

# SAN FELIPE-DEL RIO CISD

## District Improvement Plan 2023/2024

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



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# SAN FELIPE-DEL RIO CISD

## **Mission**

*San Felipe Del Rio provides a high-quality, innovative curriculum with engaging, relevant instruction. We meet the individual needs of students and staff in a safe, nurturing, and collaborative environment which encourages development and growth.*

## **Vision**

*San Felipe Del Rio CISD, in partnership with our families and community, empowers every student to excel through a culture of collaboration, innovation, and achievement.*

### **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: Student Performance**

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

### **Goal 2: Finance**

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

### **Goal 3: Communication**

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

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

## Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support  
and retain teachers  
and principals



Build a foundation  
of reading  
and math



Connect high  
school to  
career and college



Improve  
low-performing  
schools

## Enablers



Increase **transparency**, **fairness** and **rigor** in district and campus  
academic and financial performance



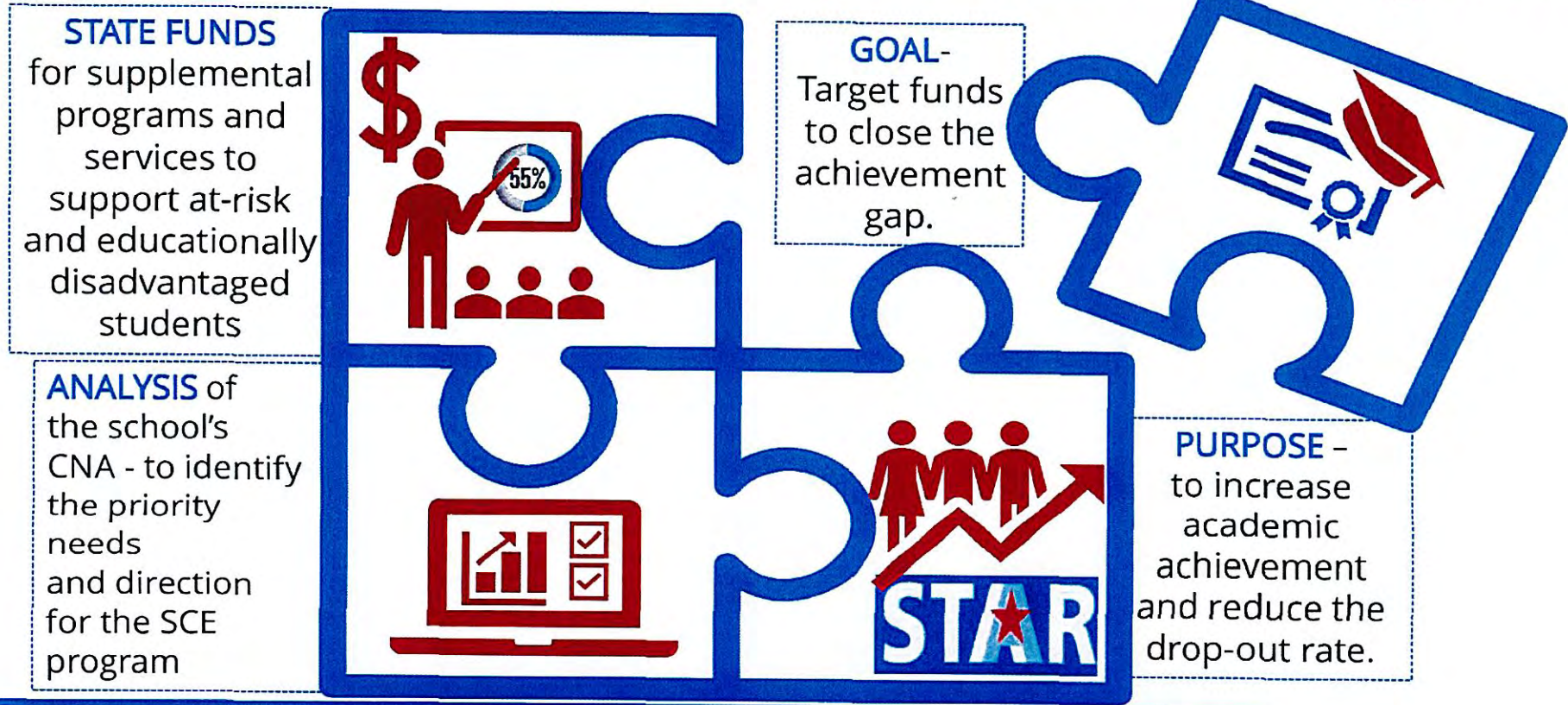
Ensure **compliance**, effectively implement legislation  
and **inform** policymakers



Strengthen **organizational foundations**  
(resource efficiency, culture, capabilities, partnerships)

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

# State Compensatory Education Program



TEC, §29.081

TEC, §48.104



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*\*adapted from TEA State Compensatory Education*

# SAN FELIPE-DEL RIO CISD Site Base

| Name               | Position                               |
|--------------------|----------------------------------------|
| Limon, Selina      | 1st Grade Teacher, Buena Vista         |
| Aguirre, Berta     | 3rd Grade Teacher, Chavira             |
| Gonzalez, Bonita   | Secondary ELA Teacher, DRHS            |
| Garza, Robert      | Secondary Non-Core Area Teacher, SFMMS |
| Serrano, Tanya     | Business Representative                |
| Santos, Karina     | 2nd Grade Teacher, Garfield            |
| Olivo, Don         | Head Start/Pre-K Teacher, Cardwell     |
| Cardenas, Rachel   | 5th Grade Teacher, Chavira             |
| Hernandez, Richard | 4th Grade Teacher, Chavira             |
| Cardenas, Lauren   | Secondary Math Teacher, DRHS           |
| Gutierrez, Velma   | Secondary Science Teacher, DRHS        |
| Martinez, Oscar    | Secondary Social Studies Teacher, DRHS |
| Gavia, Lisa        | Business Representative                |
| Dr. Salinas, Dora  | DRHS Lead Counselor                    |
| Garcia, Aidee      | Chief Human Resources                  |
| Gomez, Aida        | Chief Instructional Officer            |
| Adams, Ruby        | Director of State and Federal Programs |
| Rios, Carlos       | Superintendent of Schools              |
| Gomez, Jeanette    | Community Representative               |
| Martinez, Rosa     | Parent Representative                  |
| Vasquez, Diva      | Parent Representative                  |
| Childress, Amy     | Chief Financial Officer                |
| Hubbard, Allison   | Kinder Teacher, Ceniza Hills           |
| Zamora, JoAnna     | CTE                                    |
| Luna, Monica       | Special Education Director             |
| Hernandez, Sandra  | Director of Administration             |

## SAN FELIPE-DEL RIO CISD Site Base

| Name               | Position                 |
|--------------------|--------------------------|
| Koslowski, Gloria  | Para-Professional        |
| Sandate, Laura     | Principal                |
| Westlake, Griselda | Title I Coordinator      |
| Shafer, Karen      | Bilingual Director       |
| Zuniga, Alda       | Del Rio CARES            |
| Oba, Breanne       | Community Representative |

# SAN FELIPE-DEL RIO CISD

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

**Objective 1.** (Student Achievement) By May 2024, student achievement on state assessments for all students will increase by 10% in met standard, approaches and exceeds according to Assessment Accountability documentation.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Person(s) Responsible                                         | Timeline   | Resources                                               | Evaluation                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement, reduce the drop-out rate and learning loss through targeted instruction, tutorials, monitoring and other interventions and resources as needed. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 1)                                                                                                              | Campus Administrators, Chief Instructional Officers           | August-May | (S)State Compensatory                                   | Criteria: Payroll/HR Documentation<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - Significant Progress  |
| 2. Provide high yield interventions such as iLit, Near Pod, SuccessMaker, TPRI, Lexia Learning, Reading Comprehension Toolkit, Read Naturally, Renaissance STAR Early Reader, AR subscription, BrainPop Jr and Brain Pop to provide proven strategies and accelerated education to all students, especially those struggling with reading comprehension. (Title I SW Elements: 1.1,2.2) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 1,2,3,4)                                                | Campus Administrators, Teachers                               | August-May | (F)Title IV SSAEP, (S)State Compensatory - \$199,978.05 | Criteria: Rosters, sign in sheets, data reports<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 3. Effective Use of Technology: SFDRCISD will provide 1st and 2nd grade non-STAAR tested students, via a software license, with a fluency tracker that will monitor student reading fluency. By May 2024, 70% of 1st grade students will read a minimum of 60 words per minute and 2nd grade students will read a minimum of 75 words per minute on the end of year assessment as compared to the beginning of the year assessment. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: 1st,2nd) (Strategic Priorities: 2) | Campus Administrators, Chief Instructional Officers, Teachers | August-May | (F)Title IV SSAEP                                       | Criteria: Data usage, reports<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - Some Progress              |
| 4. Progress Monitoring on AimHi for student growth tracking for Math and Reading 3rd-EOC. Medixsoft, Inc. Integrate Skyward and DMAC                                                                                                                                                                                                                                                                                                                                                                                     | Campus Administrators, Teachers                               | August-May | (F)Title IV SSAEP                                       | 05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - Significant Progress                                            |

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| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                            | Person(s) Responsible                                         | Timeline   | Resources                           | Evaluation                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| with academic student groupings. Dashboard for tracking and documenting accountability including prior year benchmark and summatives. (Target Group: 3rd,4th,5th,6th,7th ,8th,9th)                                                                                                                                                                                                                           |                                                               |            |                                     |                                                                                                                                                  |
| 5. Provide all elementary schools with kindergarten report cards in smart dashboard with student information system through Medixsoft, Inc. (Title I SW Elements: 2.5) (Target Group: K) (Strategic Priorities: 2)                                                                                                                                                                                           | Campus Administrators, Teachers                               | August-May | (F)Title IV SSAEP                   | Criteria: Report cards<br><br>03/08/24 - On Track<br>11/14/23 - On Track                                                                         |
| 6. Provide necessary supplies and materials including NCS Pearson (K-12), PRO Ed, Lexia Learning, Edmentum and Lakeshore Learning materials to assist with student monitoring and increase student achievement for students including dyslexia students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,Dys) (Strategic Priorities: 2)                                                                | Teachers                                                      | August-May | (S)State Compensatory - \$24,296.86 | Criteria: Record forms, answer documents, teacher plans<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - Significant Progress |
| 7. Continuation of Math curriculum instructional support, resources and teacher professional development through Sandra Garza Curriculum for Kindergarten through 7th grade students and Sirius Education Solutions software for Early College and Del Rio High School teachers to increase student academic achievement. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) | Campus Administrators, Chief Instructional Officers, Teachers | August-May | (F)Title V RLIS                     | Criteria: Teacher Lesson Plans, Planning Protocol Documents<br><br>05/29/24 - Completed (S)<br>03/08/24 - On Track<br>11/14/23 - On Track        |
| 8. Provide 9th grade EOC's students with Boardworks Education Suite providing innovative ready made resources aligned to Texas TEKS standards for . Maximize technology to teach and engage lessons across the curriculum. Boardworks Suite provides licenses to EOC students. (Title I SW Elements: 1.1,2.2) (Target Group: All,9th)                                                                        | Campus Administrators, Teachers                               | August-May | (F)Title V RLIS                     | Criteria: Lesson plans, data usage logs<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                             |

