

DRMS 7th GRADE CAMPUS

Campus Improvement Plan

2020/2021

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



Jorge Jurado
720 E. De La Rosa
830-778-4500
jorge.jurado@sldr-cisd.org

Date Reviewed:

Date Approved:

DRMS 7th GRADE CAMPUS

Mission

The mission of Del Rio Middle School is for all staff and students to:

*Develop a foundation for future goals
Remain true to yourself, your beliefs, and your dreams
Maintain a positive attitude and mind
Strive for success*

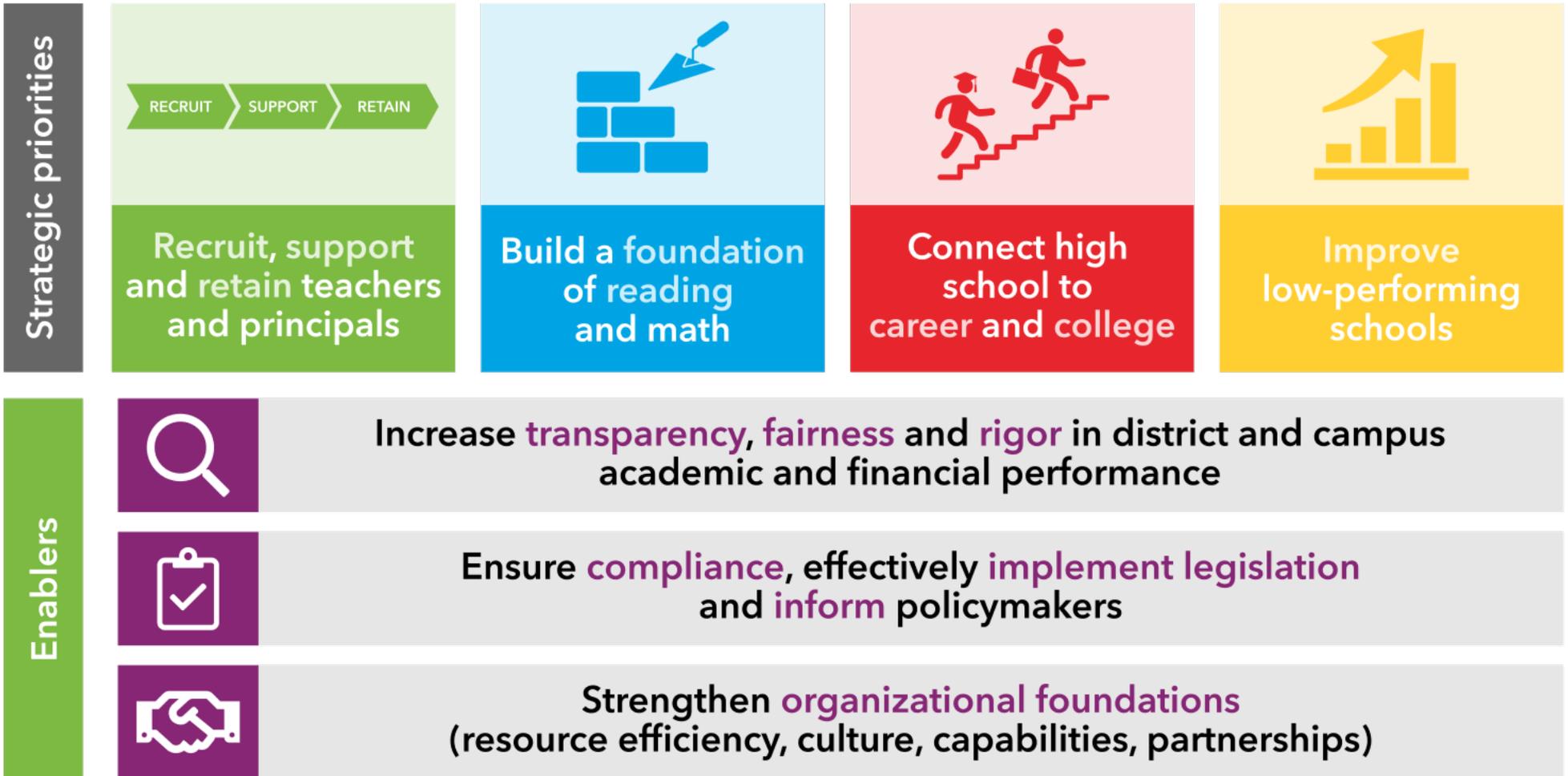
Vision

Our vision is to provide the best educational setting for all students and staff. We will promote respect and responsibility while providing a safe school environment - one that ensures academic, emotional and social success for all.

Nondiscrimination Notice

DRMS 7th GRADE CAMPUS does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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



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

District Goals

District Goal 1 – Student Performance

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

District Goal 2 – Finance

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

District Goal 3 - Communication

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

District Goal 4 – Del Rio Middle School

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

District Goal 5 – Literacy

The District shall prioritize reading as a skill for lifelong learning.

DRMS 7th GRADE CAMPUS Site Base

| Name | Position |
|-------------------|---------------------|
| Jurado, Jorge | Principal |
| Delgado, Brenda | Counselor |
| Gonzales, Elsa | Counselor |
| Correa, Maria | Assistant Principal |
| Scholz, Keri | Teacher |
| Padilla, Arturo | Teacher |
| Echavarria, Cesar | Teacher |
| Alvarez, Victor | Teacher |
| Solis, Lori | Teacher |
| Salas, Amanda | Teacher |
| Gee, Melanie | Teacher |
| Sanchez, Raul | Parent Rep |
| Quinones, Randy | Business |
| Collins, Amanda | Business |



Comprehensive Needs Assessment

Introduction

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

Organizational Structure

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

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

Using this template

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

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

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

Comprehensive Needs Assessment

Site Based Committee Sign In

District: DRMS

Date: 5/7/19

Sign In Attached

| Role | Name | Signature |
|--------------------------|------|-----------|
| Parent | | |
| Parent | | |
| Business Representative | | |
| Business Representative | | |
| Community Representative | | |
| Community Representative | | |
| Teacher | | |
| District Personnel | | |
| District Personnel | | |
| District Personnel | | |
| | | |
| | | |
| | | |
| | | |

* Refer to local policies for specific attendance/role requirements for a site-based committee.

** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.

MENCHACA, RAMON O
MORALES, ELSA MARIA FAVILA
MUNOZ, III MANUEL GUERRA
NAVARRO, MANUEL
NOYOLA JR, RAUL
OLIVO, CYNTHIA VELMA
OWENS-SANCHEZ, NATALY
PADILLA III, ARTURO
PADILLA, BEATRIZ REYES
PEREZ, OLIVIA VENTURA
RAMON, ROSELLA L
RAMOS, BENNY M
RAMOS, LEONARDO
RANGEL JR, JOSE JUAN
REED JR, JOHN EDWARD
REYES, ROSA REYES
RIVERA, ANGELICA YVETTE
RODRIGUEZ, JOSE LUIS
RODRIGUEZ, LESLIE LAURA
ROJAS, JESSICA
RUAN, CLAUDIA ELIZABETH
SALAS, AMANDA JO
SANCHEZ, ALICE P
SANTACRUZ HERNANDEZ, ANTONIO
SANTOS, ANGELICA
SCHOLZ, KERI SUMIKO
SEGURA, KRYSTAL
SMITH III, JERAULD DUANE
SMITH, ALEXANDRIA LEE
SOLIS, LORINDA
TALAMANTEZ, CLAUDIA
TORRES, FRANCISCO GEORGE
TREVINO, CASSANDRA MARIE
TREVINO, DORA ASHLEY
TREVINO, VIOLA YVETTE
VELA, SHERI LEA

Alvarez Victor
JESSIE HENDRICKSON LU

Elm. D. Vel.
Manuel Munoz III
Navarro

Olivo
Beatriz Reyes
Rosella Ramon
Benny Ramos

Jose Rangel Jr
John Reed Jr

Leslie Rodriguez
Jessica Rojas
Claudia Ruan
Amanda Salas

Antonio Santacruz
Angelica Santos
Keri Scholz
Kristal Segura

Claudia Talamantez
Francisco Torres

Dora Trevino
Viola Trevino
Sheri Vela
Jessie Hendrickson

Garcia, Olga

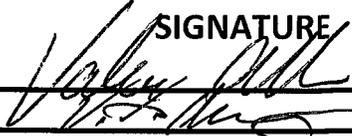
Olga A. Garcia

CNA 5-28-20

NAME

SIGNATURE

ALLEN, VALARIE



ALVAREZ, VICTOR



BASLER, ANDREW S



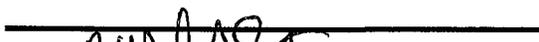
BENSON, DAVID H



BRIJALBA, JESUS V



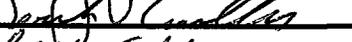
BRUMLEY, JANIE E



CALDERON, ALBERT



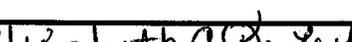
CARDENAS, ZUYLMA



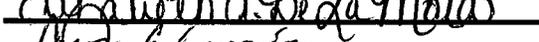
CASILLAS, DEREK ALAN



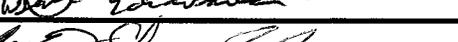
CERVANTES, MICHELLE ROBERTA



CODY, MICHAEL



DE LA MOTA, ELIZABETH ANN BURTON



ECHAVARRIA, CESAR ANTONIO



ELIZONDO, RODOLFO



GALINDO, MANUEL



GALLEGOS, STACEY-ANNE WARNELL



GALVAN, DALIA



GONZALES, ELSA ELENA



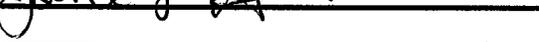
GUERRERO, TIFFANY



HERNANDEZ, JOANNA



HERNANDEZ, YADIRA



HILDRETH, JANE LOUISE



HOWELL, BERTA MARIA



HURTADO, ANGELICA



JURADO, JORGE



LANGTON, LAURA



MARTINEZ, PATRICIA ANN



MORALES, ELSA MARIA FAVILA



MORENO, CYNTHIA



NAVARRO, MANUEL



OLIVAN-DELGADO, BRENDA



OLIVO, CYNTHIA VELMA



OWENS-SANCHEZ, NATALY



PADILLA III, ARTURO



PADILLA, BEATRIZ REYES



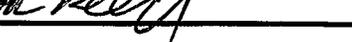
PERRY, JAN



POLANCO, KATHERINE



RAMOS, BENNY M



RANGEL JR, JOSE JUAN



REED JR, JOHN EDWARD



RODRIGUEZ, LESLIE LAURA



ROJAS, JESSICA



RUAN, CLAUDIA ELIZABETH



CNA J-28-20

SALAS, AMANDA JO

A. Salas

SALAZAR, PEDRO

Pedro Salazar

SANCHEZ, ALICE P

SANTOS, ANGELICA

A. Santos

SCHOLZ, KERI SUMIKO

K. Scholz

SEGURA, KRYSTAL

SMITH III, JERAULD DUANE

J. Smith

SMITH, KIMBERLY

K. Smith

SOLIS, LORINDA

L. Solis

TALLIER, LEE

TORRES, FRANCISCO GEORGE

TREVINO, VIOLA YVETTE

VELA, SHERI LEA

Sheri Vela



Introduction

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- The frequency of planning meetings is determined by the board

