

SAN FELIPE-DEL RIO CISD

District Improvement Plan

2017/2018

RIGOR, RELATIONSHIPS, RESPECT.



Patricia H. Rodriguez
205 Memorial Drive
830-778-4416
patricia.rodriguez@sfd-r-cisd.org

Date Reviewed:

DMAC Solutions ®

Date Approved:

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

Mission

*Dedicated to empowering students to understand their worth and the value of education.
PRICELESS!*

Vision

*BE TEACHERS,
BE STUDENTS,
BE POLITICIANS,
BE PREACHERS,
BE BELIEVERS,
BE LEADERS,
BE ASTRONAUTS,
BE CHAMPIONS,
BE TRUTH-SEEKERS.*

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.

What We Believe In

- *Commitment to Greatness
- *Passion for our work
- *No excuses
- *Accountability

What we want to help our Students accomplish:

Every student will graduate college ready, college connected and ahead of the game.

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. Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards 2017-2018

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum Based Assessments and District level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses. (Target Group: All) (Strategic Priorities: 4)	Curriculum Coordinators	2017-2018 School year	(F)Title I, (S)Local Funds	Benchmark scores, student achievement gains.
2. Prior to the administration of a curriculum based assessment and district level benchmarks that are aligned to the curriculum will be written for each of the HB5 classes. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Curriculum Coordinators, Dean of Instruction	Every six weeks	(F)Title I, (S)Local Funds	Formative - benchmark scores, student achievement gains.

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.** Curriculum will be horizontally aligned in 2017-18 in all courses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum writers and teachers will be trained on the state standards, indices, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course. (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Curriculum Coordinators, Dean of Instruction	2017-2018 school year	(S)Local Funds	Formative - Student achievement gains, benchmarks.
2. Curriculum documents will include ELPS strategies for ESL/ELL students and supplemental aids for special education students. (Target Group: ESL, LEP, SPED) (Strategic Priorities: 4)	Campus Administrators, Curriculum Coordinators, Dean of Instruction	2017-2018 school year	(F)Title I, (S)Local Funds	Formative -

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. All sub population groups will be monitored to ensure they are on track to meet state passing standards on the 2017-2018

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as ESL/ELL, Special Education, Economic Dis, Hispanic, CTE. (Target Group: All)	Campus Administrators			Students will know their students and demographics.

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.** ECHS has high expectations for all students and will model strategies that will not only help them graduate, but skills will transfer and benefit higher education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All ECHS teachers will be trained and implement The Common Instructional Framework. (CIF) CIF is a model based on the implementation of research based strategies that work such as Collaborative groups, group work, Writing to learn, Scaffolding, questioning, classroom talks, and literacy groups. (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Curriculum Coordinators	August 2017	(S)Local Funds	Student achievement and EOC scores.

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 June 2018, ECHS will utilize 90% of local, state and fed funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to the Campus Improvement Plan to support the instructional goals and academic needs of students. (Target Group: All)	Campus Administrators		(F)Title I, (S)Local Funds	Evaluation by Budgeting office.

SAN FELIPE-DEL RIO CISD

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

Objective 1. By June 2018, ECHS will increase parent participation by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ECHS will encourage parents to participate in their student's education by hosting campus orientation, parental training, informational meetings, and student progress conferences. (Target Group: All)	Campus Administrators, Counselors, Parents, Teachers	2017-2018	(S)Local Funds	Sign in sheets, counselors records
2. ECHS will provide training and support for parents on Skyward parent portal and SWTJC systems FERPA to encourage monitoring of student attendance and grades. As well as help our students monitor their grades for ECHS and SWTJC. (Target Group: All)	Campus Administrators, Counselors	2017-2018		Sign in sheets



Demographics

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|-------------------------------------|---|
| ● Texas Academic Performance Report | ● Educate Texas |
| ● DMAC | ● THECB Texas Higher Education Coordinating Board |
| ● Master Schedule | ● College Board |
| ● Attendance | ● Texas Success Initiative |
| ● PEIMS | ● Texas On Course |

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

Findings/Analysis

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

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

Strengths

- Increase in student enrollment
- adopted Block Scheduling
- Incorporating Freshman with HS. Stand alone w/ multiple campuses.
- Increase ECHS enrollment
- All students in advanced core classes.
- Any student may apply to ECHS. Recruiting begins Jan. for incoming 9th.
- Tutors that provide addition support for at-risk students .
- Embedded tutoring during day thru MAPS Program.
- Students have access to SWTJC resources including tutoring in all subjects.
- 100% passing rate EOC in Cohort I.