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| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Person(s) Responsible                      | Timeline       | Resources                             | Evaluation                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| (Strategic Priorities: 2)                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                            |                |                                       |                                                                                                                                        |
| 9. Identify, monitor and assist in providing enrichment curriculum for GT students to obtain Level III Advanced Performance Level on state assessments. (Title I SW Elements: 2.2,2.5) (Target Group: GT) (Strategic Priorities: 2)                                                                                                                                                                                                                                 | Campus Administrators, Teachers            | August-May     | (F)Title I, (O)Local Districts        | Criteria: Lesson plans, planning guides<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                   |
| 10. Provide textbooks as needed (Sociology and You Texas digital and print student and teacher lesson center, Inc. McGraw Hill Company) to meet the demands of updated TEKS. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)                                                                                                                                                                                                               | Chief Instructional Officers               | August-May     | (S)State Compensatory                 | Criteria: Inventory logs/distribution lists<br><br>05/29/24 - Completed (S)<br>03/08/24 - Completed                                    |
| 11. Identify, test, monitor and assist targeted populations including Special Education, Dyslexia, 504, Bilingual, Migrant, McKinney-Vento, Foster, At-Risk and offer tutorials as needed for student achievement and reduce learning loss for K-12th grade. Transportation will be provided to students and extra duty pay to staff as allowable. (Title I SW Elements: 2.2,2.5) (Target Group: ECD,ESL,EB,SPED,AtRisk) (Strategic Priorities: 2,3,4)              | Campus Administrators, Directors, Teachers | Each six weeks | (F)IDEA Special Education, (F)Title I | Criteria: Sign in sheets, agendas, training documents<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track     |
| 12. Provide services and interventions to certified McKinney-Vento children, Migrant and Foster children including a district designated liaison, immediate enrollment, access to transportation, free breakfast and lunch, school supplies, medical including immunizations, dental, toiletries and other services as needed providing a safe learning environment. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: Migrant,AtRisk,HS) (Strategic Priorities: 2) | Directors, Teachers, Title I Coordinator   | August-May     | (F)Title I                            | Criteria: Special Population rosters and monitoring forms<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 13. Continue with Region 15 SSA collaboration to assist students and families                                                                                                                                                                                                                                                                                                                                                                                       | Directors, Title I Coordinator             | August-May     | (F)Federal Grant, (F)Title I          | Criteria: MV SRQs, monitoring forms, phone call and home visit                                                                         |

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| Activity/Strategy                                                                                                                                                                                                                                                           | Person(s) Responsible                            | Timeline   | Resources                                                                     | Evaluation                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| with McKinney-Vento needs including monitoring grades and attendance, mentoring of students and parents, and family needs including clothing, shoes, supplies, hygiene products, etc. (Title I SW Elements: 2.2,2.6) (Target Group: HS) (Strategic Priorities: 3)           |                                                  |            |                                                                               | logs<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                              |
| 14. Provide academic support and oversight of services to private non-profit schools (PNP) through meaningful meeting consultations and collaborations via in person or virtual platforms. (Title I SW Elements: 2.2,2.3,3.2) (Target Group: All) (Strategic Priorities: 1) | Directors, Financial Analyst, PNP Administrative | Year Round | (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP | Criteria: Agendas, sign in sheets<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 2.** (Professional Development) During the 2023-2024 school year, 100% of the Professional Development will meet the mission and goals of SFDRCSID according to Title II Guidelines and Campus and District Comprehensive Needs Assessment.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Person(s) Responsible                                            | Timeline    | Resources                                                                                                                    | Evaluation                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ensure access to proven, effective instructional practices and provide professional development either in person or through virtual platform for all District Initiatives according to District Comprehensive Needs Assessment. Plan and evaluate instructional programs including Title I Part A, Title I Part C, Title II Part A, Title III Part A, Title IV Part A, Title V to meet diverse needs of all students in collaboration with Region 15. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ECD,ESL,EB,SPED) (Strategic Priorities: 1,2,3,4) | Chief Instructional Officers, Curriculum Coordinators, Directors | August-June | (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV SSAEP, (F)Title V RLIS | Criteria: District Climate Survey and teacher surveys.<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 2. Provide professional development in the use of resources, technology, strategies, activities, and lessons to support grade level TEKS to both new and veteran teachers in person or virtual learning platform with Math curriculum Sandra Garza. (Title I SW Elements: 1.1,2.5) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2)                                                                                                                                                                                        | Campus Administrators, Teachers                                  | August-May  | (F)Title V RLIS                                                                                                              | Criteria: Sign-in sheets, agendas<br><br>05/29/24 - Completed (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                     |
| 3. Provide opportunities with NIET( National Institute for Excellence in Teaching) and/or other trainings for district administrators including principals, assistant principals, coordinators and directors for effective leadership qualities during staff development. Continue with NIET teacher professional development to improve teaching and learning, provide support and resources to enhance instruction of all students. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1)                                          | Campus Administrators, Chief Instructional Officers, Directors   | Year Round  | (F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP                                                            | Criteria: Sign-in sheets, agendas<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                      |
| 4. Provide professional development and training opportunities for new teachers through Teacher Mentor Program in person or virtual                                                                                                                                                                                                                                                                                                                                                                                                                         | Campus Administrators, Teachers                                  | Year Round  | (F)Federal Grant, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts                                         | Criteria: Teacher/mentor documentation to include sign-in sheets of meetings, agendas, etc.                                         |

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- Objective 2.** (Professional Development) During the 2023-2024 school year, 100% of the Professional Development will meet the mission and goals of SFDR CISD according to Title II Guidelines and Campus and District Comprehensive Needs Assessment.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                             | Person(s) Responsible                                         | Timeline   | Resources                                                                    | Evaluation                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| platform through Human Resources Department. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)                                                                                                                                                                                                                                                         |                                                               |            |                                                                              | 05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                                                          |
| 5. Participate in TEA Resilient School Support Program that facilitates evaluation of the effectiveness of district learning models to support and craft improvement, implementing co-develop strategies and connects curriculum leaders through resources in improving student achievement. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1) | Campus Administrators, Chief Instructional Officers, Teachers | August-May | (F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP            | 05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                                                          |
| 6. Provide training opportunities for professional development with Healthy Future of Texas (teen pregnancy) for secondary teachers and administrators as needed. Utilize Health Curriculum for ongoing student lessons. (Title I SW Elements: 2.4) (Target Group: AtRisk)                                                                                                    | Campus Administrators, Teachers                               | August-May | (F)Title IV SSAEP, (F)Title V RLIS                                           | Criteria: Sign in sheets, agenda<br><br>05/29/24 - On Track (S)<br>03/08/24 - Significant Progress<br>11/14/23 - Some Progress |
| 7. Provide professional development opportunities for special populations including bilingual training to include LAS LINKS and TELPAS to campus teachers, administrators as needed. (Title I SW Elements: 2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4)                                                                                                            | Bilingual Department                                          | August-May | (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL | Criteria: Agendas, sign in sheets<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                 |
| 8. Provide professional development opportunity for Dyslexia Take Flight Training for staff as needed to identify and support dyslexia students. Provide Special Education including 504 trainings to teachers, administrators, etc. as needed. (Title I SW Elements: 2.4,2.5) (Target Group: Dys) (Strategic Priorities: 2)                                                  | Campus Administrators, Teachers                               | Year Round | (F)IDEA Special Education, (F)Title IIA Principal and Teacher Improvement    | Criteria: Registration, agendas, sign in sheets<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track   |
| 9. Provide professional development to all school staff including teachers, para-                                                                                                                                                                                                                                                                                             | Directors                                                     | Year Round | (F)Title I                                                                   | Criteria: Campus Sign in sheets, agendas, ppts.                                                                                |

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- Objective 2.** (Professional Development) During the 2023-2024 school year, 100% of the Professional Development will meet the mission and goals of SFDRCISD according to Title II Guidelines and Campus and District Comprehensive Needs Assessment.

| Activity/Strategy                                                                                                                                                                                                                                                                           | Person(s) Responsible | Timeline | Resources | Evaluation                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|-----------|-----------------------------------------------------------------------|
| professionals, office staff, nurses, administrators, counselors regarding required Title I staff trainings, Identification of McKinney-Vento, Foster Care, and Migrant students and families and The Value and Utility of Parent Engagement. (Title I SW Elements: 1.1) (Target Group: All) |                       |          |           | 05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |

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

**Objective 3.** (Curriculum and Instruction) During the 2023-2024 school year, TEKS aligned curriculum will be used with 100% fidelity through C & I documentation.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Person(s) Responsible                                                                                    | Timeline   | Resources                                           | Evaluation                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Monitor Planning Protocol Curriculum Dashboard usage utilizing data and technology to improve instruction through teacher and administrator collaboration during teacher planning sessions. Planning Protocol curriculum planning for all teachers for all grade levels through modified master schedule with 100% fidelity. Monitor curriculum delivery using DMAC Walkthrough Tool for all grade levels for campus administration. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) | Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators | August-May | (F)Title I, (O)Local Districts                      | Criteria: Six weeks usage reports, data documentation, data walls<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                         |
| 2. Provide students and teachers with the necessary technological devices to inform instruction, support teacher teacher collaboration and personalize instruction through equipment, software applications, new tech supplies and materials to increase student achievement as needed. (Amazon, Lakeshore, Fun, Express, Positive Promotions, Scholastic Education, Capital One, N.A.) (Title I SW Elements: 1.1,2.5) (Target Group: All)                                                                           | Campus Administrators, Chief Instructional Officers, Teachers                                            | August-May | (F)Title IV SSAEP, (F)Title V RLIS                  | Criteria: Log in information, logs of items purchased, usage data<br><br>05/29/24 - On Track (S)<br>03/08/24 - Significant Progress<br>11/14/23 - Significant Progress |
| 3. Provide technology professional services and resources including online instruction and learning resources as needed including Brain Pop, Read Naturally, and Reading Eggs (Edmentum) to improve teaching and learning opportunities and provide support and resources to enhance instruction and increase student achievement. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)                                                                                                    | Campus Administrators, Chief Instructional Officers, Directors, Region 15                                | August-May | (F)Title IV SSAEP, (S)State Compensatory - \$12,576 | Criteria: Evaluations-Sign in sheets, Campus Data Usage<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                                   |
| 4. Utilize technology instructional programs, administrative programs, and home access when applicable enhancing classroom lessons and parent communication with programs such as Canvas, Google Classroom, Screencastify,                                                                                                                                                                                                                                                                                           | Campus Administrators, Chief Instructional Officers, Directors                                           | August-May | (F)Title V RLIS                                     | Criteria: Surveys, walkthrough data, sign-ins<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track                                                                    |