Site Based Committee Sign In

District: SFDR-CISD DRMS 7TH GRADE

Date: 5/28/2020

| Role | Name | Signature |
|--------------------------|-------------------|-----------|
| Parent | | |
| Parent | RAUL SANCHEZ | |
| Business Representative | | |
| Business Representative | AMANDA COLLINS | |
| Community Representative | RANDY QUIONES | |
| Community Representative | | |
| Teacher | KERI SCHOLZ | |
| Teacher | BERTA HOWELL | |
| Teacher | ARTURO PADILLA | |
| Teacher | JANE HILDRETH | |
| Teacher | ZUYLEMA CARDENAS | |
| Teacher | VICTOR ALVAREZ | |
| Teacher | | |
| Teacher | | |
| District Personnel | PATRICIA MARTINEZ | |
| District Personnel | JORGE JURADO | |
| District Personnel | MARIA E. CORREA | |
| District Personnel | ELSA GONZALES | |
| District Personnel | BRENDA DELGADO | |
| | | |
| | | |
| | | |
| | | |

* Refer to local policies for specific attendance/role requirements for a site-based committee.

** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.

Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets

| | | |
|---------------------------------|------------------------------|-------------------------|
| Previous STAAR Data | TELPAS Report | Benchmark Data |
| DMAC Reports | Previous CNA Data | Previous Climate Survey |
| Staff Development Proposal | TARP | Climate Survey |
| PBIS Data | Discipline Data | Walkthrough Data |
| Current Course Offerings | TARP | Graduation Rates |
| CTE Enrollment | Parent and Family Engagement | Parental Meetings Data |
| Parent /Teacher Conference logs | Previous Year Data | Enrollment Data |

| Area Reviewed | Summary of Strengths <small>What were the identified strengths?</small> | Summary of Needs <small>What were the identified needs?</small> | Priorities <small>What are the priorities for the campus, including how federal and state program funds will be used?</small> |
|-----------------------------|--|--|--|
| Academic Achievement | <p>Met Standard Overall</p> <p>2020 Reading and Math Benchmarks showed improvement from 2019 Benchmarks</p> <p>Focused Tutorial Groups</p> <p>Planning Protocol Math & ELA</p> <p>RTI Days</p> <p>Instructional Playbook</p> | <p>pre-made videos (technology) as a resource for home instruction and support</p> <p>Study Island (or other online tutorial program)</p> <p>Use data to create lessons on specific "how" to teach specific TEKS to special pops i.e. ESL and Sped</p> <p>Focus on academic vocabulary with visual, memorization</p> <p>Science and SS support of ELA and Math</p> <p>RTI- Data driven planning to support Sped and ESL , Pre assessment of TEKS BOY</p> | <p>RTI-Data driven planning to support special populations (SPED and ELLs)</p> <p>Pre-Assessments of TEKS</p> <p>Science and SS support of ELA and Math</p> <p>Use data to create lessons on specific "how" to teach specific TEKS to special pops i.e. ESL and SPED</p> <p>Online tutorial programs</p> |

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|--|
| Staff Quality | District Teacher Mentor Program Teacher Attendance Positive administrative team/feeling of "we matter" Administrative team seeks input from staff consistently | Stability of administration on campus-this year has been positive Continue the team input approach Incentives per semester for staff attendance Smaller group staff meetings to increase/encourage participation and input, a few a semester Seek input from a professional growth perspective Reinforce discipline concerns and referrals, i.e. consequences to support staff with classroom management | Continue the team input approach Reinforce discipline concerns and referrals Smaller group staff meetings to increase/encourage participating and input, a few a semester Seek input from a professional growth perspective |
| School Climate/ Safe & Healthy Schools | Security Visibility Consistent Discipline (Demerit System) Secured Facility Del Rio CARES Safety Drills Teacher visibility during transitions | Exterior Security Lighting (Teacher's Parking Lot, Football Field) Consistent Dresscode (Building) Social Emotional Support Leadership/Positive Impact Student Group (STUCO, NJHS, Senioritas and Caballeros) HBI Online Platform Student Training | HBI Online Platform Student Training Social Emotional Support Leadership/Positive Impact Student Group Exterior Security Lighting Consistent Dresscode (Building) |
| | College Wednesday | More choices for electives | More choices for electives |

| 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? |
|---|---|---|--|
| College & Career Readiness/ Graduation/ Dropout Reducation | Spanish Credit by Exam CTE PLTW | Career Day (Professional, CTE Students) UT Geo Force Exposure Virtual College Tours | Career Day Virtual College Tours |
| Family and Community Involvement | Communication with family/students (google voice, zoom, emails, text message, social media, team dashboard accessible to parents other forms of communication Canvas (Website like blackboard), google classroom, phone calls Skyward Strengthening Families Program (BCFS) Home visits | transportation for parents to attend school meetins increase parental attendance for school meetings more communication with parents (TEAMS/Zoom) Family/Staff Training for district social media/Skyward/Online Platform resources that support families through COVID struggles, grief trauma | Increase parental attendance for school meetings Family/Staff training for district social media/Skyward/Online Platform Resources that support families through COVID 19 Crisis |
| District/Campus Commitments | Free Breakfast Free Lunch Case load commitments Highly Qualified Teachers Communication between admin, teachers, custodians Before and After school tutorials/zoom tutorials | New Technology (Computers, Web cams, Google Voice) for Teachers Laptops/Tablets for Students Improved Internet Capabilities Accessible Transportation Recognition of campus staff Campus Website updated regularly | New Technology (Computers, Web Cams, Google Voice) for teachers Laptops/tablets for students Improved internet capabilities Accessible transportation |

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

DRMS 7th GRADE CAMPUS

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 2021, We will increase Student Achievement in ELA and Math by 5% and strengthen educational program opportunities.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|--------------------------------|---|---|
| <p>1. 2019 STAAR data and 2020 DMAC Benchmark data (due to no 2020 STAAR data) will be used to plan lessons during virtual planning sessions that will target the specificity of all TEKS to meet the needs of all students. (Title I SW: 1,2) (Title I TA: 1,2,3,4) (Target Group: 7th) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,7)</p> | <p>Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers</p> | <p>August 2020-June 2021</p> | <p>(S)Local Funds - \$0</p> | <p>Criteria: Virtual and F2F Walk-throughs will confirm that instructional rigor and specificity are implemented on a daily basis.</p> <p>06/17/21 - Completed (S) 09/25/20 - On Track 01/08/20 - Some Progress</p> |
| <p>2. Provide virtual professional development to include but not be limited to campus needs to include the Canvas learning platform, remote learning, content-specific training, differentiated instruction, ESL strategies, understanding the TEKS, data analysis and how to utilize it, STAAR review, Demerity system/classroom management, curriculum writing throughout the year for all staff to adjust curriculum as needed. The professional development will focus on the needs addressed in the Campus Needs Assessment. (Title I SW: 1,2,4,5,8) (Title I TA: 3,6,8) (Target Group: 7th) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,7)</p> | <p>Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers</p> | <p>August 2020 - July 2021</p> | <p>(F)Title I, (F)Title IIA Principal and Teacher Improvement</p> | <p>Criteria: Teachers will gain in-depth knowledge in the areas of data analysis, instructional delivery (face to face/virtual), TEKS specificity, classroom knowledge, campus vision, and teacher leadership. We will see improved grades, improved assessment scores and passing rates, and a reduction in failures and discipline referrals.</p> <p>06/17/21 - Completed (S) 04/23/21 - On Track 09/25/20 - On Track</p> |
| <p>3. RTI Days will be utilized to plan for interventions and monitor student performance in planning for the six weeks. Tested area teachers will have a planning period each day, in addition to their conference period to plan together along with a department head and assigned administrator. (Title I SW: 1,2,3,8,9,10) (Title I TA: 1,2,3,4,5,8) (Target Group: 7th) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,7)</p> | <p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Special Ed Teacher, Teachers</p> | <p>August 2020-May 2021</p> | <p>(F)Title I</p> | <p>Criteria: Walk-throughs will confirm instruction tied in to the planning protocol, increased student engagement and bell to bell instruction.</p> <p>Summative - Walk-throughs will confirm instruction tied in to the planning protocol, increased student engagement and bell to bell instruction.</p> <p>06/17/21 - Discontinued (S) 09/25/20 - Discontinued</p> |

DRMS 7th GRADE CAMPUS

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 2021, We will increase Student Achievement in ELA and Math by 5% and strengthen educational program opportunities.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------------|---|---|
| 4. DRMS staff will have opportunities to attend virtual district professional development sessions throughout the school year targeting district initiatives. (Title I SW: 1,2,4) (Title I TA: 5,6,8) (Target Group: 7th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,3,4,6,7) | Campus Administrators, Counselors, Librarian, Teachers | August 2020-June 2021 | (F)Title I, (F)Title IIA Principal and Teacher Improvement | Summative - Walk-throughs will confirm strategies being utilized in the classrooms or on campus. 06/17/21 - Completed (S) 04/23/21 - On Track 09/25/20 - On Track |
| 5. The administrative team will monitor the instruction in the classroom with a minimum of 7-15 minute face to face walk-throughs and 7-15 minute virtual walkthroughs per week each and provide timely feedback to foster critical conversations that will include reflective questions. (Title I SW: 1,2,8) (Title I TA: 1,6) (Target Group: 7th) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,6,7) | Campus Administrators, Teachers | August 2020-June 2021 | (S)Local Funds - \$0 | Criteria: Walk-throughs will convey proficient levels in instructional domains. Summative - Virtual and face to face Walk-throughs will convey proficient levels in instructional domains. 06/17/21 - Completed (S) 04/23/21 - Some Progress 09/25/20 - Some Progress |
| 6. All students will be provided with opportunities to attend either face to face/virtual before or after school guided instruction sessions that target low performing TEKS based on DMAC reports. (Title I SW: 1,3,9,10) (Target Group: 7th) (Strategic Priorities: 2,4) (CSFs: 1,2,4) | Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Special Ed Teacher, Teachers | October 2020-June 2021 | (F)Federal Grant - \$76,000, (F)Title I - \$4,000, (S)Local Funds - \$7,500 | Criteria: Decrease in the failure rates each 6 weeks as compared to last year. 06/17/21 - Discontinued (S) 09/25/20 - Pending |
| 7. The administrative staff and campus leaders will plan and strategize instruction throughout the year. Reform strategies and activities will focus on improving ELL and Special Education scores in all tested areas. (TSI) (Title I SW: 1,2,8,9,10) (Target Group: 7th) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,6,7) | Campus Administrators, Cluster/Department Leaders | August 2020-June 2021 | | Criteria: ELL and Special Education students will improve on STAAR performance compared to previous year. Summative - ELL and Special Education students will improve on STAAR performance compared to previous year. 06/17/21 - Completed (S) |