Needs

- Support Special Education Students
- Provide instruction to ELL's, support and interventions.
- Provide additional support At-Risk Students.
- Address the needs of our Special Pops Students.
- Provide ELL's with Language Acquisition and tutoring interventions.
- Parental involvement/Home visits
- 100% passing rate in Cohort II
- 50% Commended rate for Cohort I & II in EOC exams.
- Community Mentors and leadership training.
-

Summary of Needs

- Provide Instruction to ELL's, support and interventions.
- Provide additional support At-Risk Students.
- Address the needs of our Sp.Ed. students and 504 students.
- Provide ELL's with language acquisition and tutoring interventions.
-
-
-
-
-
-



Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

● TAPR Results	TSI- Texas Success Initiative
● Performance Index Framework Data	PSAT
● Index I-Student achievement.	College Transcripts
● DMAC	State Assessment Data
● CSR's/EOC	Progress Reports/ Report Cards

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

Findings/Analysis

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

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

Strengths

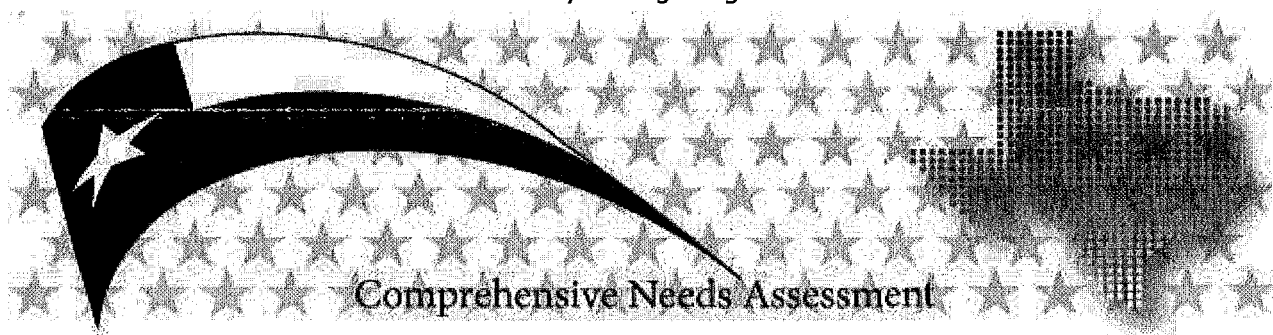
- Planning Protocol
- Ilet
- Abydos Writing
- Sheltered Instruction
- 100% passing rate Cohort I in EOC exams
- Credit Recovery/Accural
- EOC Remediation
- Remediation for all core content courses
- Current aclerated curriculum for English I/II
- Advanced core for all students

Needs

- Increase ELA/EOC commended rates for Cohort I & II
- Eco/Dis: increase EOC scores:Sp.ED/ At-Risk , 504, LEP
- Implement Curriculum with fidelity/creativity
- Utilize formative data
- Utilize formative benchmark data
- Focused Interventions
- Small flexible student groups/ student counts in classroom
- 100% passing Cohort II rate in EOC exams
-
-

Summary of Needs Dual Credit Courses

- Increase ELA/EOC commended percentages common Instructional Framework.
- Eco/Dis: increase EOC scores: Sp.ED raw scores
- Eco/Dis: increase EOC scores: At-Risk
- Eco/Dis: increase EOC scores: 504
- Eco/Dis: increase EOC scores: LEP
- Implement Curriculum with fidelity
- utilize formative data
- utilize formative benchmark data
- Focused Interventions
- Small flexible student groups