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| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                              | Person(s) Responsible                                         | Timeline   | Resources                                                  | Evaluation                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------|------------------------------------------------------------|-----------------------------------------------------------------------|
| TEXTHELP, Pear Deck, Zoom Video Communications to improve instruction and increase student success and reduce learning loss. (Title I SW Elements: 1.1,2.1,2.3) (Target Group: All) (Strategic Priorities: 1)                                                                                                                                                                                                  |                                                               |            |                                                            | 11/14/23 - On Track                                                   |
| 5. Disaggregate and evaluate DMAC data to meet state standards with student academic growth. Assist in the disaggregation of multiple sources of data during staff development and/or Planning Protocol in order to track student progress. Provide training as needed in DMAC and Planning Protocol Dashboard to all teachers and appropriate staff personnel. (Title I SW Elements: 1.1) (Target Group: All) | Campus Administrators, Chief Instructional Officers, Teachers | August-May | (F)Title I, (F)Title IIA Principal and Teacher Improvement | 05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |

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- Objective 4.** (Well-Rounded Education) Beginning August 2023, the district shall utilize school and community resources to reduce the dropout rate with recovery and prevention plans.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Person(s) Responsible                                           | Timeline   | Resources                                      | Evaluation                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Assist campuses to ensure that the dropout rate is reduced, that services to special population students including Migrant, McKinney-Vento, Foster, Bilingual, Special Education, and PRS (Pregnancy Related Services) continue, and that all students have the opportunity to graduate from high school. Ensure all staff contributes to the drop-out prevention plan for at-risk students through tutorials, credit recovery, monitoring, college trips, guest motivational speakers, parent communication and all other programs available. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3) | Campus Administrators, Chief Instructional Officers             | August-May | (F)Title I, (F)Title IV SSAEP                  | Criteria: Graduation data report<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                                      |
| 2. Advanced academic and transition opportunities for all students including at risk students to include: Dual Credit (On Ramps), MOUs with SWTJC, Angelo State, UT, Texas Virtual School Network (TXVSN), Advance Placement courses, 60 hours Associates Degree, TSI coursework. (Title I SW Elements: 2.1) (Target Group: All,AtRisk) (Strategic Priorities: 3)                                                                                                                                                                                                                                                                     | Campus Administrators, Chief Instructional Officers, Counselors | August-May | (F)Title I, (F)Title IV SSAEP                  | Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 3. Provide recovery and prevention plans: Credit recovery, ODYSSEYWARE, EOC tutorials, Homebound services and transportation as needed for PRS (Pregnancy Related Services), OEY for all students including at risk students and special populations including Special Education, Migrant, McKinney-Vento, Bilingual, Military, 504, etc. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3)                                                                                                                                                                                                         | Campus Administrators, Counselors, Teachers                     | August-May | (S)State Compensatory - \$2,453.98             | Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 4. Provide strategies to support post-secondary education for at-risk students to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Campus Administrators, Chief Instructional Officers,            | August-May | (F)Title I, (F)Title IV SSAEP, (F)Title V RLIS | Criteria: Master Schedule, Summative - Evaluations,                                                                                                |

# SAN FELIPE-DEL RIO CISD

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

**Objective 4.** (Well-Rounded Education) Beginning August 2023, the district shall utilize school and community resources to reduce the dropout rate with recovery and prevention plans.

| Activity/Strategy                                                                                                                                                                                                                                                                                                     | Person(s) Responsible                                                                  | Timeline   | Resources                    | Evaluation                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| include: TSI Prep College Readiness, XELLO, CTE Career Pathways, BCFS Counseling Support, GEAR UP, DEL RIO CARES, Blended Academy for at risk students 8th grade-5th year seniors, FAFSA, College/University Open House nights/trips. (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 3) | Counselors, Teachers                                                                   |            |                              | surveys, sign-ins<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                                                        |
| 5. Provide Career and Technology Pathways in STEM, Public Services, and Business and Industry for all students, including at risk students. (Title I SW Elements: 2.1,2.3) (Target Group: All,AtRisk) (Strategic Priorities: 3)                                                                                       | Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers | August-May | (F)Title IV SSAEP            | Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track    |
| 6. 21st Century ACE program to assist struggling students with after school tutorials and summer services for 5 elementary and 2 middle schools. Transportation and meals provided to all participating students. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3)               | Directors, Teachers                                                                    | August-May | (F)Federal Grant             | Criteria: Daily sign in sheets, teacher lesson plans<br><br>07/29/24 - On Track (S)<br>03/08/24 - Significant Progress<br>11/14/23 - Some Progress    |
| 7. Provide after school tutorials and summer school opportunities and services for struggling students to increase student achievement and close performance gap to address learning. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: BI,Migrant,SPED,AtRisk,Dys,HS,504) (Strategic Priorities: 2,3)                | Campus Administrators, Teachers                                                        | August-May | (F)Federal Grant, (F)Title I | Criteria: Attendance logs, lesson plans, sign in sheets<br><br>07/29/24 - On Track (S)<br>03/08/24 - Significant Progress<br>11/14/23 - Some Progress |

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 5.** (Higher Education/Careers) By the end of the 2023-2024 school year, student and parents will have be provided information on College and Career Readiness Program through variety forms of communication documentation.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Person(s) Responsible                                        | Timeline    | Resources                                      | Evaluation                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide opportunities for students and parents including all at-risk and special populations students to view a broad range of career choices through a variety of methods including Career and College Days, guest speakers, college trips, Saturday camps, MOU with local colleges and universities as applicable/available for college trips, sessions for College and Career transitions and tours, and sessions for College and Career transitions. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3) | Campus Administrators, Counselors, Directors, Teachers       | August-July | (F)Title I, (F)Title IV SSAEP                  | Criteria: MOUs, agendas of events, sign in sheets<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 2. Provide resources for students and parents on higher education admissions, financial aid, scholarships and curriculum and career pathway decisions. Plan and develop opportunities including student and parent meetings and college nights to inform more parents in a variety of communication platforms including FASFA submissions, Saturday camps, etc. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)                                                                                             | Campus Administrators, Counselors, Directors, Parental Aides | August-May  | (F)Title I, (F)Title IV SSAEP, (F)Title V RLIS | Criteria: Meeting agendas, sign in sheets, flyers<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 3. Create Memorandum of Understandings (MOUs) with colleges and universities providing dual credit, online coursework to provide work based learning and experimental learning opportunities for all students to include Dual Credit (On Ramps), MOUs with SWTJC, Angelo State, UT, Texas Virtual School Network (TXVSN), Advance Placement courses, 60 hours Associates Degree, TSI coursework. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 3)                                                            | Campus Administrators, Chief Instructional Officers          | August-May  | (F)Title I, (O)Local Districts                 | Criteria: Enrollment rosters<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                      |
| 4. Provide classes, programs and activities to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), computer science                                                                                                                                                                                                                                                                                                                                                                   | Campus Administrators, Counselors, Teachers                  | August-May  | (F)Title I, (F)Title IV SSAEP                  | Criteria: Master schedules, meeting agendas, sign in sheets, activity photos                                                   |

# SAN FELIPE-DEL RIO CISD

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

**Objective 5.** (Higher Education/Careers) By the end of the 2023-2024 school year, student and parents will have be provided information on College and Career Readiness Program through variety forms of communication documentation.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Person(s) Responsible                                                     | Timeline   | Resources                      | Evaluation                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| through Master Schedule of classes and electives. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                           |            |                                | 05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                                                                                      |
| 5. Continue to provide secondary students the opportunity of apply for and attending Early College High School earning college credits while in high school and the possibility of graduating high school with an Associates Degree through lottery process. Provide opportunities for students to take dual credit courses to earn college credits and/or Associates Degree to those not enrolled at Early College High School. (Title I SW Elements: 2.3) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) | Campus Administrators                                                     | August-May | (F)Title I, (O)Local Districts | Criteria: Master Schedule, ECHS enrollment and graduation data<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                |
| 6. Provide TSI tutorials and testing opportunities to Freshman students to expose them to college pathways and coursework at the beginning of their high school education. (Title I SW Elements: 1.1) (Target Group: 9th) (Strategic Priorities: 3)                                                                                                                                                                                                                                                                          | Campus Administrators, Counselors                                         | August-May | (F)Title I                     | Criteria: TSI student tutorial and testing sign-in sheets<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                     |
| 7. Continue to support campuses in effective student transitions from early childhood to elementary, middle school to high school, and high School to post-Secondary through parent meetings, meet and greets, open houses, campus tours. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)                                                                                                                                                                                                       | Campus Administrators, Chief Instructional Officers, Counselors, Teachers | August-May | (F)Title I, (S)Local Funds     | Criteria: Meeting agendas, sign in sheets, campus schedules and tour pictures<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |

# SAN FELIPE-DEL RIO CISD

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

**Objective 6.** (Safe and Healthy Schools) SFDRCSID will provide evidence based drug and violence prevention programs to educate students, parents and staff and will comply with district safety, discipline, bullying, mental health services, suicide, and drug-free policies through staff, student and parent communication and training by May 2024.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Person(s) Responsible                                                    | Timeline   | Resources                                                         | Evaluation                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Safety procedures, including awareness of policies on bullying, dating violence, sexual abuse and other maltreatment and address the prevention concerning unwanted physical or verbal aggression, sexual harassment, suicide prevention, and conflict resolution through written and electronic transmission of District Management Plan Incorporate "See Something, Say Something" to all campuses through QR codes. Utilize Health Curriculum for student lessons. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 3,4) | Campus Administrators, Counselors, Teachers                              | August-May | (F)Title IV SSAEP                                                 | Criteria: Reports, school monitor data, District Plan<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                        |
| 2. Provide training to all campus and district staff on prevention, early identification, intervention mentoring programs, recovery support services, rehabilitation, mental health safety, bullying, dating violence, child sexual abuse and other maltreatment, conflict resolution, school drop out prevention, suicide prevention, human trafficking, suicide prevention and drug-free policies either in person or through virtual training platform. including TCHAT services. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All)             | Campus Administrators, Counselors, Directors, Parents, Teachers          | August-May | (F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP | Criteria: Electronic media, written policies, sign in sheets, ppts., lessons<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 3. Provide curriculum/guidance relating to Child Abuse, Family Violence, Dating Violence, Suicide Prevention and Sex Trafficking and Human Sexuality to designated campuses through SHAC. (School Health Advisory Committee). (Title I SW Elements: 1.1,2.1) (Target Group: All)                                                                                                                                                                                                                                                                            | Campus Administrators, Chief Instructional Officers, Teachers            | Year Round | (O)Local Districts                                                | Criteria: Curriculum, lesson plans, attendance logs, permission forms<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track        |
| 4. Provide support and resources to Campus Discipline Plans to include reducing the overuse of discipline practices that remove students from the classroom through                                                                                                                                                                                                                                                                                                                                                                                         | Campus Administrators, Chief Instructional Officers, Directors, Teachers | August-May | (F)Title IV SSAEP                                                 | Criteria: Six weeks discipline report to include all office referrals<br><br>05/29/24 - On Track (S)                                                      |

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 6.** (Safe and Healthy Schools) SFDRCSID will provide evidence based drug and violence prevention programs to educate students, parents and staff and will comply with district safety, discipline, bullying, mental health services, suicide, and drug-free policies through staff, student and parent communication and training by May 2024.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Person(s) Responsible                                                                                                             | Timeline   | Resources                          | Evaluation                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| implementation of school wide positive behavioral intervention plans to improve academic outcomes and school conditions of student learning. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4)                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                   |            |                                    | 03/08/24 - On Track<br>11/14/23 - Significant Progress                                                                |
| 5. SFDRCSID will provide Del Rio Middle School with a demerits application to assist in decreasing student discipline referrals through Demerit Dashboard. By May, 2024, Del Rio Middle School will see a 20% reduction in discipline referrals, through the use of a demerits application. The data from the application will be used to measure progress against discipline referral data from the 2022-2023 school year. (Title I SW Elements: 1.1) (Target Group: All)                                                                                                                                                                                            | Campus Administrators, Teachers                                                                                                   | August-May | (F)Title V RLIS                    | Criteria: Discipline Reports<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - Significant Progress |
| 6. Continuation of district wide Del Rio CARES mental health program with social-emotional lessons provided to all grade levels (K-2, 3-5, 6-8, 9-12) to promote safe and healthy school climates. Teachers and/or counselors provide weekly lessons to all students. District and community celebrate Del Rio CARES Day the last Thursday of each month with a positive character trait and activity. Lessons to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products and e-cigarettes through classroom discussions, videos, written materials. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 3) | Campus Administrators, Chief Instructional Officers, Counselors, Curriculum Coordinators, Directors, Parents, Region 15, Teachers | August-May | (F)Title IV SSAEP, (F)Title V RLIS | Criteria: Agendas, sign in sheets<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track        |
| 7. Gratitude workbook journals will assist 5th-8th grade students to develop a positive attitude promoting higher levels of student achievement, increased social and emotional                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Campus Administrators, Teachers                                                                                                   | August-May | (F)Title V RLIS                    | Criteria: Teacher distribution logs, lesson plans, completed activities<br><br>05/29/24 - Completed (S)               |

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 6.** (Safe and Healthy Schools) SFDR CISD will provide evidence based drug and violence prevention programs to educate students, parents and staff and will comply with district safety, discipline, bullying, mental health services, suicide, and drug-free policies through staff, student and parent communication and training by May 2024.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Person(s) Responsible                                                              | Timeline   | Resources                         | Evaluation                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| individual growth, and enhance school safety. Discussions are linked with Del Rio CARES lessons to instill positivity and gratitude impacting school culture. (Title I SW Elements: 1.1,2.2) (Target Group: 5th,6th,7th ,8th) (Strategic Priorities: 3,4)                                                                                                                                                                                                                                              |                                                                                    |            |                                   | 03/08/24 - Completed<br>11/14/23 - On Track                                                                                            |
| 8. Establish partnerships within the community to provide resources and support for schools including serving as campus role models, campus guest speakers for student and parent trainings including District-Wide Parental Conference to strengthen the relationship and partnership between school and community. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3)                                                                                                      | Chief Instructional Officers, Counselors, Directors, Teachers, Title I Coordinator | August-May | (F)Title IV SSAEP, (S)Local Funds | Criteria: Agendas, flyers, sign in sheets, surveys<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track        |
| 9. Address the needs of students in special programs of Special Education, Bilingual Education, 504, At-Risk, Military, Migrant, McKinney-Vento, Foster Care, students in neglected/delinquent facilities including drug and violence prevention, mental health services, mentoring opportunities through counseling sessions, and instructional support through student and parent trainings and meetings. (Title I SW Elements: 2.1,2.2,2.6) (Target Group: BI,ESL,Migrant,EB,SPED,AtRisk,FC,HS,504) | Counselors, Directors, Title I Coordinator                                         | August-May | (F)Title I, (F)Title IV SSAEP     | Criteria: Agendas, sign in sheets, counselor monitor logs<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |

# SAN FELIPE-DEL RIO CISD

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

**Objective 7.** (Targeted Assistance) During 2023-2024 school year, Targeted Assistance campuses will be provided support through training, resources, progress monitoring planning and collaboration for Academic Achievement for student groups across all subject including Reading and Math.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Person(s) Responsible                                         | Timeline   | Resources                                                            | Evaluation                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Del Rio Middle School will utilize online resources to increase Reading scores with online resources including but not limited to Text Help Read/Write, Pear Deck Formative Checks, ELA Planning Guides, NIET, Epic Books, MyOn, Lone Star, Brain Pop, Renaissance, Lexia Learning, Flocabulary, Google and Canvas Platforms to increase academic achievement (meets grade level and above). (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)                                                                                                                     | Campus Administrators, Chief Instructional Officers, Teachers | August-May | (F)FOCUS Group Grant, (F)Title I, (F)Title IV SSAEP, (F)Title V RLIS | Criteria: Classroom lesson plans, progress reports, data usage reports<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 2. Del Rio Middle School will utilize online resources to increase Math scores with online resources including but not limited to District Wide Math Planning Zoom Sessions, 5th Grade Concept Recordings, NIET, TEA Resilient School Support Program, Progress Monitoring, AIM Hi, Road Map, Canvas and Google Platforms to increase academic achievement in Math (meets grade level or above). (Title I SW Elements: 2.4,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 2)                                                                                                                        | Campus Administrators, Chief Instructional Officers, Teachers | August-May | (F)FOCUS Group Grant, (F)Title I, (F)Title IV SSAEP, (F)Title V RLIS | Criteria: Classroom lesson plans, progress reports, data usage reports<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 3. In order to show Academic Growth in Math, teachers will utilize Progress Monitoring Partner with NIET, participate in TEA Resilient Schools Support Program, AimHi, Google and Canvas platforms, Roadmap for the Year, daily planning. DRMS will utilize online programs including but not limited to Lone Star Math, Edmentum, Pearson Successmaker, Fast Focus, STEMscopes, STEAMscopes,BrainPop, Pear Deck, TAGT, Countdown Science/Math, Fast Focus Math, Reading Renaissance, Flocabulary, Discovery Education. (Title I SW Elements: 1.1,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 2) | Campus Administrators, Chief Instructional Officers, Teachers | August-May | (F)FOCUS Group Grant, (F)Title IV SSAEP, (F)Title V RLIS             | Criteria: Classroom lesson plans, progress reports, data usage reports<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |

# SAN FELIPE-DEL RIO CISD

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

**Objective 7.** (Targeted Assistance) During 2023-2024 school year, Targeted Assistance campuses will be provided support through training, resources, progress monitoring planning and collaboration for Academic Achievement for student groups across all subject including Reading and Math.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                    | Person(s) Responsible                                         | Timeline   | Resources                                                | Evaluation                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 4)                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                               |            |                                                          |                                                                                                                                                     |
| 4. Student Success programs including but not limited to utilizing NIET to improve instruction both in person and through remote learning as needed, Lexia to Take Flight for Dyslexic students, TEA Resilient School Support Program, Progress Monitoring AimHi, Google, Canvas platforms for Identified student groups across all subjects . (Title I SW Elements: 1.1,2.5) (Target Group: SPED,Dys,504) (Strategic Priorities: 4) | Campus Administrators, Chief Instructional Officers, Teachers | August-May | (F)FOCUS Group Grant, (F)Title IV SSAEP, (F)Title V RLIS | Criteria: Classroom lesson plans, progress reports, data usage reports<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |

# 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.** (District Budget) By August 1, 2023, 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 Elements: 2.2) (Target Group: All)                                   | Campus Administrators, Chief Instructional Officers, Directors | Year Round | (O)Local Districts | Criteria: Agendas, sign-in sheet of meetings cross-departments<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 2. Use efficient and effective financial practices to balance school district budget. (Title I SW Elements: 2.2) (Target Group: All) | Campus Administrators, Chief Instructional Officers, Directors | Year Round | (O)Local Districts | Criteria: Balanced Budget Workbooks and Data Reports<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track           |

# 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.** (Teacher certifications/incentive plans) 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 and offer signing bonuses for critical shortage areas. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1)                                                                                                                                                                                                    | Campus Administrators, Chief Instructional Officers, Directors | Year Round | (F)Title IIA Principal and Teacher Improvement, (S)Local Funds | Criteria: Human Resources new teacher data<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 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 Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)                                                                                                   | Campus Administrators, Chief Instructional Officers, Directors | Year Round | (F)Title I, (F)Title IIA Principal and Teacher Improvement     | Criteria: Teacher certifications<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track           |
| 3. Evaluate the student-teacher ratio and address ways to reduce class sizes in all grade levels and campuses by reviewing class counts and teacher certifications. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)                                                                                                                                    | Campus Administrators, Chief Instructional Officers, Directors | Year Round | (F)Title I, (F)Title IIA Principal and Teacher Improvement     | Criteria: Master Schedules<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                 |
| 4. 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 by placing students with veteran and experienced teachers by reviewing class rosters with students placed accordingly. (Title I SW Elements: 1.1) (Target Group: ECD,AtRisk) (Strategic Priorities: 1) | Campus Administrators, Chief Instructional Officers, Directors | August-May | (F)Title I, (F)Title IIA Principal and Teacher Improvement     | Criteria: Master Schedules<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                 |