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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 2021, We will increase Student Achievement in ELA and Math by 5% and strengthen educational program opportunities.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---------------------------------|-----------------------|--|---|
| | | | | 04/23/21 - Significant Progress 10/05/20 - Some Progress |
| 8. Campus administration will lead the staff in identifying areas of strength and weakness to drive effective classroom practices and high-yield strategies. (Title I SW: 1,2,4) (Target Group: 7th) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4) | Campus Administrators, Teachers | August 2020-June 2021 | (F)Title IIA Principal and Teacher Improvement | Criteria: Administrator will observe meaningful, targeted, and engaging activities in classrooms. 06/17/21 - Completed 04/23/21 - Some Progress 09/25/20 - Some Progress |

DRMS 7th GRADE CAMPUS

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 2021, STAAR reading scores will increase from 70% to 76% at the approaches level or above.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------------------|---|---|
| 1. ELA teachers will provide students opportunities to receive before and after school supports via in-person/virtual learning models throughout the week. (Title I SW: 1,2,9,10) (Title I TA: 1,4,6,8) (Target Group: 7th) (Strategic Priorities: 2,4) (CSFs: 1,2,4,7) | Campus Administrators, Special Ed Teacher, Teachers | August 2020- June 2021 | (F)Title I - \$5,000 | Criteria: Student sign-in sheets/CANVAS data will be used to monitor student engagement and progress. 06/17/21 - Completed (S) 04/23/21 - Significant Progress 10/09/20 - Some Progress |
| 2. ELA teachers will incorporate small group interventions (Virtual-Breakout Groups) during ELA class. Through Power Block, teachers will reinforce reading skills, including reading fluency, to enhance student reading levels and comprehension skills. (Title I SW: 1,2) (Title I TA: 1,2,3,8) (Target Group: 7th) (Strategic Priorities: 2,4) (CSFs: 1,2,4) | Bilingual Department, Campus Administrators, Chief Instructional Officers, Special Ed Teacher, Teachers | August 2020- June 2021 | (O)Local Districts - \$3,000 | Criteria: Students will show growth on ELA summatives per DMAC and STAAR results. 06/17/21 - Completed (S) 04/23/21 - Some Progress 10/09/20 - Some Progress |
| 3. Support will be provided to all ELL students identified as 'Beginner' or 'Intermediate' by placing them in sheltered teams (Bobcat Pod Team). Targeted instruction will be provided face to face and/or virtually by a certified ESL teacher. ESL strategies and reading interventions will be used to enhance language development. (Title I SW: 1,2,4,9,10) (Target Group: ESL) (Strategic Priorities: 2,4) | Bilingual Department, Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators | August 2020- June 2021 | (F)Title I - \$13,000, (F)Title III Bilingual / ESL | Criteria: Increase in passing rates in all core areas for ELL students. Increase in STAAR ELA for 'beginner' and 'intermediate' ELL students. 06/17/21 - Completed (S) 10/09/20 - Some Progress |
| 4. Reading Academy will be made available as an elective/resource to reinforce reading foundational skills as well as grade-level TEKS. (Title I SW: 1,2,4,6) (Target Group: ESL, SPED, AtRisk, 7th) (Strategic Priorities: 2,4) | Campus Administrators, Teachers | August 2020- June 2021 | (S)Local Funds - \$2,000 | Criteria: Increase in reading levels and STAAR Reading passing rate for students receiving special education services. 06/17/21 - Completed (S) 10/09/20 - Some Progress |
| 5. Students will keep up with student data folders/files. Folders/files will help students identify their own strengths and weaknesses. Students will be able to reflect on their | Teachers | October 2020- June 2021 | (S)Local Funds - \$4,000 | Criteria: Monitor system with fidelity while increasing teacher capacity of student growth. |

DRMS 7th GRADE CAMPUS

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 2021, STAAR reading scores will increase from 70% to 76% at the approaches level or above.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------------|--------------------------------------|---|
| performance and set new goals. (Target Group: 7th) (Strategic Priorities: 2,4) | | | | 06/17/21 - Discontinued (S) 10/09/20 - Some Progress |
| 6. ELA teachers will be provided with the Sirius Educational Solutions STAAR Student Edition and Zingers. The zingers will help teachers identify the most missed questions on the STAAR assessment. With this information, teachers will plan virtually for engaging lessons targeting areas of high need. (Target Group: 7th) (Strategic Priorities: 2,4) | Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers | October 2020-June 2021 | (F)Title I, (S)Local Funds - \$4,000 | Criteria: STAAR, Student Progress and Growth 06/17/21 - Discontinued (S) 10/09/20 - Some Progress |
| 7. The staff At DRMS will promote the Million Word Reading Challenge. Students are being asked to read at least one million words this school year. By doing so, students will enhance their vocabulary, reading comprehension, and other reading skills. Towards the end of the year, "Millionaires" will be rewarded. (Target Group: 7th) (Strategic Priorities: 1,2) | Campus Administrators, Librarian, Special Ed Teacher, Teachers | October 2020-May 2021 | (S)Local Funds - \$1,000 | Criteria: STAAR Reading, Student Progress 06/17/21 - Completed (S) 10/09/20 - Some Progress |

DRMS 7th GRADE CAMPUS

- 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 June 2021, STAAR math scores will increase from 71% to 76% at the approaches level or above.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------|--------------------------|--|
| 1. Math teachers will provide students with opportunities to receive before and after school supports for both in-person and virtual learners throughout the week. (Target Group: 7th) (Strategic Priorities: 2,4) | Campus Administrators, Special Ed Teacher, Teachers | August 2020-June 2021 | (F)Title I - \$5,000 | Criteria: Student sign-in sheets and CANVAS data will be used to monitor student engagement. 06/17/21 - Completed 04/23/21 - On Track 09/25/20 - Some Progress |
| 2. All math teachers will incorporate tangible and virtual manipulatives and games into their lesson plans and intervention routines, to increase the engagement of students and their understanding of complex problems. (Target Group: 7th) (Strategic Priorities: 2,4) | Cluster/Department Leaders, Teachers | August 2020-June 2021 | (F)Title I - \$4,000 | Criteria: Increased scores in math and high levels of mastery per DMAC and STAAR scores. 06/17/21 - Completed (S) 04/23/21 - Some Progress 09/25/20 - Some Progress |
| 3. Students will keep up with a data folder/file. They will record assessment scores and identify areas of strength and weakness. (Target Group: 7th) (Strategic Priorities: 2,3,4) | Campus Administrators, Cluster/Department Leaders, Teachers | Sep. 2020-Aug 2021 | (S)Local Funds - \$4,000 | Criteria: STAAR: Student Progress and Growth 06/17/21 - Discontinued (S) 09/25/20 - Some Progress |
| 4. Math teachers will be provided with the Sirius Educational Solutions STAAR Student Edition and Zingers. The Zingers will help teacher identify the most missed questions on the STAAR assessment. With this information, teachers will plan for engaging lessons targeting areas of high need. (Target Group: 7th) (Strategic Priorities: 2,4) | Campus Administrators, Cluster/Department Leaders, Counselors, Special Ed Teacher, Teachers | October 2020-June 2021 | (S)Local Funds - \$4,000 | Criteria: STAAR, Student Progress and Growth 06/17/21 - Discontinued (S) 09/25/20 - Some Progress |

DRMS 7th GRADE CAMPUS

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 June 2021, student achievement for all ELL students and students in Special Education will increase by 10% on all state assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------------------------|--|---|
| <p>1. ELL and Special Education students will be monitored by a highly qualified teachers to identify any areas of need or weakness. This information will be shared and reviewed with counselors, ARD and LPAC committees, PLC Leaders, parental aides, respective teachers and administration each 3 week period, allowing for immediate action and intervention to meet state accountability. (Title I SW: 1,2) (Title I TA: 1) (Target Group: ESL,LEP,SPED) (Strategic Priorities: 2,4)</p> | <p>ARD Committee, Campus Administrators, Counselors, ELD Advocates, ELPAC Committee, Parental Aides, Teachers</p> | <p>August 2020-June 2021</p> | <p>(F)IDEA Special Education, (F)Title III Bilingual / ESL</p> | <p>Criteria: Increases in the number of ELL and Special Ed students that pass the 6-week assessments. A decrease in failure rates each 6-week period.</p> <p>06/17/21 - Completed (S) 09/25/20 - On Track</p> |
| <p>2. Some Special Education students will be placed in Co-Teach settings to better support them. Two teachers (1-SPED and 1-General Ed) will deliver instruction and/or focus on small group intervention face to face/virtually during class time. (Target Group: SPED) (Strategic Priorities: 2,4)</p> | <p>ARD Committee, Bilingual Department, Campus Administrators, Special Ed Teacher, Teachers</p> | <p>August 2020-June 2021</p> | <p>(F)IDEA Special Education</p> | <p>Criteria: STAAR: Student progress and growth.</p> <p>06/17/21 - Completed (S) 09/25/20 - On Track</p> |
| <p>3. Sheltered Instruction classes will be formed to provide support for beginner and intermediate ESL students in core areas via face to face/virtual learning models. (Target Group: ESL) (Strategic Priorities: 2,4)</p> | <p>Bilingual Department, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers</p> | <p>August 2020-June 2021</p> | <p>(F)Title III Bilingual / ESL</p> | <p>Criteria: ESL students will show growth on TELPAS and STAAR.</p> <p>06/17/21 - Completed (S) 09/25/20 - On Track</p> |