School Culture and Climate

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

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
- One on one conferences w/students three times a year
-
-
-

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|----------------------|------------|
| ● Surveys | ● Meetings |
| ● Focus Groups | ● |
| ● Walkthrough data | ● |
| ● Interviews | ● |
| ● Parent Conferences | ● |

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

Findings/Analysis

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

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

Strengths

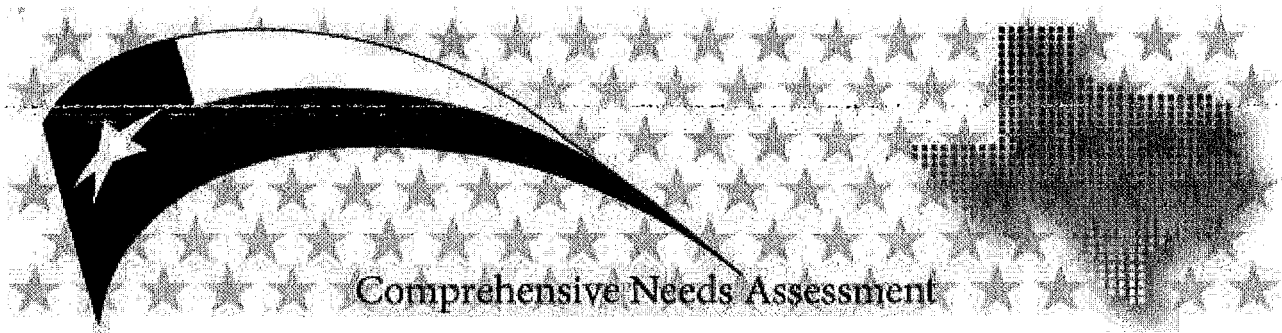
- Helpful, patient, and supportive teachers dedicated to students
- Strong Academic Foundation
- Climate of success and culture of learning
- Bilingual Support
- Steering committees
- Parent portal-Grade for parents
- Website exclusively ECHS
- Referrals to community agencies
- Remind app utilized for constant communication with students and parents
-

Needs

- Improve parent/teacher communication
- Teachers provide grades in a timely manner
- Increase post-secondary guidance and awareness
- Student tardiness needs to decrease
-
-
-
-
-
-

Summary of Needs

- Customer Service
- Improve parent/teacher communication
- Improve parent/counselor involvement
- Improve EOC support service
- Teachers provide grades in a timely manner
- Increase post-secondary guidance
- Follow up calls
-
-
-



Staff Quality, Recruitment and Retention

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

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

Findings/Analysis

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

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

Strengths

- Highly Qualified Staff
- Rigor in all Classrooms
- Professional Training on going
- Block Schedule Training
- Recruitment and retention rate of new teachers
- Attendance rate
-
-
-
-

Needs

- Highly qualified staff w/Masters degrees
- New teacher Mentor Program for support and retention
- Follow up data regarding T-TESS
- Classroom walkthrough feedback and acknowledgement thru conf.
- Classroom mgt. for new teachers
- Core complete or completed
- Associates degrees
- Senior year
-
-

Summary of Needs

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



Curriculum, Instruction and Assessment

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|-------------------------|----------------------|
| ● TEKS Resource System | ● School Report Card |
| ● Gradebook | ● |
| ● Lesson Plans | ● |
| ● DMAC | ● |
| ● EOC/STAAR assessments | ● |