# 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.** (PEIMS) By the beginning of the 2023-2024 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 Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)                                                                                                                  | Campus Administrators, Chief Instructional Officers, Directors, Region 15                   | Year Round | (O)Local Districts | Criteria: Skyward data usage<br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track           |
| 2. Provide professional development (in person or through virtual platform) in PEIMS coding and integrity. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1)                                                            | Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Region 15     | Year Round | (O)Local Districts | Criteria: Agendas and sign in sheets<br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track   |
| 3. Continually monitor and review coding data for attendance and discipline. Provide monthly updates to school board all school attendance rates and discipline data. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) | Attendance Staff, Campus Administrators, Chief Instructional Officers, Directors, Region 15 | Year Round | (O)Local Districts | Criteria: Six Weeks Attendance Reports<br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |

# 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.** (Attendance) By the beginning of the 2023-2024 school year, 100% of campuses will implement ideas and enhance existing initiatives to improve and monitor student and staff attendance.

| Activity/Strategy                                                                                                                                                                                                       | Person(s) Responsible                                                                       | Timeline   | Resources                      | Evaluation                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1. Collaboration with school and district personnel on strategies to increase both student and staff attendance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)                               | Campus Administrators, Chief Instructional Officers, Directors                              | Year Round | (F)Title I, (O)Local Districts | Criteria: Six Weeks attendance staff and student reports<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 2. Provide professional development (in person or through virtual platforms) on attendance policies to principals and attendance school staff. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1) | Attendance Staff, Campus Administrators, Chief Instructional Officers, Directors, Region 15 | Year Round | (O)Local Districts             | Criteria: Meeting agendas and sign-in sheets<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track             |

# 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.** (Communication) By the beginning of the 2023-2024 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. Provide yearly training to all campus webmasters to update and maintain all campus and department websites and improve parent and family engagement communication. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1)          | Campus Administrators, Chief Instructional Officers, Directors, Region 15 | August-May | (S)Local Funds     | Criteria: Sign in sheets, agendas<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                                              |
| 2. Update and maintain district media sources including Facebook, District website with required public information and press releases to parents and community as needed in English and Spanish. (Title I SW Elements: 2.3) (Target Group: All)        | Campus Administrators, Chief Instructional Officers, Directors            | Year Round | (O)Local Districts | Criteria: Media postings to include SFDR CISD FB, District and campus websites<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 3. Provide communication and trainings in dual languages through a variety of platforms including social media, written, electronic on necessary district concerns and topics. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 2) | Campus Administrators, Chief Instructional Officers                       | Year Round | (S)Local Funds     | Criteria: Flyers, social media entries, letters, flyers, press releases<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track        |

# 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.** (Community Partnerships) 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 to include District-Wide Parent Conference, Adopt-A-Family, Operation Graduation, Easter baskets, Del Rio CARES, Shop with a US Marshall, etc. (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, City, Counselors, Directors, Parental Aides | August-May | (F)Title I, (O)Local Districts | Criteria: Campus documentation of joint efforts including Base Buddies<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 2. Provide support from Federal Programs to increase campus parental involvement activities and parent trainings through Campus Parental Liaison Professional Development in person or through Zoom as permitted. (Title I SW Elements: 2.1,2.3,3.2) (Target Group: All) (Strategic Priorities: 4)                                                                     | Directors, Parental Aides                                          | August-May | (F)Title I                     | Criteria: Agendas, sign-in sheets<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                                      |
| 3. Provide and increase parent engagement meetings and trainings through the support of community members a minimum of once per month with assistance from school parental liaisons either in person or through Zoom both during the day and evening. (Title I SW Elements: 3.1,3.2) (Target Group: All)                                                               | Parental Aides                                                     | August-May | (F)Title I                     | Criteria: Agendas and sign in sheets<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                                   |
| 4. All school district liaisons will conduct home visits/mileage to increase student achievement, communication regarding discipline, ordering materials and supplies aligned to meeting agenda to increase parent engagement and student success. (Title I SW Elements: 3.2) (Target Group: All)                                                                      | Parental Aides                                                     | August-May | (F)Title I                     | Criteria: Monthly Accountability documentation and mileage reports<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track     |
| 5. Campus weekly updates and/or school calendars will be distributed to parents of upcoming events through various forms of distribution (email, flyers, social media, etc.) in both English and Spanish. (Title I SW Elements: 2.1,3.1) (Target Group: All)                                                                                                           | Parental Aides                                                     | August-May | (F)Title I                     | Criteria: Weekly updates/flyers kept on campus files<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                   |

# 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.** (Community Partnerships) 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                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|------------|--------------------------------------------------------------------------------------------------------------------------------|
| 6. All Title I campuses will conduct 2 Title I parent meetings on 2 different dates and 2 different times, collaborate with parents to review, evaluate and update Campus Parent Engagement Policy and School-Parent Compact as needed. (Title I SW Elements: 2.2,2.3,3.1) (Target Group: All)                                           | Directors, Parental Aides      | August-December | (F)Title I | Criteria: Meeting flyers, agendas, sign in sheets<br><br>05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track |
| 7. The district will provide all student's parents opportunities of learning through Adult Education Classes including beginning and intermediate English, Ingles Sin Barreras, Rosetta Stone, citizenship classes, computer skills, and GED through Federal Programs Department. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) | Directors, Title I Coordinator | August-May      | (F)Title I | 05/29/24 - On Track (S)<br>03/08/24 - On Track<br>11/14/23 - On Track                                                          |

## Comprehensive Needs Assessment Summary – SFDRCS 2023-2024

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

|                                   |                                      |                           |
|-----------------------------------|--------------------------------------|---------------------------|
| TAPR 2021-2022                    | CCMR 2020-2021                       | 2023 Benchmark results    |
| Teacher Feedback                  | 2021-2022 TAPR Report                | Employee Exit Surveys     |
| 2013-2021 Employee Climate Survey | Compensation Plans/Insurance         | 2013-2021 Employee Survey |
| 2021-2022 TAPR                    | SFDRCS Federal Report Card           | Incidents of Violence     |
| RDA Report 2022                   | Parental Liaison Trainings           | TAPR Report 2021-2022     |
| SFDRCS CTE Program                | Campus/District Parent Communication | Parent Surveys            |
| Translated Documents              | PFE Meeting Sign-in sheets           | Food Service Manager      |
| Director of Technology            | Director of Federal Programs         | Transportation Department |

| Area Reviewed               | Summary of Strengths<br>What were the identified strengths?                                                                                                                                                                                                                                                                                                               | Summary of Needs<br>What were the identified needs?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used?                                                                                                                                                                                                    |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Academic Achievement</b> | <p>District Accountability: Solid B</p> <p>Several subject areas/grade levels outperformed the region</p> <p>District offers 2x as many dual credit courses as the state average</p> <p>TTAP Pilot program offers 3 tests instead of 1 EOC for various subjects and grade levels (5th-8th)</p> <p>TTAP Pilot shows growth already, especially in the "meets" category</p> | <p>Special Education and Bilingual RDA Determination status is in need of assistance</p> <p>8th grade Science &amp; Social Studies scores lowered</p> <p>Middle school, Eng I&amp;II benchmark scores are low possibly due to the return of open-ended items/build background knowledge &amp; academic vocabulary-summer optional programs-push grant applications</p> <p>Textbooks and/or additional resources for specific content areas, online and print</p> <p>Reassess middle school master schedule for time allotments for ELA, Science and Social Studies.</p> | <ol style="list-style-type: none"> <li>1. Special Education and Bilingual RDA Determination status in need of assistance.</li> <li>2. Increase 8th grade Science and Social Studies scores</li> <li>3. Increase academic vocabulary, typing support, open ended questions, through summer school support.</li> </ol> |

|                      |                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                    |
|----------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Software has been purchased to help with the new testing requirements (Progress Learning, Lonestar ELA, Sirious) | Due to online open-ended questions, students need more typing practice.                                                                                                                         |                                                                                                                                                                                                    |
| <b>Staff Quality</b> | Competitive Salary                                                                                               | Better veteran teacher recognitions/incentives; retention bonus for veteran teachers, stipend for national board certification, better anniversary recognitions.                                | 1. Better veteran teacher recognitions/incentives; retention bonus for veteran teachers, stipend for national board certification, better anniversary recognitions.                                |
|                      | New teacher mentoring program                                                                                    | Provide more consistent support to new hires: revamp the Mentor Program to give subject/grade specific, individualized help. Elementary/Secondary differentiation. Increase mentor teacher pay. | 2. Provide more consistent support to new hires: revamp the Mentor Program to give subject/grade specific, individualized help. Elementary/Secondary differentiation. Increase mentor teacher pay. |
|                      | T-TESS Evaluation System/TIA                                                                                     | Purposeful Staff Development: increase PD options & target to specific subject or grade needs.                                                                                                  | 3. Purposeful Staff Development: increase PD options & target to specific subject or grade needs.                                                                                                  |
|                      | Stipends for additional certifications and advanced degrees                                                      | Bring back Superintendent's Teacher Advisory Council.                                                                                                                                           |                                                                                                                                                                                                    |
|                      | Grow Your Own Teacher Program                                                                                    | Evenly distribute and streamline duties among teachers / lessen the amounts teachers have on their plates.                                                                                      |                                                                                                                                                                                                    |
|                      | Free Health Care for all employees                                                                               | Be more selective in the hiring process and wait for the best, most qualified candidates.                                                                                                       |                                                                                                                                                                                                    |
|                      | Officers assigned to each campus.                                                                                | Low parent participation rates regardless of type of presentations.                                                                                                                             | 1. Student consequences need to match severity of infraction.                                                                                                                                      |

