

# SAN FELIPE-DEL RIO CISD

## District Improvement Plan

### 2017/2018



Date Reviewed: 06/16/17

DMAC Solutions ®

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Date Approved:

9/22/2017

# SAN FELIPE-DEL RIO CISD

## **Vision**

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

### Nondiscrimination Notice

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

## **District Goals**

### **Goal 1:**

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

### **Goal 2:**

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

### **Goal 3:**

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

# SAN FELIPE-DEL RIO CISD Site Base

Name	Position
Beavans, Rachel	Parent Representative
Benavides, Bori	Sec. Non-Core Area Teacher, DRHS
Bradford, Lauren	Non-Teaching Professional, Buena Vista
Bustamante, Julissa	5th Grade Teacher, North Heights
Cadena, Susan	Sec. Math Teacher, DRHS
Cisneros, Ruben	Community Representative
Cohen, Stephani	Sec. Science Teacher, DRMS
Delgado, Rosalinda	Sec. Non-Core Area Teacher, DRMS
Fernandez, Isabella	Sec. ELA Teacher, SFMMS
Galindo, Sara	Pre-K Teacher, Cardwell
Garcia, Irene	Community Representative
Garza, Sandra Luz	Non-Teaching Professional, DRMS
Gutierrez, Connie	Kinder Teacher, Chavira
Hargrove, Mary Catherine	Non-Teaching Professional, DRHS
Jalomos, Brenda	2nd Grade Teacher, Ruben Chavira
Leos, Sandra	4th Grade Teacher, Lonnie Green
Lewis, Ruby	Parent Representative
Mendoza, Vicky	Business Representative
Oliva, George	Business Representative
Padilla, Amanda	4th Grade Teacher, Lamar
Partida, Leticia	Sec. ELA Teacher, DRHS
Rodriguez, Cruz	5th Grade Teacher, Lamar
Ruiz, Maribel	1st Grade Teacher, Lonnie Green
Scott, Priscilla	3rd Grade Teacher, Buena Vista
Torres, Olga	Non-Teaching Professional, Calderon
Torres, Rachel	Parent Representative
Wardlaw, Susan	Sec. Social Studies Teacher, DRHS

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 1.** During the 2017-2018 school year, TEKS aligned curriculum will be used with 100% fidelity.

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

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By the end of the 2017-2018 school year, student achievement on state assessments for all students will increase by 10%.

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

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** During the 2017-2018 school year, 100% of the professional development will meet the mission and goals of SFDRCSID.

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

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By the end of the each six weeks, 100% of the instructional staff will use multiple sources of reliable data to assess, guide, monitor and strengthen instruction and improve attendance.

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

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 5.** During the 2017-2018 school year, 100% of all staff will comply with district safety, discipline, bullying and drug-free policies.

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

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 5.** During the 2017-2018 school year, 100% of all staff will comply with district safety, discipline, bullying and drug-free policies.

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

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** By the end of the 2017-2018 school year, students, parents and teachers will have been provided information on careers and higher education.

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

# SAN FELIPE-DEL RIO CISD

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

**Objective 1.** By September 1, 2017, 100% of budgets will reflect available resources for campuses and departments.

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

# SAN FELIPE-DEL RIO CISD

- Goal 2.** The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** By the beginning of the school year, 98% of all positions will be filled by appropriately certified staff.

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

# SAN FELIPE-DEL RIO CISD

- Goal 2.** The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.
- Objective 3.** By the beginning of the 2017-2018 school year, 100% of campuses will follow written procedures in PEIMS attendance coding

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

# SAN FELIPE-DEL RIO CISD

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

**Objective 4.** By the beginning of the 2017-2018 school year, 100% of campuses will implement new ideas and enhance existing initiatives to improve and monitor student and staff attendance.

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

# SAN FELIPE-DEL RIO CISD

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

**Objective 1.** By the beginning of the 2017-2018 school year, all campuses and district entities will improve public communication and disseminate information in a timely manner.

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

# SAN FELIPE-DEL RIO CISD

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

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

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

## Student Achievement

## A better plan for students failing STAAR

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## Teacher Quality

Lower class sizes, especially at Secondary

—

Recruit qualified teachers to fill vacancies

— — —

## Family & Community Involvement

Continually improve District website

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More parent trainings on website  
Work on having PTO's

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## Technology

NA

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[illegible]

# San Felipe Del Rio CISD

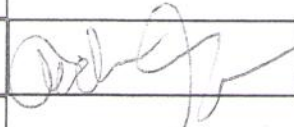
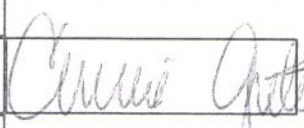
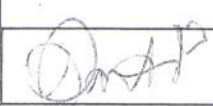
## Sign-In Sheet