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

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

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

Strengths

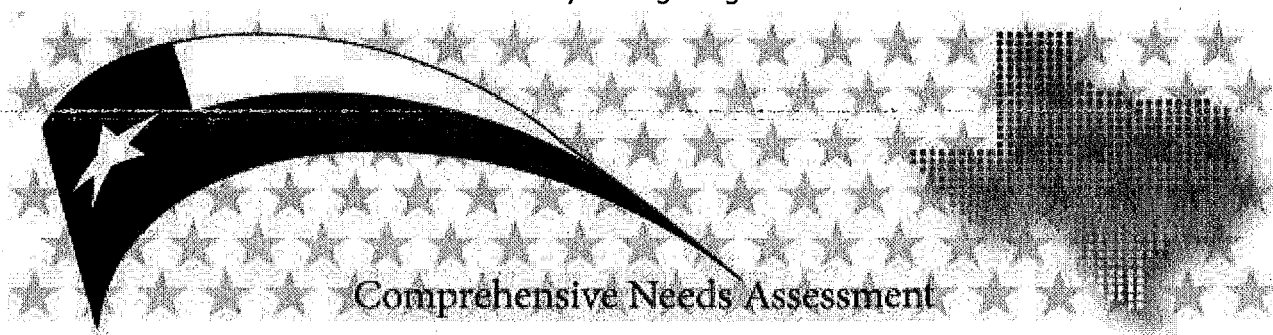
- Administration attends PLC's
- Core Area horizontal planning
- Planning protocol- PLC's
- EOC/Goal setting
- Formation of Campus Leadership team
- Targeted Interventions and Sp.ED.
- Co-Teach Model
- Planning: Data days
-
-

Needs

- Strengthen foundations in math and reading
- Identify strategies academic weaknesses
- Identify causal factors related to low performance
- Identify resources needed to address low areas
- Curriculum writing in all core areas
- Lesson plans: rigor and depth of knowledge
- Utilize dashboard to guide instruction
-
-
-

Summary of Needs

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



Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | | |
|--------------------------------------|---|-------|
| ● Parental Surveys (HB5) | ● | _____ |
| ● Family and Community participation | ● | _____ |
| ● Parent Volunteer Information | ● | _____ |
| ● Community Service Agencies | ● | _____ |
| ● _____ | ● | _____ |

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

Findings/Analysis

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

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

Strengths

- Various parental engagement opportunities
- Excellent two way communication
- Timely communication regarding student progress
- Awareness of supports for students
- New building school
- Meet and Greet yearly
-
-
-
-

Needs

- Parent volunteer opportunities
- Encourage parent participation
- Open house 3 times a year
-
-
-
-
-
-
-

Summary of Needs

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



School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | | |
|----------------------------|---|-------|
| ● School Structure | ● | _____ |
| ● School Leadership | ● | _____ |
| ● Context and organization | ● | _____ |
| ● Duty rosters | ● | _____ |
| ● Team schedules | ● | _____ |

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

Findings/Analysis

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

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

Strengths

- professional development
- Technology infrastructure
- C&I Support
- High expectations for school community
-
-
-
-
-
-

Needs

- Cell Phone policy & enforcement
- Dress Code policy & enforcement
- Team building
- Mentor programs
- Monthly staff meetings
- Student Organizations
- PTO
- School Transitions
-
-

Summary of Needs

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



Technology

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

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

Findings/Analyses

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

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

Strenths

- One to one initiatives and availability of resources
- Wifi in common areas and classrooms
- BYOD-Bring your own device
- Resources accesible in library
- Media Tech Courses/Endorsements
- Parent gradebook Portal
- Curriculum dashboard
- PD: Tagt, Online PD
-
-

Needs

- Library and classroom printers
- Library Scanner, Fax Machine, copiers
- Stdtd calculators, devices, laptops, blue tooth speakers, screens, headphones
- Online publications, reading material, AP books, text-to-speech, Rdg Renaissance
- Integration of technology in instruction and increase use of stdtd tech for inst. Rigor
-
-
-
-
-

Summary of Needs

- classroom Printers
- Updated student devices
- 20 Teacher laptops
- Scanner, Fax Machine
- Stdtd calculators, devices, laptops, blue tooth speakers, screens, headphones, recorders, PA System
- Online publications, reading material, AP books, text-to-speech, Rdg Renaissance
- Computer carts
-
-
-

NCLB Comprehensive Needs Assessment Summary of Priority Needs
Early College High School
2017-2018

Demographics

Provide Instruction to ELL's, support and interventions.
Provide additional support At-Risk Students.
Address the needs of our Sp.Ed. students and 504 students.
Provide ELL's with language acquisition and tutoring interventions.