|                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School Climate/<br/>Safe &amp; Healthy<br/>Schools</b>                            | <p>Safety measures are enforced at every campus.</p> <p>Weekly Del Rio Cares discussions in each classroom.</p> <p>Weekly safety walks.</p> <p>Anonymous reporting of bullying.</p>                                                                                                                                                                                                                                                                    | <p>Student consequences do not match severity of infraction.</p> <p>22% of all students with chronic absenteeism.</p> <p>Continued training for officers to be visible and alert.</p> <p>Bullying prevention for students and adults.</p> <p>Better feedback on referrals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>2. Continued training of officers to be visible and alert.</p> <p>3. Bullying prevention for students and adults.</p>                                                                                                                                                                                                                                                     |
| <b>College &amp; Career<br/>Readiness/<br/>Graduation/<br/>Dropout<br/>Reduction</b> | <p>Student choice selection of Career Paths/CTE Program-21 pathways and certifications</p> <p>Availability of Early College High School and Blended Academy</p> <p>New Innovative Programs including P-Tech Schools, Dual Language Schools</p> <p>DRHS/DRFreshman Counselor Monitoring for special populations (Google)/ Decreased OSP (McKinney-Vento, Foster, Military) dropouts</p> <p>Increased Graduation with Endorsements and Distinguished</p> | <p>Identify and reduce entrance barriers to ECHS, CTE and Blended Academy including lottery for ECHS</p> <p>Integrate SEL (Social Emotional Learning) into all subject areas and train teachers and staff on how to integrate SEL into their subject areas.</p> <p>Hold parent meetings explaining graduation requirements and college readiness beginning in 7th and 8th grade.</p> <p>Ensure teachers monitor at-risk students who are in need of tutoring, credits to graduate, Mail home hard copies of report cards to all at-risk students.</p> <p>Target communication and social emotional skills for all students, including at risk, through planned oral, written and interpersonal activities</p> | <p>1. Identify and reduce entrance barriers to ECHS, CTE and Blended Academy</p> <p>2. Hold parent meetings explaining graduation requirements and college readiness beginning in 7th and 8th grade.</p> <p>3. Ensure teachers monitor at-risk students who are in need of tutoring, credits to graduate, Mail home hard copies of report cards to all at-risk students.</p> |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | Partnership and MOUs with SWTJC, Sul Ross, Art Institute for Culinary Graphic Designs, Val Verde Regional Medical Center and Nursing and Rehabilitation, EMT, and Clinical Nursing Assistant                                                                                                                                                                                                                            | Increase college readiness awareness and graduation requirements with visual promotions and guest speaker/motivational speaker student presentations beginning in middle school.                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Family and Community Involvement</b> | <p>District-wide Parent Conference and Training</p> <p>Use of Social Media including Facebook, Class Dojo, WhatsApp, etc. to communicate with parents in both English and Spanish.</p> <p>Parental Liaison at almost every campus.</p> <p>Use of Parent Surveys</p> <p>Community Pep Rallies and Events</p> <p>Monthly parent meetings and trainings on a variety of topics to benefit student achievement at home.</p> | <p>Extend the availability of Parent Trainings.</p> <p>Provide parents/guardians training on social media communications.</p> <p>Increase communication with families through a variety of means, including written communication, social media communication, and bringing back mass distribution phone calls.</p> <p>Increase community partnerships (campus donations, guest speakers, role models).</p> <p>Parent trainings and meetings offered at different times of the day including evenings.</p> <p>Increase number of parents attending meetings at all campuses.</p> | <p>1. Increase number of parents attending meetings at all campuses.</p> <p>2. Increase communication with families through a variety of means, including written communication, social media communication, and bringing back mass distribution phone calls.</p> <p>3. Increase community partnerships ( campus donations, guest speakers, role models.)</p> |

|                                    |                                                                                           |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                  |
|------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>District/Campus Commitments</b> | Grant for 4000 Chrome Books was received so all Secondary Campuses will have a class set. | Secondary campuses Chromebooks range in age from less than a year to 3 years old. Teacher laptops are just over 1 year old and desktops in classrooms range from 3 -5 years old. | 1. Secondary campuses Chromebooks range in age from less than a year to 3 years old. Teacher laptops are just over 1 year old and desktops in classrooms range from 3 -5 years old.. Provide and/or update COWs for all classrooms, including secondary schools. |
|                                    | Best CTE programs in the state                                                            | Updated Social Studies curriculum for DRMS                                                                                                                                       | 2. Updated Social Studies curriculum for DRMS                                                                                                                                                                                                                    |
|                                    | Early College High School (students graduate with Associates Degree)                      | More variety of options for food choices, reduced charge for teacher meals. Reduce or provide meal prices for staff.                                                             | 3. More variety of options for food choices, reduced charge for teacher meals. Reduce prices or provide free meals for staff so they do not leave campus.                                                                                                        |
|                                    | Updated system for technology trouble tickets.                                            | Provide and/or update COWs (Computer on Wheels) for all classrooms, including secondary schools.                                                                                 |                                                                                                                                                                                                                                                                  |
|                                    | Dinner program for students during tutorials, or extra curricular activities.             |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                  |

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

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



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



**Priority for Services (PFS) Action Plan**  
**2023-2024**

## **Every Student Succeeds Act (ESSA)**

The Every Student Succeeds Act (ESSA) 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 ESSA Consolidated Application for Federal Funding, Part 3 of 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.

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<br>3rd to 12th                | Students who failed one or more section of the STAAR, or are LEP Exempt, ARD Exempt, Absent, or were not enrolled in a Texas school during the STAAR 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<br>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 3, Every Student Succeeds Act (ESSA) 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**

**2023-2024**

**GOALS:**

To provide supplemental services to meet the needs of Migrant identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.

**OBJECTIVES:**

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

| Program/Activities                                                                                                                                                                                                                          | Timeline       | Person(s) Responsible                                  | Documentation                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------|-----------------------------------------------------------------|
| <b>MONITOR: Priority of Service (PFS) monthly reports to identify migrant children and youth who require priority access to MEP services.</b>                                                                                               |                |                                                        |                                                                 |
| Run monthly NGS PFS reports to identify Migrant children and Youth who require priority access to MEP services                                                                                                                              | Aug - On going | NGS Specialist                                         | Electronically Read/Received Data Sheets<br>PFS Monthly Reports |
| Monthly and quarterly rosters/reports provided to campus principals and counselors of all PFS                                                                                                                                               | Aug-June       | Federal & State Prog. Dir.<br>NGS Specialist           | PFS Action Plans<br>PFS Monthly Reports                         |
| <b>Monitor: 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<br>PFS Campus/School trainings                                                                                                                                                                                       | Aug- On-going  | Federal & State Prog. Dir.                             | Meetings Minutes<br>Sign-In Sheets<br>Virtual Meeting Chat Logs |
| 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.                          | Sept-May       | Federal & State Prog. Dir<br>Migrant Recruiter<br>LNAC | Meeting Minutes<br>Sign-In Sheets<br>Virtual Meeting Chat Logs  |
| Finalize draft for uploading with District Improvement Plan before school starts.                                                                                                                                                           | July - August  | Federal & State Prog. Dir                              | Meeting Minutes<br>Sign-In Sheets                               |

**San Felipe Del Rio Consolidated Independent School District**  
**Migrant Priority for Services Action Plan**

2023-2024

**Communicate: The progress and determine the needs of PFS Migrant Students.**

| Required Activities                                                                                                                                                                               | Timeline         | Person(s) Responsible                                                    | Documentation                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| During the academic calendar, the Federal Programs Director will provide campus principals and appropriate campus staff information on the PFS criteria and update NGS PFS Reports.               | September-August | Federal & State Prog. Dir                                                | Email documentation                                                         |
| During the academic calendar, the Federal Programs Director and/or MEP staff will provide parents of PFS students the information on the PFS criteria.                                            | September-August | Federal & State Prog. Dir<br>NGS Specialist<br>Recruiter<br>PAC Officers | Phone contact logs<br>Email documentation<br>Office visits/Home visits      |
| During the academic calendar year, the Federal Programs Director or MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children. | September-August | Federal & State Prog. Dir<br>MEP Staff                                   | Office visits/Home visits<br>Community visits<br><br>Phone/Virtual meetings |

**Provide services to PFS Migrant students.**

|                                                                                                                                                                                                       |                  |                                        |                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------|-----------------------------------------------------------------------------------|
| The District's Federal Program Director or MEP staff will use the PFS reports to give priority placement to these students in Migrant Education program activities.                                   | September-August | Federal & State Prog. Dir<br>MEP Staff | Email documentation<br>Parent Contact<br>Virtual Meetings                         |
| The District's Federal Program Director or MEP staff will ensure that PFS students receive Priority access to instructional services as well as social workers and community social service agencies. | September-August | Federal & State Prog. Dir<br>MEP Staff | Email documentation<br>Community Resource List<br>Supplemental Distribution Forms |
| The District's Federal Program Director or MEP staff will determine what Federal, State, or Local programs for PFS students.                                                                          | September-August | Federal & State Prog. Dir<br>MEP Staff | Student Participation List<br>Invoices<br>Virtual Meetings<br>Community Agencies  |
| Parent meetings to provide community resources and services.                                                                                                                                          | September-August | Federal & State Prog. Dir<br>MEP Staff | Virtual Meetings<br>Phone contact logs                                            |