DPDMC Meeting		DPDMC MEETING-042717	
on 4/27/2017			
4:15 PM	6:00 PM	C I (Old Garfield Library-Lab 1)	
Patricia Brown			

enrolled	Available	Maximum
33	17	50

	Name (Used for Certificate)	District	Campus	Grade Level	Signature
1	Beaven, Rachel	Visitor	Visitor	Visitor	<i>Rachel Beaven</i>
2	Benavides, Bori Josefa	SFDR CISD	Del Rio High School – Foreign Language	9th –12th	
3	Bradford, Lauren Elana	SFDR CISD	Buena Vista	K-5th	<i>Lauren Bradford</i>
4	Brown, Patricia A	SFDR CISD	C I Staff Developing Center	Coordinator	
5	Bustamante Lemus, Julissa	SFDR CISD	North Heights	5th	<i>Julissa Bustamante</i>
6	Cadena, Susan	SFDR CISD	Del Rio High School – Math	10th-12th	
7	Cisneros, Ruben	Visitor	Visitor	Visitor	<i>Ruben Cisneros</i>
8	Cohen, Stephani	SFDR CISD	DRMS	7th	
9	Delgado, Rosalinda	SFDR CISD	DRMS	7th – 8th	
10	Fernandez, Isabella	SFDR CISD	SFMMS	6th	
11	Galindo, Sara D	SFDR CISD	J. Cardwell	PreK	

12	Garcia, Irene	Visitor	Visitor	Visitor	
13	Garcia, Aidee	SFDRCSID	Administration	All grade levels	
14	Garza, Sandra Luz	SFDRCSID	DRMS	7th – 8th	
15	Garza, Jorge Luis	SFDRCSID	Administration	Chief	
16	Gomez, Aida V	SFDRCSID	Administration	6th –12th	
17	Gutierrez, Concepcion V	SFDRCSID	Chavira	Kinder	
18	Hargrove, Mary Catherine	SFDRCSID	Del Rio High School – Library	All grade levels	
19	Jalomos, Brenda	SFDRCSID	Chavira	3rd	
20	Leos, Sandra	SFDRCSID	Lonnie Green	4th	
21	Lewis, Ruby	SFDRCSID	Lamar	Lab Manager	
22	Mendoza, Vicky	Visitor	Visitor	Visitor	
23	Oliva, George	Visitor	Visitor	Visitor	
24	Padilla, Amanda	SFDRCSID	I. Cardwell	PreK	
25	Partida, Leticia	SFDRCSID	Del Rio High School – English	Grade level	
26	Rios, Carlos	SFDRCSID	Administration	All grade levels	
27	Rodriguez, Cruz Ricardo	SFDRCSID	Lamar	5th	

28	Ruiz, Maribel	SFDRCSID	Lonnie Green	1st	maribel R.
29	Scott, Priscilla Perez	SFDRCSID	Buena Vista	3rd	P Scott
30	Torres, Rachel	Visitor	Visitor	Visitor	
31	Torres, Olga L	SFDRCSID	Calderon	K-5th	
32	Valdez, Yanakany	SFDRCSID	Administration	All grade levels	
33	Wardlaw, Susan Behrend	SFDRCSID	Del Rio High School - Social Studies	10th-12th	SBW

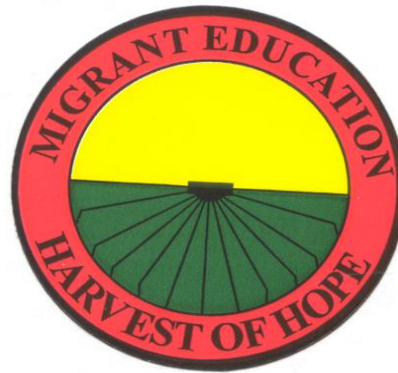
Diane Morris Hernandez  
 SFDRCSID  
 Federal Programs  
 Annex 11  
 Title I Coord.

Sandra T. Hernandez  
 Administrative Director.

**SAN FELIPE DEL RIO**  
*Consolidated Independent School District*



**Migrant Education Program**  
**Title I, Part C**



**Priority for Services (PFS) Action Plan**  
**2016 - 2018**

# **SAN FELIPE DEL RIO CISD**

## **Migrant Education Program Staff**

### **2016-2018**

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

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

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

## **No Child Left Behind (NCLB)**

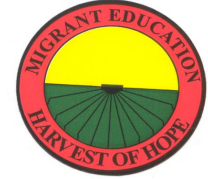
The No Child Left Behind Act of 2001 requires that Migrant Education Program funds should first be used to address the unique needs of migrant children that result from their migratory lifestyle or are needed to permit migrant children to participate effectively in school.