DRMS 7th GRADE CAMPUS

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 June 2020, the campus will maintain student attendance at or above 97%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------------------|--------------------------|---|
| 1. Increase the awareness of the compulsory attendance law among the school community and families via virtual parent meetings, parent letters, virtual presentations/orientations, newsletters, and phone calls. (Title I SW: 1,6,10) (Title I TA: 1,7,8) (Target Group: All) (Strategic Priorities: 4) | Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents | August 2020 - June 2021 | (F)Title I - \$5,000 | Criteria: Reach and maintain 96% attendance each 6-weeks. Summative - Daily attendance reports will be monitored and interventions will take place if attendance drops below a 96%. 06/17/21 - Completed 04/23/21 - On Track 09/25/20 - Some Progress |
| 2. Homeroom classes with 100% attendance for 10 consecutive school days will receive incentives to recognize their achievement. (Title I SW: 1) (Title I TA: 1) (Target Group: All) | Attendance Staff, Campus Administrators, Teachers | August 2020 - June 2021 | (S)Local Funds - \$5,000 | Criteria: Attendance will increase as compared to the 2019-2020 school year. Summative - Attendance will increase as compared to the 2019-2020 school year. 06/17/21 - Completed (S) 09/25/20 - Some Progress |
| 3. Attendance will be supported through morning callouts with the help of the office staff. Students who are absent from class or "not engaged" in the CANVAS learning platform during their 1st/5th period classes will be contacted. Home visits will be conducted by the parental liaison for students who have chronic absenteeism. If chronic absenteeism continues, administrators will meet with students and parents to create an attendance intervention plan. (Title I SW: 1,2,6,9,10) (Target Group: All) | Attendance Staff, Campus Administrators, Parental Aides | August 2020 - June 2021 | (S)Local Funds - \$3,000 | Maintain the attendance goal of 96% attendance each 6-week. 06/17/21 - Completed (S) 10/01/20 - On Track |
| 4. Students with previous attendance problems will be monitored through their Instructional Team during the school year. Office staff will also support by monitoring at- | Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Special Ed Teacher | August 2020- June 2021 | (S)Local Funds - \$5,000 | Criteria: Students will show an increase in attendance compared to the 2019-2020 school year. |

DRMS 7th GRADE CAMPUS

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 June 2020, the campus will maintain student attendance at or above 97%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|--|
| risk students. (Target Group: All,7th) (Strategic Priorities: 2,4) | | | | 06/17/21 - Completed (S) 09/25/20 - Some Progress |

DRMS 7th GRADE CAMPUS

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. Beginning in August 2019, qualified and highly effective personnel will be recruited, developed and retained.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|------------------------------|--------------------------|---|
| 1. All new teachers to Del Rio Middle School will be involved in a new teacher mentor program where they will be assigned a mentor who will receive a \$500 stipend. (Title I SW: 1,2,3) (Target Group: All) | Campus Administrators | September 2020- June 2021 | (S)Local Funds - \$3,000 | Summative - 100% of 1st and 2nd year teachers will have a mentor throughout the school year. 06/17/21 - Completed (S) 09/25/20 - On Track |
| 2. Instructional leaders will meet monthly with new teachers to provide support based on specific needs. (Target Group: All) (Strategic Priorities: 1) | Campus Administrators | August 2020- June 2021 | (S)Local Funds | Criteria: Monthly new teacher meeting rosters. 06/17/21 - Completed (S) 09/25/20 - Some Progress |

DRMS 7th GRADE CAMPUS

- 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.** Beginning in September 2018, the campus will provide a minimum of 1 activity per month that promotes social, culture, interpersonal skills and experiences for staff and students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------------|--------------------------|---|
| 1. DRMS Counseling Department will implement a program focusing on Bullying and Cyber Bullying and present in-person/virtually to all students. (Title I SW: 1,2) (Title I TA: 1) (Target Group: All) | Counselors, Teachers | September 2020- June 2021 | (S)Local Funds - \$5,000 | Summative - A decrease in bullying referrals and incidents as compared to 2019-2020. 06/17/21 - Discontinued (S) 09/25/20 - Some Progress |
| 2. The EOP Committee will meet on a monthly basis to review the plan, make changes and organize the calendar for proper training, drills and documentation. (Title I SW: 1,10) (Title I TA: 1,8) (Target Group: 7th) | City, Cluster/Department Leaders, Teachers | August 2120 - June 2021 | (S)Local Funds - \$0 | Summative - Documentation will reflect the trainings and drills conducted on a monthly basis and the recording of information will be reviewed to compliance. 06/17/21 - Completed 09/25/20 - Some Progress |
| 3. PE Teachers and students will participate with school district initiatives. Del Rio Cares will be active at DRMS. Teachers will present a Del Rio Cares lesson on the first A day of each school week. (Target Group: 7th) (Strategic Priorities: 4) | Campus Administrators, Cluster/Department Leaders, Counselors, Teachers | August 2020- June 2021 | (S)Local Funds - \$5,000 | Criteria: Information will be collected through face to face/virtual walkthroughs. 06/17/21 - Completed (S) 09/25/20 - On Track |
| 4. Patio Passes will be available throughout the school year. Students are able to earn a patio pass for demonstrating pro-social behaviors. Students who earn a patio pass will have an opportunity to eat lunch at the patio with technology privileges. (Target Group: All) (Strategic Priorities: 4) | | August 2019- June 2020 | (S)Local Funds - \$1,000 | Criteria: A lower number of discipline referrals and demerits as compared to the 2018-2019 school year. 10/11/20 - Discontinued |

DRMS 7th GRADE CAMPUS

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. (TSI) Develop Action Plan to Target, Three Specific Groups, in Reading and Math. Students who missed Meets by less than 4 questions, Missed Approaches by 5 or fewer questions, and students that missed Approaches by 6 or more.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------------|--|---|
| 1. 2019 STAAR data and 2020 DMAC benchmark data (due to no 2020 STAAR data) will be analyzed to develop focused student groups. ELA and Math will plan and implement strategies to positively grow students in the Approaches, Meets, and Masters levels. (TSI) (Target Group: All) (Strategic Priorities: 2,4) | Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers | August 2020-April 2021 | (F)Title I - \$6,000 | Criteria: STAAR results 06/17/21 - Completed (S) 09/25/20 - Some Progress |
| 2. Teachers will participate in virtual learning walks for professional development, focused on our Instructional Framework/Playbook, to grow Tier 1 instruction that meets the needs of all students, and to grow teachers in developing lessons that target appropriate levels. (TSI) (Target Group: All,7th) (Strategic Priorities: 2,4) | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Special Ed Teacher, Teachers | August 2020-June 2021 | (F)Title I, (F)Title IIA Principal and Teacher Improvement | Criteria: STAAR Results 06/17/21 - Completed (S) 09/25/20 - Some Progress |

DRMS 7th GRADE CAMPUS

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. Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|------------------|---|
| 1. Student instruction is provided by teachers and staff remotely working from home as needed with materials and supplies provided. (Target Group: All) | Campus Administrators, Chief Instructional Officers, Teachers | Sept. 2020-Sept. 2021 | (F)Federal Grant | Criteria: Attendance logs, lesson plans, student packets 06/17/21 - Completed (S) 09/01/20 - On Track |
| 2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All) | Campus Administrators, Transportation Coordinator | Sept. 2020-Sept. 2021 | (F)Federal Grant | Criteria: Distribution logs 06/17/21 - Completed 09/01/20 - On Track |
| 3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. (Target Group: All) | | Sept. 2020-Sept. 2021 | (F)Federal Grant | Criteria: Distribution logs 06/17/21 - Completed (S) 09/01/20 - On Track |
| 4. Health and safety measures provided with necessary materials for all school areas including but not limited to thermometers, plexi-glass, sanitizer, masks, etc. (Target Group: All) | | Sept. 2020-Sept. 2021 | (F)Federal Grant | Criteria: Inventory and distribution logs 06/17/21 - Completed (S) 09/01/20 - On Track |

DRMS 7th GRADE CAMPUS

- 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.** Due to the COVID-19 Pandemic, DRMS 7th grade will implement effective teaching practices to ensure students receive rigorous instruction in a safe learning environment.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|------------------------|------------------|---|
| 1. Students will receive their instruction via their selected learning model (e.g., online, hybrid, or in-person). Students will be assigned to an Instructional Team (Pod)/rotation to based on their instructional needs and elective choices. (Target Group: 7th) (Strategic Priorities: 2) | Campus Administrators, Cluster/Department Leaders, Counselors, Teachers | August 2020- June 2021 | (F)Federal Grant | Criteria: Category Code report, attendance logs, lesson plans, and student packets 06/17/21 - Completed (S) 09/25/20 - On Track |

DRMS 7th GRADE CAMPUS

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. Develop and implement a campus safety handbook that addresses COVID-19 protocols and procedures for all staff and students at DRMS 7th grade.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------|----------------|---|
| 1. Create a Safety Handbook committee and conduct meetings to gather input on safety protocol and procedures for the 2020-2021 school year. (Target Group: 7th) | Campus Administrators, Cluster/Department Leaders, Counselors, Teachers | August 2020- June 2021 | (S)Local Funds | Criteria: Safety Committee Rosters 06/17/21 - Completed (S) 09/25/20 - On Track |
| 2. Train all staff in the safety protocols and procedures prior to the first day of instruction. (Target Group: 7th) | Campus Administrators, Cluster/Department Leaders, Counselors, Teachers | August 2020 | (S)Local Funds | Criteria: Staff development roster 08/26/20 - Completed |

DRMS 7th GRADE CAMPUS

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 the end of June 2021, Del Rio Middle School 7th Grade 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 campus improvement plan. (Title I SW: 1,2,10) (Title I TA: 1,6,7,8) (Target Group: All) | Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers | September 2020- June 2021 | (S)Local Funds - \$0 | <p>Criteria: The campus budget will confirm that funds were spent according to the Campus Improvement Plan and Campus Needs Assessment.</p> <p>Summative - The campus budget will confirm that funds were spent according to the Campus Improvement Plan and Campus Needs Assessment.</p> <p>06/17/21 - Completed 09/25/20 - On Track</p> |
| 2. DRMS will explore opportunities to virtually collaborate with the community and create financial resources and more organizational flexibility. (Title I SW: 2,10) (Title I TA: 8) (Target Group: All) | Campus Administrators, Cluster/Department Leaders | August 2020 - June 2021 | (S)Local Funds - \$0 | <p>Criteria: Monitor each quarter to conclude if DRMS is creating opportunities for organizational efficiency and effectiveness.</p> <p>06/17/21 - Completed 10/05/20 - On Track</p> |
| 3. Campus local expenses will be reviewed quarterly to ensure that funding is being used effectively to meet students' needs. (Target Group: All) (Strategic Priorities: 2,4) | Campus Administrators | August 2020- June 2021 | (S)Local Funds | <p>Criteria: Student Achievement</p> <p>06/17/21 - Completed 09/25/20 - On Track</p> |