## 2023-2024 SFDRCISD DPDMC MEMBERS

| POSITION                            | MEMBER                | CAMPUS                                                                              | Begins    | Ends      | Term    | EXTENSION                                     |
|-------------------------------------|-----------------------|-------------------------------------------------------------------------------------|-----------|-----------|---------|-----------------------------------------------|
| Pre-K Teacher                       | Donald Olivo          | Cardwell                                                                            | 2023-2024 | 2026-2027 | 4 years | 4641                                          |
| Kinder Teacher                      | Allison Hubbard       | Centiza Hills                                                                       | 2023-2024 | 2026-2027 | 4 years | 1703                                          |
| 1st Grade Teacher                   | Selina Limon          | Buena Vista                                                                         | 2023-2024 | 2026-2027 | 4 years | 1031                                          |
| 2nd grade Teacher                   | Karina Santos         | Garfield                                                                            | 2023-2024 | 2024-2025 | 2 years | 1318                                          |
| 3rd Grade Teacher                   | Berta Aguirre         | Ruben Chavira                                                                       | 2022-2023 | 2023-2024 | 2 years | 1828                                          |
| 4th Grade Teacher                   | Richard Hernandez     | Ruben Chavira                                                                       | 2023-2024 | 2024-2025 | 2 years | 1813                                          |
| 5th Grade Teacher                   | Rachel Cardenas       | Ruben Chavira                                                                       | 2023-2024 | 2024-2025 | 2 years | 1808                                          |
| Sec. ELA Teacher                    | Bonita Gonzalez       | DRHS                                                                                | 2021-2022 | 2024-2025 | 4 years | 2040                                          |
| Sec. Math Teacher                   | Lauren Cardenas       | DRHS                                                                                | 2023-2024 | 2024-2025 | 2 years | 2051                                          |
| Sec. Science Teacher                | Velma Gutierrez       | DRHS                                                                                | 2023-2024 | 2026-2027 | 4 years | 2020                                          |
| Sec. Social Studies Teacher         | Oscar Martinez        | DRHS                                                                                | 2023-2024 | 2024-2025 | 2 years | 2005                                          |
| Sec. Non-Core Area Teacher          | JoAnna Zamora         | CTE                                                                                 | 2023-2024 | 2026-2027 | 4 years | 2217                                          |
| Sec. Non-Core Area Teacher          | Robert Garza          | Del Rio Freshman                                                                    | 2022-2023 | 2025-2026 | 4 years | 2075                                          |
| Non-teaching                        | Alda Zuniga           | Del Rio Cares                                                                       | 2021-2022 | 2024-2025 | 4 years | 4149                                          |
|                                     | Monica Luna           | Special Education                                                                   | 2021-2022 | 2024-2025 | 4 years | 4250                                          |
|                                     | Dora Salinas          | Secondary Lead Counselor                                                            | 2021-2022 | 2024-2025 | 4 years | 4302                                          |
|                                     | Karen Shafer          | Bilingual Department                                                                | 2021-2022 | 2024-2025 | 2 years | 4086                                          |
|                                     | Cynthia Sahagun       | Blended Principal                                                                   | 2022-2023 | 2025-2026 | 4 years | 4680                                          |
|                                     | Graciela V. Hernandez | Migrant NGS Clerk                                                                   | 2023-2024 | 2024-2025 | 2 years | 4145                                          |
|                                     | Stephen Thomas        | DRMS AP                                                                             | 2022-2023 | 2025-2026 | 4 years | 4504                                          |
|                                     | Gloria Koslowska      | Adult Education                                                                     | 2022-2023 | 2023-2024 | 2 years | 4155                                          |
|                                     | Griselda Westlake     | Title I Coordinator                                                                 | 2022-2023 | 2023-2024 | 2 years | 4141                                          |
|                                     | Irene Garcia          | Student                                                                             | 2023-2024 | 2023-2024 | 1 year  | ECHS                                          |
|                                     | Andrea Favela         | Student                                                                             | 2023-2024 | 2023-2024 | 1 year  | DRHS                                          |
|                                     | Dariela Mijangos      | Student                                                                             | 2023-2024 | 2023-2024 | 1 year  | DRHS                                          |
| Business Rep                        | Tanya Serrano         | Money Concepts                                                                      | 2021-2022 | 2024-2025 | 4 years | 830-313-0367<br>tserrano@moneyconcepts.com    |
|                                     | Lisa Gavia            | DPS                                                                                 | 2020-2021 | 2023-2024 | 4 years | 830-703-9567 lisa.gavia@dps.texas.gov         |
| Community                           | Breanne Oba           | Community                                                                           | 2020-2021 | 2023-2024 | 4 years | 808-227-7131<br>boba@cadenafamilypractice.com |
|                                     | Janette Gomez         | Community                                                                           | 2022-2023 | 2023-2024 | 2 years | 830-298-4788<br>janette.gomez@us.af.mil       |
| Parent                              | Rosa I. Martinez      | Parent                                                                              | 2023-2024 | 2024-2025 | 4 years | 830-388-3653<br>rosa.martinez246@yahoo.com    |
|                                     | Diva Vasquez          | Parent                                                                              | 2023-2024 | 2024-2025 | 2 years | 830-507-9236<br>vasquezdiva0@gmail.com        |
| Federal and State Programs Director | Ruby Adams            |  |           |           |         |                                               |
| SFDRCISD Cabinet                    | Aidee Garcia          |                                                                                     |           |           |         |                                               |
| SFDRCISD Cabinet                    | Aida V. Gomez         |                                                                                     |           |           |         |                                               |
| SFDRCISD Cabinet                    | Dr. Sandy Zunga-Garza |                                                                                     |           |           |         |                                               |
| SFDRCISD Cabinet                    | Amy Childress         |                                                                                     |           |           |         |                                               |
| SFDRCISD Cabinet                    | Sandra Hernandez      |                                                                                     |           |           |         |                                               |
| Superintendent of Schools           | Dr. Carlos H. Rios    |                                                                                     |           |           |         |                                               |



## 2023-2024 DIP-Comprehensive Needs Assessment

### Committee Assignments



| Academic Achievement | Staff Quality       | School Climate & Health | College & Career/Graduation/ Dropout | Parent & Community Engagement | District/Campus Commitments |
|----------------------|---------------------|-------------------------|--------------------------------------|-------------------------------|-----------------------------|
| Committee 1 Members  | Committee 2 Members | Committee 3 Members     | Committee 4 Members                  | Committee 5 Members           | Committee 6 Members         |
| Selina Limon         | Grace Westlake      | Alda Zuniga             | Dora Salinas                         | Robert Garza                  | Bonita Gonzalez             |
| Richard Hernandez    | Rachel Cardenas     | Allison Hubbard         | Monica Luna                          | Janette Gomez                 | Karina Santos               |
| Velma Gutierrez      | Oscar Martinez      | Stephen Thomas          | Gloria Koslowska<br>Laura            | Donald Olivo                  | Berta Aguirre               |
| Lisa Gavia           | JoAnna Zamora       | Rosa Martinez           | Sandate/Cynthia                      | Tanya Serrano                 | Diva Vasquez                |
| Karen Shafer         | Gracie Hernandez    | Irene Garcia            | Lauren Cardenas                      | Andrea Favela                 | Dariela Mijangos            |

| District Improvement Plan 1.1, 1.2 (15) | District Improvement Plan 1.3, 1.4 (14) | District Improvement Plan 1.5, 1.9, 1.10 (17) | District Improvement Plan 1.6, 1.7, 1.8 (12) | District Improvement Plan 3.1, 3.2 (7) | District Improvement Plan 2.1, 2.2, 2.3, 2.4 (13) |
|-----------------------------------------|-----------------------------------------|-----------------------------------------------|----------------------------------------------|----------------------------------------|---------------------------------------------------|
| Committee 1 Members                     | Committee 2 Members                     | Committee 3 Members                           | Committee 4 Members                          | Committee 5 Members                    | Committee 6 Members                               |
| Selina Limon                            | Grace Westlake                          | Alda Zuniga                                   | Dora Salinas                                 | Robert Garza                           | Bonita Gonzalez                                   |
| Richard Hernandez                       | Rachel Cardenas                         | Allison Hubbard                               | Monica Luna                                  | Janette Gomez                          | Karina Santos                                     |
| Velma Gutierrez                         | Oscar Martinez                          | Stephen Thomas                                | Gloria Koslowska<br>Laura                    | Donald Olivo                           | Berta Aguirre                                     |
| Lisa Gavia                              | JoAnna Zamora                           | Rosa Martinez                                 | Sandate/Cynthia<br>Sahagun                   | Tanya Serrano                          | Diva Vasquez                                      |
| Karen Shafer                            | Gracie Hernandez                        | Irene Garcia                                  | Lauren Cardenas                              | Andrea Favela                          | Dariela Mijangos                                  |

SAN FELIPE DEL RIO

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

District Planning and Decision Making Committee Meeting

Wednesday, October 18, 2023---4 pm- 5 pm---Annex II Portable Building

Planning Agenda

- |                                                                   |                 |
|-------------------------------------------------------------------|-----------------|
| I. Welcome                                                        | Ruby Adams      |
| A. Introduction of Members                                        |                 |
| B. Draw 2 or 4 year terms                                         |                 |
| II. Focus                                                         | Dr. Carlos Rios |
| III. District Calendar 2024-2025                                  | Aidee Garcia    |
| IV. Reunification Plan Update                                     | Dr. Sandy Garza |
| V. ESSA Grant Requirements Discussion-Program Evaluation Overview |                 |
| A. Title I, Part A, Title I Part C, Title II, Title III, Title IV |                 |
| B. District Parent Engagement Policy                              |                 |
| C. District Comprehensive Needs Assessment (CNA)                  |                 |
| D. District Improvement Plan (DIP)                                |                 |
| VI. Upcoming Meetings                                             |                 |
| A. November 14, 2023                                              |                 |
| B. February 1, 2024                                               |                 |
| C. May 2, 2024                                                    |                 |
| VII. Other/Questions/Concerns/Closing Remarks                     |                 |



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**SAN FELIPE DEL RIO**

*Consolidated Independent School District*



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DEL RIO, TEXAS 78842-8002

**District Planning and Decision Making Committee Meeting (DPDMC)**

**November 14, 2023**

**Planning Agenda**

**Zoom-4 pm-5 pm**

- |                                                                                                                                  |              |
|----------------------------------------------------------------------------------------------------------------------------------|--------------|
| I. Welcome                                                                                                                       | Ruby Adams   |
| II. Focus                                                                                                                        | Dr. Rios     |
| III. 2024-2025 District Calendar Update                                                                                          | Aidee Garcia |
| IV. ESSA Comprehensive Needs Assessment (CNA) Review<br>A. Discuss committees and requirements<br>B. Review step-by-step process | Ruby Adams   |
| V. District Improvement Plan Evaluation/Review                                                                                   |              |
| VI. Collaboration: Questions-Concerns-Recommendations                                                                            |              |
| VII. Upcoming DPDMC meeting date:<br>A. February 1, 2024<br>B. May 2, 2024                                                       |              |



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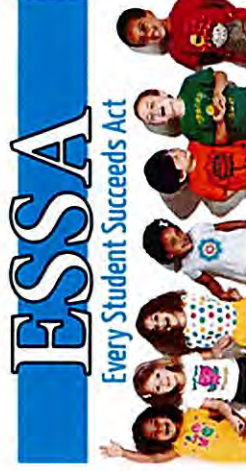
DEL RIO, TEXAS 78842-8002

District Planning and Decision Making Committee Meeting

February 1, 2024  
4:00 pm-5:00 pm  
Annex II, Portable Building

Planning Agenda

- I. Welcome
- II. Updates
  - A. 2024-2025 Calendar (Mrs. Garcia)
  - B. Federal Report Cards (District and Campus)
  - C. RDA Determination Levels
- III. Coordination of all ESSA Title Program requirements in CNA/DIP
  - A. Review CNA process in detail
  - B. Review step-by-step process
  - C. Committee discussions/meetings
- IV. Collaboration: Questions-Concerns-Recommendations-Announcements
- V. Upcoming DPDMC meeting dates: May 2, 2024 (IN PERSON)



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DEL RIO, TEXAS 78842-8002

District Planning and Decision Making Committee Meeting

May 2, 2024  
4:00 pm-5:00 pm  
Annex II, Portable Building A

Planning Agenda

- I. Welcome
- II. Focus
- III. District Comprehensive Needs Assessment Committee Presentations and Discussions
- IV. ESSA Title I, Part A PFE Annual Evaluation
  - A. Parent and Family Engagement Policy
  - B. School-Parent Compact
  - C. Survey
- V. Other Business
- VI. Closing

Our SFDRCISD Comprehensive Needs Assessment (CNA) plan is designed to gather input, data, opinions, and ideas from all stakeholders including staff, students, parents, business and community members. Collaboratively, strengths and needs are identified in six focus areas including academic achievement, staff quality, school climate-safe and healthy schools, college and career-graduation and drop out reduction, family and community engagement, and district and campus commitment.