School Culture and Climate

Customer Service
Improve parent/teacher communication
Improve parent/counselor involvement
Improve EOC support service
Teachers provide grades in a timely manner
Increase post-secondary guidance
Follow up calls

Curriculum, Instruction and Assessment

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

School Context & Organization

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

NCLB Comprehensive Needs Assessment Summary of Priority Needs
Early College High School
2017-2018

Team building

Mentor programs

Curriculum alignment

School transitions

NCLB Comprehensive Needs Assessment Summary of Priority Needs
Early College High School
2017-2018

Student Achievement

Increase ELA/EOC commended percentages common Instructional Fra

Eco/Dis: increase EOC scores: Sp.ED raw scores

Eco/Dis: increase EOC scores: At-Risk

Eco/Dis: increase EOC scores: 504

- Eco/Dis: increase EOC scores: LEP
- Implement Curriculum with fidelity
- utilize formative data
- utilize formative benchmark data
- Focused Interventions
- Small flexible student groups
-
-

Teacher Quality

Recruitment: English teachers

Recruitment: science teachers

Improve rigor for all content areas

Follow up data regarding T-TESS

Attendance rate

Mentor Program

Support new staff: ELPS, eg.

- Document support for struggling staff
- Classroom walkthrough feedback
- Professional: curriculum

Family & Community Involvement

Parent volunteer opportunities

Encourage parent participation

Teachers engage families by providing information through technology

Parents want literacy evening classes

-
-
-

Technology

classroom Printers

Updated student devices

20 Teacher laptops

Scanner, Fax Machine

Std calculator, devices, laptops, blue tooth speakers, screens, headph

NCLB Comprehensive Needs Assessment Summary of Priority Needs
Early College High School

2017-2018

Online publications, reading material, AP books, text-to-speech, Rdg Re
Computer carts

NCLB Comprehensive Needs Assessment Summary of Priority Needs
Early College High School
2017-2018

network.

-
-

-
-
-
-
-
-

ones, rec

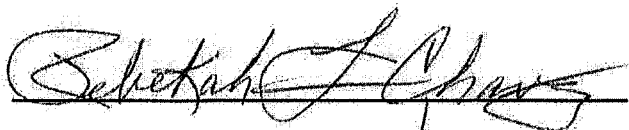
NCLB Comprehensive Needs Assessment Summary of Priority Needs
Early College High School
2017-2018

naissance

-
-
-

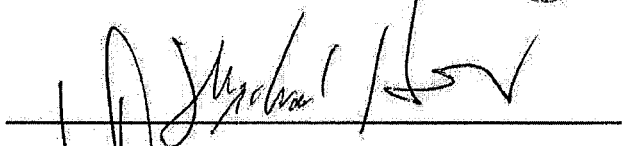
Reviewed by - Del Rio Early College High School

Parents, and Community Members- May 2017



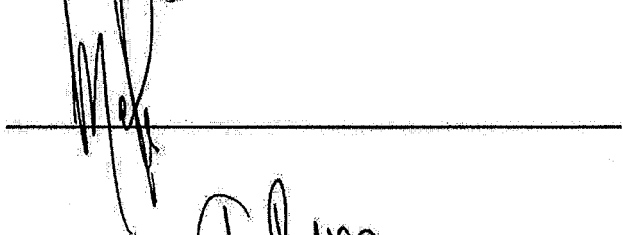
Rebekah Chavez

(Community)



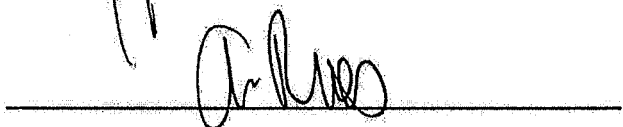
Michael Hernandez

(Community)