DRMS 7th GRADE CAMPUS

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

Objective 1. Beginning September 2020, the campus will organize a minimum of 2 activities per month that promote and support the participation of parents in our educational system.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-----------------------------------|---|---|
| <p>1. Coordinate and hold a virtual Open House in October-November to encourage parents to meet the staff via zoom meetings. (Title I SW: 1,2,6,10) (Title I TA: 7,8) (Target Group: 7th) (Strategic Priorities: 4)</p> | <p>Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers</p> | <p>August 2020- November 2021</p> | <p>(F)Title I, (S)Local Funds - \$200</p> | <p>Criteria: Zoom participants' logs will be tracked to have a foundation for future events of this magnitude and survey information will be reviewed for improvements.</p> <p>06/17/21 - Discontinued (S) 09/25/20 - Some Progress</p> |
| <p>2. Hold a monthly virtual parental meeting and invite presenters based on data from the comprehensive needs assessment. (Title I SW: 1,2,6,10) (Title I TA: 7) (Target Group: 7th) (Strategic Priorities: 3,4)</p> | <p>Campus Administrators, Parental Aides</p> | <p>August 2020- June 2021</p> | <p>(F)Title I - \$985.25</p> | <p>Criteria: Increase in parent attendance at meetings and trainings each month, accompanied by survey information for continual growth.</p> <p>06/17/21 - Completed 10/11/20 - On Track</p> |
| <p>3. A monthly school calendar will be developed and sent out to parents and staff through different communication channels. It will list all the extra-curricular activities, events, meetings, trainings along with times and locations. This will also be listed on SFDRCSID website and Facebook. (Title I SW: 1,2,6,10) (Target Group: All,7th) (Strategic Priorities: 3,4)</p> | <p>Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Teachers</p> | <p>September 2020- June 2020</p> | <p>(F)Title I, (S)Local Funds - \$1,500</p> | <p>Criteria: Increase attendance in all virtual/in-person activities as compared to the 2019-2020 school year.</p> <p>06/17/21 - Completed 09/25/20 - On Track</p> |
| <p>4. Virtual parent informational meetings will be scheduled throughout the school such as student orientation, Skyward parent training, McKinney Vento, etc. (Target Group: All,7th) (Strategic Priorities: 3,4)</p> | <p>Campus Administrators, Counselors, Parental Aides</p> | <p>October 2020- June 2021</p> | <p>(F)Title I</p> | <p>Criteria: Increase in parent attendance at meetings and trainings each month, accompanied by survey information for continual growth.</p> <p>06/17/21 - Completed 09/25/20 - On Track</p> |

DRMS 7th GRADE CAMPUS

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

Objective 1. With the restructure of DRMS, the 7th-grade principal will focus on grade level to ensure that there is student progress for all students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-------------------------|------------------------------|--|
| 1. Instructional leaders will be assigned to specific core areas to provide coaching during planning sessions. (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Cluster/Department Leaders, Counselors | August 2020-May 2021 | (O)Local Districts - \$6,000 | Criteria: An increase of 3% for the overall rating of the campus. 06/17/21 - Completed 09/25/20 - On Track |

DRMS 7th GRADE CAMPUS

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

Objective 1. Focus on creating a solid 90 minute ELA block for Reading and Writing that supports all students through both in-person and remote learning.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|---------------------------|--------------------|---|
| 1. ELA teachers will receive the instructional support and resources to effectively plan ELA lesson for both in-person and remote learning. The TEKS Guide will be utilized prior to creating activities/lessons during planning sessions. (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Cluster/Department Leaders | August 2020- June 2021 | (O)Local Districts | Criteria: Student growth in reading. 06/17/21 - Completed (S) 09/25/20 - On Track |

2019-20 Texas Academic Performance Report

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

Campus Name: **DEL RIO MIDDLE 7TH GRADE CAMPUS**

Campus Number: **233901044**

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

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District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
Campus Number: 233901044

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 687
Grade Span: 07 - 07
School Type: Middle

There is no data for this campus.

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
Campus Number: 233901044

Total Students: 687
Grade Span: 07 - 07
School Type: Middle

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

There is no data for this campus.

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
Campus Number: 233901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 687
Grade Span: 07 - 07
School Type: Middle

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

There is no data for this campus.

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
Campus Number: 233901044

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

Total Students: 687
Grade Span: 07 - 07
(Current EL Students)

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

There is no data for this campus.

There is no data for this campus.

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| Attendance Rate | | | | | | | | | | | | | |
| 2018-19 | 95.4% | 94.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 95.4% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2018-19 | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2018-19 | 1.9% | 2.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 1.9% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 5.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 94.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 90.0% | 82.7% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.8% | 5.6% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.7% | 11.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 83.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.3% | 88.8% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 86.2% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 1.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 11.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 87.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 88.6% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.0% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 8.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 91.1% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 89.8% | - | - | - | - | - | - | - | - | - | - | - |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| Received TxCHSE | 0.7% | 1.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 8.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 91.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 91.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 92.1% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.5% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.6% | 9.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.9% | 90.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.4% | 91.0% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | 90.0% | 86.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 90.0% | 81.6% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 73.3% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 68.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 4.2% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 5.0% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 83.5% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 82.0% | 95.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 87.6% | 97.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 86.8% | 95.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 32.7% | * | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 37.7% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 4.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 4.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 82.1% | 95.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 81.5% | 95.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 85.9% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 85.1% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| | Campus Count | Campus Percent | District Count | State Count |
|--|--------------|----------------|----------------|-------------|
| Graduates (2018-19 Annual Graduates) | | | | |
| Total Graduates | - | - | 664 | 355,615 |
| By Ethnicity: | | | | |
| African American | - | - | 3 | 43,953 |
| Hispanic | - | - | 612 | 180,673 |
| White | - | - | 44 | 105,577 |
| American Indian | - | - | 0 | 1,293 |
| Asian | - | - | 3 | 16,564 |
| Pacific Islander | - | - | 1 | 537 |
| Two or More Races | - | - | 1 | 7,018 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 0 | 2,248 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 4 | 1,090 |
| Foundation H.S. Program (No Endorsement) | - | - | 51 | 51,579 |
| Foundation H.S. Program (Endorsement) | - | - | 1 | 15,160 |
| Foundation H.S. Program (DLA) | - | - | 608 | 285,538 |
| Special Education Graduates | - | - | 62 | 27,598 |
| Economically Disadvantaged Graduates | - | - | 439 | 186,364 |
| LEP Graduates | - | - | 57 | 25,189 |
| At-Risk Graduates | - | - | 383 | 146,432 |

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

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 72.9% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 65.5% | 69.7% | - | - | - | - | - | - | - | - | - | - | - |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 53.0% | 50.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 50.0% | 47.2% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 60.7% | 41.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 58.2% | 42.2% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 48.6% | 32.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 46.0% | 33.5% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 44.2% | 30.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 42.1% | 30.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dual Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 23.1% | 45.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 20.7% | 37.3% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 21.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 20.4% | 7.2% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 1.9% | 9.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| OnRamps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 2.3% | 7.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 1.0% | 8.0% | - | - | - | - | - | - | - | - | - | - | - |
| Career/Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 40.4% | 57.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 28.7% | 52.2% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 10.7% | 22.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 4.8% | 14.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| 2018-19 | 2.3% | 3.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 1.7% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 55.6% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 38.7% | 77.8% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 5.0% | 9.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 4.3% | 3.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 2.7% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 2.6% | 2.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 0.6% | 6.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 0.6% | 7.0% | - | - | - | - | - | - | - | - | - | - | - |

District Name: SAN FELIPE-DEL RIO CISD
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 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2018-19 | 33.4% | 25.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 32.1% | 21.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 24.7% | 27.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 23.7% | 25.1% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 18.8% | 18.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 18.1% | 13.1% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 59.0% | 71.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 58.4% | 78.7% | - | - | - | - | - | - | - | - | - | - | - |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 5.1% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 2.0% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 7.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 3.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 2.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 0.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2019 | 25.2% | 23.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 25.8% | 24.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2019 | 14.5% | 2.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 15.3% | 2.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2019 | 7.4% | 2.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 7.3% | 2.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2019 | 10.4% | 18.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 10.8% | 19.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2019 | 13.9% | 11.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 14.5% | 10.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2019 | 51.0% | 12.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 50.7% | 10.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2019 | 41.2% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 42.5% | 19.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2019 | 52.2% | 17.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| 2018 | 52.8% | 22.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2019 | 40.6% | 6.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 38.0% | 3.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2019 | 46.3% | 1.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 44.6% | 3.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| 2018-19 | 75.0% | 43.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 74.6% | 43.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion for All | | | | | | | | | | | | | |
| Examinees | | | | | | | | | | | | | |
| 2018-19 | 36.1% | 32.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 37.9% | 31.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018-19 | 1027 | 1012 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 1036 | 1010 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts and Writing | | | | | | | | | | | | | |
| 2018-19 | 517 | 512 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 521 | 506 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 510 | 501 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 515 | 503 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018-19 | 20.6 | 21.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.6 | 20.2 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 20.3 | 21.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.3 | 19.7 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 20.4 | 20.7 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.6 | 20.4 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2018-19 | 20.8 | 21.2 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.9 | 20.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| Advanced Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 44.6% | 59.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 43.4% | 53.8% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 17.8% | 40.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 17.3% | 36.9% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 20.4% | 12.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 20.7% | 12.4% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2018-19 | 21.7% | 17.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 21.2% | 14.0% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2018-19 | 23.6% | 30.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 22.8% | 27.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | |
| 2017-18 | 53.4% | 49.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 54.6% | 55.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | |
| 2017-18 | 60.7% | 36.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 59.2% | 43.1% | - | - | - | - | - | - | - | - | - | - | - |

