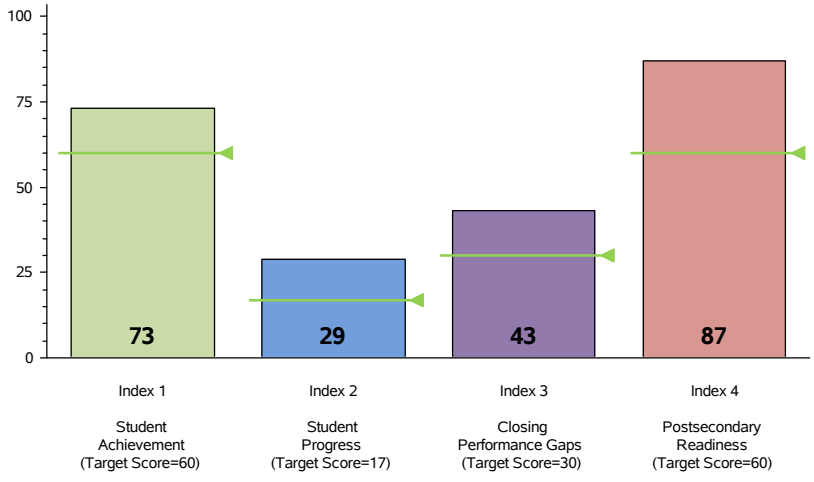
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	3,111	4,249	73
2 - Student Progress	286	1,000	29
3 - Closing Performance Gaps	345	800	43
4 - Postsecondary Readiness			
STAAR Score	16.2		
Graduation Rate Score	23.8		
Graduation Plan Score	24.0		
Postsecondary Component Score	23.1		87

Campus Demographics

Campus Type	High School
Campus Size	2,929 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	67.7
Percent English Language Learners	10.6
Mobility Rate	10.8
Percent Served by Special Education	7.9
Percent Enrolled in an Early College High School Program	7.4

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	17 out of 24 = 71%
Participation Rates	12 out of 12 = 100%
Graduation Rates	6 out of 6 = 100%
Total	**35 out of 42 = 83%**

For further information about this report, please see the Performance Reporting website at https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html

TEXAS EDUCATION AGENCY
2017 System Safeguards - Status Report
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		N	Y					N	N	N	n/a	2	6	33
Mathematics	Y		Y	Y					Y	N	Y	n/a	5	6	83
Writing												n/a	0	0	
Science	Y		Y	Y					Y	N	Y	n/a	5	6	83
Social Studies	Y		Y	Y					Y	N	Y	n/a	5	6	83
Total													**17**	**24**	**71**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y	Y	n/a	Y	6	6	100
Mathematics	Y		Y	Y					Y	Y	n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y		Y	Y					Y	Y	n/a	Y	6	6	100
Reason Code ***	a		a	a					b	d		c			
Total													**6**	**6**	**100**

District: Met Federal Limits on Alternative Assessments

Reading	
Alternate 1%	n/a
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Alternate 1%	n/a
Number Proficient	n/a
Total Federal Cap Limit	n/a
Total	

Overall Total			**35**	**42**	**83**

\+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88.5%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2017 System Safeguards - Performance and Participation Data Table
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	1,114	11	1,029	67	*	5	*	*	801	46	122	n/a
Total Tests	1,870	19	1,758	82	*	6	*	*	1,459	226	370	343
% at Approaches Grade Level Standard	60%	58%	59%	82%	*	83%	*	*	55%	20%	33%	n/a
Mathematics												
# at Approaches Grade Level Standard	606	10	564	29	*	*	-	*	462	44	99	n/a
Total Tests	765	10	718	33	*	*	-	*	604	105	150	137
% at Approaches Grade Level Standard	79%	100%	79%	88%	*	*	-	*	76%	42%	66%	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	728	11	672	39	*	*	-	*	514	46	92	n/a
Total Tests	884	12	821	44	*	*	-	*	649	108	152	140
% at Approaches Grade Level Standard	82%	92%	82%	89%	*	*	-	*	79%	43%	61%	n/a
Social Studies												
# at Approaches Grade Level Standard	663	7	617	36	-	*	-	*	459	42	58	n/a
Total Tests	730	8	682	36	-	*	-	*	521	77	83	76
% at Approaches Grade Level Standard	91%	88%	90%	100%	-	*	-	*	88%	55%	70%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	1,995	19	1,875	86	*	10	*	*	1,559	238	n/a	434
Total Students	2,023	19	1,899	89	*	10	*	*	1,585	244	n/a	438
Participation Rate	99%	100%	99%	97%	*	100%	*	*	98%	98%	n/a	99%
Mathematics: 2016-2016 Assessments												
Number Participating	813	10	763	35	*	*	-	*	643	109	n/a	167
Total Students	825	10	774	35	*	*	-	*	655	111	n/a	170
Participation Rate	99%	100%	99%	100%	*	*	-	*	98%	98%	n/a	98%

* 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.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2017 System Safeguards - Graduation and Federal Limits Data Table
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	601	*	553	38	*	*	-	*	381	42	69	n/a
Total in Class	652	*	601	41	*	*	-	*	425	52	80	51
Graduation Rate	92.2%	*	92.0%	92.7%	*	*	-	*	89.6%	80.8%	86.3%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	620	5	569	41	*	*	-	*	403	59	57	n/a
Total in Class	667	6	614	42	*	*	-	*	437	62	71	37
Graduation Rate	93.0%	83.3%	92.7%	97.6%	*	*	-	*	92.2%	95.2%	80.3%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	632	5	581	41	*	*	-	*	412	60	63	n/a
Total in Class	665	6	612	42	*	*	-	*	434	62	70	37
Graduation Rate	95.0%	83.3%	94.9%	97.6%	*	*	-	*	94.9%	96.8%	90.0%	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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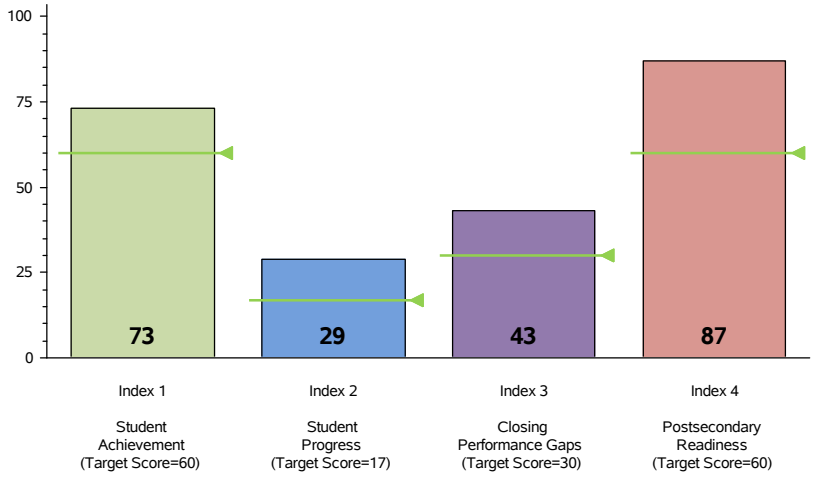
Performance Index Report



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