Ana Patino





(Parent)



Alejandra Rios

(Parent)

2017

1. 
2. 
3. 
4. 
5. _____

Student Achievement

Strengths

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

Needs

- Reduction in classroom size
- Early Intervention Program for Special Ed, 504, ESL, & At-Risk students
- Resource class or pull out program for English I & Algebra I
- Appropriate placement of ELL

Summary Needs

In regards to Student Achievement on campus, our strengths out number our needs. However, the needs are critical to better serving our students' academic essentials. An intervention program needs to be place at DRFS for students who are Special Ed, 504, ESL, and At-Risk and begin intervening at the start of the school year. One need is concerning the very low academically Special Ed students who are in need of slow paced instruction in a Resource class or temporary pull out program for English I and Algebra I. The final need is an appropriate placement of ELL students.

Student Achievement

May 2016

1. How is student achievement data disaggregated?

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

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

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

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

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

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

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

5. Which students are making progress? Why?

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

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

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

7. What does the longitudinal student achievement data indicate?

The longitudinal student achievement data indicates the % of Level II Satisfactory Standard, Postsecondary Readiness Standard, Advance

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

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

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

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

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

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

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

Melinda Costilla

Melinda Costilla

Mathieu A. Dalrymple

Mathieu Dalrymple

Sarah Flores

Sarah Flores-Fernandez

Milton Fuentes

Milton Fuentes

Jenny Hagstrom

Jenny Hagstrom

Mario A. Martinez

Mario A. Martinez

Alejandra Rios

Alejandra Rios

Demographics

Strengths:

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

Needs:

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

Summary of Needs:

Although our campus has many strengths, there are some important improvements that need to be considered. First, the Science Department is in need of a Special Education teacher to establish a co-teach environment for the special needs population. Second, although the math department has two Special Education teachers which implements two co-teach settings, one of the two Special Education teachers is only in attendance a fraction of the time needed. Finally, it is recommended that tutors for special population (such as 504, Special Ed, ESL, etc.) be considered. As we all know, the purpose of tutoring is to help students help themselves and to assist or guide them to the point which the student becomes an independent learner.

School Culture and Climate

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

Strengths

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

Needs

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

Summary of Needs

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

Biology Department

Melva Cortez

Signature

Date

Melva Cortez

4/26/2017

Min Beto

Min Beto

4/26/2017

Velma Gutierrez

Velma Gutierrez

4-26-2017

Yolanda Felton

Yolanda Felton

4/26/2017

Rebecca Ortiz

Rebecca R Ortiz

4/26/2017

Electives/Dance/Foreign Lang.

Working on Staff Quality / Professional Development

CNA report

April 25, 2017

Ms. Silvia Hilton Silvia M. Hilton

Mr. Crisobal Garza [Signature]

Ms. Rianna Rodriquez [Signature]

Mrs. Catherine Calvetti Mrs. Catherine Calvetti

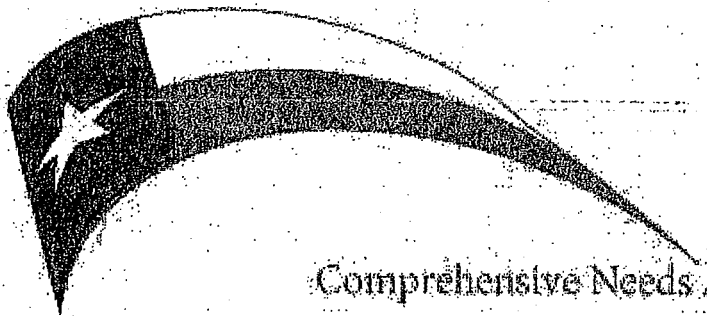
Mrs. Ofelia Hernandez Ofelia Hernández

Ms. Lilie Castellano Ms. Lilie Castellano

Mr. Martin Cardenas [Signature]

Mr. Jesus Limon [Signature]