District Name: SAUVILLE-ELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| Student Information | Membership | | | | Enrollment | | | |
|---|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 687 | 100.0% | 10,311 | 5,479,173 | 687 | 100.0% | 10,331 | 5,493,940 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% | 0 | 0.0% | 0.5% | 0.5% |
| Pre-Kindergarten | 0 | 0.0% | 4.9% | 4.5% | 0 | 0.0% | 4.9% | 4.5% |
| Kindergarten | 0 | 0.0% | 6.5% | 7.0% | 0 | 0.0% | 6.5% | 7.0% |
| Grade 1 | 0 | 0.0% | 7.5% | 7.1% | 0 | 0.0% | 7.5% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 3 | 0 | 0.0% | 7.0% | 7.1% | 0 | 0.0% | 7.0% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.3% | 7.3% | 0 | 0.0% | 7.3% | 7.3% |
| Grade 5 | 0 | 0.0% | 7.6% | 7.6% | 0 | 0.0% | 7.6% | 7.6% |
| Grade 6 | 0 | 0.0% | 7.6% | 7.7% | 0 | 0.0% | 7.6% | 7.7% |
| Grade 7 | 687 | 100.0% | 6.7% | 7.7% | 687 | 100.0% | 6.6% | 7.7% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.5% | 0 | 0.0% | 8.1% | 7.5% |
| Grade 9 | 0 | 0.0% | 7.3% | 8.2% | 0 | 0.0% | 7.3% | 8.2% |
| Grade 10 | 0 | 0.0% | 7.5% | 7.4% | 0 | 0.0% | 7.5% | 7.4% |
| Grade 11 | 0 | 0.0% | 7.4% | 6.9% | 0 | 0.0% | 7.4% | 6.9% |
| Grade 12 | 0 | 0.0% | 7.3% | 6.4% | 0 | 0.0% | 7.3% | 6.4% |
| Ethnic Distribution: | | | | | | | | |
| African American | 3 | 0.4% | 0.7% | 12.6% | 3 | 0.4% | 0.7% | 12.6% |
| Hispanic | 634 | 92.3% | 93.0% | 52.8% | 634 | 92.3% | 93.0% | 52.8% |
| White | 45 | 6.6% | 5.5% | 27.0% | 45 | 6.6% | 5.5% | 27.0% |
| American Indian | 2 | 0.3% | 0.1% | 0.4% | 2 | 0.3% | 0.1% | 0.4% |
| Asian | 3 | 0.4% | 0.4% | 4.6% | 3 | 0.4% | 0.4% | 4.6% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.2% | 0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.3% | 2.5% | 0 | 0.0% | 0.3% | 2.5% |
| Sex: | | | | | | | | |
| Female | 347 | 50.5% | 49.5% | 48.8% | 347 | 50.5% | 49.5% | 48.8% |
| Male | 340 | 49.5% | 50.5% | 51.2% | 340 | 49.5% | 50.5% | 51.2% |
| Economically Disadvantaged | 503 | 73.2% | 72.7% | 60.3% | 503 | 73.2% | 72.6% | 60.2% |
| Non-Educationally Disadvantaged | 184 | 26.8% | 27.3% | 39.7% | 184 | 26.8% | 27.4% | 39.8% |
| Section 504 Students | 82 | 11.9% | 9.3% | 6.9% | 82 | 11.9% | 9.3% | 6.9% |
| English Learners (EL) | 74 | 10.8% | 17.1% | 20.3% | 74 | 10.8% | 17.1% | 20.3% |
| Students w/ Disciplinary Placements (2018-19) | 0 | 0.0% | 1.8% | 1.5% | | | | |
| Students w/ Dyslexia | 33 | 4.8% | 3.7% | 4.1% | 33 | 4.8% | 3.7% | 4.1% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Homeless | 6 | 0.9% | 1.1% | 1.4% | 6 | 0.9% | 1.1% | 1.4% |
| Immigrant | 8 | 1.2% | 1.6% | 2.3% | 8 | 1.2% | 1.6% | 2.3% |
| Migrant | 16 | 2.3% | 1.9% | 0.3% | 16 | 2.3% | 1.9% | 0.3% |
| Title I | 687 | 100.0% | 99.8% | 65.1% | 687 | 100.0% | 99.8% | 65.1% |
| Military Connected | 17 | 2.5% | 2.8% | 1.9% | 17 | 2.5% | 2.8% | 1.9% |
| At-Risk | 451 | 65.6% | 68.4% | 50.6% | 451 | 65.6% | 68.3% | 50.5% |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| Student Information | Membership | | | | Enrollment | | | |
|---|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 76 | 11.1% | 16.8% | 20.6% | 76 | 11.1% | 16.7% | 20.6% |
| Career & Technical Education | 46 | 6.7% | 32.5% | 27.6% | | | | |
| Career & Technical Education (9-12 grades only) | 0 | 0.0% | 84.2% | 50.8% | 0 | - | 84.2% | 50.8% |
| Gifted & Talented Education | 110 | 16.0% | 8.7% | 8.1% | 110 | 16.0% | 8.7% | 8.1% |
| Special Education | 94 | 13.7% | 12.1% | 10.5% | 94 | 13.7% | 12.2% | 10.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 94 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 59 | 62.8% | 45.3% | 42.4% | | | | |
| Students with Physical Disabilities | 6 | 6.4% | 25.1% | 21.4% | | | | |
| Students with Autism | 6 | 6.4% | 6.6% | 13.8% | | | | |
| Students with Behavioral Disabilities | 23 | 24.5% | 22.6% | 20.8% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 0.5% | 1.5% | | | | |
| Mobility (2018-19): | | | | | | | | |
| Total Mobile Students | 0 | 0.0% | 11.3% | 15.3% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 0 | 0.0% | | | | | | |
| Hispanic | 0 | 0.0% | | | | | | |
| White | 0 | 0.0% | | | | | | |
| American Indian | 0 | 0.0% | | | | | | |
| Asian | 0 | 0.0% | | | | | | |
| Pacific Islander | 0 | 0.0% | | | | | | |
| Two or More Races | 0 | 0.0% | | | | | | |
| Student Attrition (2018-19): | | | | | | | | |
| Total Student Attrition | - | - | | | | | | |

| Class Size Information | Campus | District | State |
|--|--------|----------|-------|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.9 | 19.0 |
| Grade 1 | - | 20.6 | 18.9 |
| Grade 2 | - | 19.2 | 18.8 |
| Grade 3 | - | 19.0 | 19.0 |
| Grade 4 | - | 20.1 | 19.2 |
| Grade 5 | - | 21.0 | 20.9 |
| Grade 6 | - | 22.6 | 20.4 |
| Secondary: | | | |
| English/Language Arts | 20.5 | 20.0 | 16.4 |

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
Campus Number: 233901044

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

Total Students: 687
Grade Span: 07 - 07
School Type: Middle

| Class Size Information | Campus | District | State |
|-------------------------------|---------------|-----------------|--------------|
| Foreign Languages | 24.4 | 21.7 | 18.7 |
| Mathematics | 20.3 | 20.3 | 17.8 |
| Science | 26.0 | 23.4 | 18.8 |
| Social Studies | 24.9 | 22.9 | 19.3 |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | | |
| Total Staff | 47.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 44.0 | 93.1% | 53.3% | 63.7% |
| Teachers | 39.4 | 83.4% | 42.4% | 49.4% |
| Professional Support | 2.6 | 5.5% | 7.6% | 10.2% |
| Campus Administration (School Leadership) | 2.0 | 4.2% | 2.3% | 3.0% |
| Educational Aides: | 3.2 | 6.9% | 11.8% | 10.6% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | | | | |
| Full-time | 0.0 | n/a | 6.0 | 4,373.0 |
| Part-time | 0.0 | n/a | 0.0 | 595.0 |
| Counselors | | | | |
| Full-time | 2.0 | n/a | 29.0 | 12,901.0 |
| Part-time | 0.0 | n/a | 0.0 | 1,103.0 |
| Total Minority Staff: | 35.6 | 75.4% | 88.5% | 51.1% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 2.0 | 5.1% | 1.4% | 10.8% |
| Hispanic | 27.3 | 69.4% | 80.4% | 28.1% |
| White | 10.1 | 25.6% | 16.5% | 57.7% |
| American Indian | 0.0 | 0.0% | 0.6% | 0.3% |
| Asian | 0.0 | 0.0% | 0.3% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.2% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.5% | 1.1% |
| Males | 13.2 | 33.5% | 22.0% | 23.8% |
| Females | 26.2 | 66.5% | 78.0% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.6% | 1.3% |
| Bachelors | 32.3 | 82.1% | 76.4% | 73.4% |
| Masters | 7.1 | 17.9% | 21.8% | 24.5% |
| Doctorate | 0.0 | 0.0% | 0.2% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.9 | 4.9% | 6.0% | 7.4% |
| 1-5 Years Experience | 17.4 | 44.2% | 28.7% | 27.9% |
| 6-10 Years Experience | 6.4 | 16.1% | 17.7% | 19.4% |
| 11-20 Years Experience | 7.8 | 19.7% | 25.5% | 29.4% |
| Over 20 Years Experience | 6.0 | 15.1% | 22.1% | 15.9% |
| Number of Students per Teacher | 17.4 | n/a | 16.6 | 15.1 |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| Staff Information | Campus | District | State |
|---|---------------|-----------------|--------------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 1.0 | 5.3 | 6.2 |
| Average Years Experience of Principals with District | 1.0 | 5.3 | 5.3 |
| Average Years Experience of Assistant Principals | 4.0 | 3.7 | 5.3 |
| Average Years Experience of Assistant Principals with District | 4.0 | 3.5 | 4.7 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers | 11.6 | 12.9 | 11.1 |
| Average Years Experience of Teachers with District | 10.3 | 11.2 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$48,254 | \$44,299 | \$49,868 |
| 1-5 Years Experience | \$47,173 | \$53,338 | \$52,823 |
| 6-10 Years Experience | \$51,861 | \$51,757 | \$55,756 |
| 11-20 Years Experience | \$58,517 | \$57,950 | \$59,308 |
| Over 20 Years Experience | \$62,945 | \$63,632 | \$65,449 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$52,600 | \$55,969 | \$57,091 |
| Professional Support | \$70,572 | \$72,455 | \$67,352 |
| Campus Administration (School Leadership) | \$80,591 | \$85,531 | \$82,512 |
| Instructional Staff Percent: | | | |
| Instructional Staff Percent: | n/a | 58.3% | 64.6% |
| Contracted Instructional Staff (not incl. above): | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 6,309.0 |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS
 Campus Number: 233901044

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

Total Students: 687
 Grade Span: 07 - 07
 School Type: Middle

| Program Information | ----- Campus ----- | | District | State |
|--|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.7 | 1.7% | 9.0% | 6.5% |
| Career & Technical Education | 0.4 | 1.1% | 6.5% | 5.0% |
| Compensatory Education | 0.5 | 1.3% | 6.5% | 2.8% |
| Gifted & Talented Education | 0.0 | 0.0% | 0.0% | 1.9% |
| Regular Education | 36.3 | 92.0% | 69.2% | 70.9% |
| Special Education | 1.5 | 3.8% | 5.5% | 9.3% |
| Other | 0.0 | 0.0% | 3.3% | 3.6% |

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

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)



Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

| | |
|-------------|--|
| DATE: | April 2, 2020 |
| SUBJECT: | Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability |
| CATEGORY: | Notice |
| NEXT STEPS: | Share with appropriate staff |

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Background

As announced in the *To the Administrator Addressed letter* dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.

If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or SIDivision@tea.texas.gov.

Sincerely,

Mike Morath
Commissioner

Texas Education Agency 2020 Accountability Ratings Overall Summary DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement.](#)

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency 2020 Accountability Ratings Overall Summary DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

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[Click here to read the official announcement.](#)

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency 2020 Accountability Ratings Overall Summary DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement.](#)

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Distinction designations were not awarded in 2020.

2020 Campus Comparison Group

This information is not available due to COVID-19.