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

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



# Priority for Service (PFS) Action Plan for Migrant Students



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

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

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

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

## San Felipe Del Rio Consolidated Independent School District

### Migrant Priority for Services Action Plan

**2016-2018**

#### **GOALS:**

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

#### **OBJECTIVES:**

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

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

# San Felipe Del Rio Consolidated Independent School District

## Migrant Priority for Services Action Plan

2016-2018

**The PFS Action Plan must include the following:**

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

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

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

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

# San Felipe Del Rio Consolidated Independent School District

## Migrant Priority for Services Action Plan

2016-2018

The PFS Action Plan must include the following:

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

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

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

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

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

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

**Migrant Priority for Services Action Plan**

**2016-2018**

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

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

## **DISTRICT PARENTAL INVOLVEMENT POLICY**

### **2017 – 2018**

#### *Statement of Purpose*

*The San Felipe Del Rio Consolidated Independent School District Board of Trustees recognizes that family-school partnerships that focus on academics and social values strengthen the student-school and family dynamic that is critical for student success. The purpose of the District Parental Policy is a collaboration with parents to help students excel. To this end, the District supports the purpose for the parental policy as a commitment to establish and maintain open lines of meaningful, two-way communication between home, school, community and other stakeholders.*

1. The District and parents of students in Title I Programs shall develop jointly with, agree on with, and distribute to parents a written Parental Involvement Policy. The policy shall be incorporated into a District plan developed under Section 1118 (a) (2) of the No Child Left Behind Act (NCLB).
  - The District invites representative parents from each campus, administrators and other District personnel to be part of the Parental Policy Review Committee.
  - The District will convene an annual meeting of the Parental Policy Review Committee to provide information with regard to the Parental Involvement Survey.
  - Parents and other members of the review committee have the opportunity discuss the items, suggest development of new items and reach a consensus for each policy item.
  - The District Parental Policy is placed on the District website and sent to each campus for distribution to parents. It is sent home with the students along with the corresponding school's parental policy.
2. Involve parents in the joint development of the District plan, including the Parental Involvement Policy (Section1112) and the process of school review and improvement under (Section1116). The District will ensure that:
  - District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) meetings.

- District parents from the campuses are invited to apply for parental positions in the District School Health Advisory Council (SHAC). Each SHAC term is 2 years and the SHAC must meet a minimum of 4 times per year.
- Parents are involved in the planning, review, and evaluation of Title I, Part A.
- Parents are involved in the planning and review of the District Parental Involvement Policy.

**3. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.**

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

**4. Each District Title I campus will develop a *School-Family Compact*. The compact will:**

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

**5. The District will build the schools' and parents' capacity for strong parental involvement as described under [Section 1118(e) (1)-(5), (14)]. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities:**

- Migrant Parent Advisory Council (PAC),
- The District includes parents in the Planning and Decision Making (DPDM) meetings.
- The District recruits and includes parents in the School Health Advisory Council (SHAC).

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

**6. The District, to the extent feasible and appropriate, coordinates and integrates Parental Involvement strategies with parental activities of Head Start and offers classes to parents of current district students.**

- The District provides Parent Education Services to parents of current district students at Annex II.

**7. The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.**

- Information sent to parents is in English and Spanish
- Meetings and trainings are conducted in English and Spanish
- Translators are available at all meetings

**8. SFDRCISD conducts, with the involvement of parents, an annual survey to evaluate the content and effectiveness of the parental involvement policy in improving the academic quality of schools, including**

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**identification of barriers to greater participation by parents, particularly those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. [Section 1118(a) (1) (2) (3)]. The survey will include:**

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

**9. Parent Involvement will increase when compared to the previous school year's Parental Involvement data. This documentation data will be used determine the Parental Involvement progress:**

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

**10. The District will involve parents in the activities of the schools served under this part. 20 U.S.C. 6318(a) (2) Parental**

**Involvement: Campuses will invite and engage parents in activities of the campus including student performances, and other special events.**

- Parental involvement presentations and training
- District and campus Parental Policy review Committee
- Athletic events
- Band performances
- Choir performances
- Academic competition
- Awards and recognition presentation
- Drama presentations

# Strategic Priorities

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

**Priority 2.** Build a foundation of reading and math

**Priority 3.** Connect high school to career and college

**Priority 4.** Improving low-performing schools

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

**Overall Ratings**

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

\*GT not in effect until Kinder

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

6/8/2017

## State Compensatory Education (SCE)

State Compensatory Education funds are supplemental to the regular education program for students identified as being at risk of dropping out of school to increase academic achievement on state assessments and reduce the dropout rate.

### At Risk Eligibility Criteria

**A student at risk of dropping out of school includes each student who is under 21 years of age and who:**

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;

11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
13. or resides in the preceding school year or resided in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.