Ms. Eloisa Valdez Eloisa Valdez



Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Survey done ~~thru~~ ^{thru} _____
- Socratic. New staff _____
- members information _____
- was added to _____
- current staff members _____

Findings/Analysis

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

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

Strengths

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

Needs

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

Summary of Needs

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

DRFS ELA
Department Meeting
April 24, 2017

Comprehensive Needs Assessment
Curriculum, Instruction & Assessment

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

Curriculum, Instruction & Assessment
Prepared by DRFS ELA Department
2017

Strengths

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

Needs

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

Summary of Needs:

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

Del Rio Physical Education
Department

April 28th, 2017

Family and Community Involvement

1. Lillie Castellano
2. Martin Corechnos
3. John Luna
4. Eloise Valdez

Findings/Analysis

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

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

Strengths

- Parental Aid Services
- Mental Health
- Training
- Outside Agencies
- Partnership with
- SWTIC and Sul Ross
- Athletic Booster Clubs

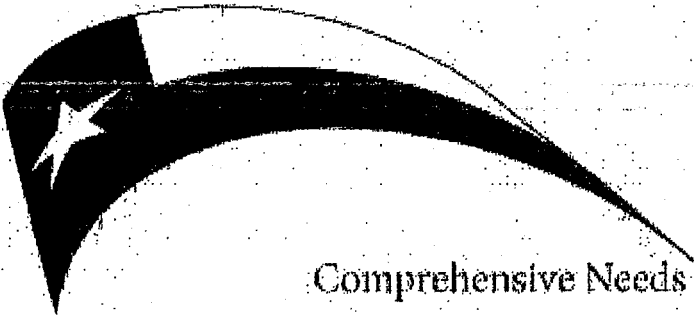
Needs

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

Summary of Needs

F&C Need 1

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



Comprehensive Needs Assessment

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Grade point
- Attendance report
- Accommodations
- _____
- _____
- _____
- _____

Findings/Analysis

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

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

Strengths

- Annual Meetings are held within an expected time frame, (i.e., 504 & Special Ed).
- Staff is given appropriate accommodations for 504 & Special Ed students, right away.
-
-
-
-
-
-
-
-

Needs

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

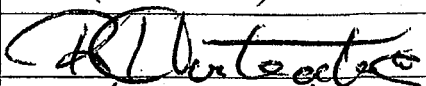


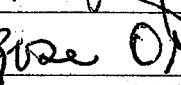
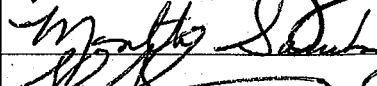
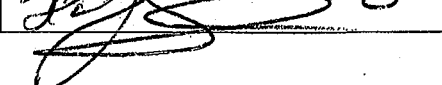

Summary of Needs

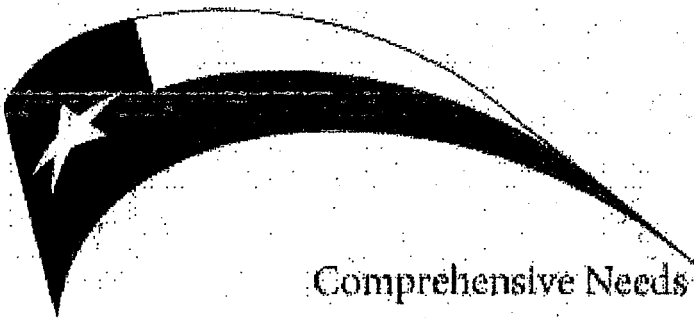
- SC & O Need 1

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

Comprehensive Needs Assessment (CNA)

TECHNOLOGY

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



Comprehensive Needs Assessment

Technology

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

Findings/Analyses

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

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

Strengths

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

Needs

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

Summary of Needs

- Technology Need 1
- Improvements are slowly being made to the network but a good Wi-Fi connection is still in demand, especially when students try to access on-line textbooks on the tablets. A computer lab with about 40 desktops would be a major benefit for all of the non-technology classes. Also, the technology department needs to have a better system of communicating with staff on changes and updates.

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