Texas Education Agency
2019-20 School Report Card
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044)

Accountability Rating

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

School Information

District Name: SAN FELIPE-DEL RIO CISD
 Campus Type: Middle School
 Total Students: 687
 Grade Span: 07 - 07

Not Rated

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://prtsrv1.tea.texas.gov/perfreport/aapr/2020/index.html>

Distinction Designations

[Click here to read the official announcement.](#)

Distinction designations were not awarded in 2020.

School and Student Information

This section provides demographic information about DEL RIO MIDDLE 7TH GRADE CAMPUS, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

| | Campus | District | State |
|-------------------------------------|--------|----------|-------|
| Attendance Rate (2018-19) | - | 94.6% | 95.4% |
| Enrollment by Race/Ethnicity | | | |
| African American | 0.4% | 0.7% | 12.6% |
| Hispanic | 92.3% | 93.0% | 52.8% |
| White | 6.6% | 5.5% | 27.0% |
| American Indian | 0.3% | 0.1% | 0.4% |
| Asian | 0.4% | 0.4% | 4.6% |
| Pacific Islander | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0% | 0.3% | 2.5% |
| Enrollment by Student Group | | | |
| Economically Disadvantaged | 73.2% | 72.6% | 60.2% |
| Special Education | 13.7% | 12.2% | 10.7% |
| English Learners | 10.8% | 17.1% | 20.3% |
| Mobility Rate (2018-19) | 0.0% | 11.3% | 15.3% |

School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

| | Campus | District | State |
|--|--------|----------|-------|
| Instructional Staff Percent | n/a | 58.3% | 64.6% |
| Instructional Expenditure Ratio | n/a | 53.7% | 62.8% |

| | Campus | District | State |
|---------------------------------|--------|----------|---------|
| Expenditures per Student | | | |
| Total Operating Expenditures | \$0 | \$9,763 | \$9,913 |
| Instruction | \$0 | \$5,147 | \$5,558 |
| Instructional Leadership | \$0 | \$188 | \$162 |
| School Leadership | \$0 | \$465 | \$589 |

Texas Education Agency
2019-20 School Report Card
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from Year to Year. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.

There is no STAAR performance data for this campus.

SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DEL RIO MIDDLE SCHOOL 7TH GRADE

PARENT AND FAMILY ENGAGEMENT POLICY

2020-2021

STATEMENT OF PURPOSE

- I. The San Felipe Del Rio Consolidated Independent school District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagements Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the district's improvement plan process.

The district values the role parents' play as the children's first teacher and the influence of their continued support towards enabling their children to meet the state's students' performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School.

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

- II. The TEAM of the San Felipe Del Rio Consolidated Independent School District Board of Trustees, administrators, teachers, support staff, parents and community, in partnership with public and private agencies, is committed to provide the support, resources and academic rigor to ensure that all students achieve educational and social excellence.

SCHOOL – PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children's teacher during the first six weeks. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The District's capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Migrant Parent Advisory Council (PAC), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees and trainings. In addition, parent skills workshops, campus

volunteers, School readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement.

Information on the "Value and Utility of Parent's Contributions," and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Special Ed program, community agencies and private schools.

STAFF AND PARENT COMMUNICATION

- V. **Del Rio Middle School**: effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the District Parent and Family Engagement Policy and practices. They will also consider:

- Academic quality of Title I, Part A Schools
- Identifying way to overcome barriers which may limit participation by parents
- Review and revision of Campus School – Parent Compact
- Increase parent involvement

The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level.

RESEVATION OF FUNDS

- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Del Rio Middle School 7th grade on October 16, 2020** and will be effect for the period of 2020-2021. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 16, 2020. **Del Rio Middle School 7th grade** notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the languages the parents can understand.

SAN FELIPE DEL RIO CISD
DEL RIO MIDDLE SCHOOL 7TH GRADE
POLÍTICA DE COMPROMISO DE PADRES Y FAMILIAS 2020-2021
LA DECLARACION DE PROPOSITO

- I. La administración, los profesores, la facultad, el apoyo de personal, los padres de familia y miembros de la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio desarrollaran, se pondrán de acuerdo y les distribuirán a los padres por escrito una Póliza de Participación de Padres de Familia y un Convenio de Escuela – Padre – Estudiante. La póliza expondrá expectativas y establecerá un sistema para participación de calidad de los padres. Esto será realizado como parte del proceso del plan de mejoramiento del distrito.

El distrito valora el papel que toman los padres como el primer maestro de sus hijos y la influencias del apoyo continuo para lograr que sus hijos satisfagan las normas estatales del funcionamiento de un estudiante.

La siguiente póliza está de acuerdo con los requisitos legales del Acta de ESSA, Sección 1116 (b).

PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO del Consejo Directivo, los administradores, los profesores, el apoyo de personal, los padres de familia y la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio, al asociarse con las agencias públicas y privadas, están comprometidos a proveer el apoyo, los recursos y el rigor académico para asegurar que todos los estudiantes lleven a cabo excelencia educativa y social.

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

- III. El Convenio de Escuela – Padre – Estudiante buscara los medios por los cuales los padres, la escuela y los estudiantes compartirán responsabilidad para una realización académica mejora al estudiante o un dominio de las altas normas del estado. Un repaso y una revisión anual, si es necesario, serán parte del proceso del plan de mejoramiento al nivel del distrito y el campo escolar.

Aunque las firmas no serán requeridas, se les urge a los padres que firmen y discutan el convenio con sus hijos y profesores.

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio

de la matrícula, Conocer el Maestro, juntas llamadas especiales y otros iniciativas al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

- IV. La capacidad del distrito al hacer una sociedad colectiva fuerte con los padres será realizada al ofrecer oportunidades para que los padres provean información y hagan recomendaciones relativo a los programas del Título I. Además, el distrito les ayudara a los padres a entender el contenido académico del estado y normas de realización, evaluación estatales y locales y como observar el progreso de sus hijos. Estas oportunidades serán programadas en el Consejo Consultivo de Padres Migrantes (PAC), Comité de Planeación y Toma de Decisiones del Distrito (DPDM), y el Comité de Apreciación de Idioma y Pre eficiencia (LPAC), juntas llamadas especiales, y entrenamientos. Además, talleres de habilidades donde se aprenderá a ser buenos padres, alfabetismo, voluntarios del plantel, entrenamiento y uso de tecnología serán proveídos al personal durante las juntas de facultad del campo escolar y otros iniciativas al nivel del campo escolar.

La información en “el valor y servicio de las contribuciones de los padres” y como extenderse y comunicarse con los padres como compañeros iguales en la educación de sus hijos. Estos serán programados y proveídos al personal durante las juntas de la facultad del campo escolar y otros iniciativas al nivel del campo escolar.

Al punto factible y apropiado el distrito coordinara e integrara programas de participación del padre y actividades.

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

- V. **DEL RIO MIDDLE SCHOOL 7TH GRADE**: para comunicarle a los padres información sobre el Título I, Programas Parte A, descripciones y explicaciones del currículo, evaluación académicos usados para medir el progreso del estudiante, niveles de pre eficiencia de los estudiantes que se esperan satisfacer. Toda la información oral o escrita relacionada a los padres de familia será proveída en una forma y lenguaje que los padres pueden entender durante conferencias con padres.
- VI. Los boletines, las notas de maestro, la marquesina de escuela, las conferencias, el contacto personal, las llamadas de teléfono, Skylert del distrito email del distrito escolar, internet del distrito escolar, Facebook del distrito escolar, notas escritas se usaran para establecer y mantener las líneas abiertas de comunicación con padres de familia.

LA EVALUACIÓN

- VII. Los padres participara en la evaluación anual de contenido y el efecto de las prácticas y Póliza de la Participación de los padres del distrito. Ellos también consideran:
- I La calidad académica del Título I, Escuelas Parte A
 - I Identificar las maneras para vencer las barreras cuales pueden limitar la participación de los padres

- | El repaso y revisión de la Póliza de Participación de Padres de Familia y del Convenio de la Escuela – Padre – Estudiante
- | Aumentar la participación de los padres de familia

Los descubrimientos de la evaluación anual serán usados para revisar y hacer estrategias y prácticas de póliza de los padres para mejorar la participación de los padres a los niveles del distrito y el plantel escolar.

RESERVACIÓN DE FONDOS

- VIII. Los padres de estudiantes que reciben servicios a través del Título I, Parte A deben tener la oportunidad de participar en las decisiones, en cuanto a la distribución de los fondos destinados para las actividades de los padres de familia.

ADOPCIÓN

Esta Póliza de Participación de Padres de Familia del Plantel se ha desarrollado de común acuerdo, con los padres de los estudiantes que participan en los programas Título I, Parte A según evidenciado por Padres de Familia, Administradores, y Consejeros. Esta póliza fue aprobada por **Del Rio Middle School 7th grade** el 16 de octubre del 2020 y será proporcionada efectivo para el período del 2020-2021. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del 16 de octubre del 2020. El plantel **Del Rio Middle School 7th grade** notificara a los padres de familia de esta póliza que estará en un Formato comprensible y uniforme, al grado practicable, proporcionara una copia de esta póliza a los padres de familia en el idioma que los padres puedan entender.



Student-Parent-School Compact

Del Río Middle School 7th Grade

Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to other.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at school.

Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer; attend parent conferences and school activities.
- Keep communication with my child's teacher and be available for questions.
- Read with my child and/or encourage daily reading at home.

School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.



Compacto estudiante-padre-escuela Del Río Middle School 7th Grade

Acuerdo estudiantil

Como estudiante, acepto:

- Asistir a la escuela todos los días ya tiempo.
- Síga todas las reglas de la escuela y sea respetuoso con los demás.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo positivo para mis compañeros de clase y otros en la escuela.

Acuerdo de padres

Como padre, acepto:

- Asegurarme de que mi hijo sea puntual y asista a la escuela todos los días.
- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.
- Voluntario, asistir a conferencias de padres y actividades escolares.
- Mantener comunicación con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o fomentar la lectura diaria en casa.

Acuerdo escolar

Como escuela, aceptamos:

- Haga de la escuela un lugar positivo, de apoyo, seguro y con un ambiente de aprendizaje saludable.
- Brindar oportunidades para reuniones de padres y capacitaciones que mejoren la participación de los padres.
- Proporcionar un currículo de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos efectivos y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación padre-escuela.

TITLE I

Del Rio Middle School

7th Grade & 8th Grade

**Annual Title I Meeting
Tuesday October 13, 2020
10:00 am**

**Junta Anual de Titulo I
Martes, 13 de octubre
A las 10:00 am**

Presenter

Director, Federal & State Programs

Ruby Adams

Join Zoom Meeting

<https://zoom.us/j/9160505301>

Meeting ID: 916 050 5301

Passcode: 08hr5P

**Del Rio Middle School-7th grade
Annual Title I Parent Training**

Agenda

- I. What is Title I and ESSA Grant**
- II. Parent and Family Engagement Policy**
- III. School-Parent Compacts**
- IV. Parents Right to Know**
- V. How can parents get involved?**
- VI. Questions/Answers**

*The Every Student
Succeeds Act:
The Highlights*

meeting_saved_chat.txt

09:56:05 From rufina.adams@sfd-r-cisd.org : First Title I Parent Meeting/Training, October 13, 2020 at 10 am
09:59:16 From iPhoneKimmie : Kim Martinez parent of Jeremy Martinez
09:59:52 From Ana Hawkinson : Ana Hawkinson parent of Monika Gonzalez 8th grade
10:23:57 From Ana Hawkinson : Can you email me that document, please.
10:26:55 From Raul Hurtado : Hannah Hurtado 7th Grade
10:28:34 From Raul Hurtado : Thank You!
10:28:57 From rufina.adams@sfd-r-cisd.org : Parent Compact/Engagement Policy, October 13, 2020 at 10:30 am
10:29:03 From rufina.adams@sfd-r-cisd.org : Ruby Adams
10:29:21 From iPhoneKimmie : Kim Martinez -Jeremy Martinez 8 grade
10:29:25 From Ana Hawkinson : Ana Hawkinson parent of Monika Gonzalez 8th grade
10:29:39 From iPhoneKimmie : thank u
10:29:42 From Raul Hurtado : Raul G. Hurtado III
10:29:44 From Raul Hurtado : Thank You
10:29:54 From Angelica Hurtado : Angelica Hurtado - 7th grade Hannah Hurtado

meeting_saved_chat.txt

09:56:05 From rufina.adams@sfdr-cisd.org : First Title I Parent Meeting/Training, October 13, 2020 at 10 am
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10:29:39 From iPhoneKimmie : thank u
10:29:42 From Raul Hurtado : Raul G. Hurtado III
10:29:44 From Raul Hurtado : Thank You
10:29:54 From Angelica Hurtado : Angelica Hurtado - 7th grade Hannah Hurtado

TITLE I

Del Rio Middle School

**Annual Title I Meeting
Tuesday October 15, 2020
3:30 pm**

**Junta Anual de Titulo I
Martes, 15 de octubre
A las 3:30 pm**

Presenter

Director, Federal & State Programs

Ruby Adams

Join Zoom Meeting

<https://zoom.us/j/9160505301>

Meeting ID: 916 050 5301

Passcode: 08hr5P

**Del Rio Middle School-7th grade
Annual Title I Parent Training**

Agenda

- I. What is Title I and ESSA Grant**
- II. Parent and Family Engagement Policy**
- III. School-Parent Compacts**
- IV. Parents Right to Know**
- V. How can parents get involved?**
- VI. Questions/Answers**

*The Every Student
Succeeds Act:
The Highlights*

meeting_saved_chat.txt

15:29:52 From Angelica Hurtado : Buenas Tardes Ms.Santana
15:31:49 From iPhone : Mrs Chavarria for isaiah lopez
15:32:23 From iPhone : Spanish is ok
15:32:33 From rufina.adams@sfdr-cisd.org : Second Title I Parent Meeting.
7th and 8th grade, October 15, 2020 at 3:30 pm, English/Spanish
15:33:39 From iPhone : no importa yo hablo los idiomas
15:53:44 From rufina.adams@sfdr-cisd.org : Parent Compact/Engagement Policy
Spanish, October 15, 2020, 3 pm
15:56:01 From Angelica Hurtado : yes
15:58:04 From Victoria Aviles : Brenda Aviles
15:59:01 From Victoria Aviles : Gracias!

meeting_saved_chat.txt

15:29:52 From Angelica Hurtado : Buenas Tardes Ms.Santana
15:31:49 From iPhone : Mrs Chavarria for isaiah lopez
15:32:23 From iPhone : Spanish is ok
15:32:33 From rufina.adams@sfdr-cisd.org : Second Title I Parent Meeting.
7th and 8th grade, October 15, 2020 at 3:30 pm, English/Spanish
15:33:39 From iPhone : no importa yo hablo los idiomas
15:53:44 From rufina.adams@sfdr-cisd.org : Parent Compact/Engagement Policy
Spanish, October 15, 2020, 3 pm
15:56:01 From Angelica Hurtado : yes
15:58:04 From Victoria Aviles : Brenda Aviles
15:59:01 From Victoria Aviles : Gracias!

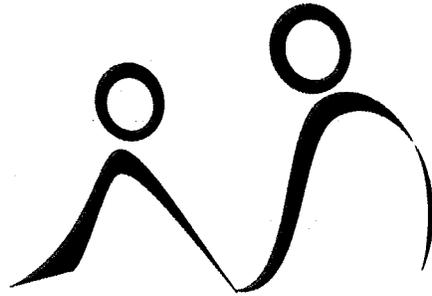
San Felipe Del Rio CISD

McKinney Vento/Families in Transition

Staff Training, November 18, 2020

AGENDA

- I. Welcome
- II. McKinney-Vento Act
- III. How do families become homeless?
- IV. Parent and Student Warning Signs
- V. Parent and Student Reactions
- VI. Key Provisions
- VII. Questions/Concerns/Discussion



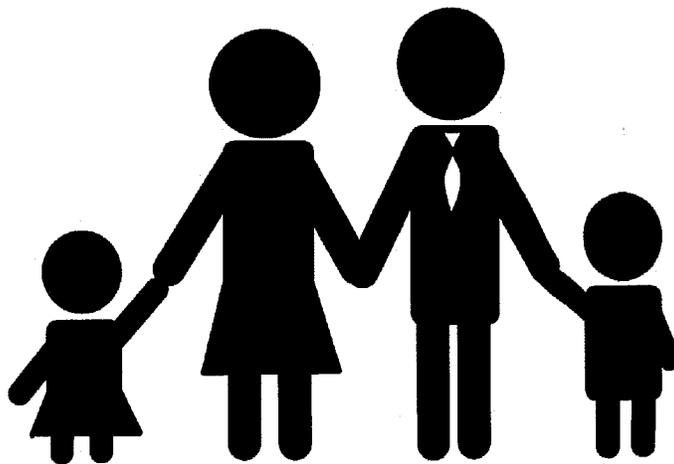
McKinney-Vento

Serving Students In Transition

San Felipe Del Rio CISD
The Value and Utility of Parental Engagement
Staff Training, November 18, 2020

AGENDA

- I. Welcome
- II. ESSA Title I requirements
- III. What is Parent and Family Engagement?
- IV. Benefits
- V. Barriers
- VI. Reflection
- VII. Questions/Concerns/Discussion



Lifesjourneytoperfection.blogspot.com 2013

meeting_saved_chat.txt

07:32:31 From Rufina Adams : Required staff training, McKinney-Vento and Value and Utility Parent Engagement, Wednesday, November 18, 2020 at 7:40 am

07:32:42 From Mrs. Gallegos : Stacey Gallegos, Choir

07:32:43 From Rufina Adams : Ruby Adams, Director

07:33:25 From Coach Lerma : Beatriz Lerma

07:34:46 From Tiffany Guerrero : Tiffany Guerrero

07:34:47 From Jerauld Smith : Jerauld Smith

07:35:03 From Rufina Adams : Melanie Gee

07:37:31 From Jorge Jurado : Jorge Jurado

07:38:20 From ARTURO PADILLA III : Arturo Padilla

07:40:03 From Lori's iPhone : Lorinda Solis

07:41:23 From Rudy Elizondo : Mr. Elizondo

07:42:00 From ivan.gonzalez : Ivan Gonzalez

07:42:04 From Victor Alvarez : Victor Alvarez

07:42:05 From Jan Perry : Jan Perry

07:42:10 From Ms. Clark : Stephanie Clark

07:42:20 From claudia.ruan : Claudia Ruan

07:42:24 From Michelle Cervantes : Michelle Cervantes

07:42:29 From Mandy Salas : Amanda Salas

07:42:32 From iPhone : Evelyn Galvan

07:42:56 From Kimberly Smith : Kimberly Smith

07:43:10 From Mrs. Moreno : Cynthia Moreno

07:43:12 From Brenda Delgado : Brenda Delgado

07:43:37 From Jane Hildreth : Jane Hildreth

07:43:42 From valarie.allen : Valarie Allen

07:43:47 From Nataly Owens Sanchez : Nataly Owens-Sanchez

07:43:57 From Keri Scholz : Keri Scholz

07:44:16 From Angelica.Hurtado : Good Morning Angelica Hurtado

07:44:54 From Sheri Vela to Jorge Jurado(Privately) : I can't hear anything in the new room

07:45:43 From Jorge Jurado to Sheri Vela(Privately) : 136?

07:45:51 From Sheri Vela to Jorge Jurado(Privately) : yes

07:47:47 From Jorge Jurado to Sheri Vela(Privately) : On my way

07:48:14 From Lori's iPhone : Mrs. De La Mota is having trouble logging in. She is listening to meeting with me.

07:54:02 From Jane Hildreth : Alex smith mouse is not working, so she cannot type in the text box

07:54:20 From Coach Echavarria : Cesar Echavarria

07:54:42 From Derek Casillas : Derek Casillas

07:57:39 From Jorge Jurado to Alexandria Smith(Privately) : Try unplugging and plugging your mouse in to see if that works.

07:59:39 From Elsa Gonzales : Elsa Gonzales

08:00:06 From Sheri Vela : Sheri Vela

08:00:10 From Mrs. Segura : Krystal Segura

08:00:42 From cynthia.olivo : Cynthia Olivo

08:00:44 From nerissa.winn : Nerissa Winn

08:00:45 From Yadira : Yadira Hernandez

08:00:52 From Andrew Basler : Andrew Basler

meeting_saved_chat.txt

08:00:55 From Beatriz Padilla : Beatriz Padilla
08:00:59 From Leonardo Ramos : Leonardo Ramos
08:01:00 From joanna.hernandez : Joanna Hernandez
08:01:02 From Elizabeth De La Mota : Elizabeth De La Mota
08:01:07 From Katherine Polanco : Katherine Polanco
08:01:19 From Angelica Santos : Angelica Santos
08:02:00 From Manuel Galindo : Manuel Galindo
08:02:58 From Elsa Morales : Elsa Morales
08:04:40 From janie.brumley : Janie Brumley
08:09:42 From Keri Scholz : I signed in earlier, but I do not see my name
in chat.
08:09:47 From Keri Scholz : Keri Scholz
08:13:01 From Angelica.Hurtado : Thank you Ms. Adams