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**DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY**

2023-2024

***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 Parent and Family Engagement Policy is to build capacity of schools through meaningful parent family engagement and communication. To this end, the District supports the purpose for the Parent and Family Engagement 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 Parent and Family Engagement Policy. The policy shall be incorporated into a District plan developed under the Every Student Succeeds Act (ESSA), Section 1116(b).**

- 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 Parent and Family Engagement Policy is placed on the District website and sent to each campus for distribution to parents. It is distributed with the students along with the corresponding school's parental policy with enrollment package.

**2. Involve parents in the joint development of the District plan, including the Parent and Family Engagement Policy, ESSA, Section 1116(a)(2)(A) and the process of school review and improvement. The District will ensure that:**

- District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) committee and 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 ESSA Title I, Part A.
- Parents are involved in the planning and review of the District Parent and Family Engagement 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 under ESSA, Section 1116(a)(2)(B).**

- 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 at Federal Programs Building, Annex II.
- Federal Programs staff will conduct campus visits and obtain documentation to monitor and support Title I, Part A and Parent Family Engagement Policy, Title I parent meetings (2), and School-Family Compact.

**4. Each District Title I campus will develop a *School-Family Compact*, under ESSA, Section 1116(d).**

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 engagement. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities under ESSA, Section 1116(e)(f):**

- 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 Liaisons will be used for parental involvement activities.
- Each campus will provide materials and training to help parents work with their children. Each Title I Parental Liaison will provide a minimum of eight trainings for parents throughout the school year. Campuses with two parental aides will provide 16 trainings either in person or via ZOOM.
- 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, campus parental liaisons will reach out to parents of all students and form relationships that build trust and respect for their culture and values.
- Parental Liaisons 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 and trainings.
- The District shall establish and maintain a Migrant Parent Advisory Council (PAC).
- The District includes parents in the Planning and Decision Making (DPDM) meetings.
- The District includes parents in Family and Community Engagement Stakeholder Committee (FACE).

**6. The District, to the extent feasible and appropriate, coordinates and integrates Parent and Family Engagement strategies with parental activities and/or meetings and offers classes to parents of current district students under ESSA, Section, 1116(e)(13)(14):**

- The District provides Parent Education Services to parents of current district students at Annex II.
- Monthly community trainings and presentations are offered to parents 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 under ESSA, Section(e)(5):**

- Information distributed to parents in English and Spanish.

- Meetings and trainings are conducted in English and Spanish.
- Translators for parents are available at all meetings.

**8. SFDRCIDSD 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 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 under ESSA, Section 1116(a)(D) . 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 engagement will increase when compared to the previous school year's data under ESSA, Section(a)(1)(11). Documentation will be used determine the Parental Involvement progress:**

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

**10. The District will involve parents in the activities of the schools served under ESSA, Section 1116(a)(2)(F). Parental Involvement: Campuses will invite and engage parents in activities of the campus including student performances, and other special events.**

- Each school will host a minimum of two Title I parent meetings at two different times with flexible times.
- Parental involvement presentations and training
- District and campus Parental Policy review Committee
- Athletic events
- Band performances
- Choir performances
- Academic awards and recognition presentation
- Drama presentations

## SAN FELIPE DEL RIO

*Consolidated Independent School District*



P.O. Drawer 428002

DEL RIO, TEXAS 78842

### POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES DEL DISTRITO

2023-2024

#### *Declaración de propósito*

La Junta de Fideicomisarios del Distrito Escolar Independiente Consolidado de San Felipe Del Rio reconoce que las asociaciones entre la familia y la escuela que se enfocan en los valores académicos y sociales fortalecen la dinámica estudiante-escuela y familia que es fundamental para el éxito de los estudiante. El propósito de la Política de participación de los padres y la familia del distrito es desarrollar la capacidad de las escuelas a través de una participación y comunicación significativa entre los padres y la familia. Con este fin, el Distrito apoya el propósito de la Política de participación de padres y familias como un compromiso para establecer y mantener líneas abiertas de comunicación bidireccional significativa entre el hogar, la escuela, la comunidad y otras partes interesadas.

**1. El Distrito y los padres de estudiantes en Programas de Título I desarrollarán conjuntamente, acordarán y distribuirán a los padres una Política de participación de los padres y la familia por escrito. La política se incorporará a un plan del Distrito desarrollado bajo la Ley Every Student Succeeds Act (ESSA), Sección 1116(b).**

- El Distrito invita a padres representantes de cada escuela, administradores y otro personal del Distrito a ser parte del ser parte del Comité de Revisión de la Política de Padres.
- El Distrito convocará una reunión anual del Comité de Revisión de Políticas de Padres para proporcionar información con respecto a la Encuesta de Participación de los Padres.
- Los padres y otros miembros del comité de revisión tienen la oportunidad de discutir los artículos, sugerir el desarrollo de nuevos elementos y llegar a un consenso para cada elemento de política.
- La Política de Participación de Padres y Familias del Distrito se coloca en el sitio web del Distrito y se envía a cada plantel para su distribución a los padres. Se distribuye con los estudiantes junto con la política de padres de la escuela correspondiente con el paquete de inscripción.
- **Involucrar a los padres en el desarrollo conjunto del plan del Distrito, incluida la Política de participación de padres y familias, ESSA, Sección 1116(a)(2)(A) y el proceso de revisión y mejora de la escuela. El Distrito se asegurará de que:**
  - Los padres del distrito de cada una de las escuelas están invitados a participar en el comité y las reuniones del Comité de Planificación y Toma de Decisiones del Distrito (DPDM).
  - Se invita a los padres del distrito de los campus a postularse para puestos de padres en el Departamento de Salud Escolar del Distrito Consejo Consultivo (SHAC). Cada término de SHAC es de 2 años y el SHAC debe reunirse un mínimo de 4 veces al año.
  - Los padres participan en la planificación, revisión y evaluación de ESSA Título I, Parte A.
  - Los padres participan en la planificación y revisión de la Política de participación de padres y familias del distrito.

EMPLEADOR DE IGUALDAD DE OPORTUNIDADES

Teléfono: (830) 778-4000

**3. Proporcionar la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar a las escuelas participantes en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar bajo ESSA, Sección 1116(a)(2)(B).**

- El Distrito brinda capacitación para padres sobre cómo usar las computadoras y las tabletas proporcionadas a los estudiantes para apoyar su éxito académico. El distrito brinda capacitación a los padres sobre el acceso a las calificaciones de los estudiantes.
- Capacitación en alfabetización, clases de capacitación en computación y sesiones de preparación para el Desarrollo de Educación General (GED) y clases de Ciudadanía se brindan a los padres de estudiantes del Distrito en el Edificio de Programas Federales, Anexo II.
- El personal de Programas Federales realizará visitas al campus y obtendrá documentación para monitorear y respaldar el Título I, Parte A y la Política de Participación de Padres y Familias, las (2) reuniones de padres de Título I y el Acuerdo entre Escuela y Familia.

**4. Cada escuela del Título I del Distrito desarrollará un *Acuerdo Escuela-Familia*, bajo ESSA, Sección 1116(d).**

**El pacto:**

- Sera revisado anualmente al comienzo del año escolar por un comité de personal y padres.
- Describir las responsabilidades de los padres, estudiantes y personal escolar para mejorar el rendimiento de los estudiantes.
- Describir cómo la escuela proporcionará un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
- Describir los procedimientos de política de entrada y asistencia de calificaciones de los maestros.
- Describir cómo los padres pueden apoyar el aprendizaje de los estudiantes.
- Describir cómo la escuela y los padres establecerán una comunicación continua.
- Describir cómo se programarán las conferencias de padres y maestros.
- Distribuir a todos los padres del Distrito por sus respectivos planteles.

**5. El Distrito desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres. Las oportunidades para una fuerte participación de los padres se abordarán a través de estas capacitaciones, reuniones y otras actividades bajo ESSA, Sección 1116(e)(f):**

- El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC).
- Comité de Evaluación del Dominio del Idioma (LPAC), reuniones del plantel con el director y los padres capacitaciones a nivel de campus y distrito.
- Se brindará capacitación en las escuelas para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres/familias, y sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres y construir lazos entre los padres y las escuelas.
- Los Enlaces de Padre se utilizarán para las actividades de participación de los padres.

- Cada campus proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos. Cada enlace de padres de Título I proporcionará un mínimo de ocho capacitaciones para los padres durante el año escolar. Los campus con dos asistentes para padres proporcionarán 16 capacitaciones en persona o a través de ZOOM.
- El Distrito brindará capacitación a los padres para que comprendan los estándares de evaluación federales, estatales y locales y cómo pueden monitorear el progreso de sus hijos, a través de capacitaciones para padres en el campus.
- Proporcionar a los padres información sobre los procedimientos del campus y del distrito sobre cómo abordar las inquietudes y cómo acceder a los maestros, administradores y otro personal.
- A través de visitas domiciliarias, llamadas telefónicas y otros medios, los enlaces de padres del campus se comunicarán con los padres, de todos los estudiantes y formar relaciones que generen confianza y respeto por su cultura y valores.
- Los enlaces de padres realizarán visitas domiciliarias frecuentes para apoyar el rendimiento y la asistencia de los estudiantes incluyendo visitas para entregar comentarios positivos sobre los estudiantes también.
- El personal de Programas Federales participa en reuniones y capacitaciones de agencias y grupos comunitarios.
- El Distrito deberá establecer y mantener un Consejo Asesor de Padres Migrantes (PAC).
- El Distrito incluye a los padres en las reuniones de Planificación y Toma de Decisiones (DPDM).
- El Distrito incluye a los padres en el Comité de Partes Interesadas de Participación Familiar y Comunitaria (FACE).

**6. El distrito, en la medida de lo posible y apropiado, coordina e integra las estrategias de participación de los padres y la familia con las actividades y/o reuniones de los padres y ofrece clases a los padres de los estudiantes actuales del distrito bajo ESSA, Sección, 1116(e)(13)(14). ):**

- El Distrito brinda Servicios de Educación para Padres a los padres de estudiantes actuales del distrito en el Anexo II.
- Se ofrecen capacitaciones y presentaciones comunitarias mensuales a los padres en el Anexo II.

**7. El Distrito se asegurará de que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender según ESSA, Sección (e)(5):**

- Información distribuida a los padres en inglés y español.
- Las reuniones y capacitaciones se llevan a cabo en inglés y español.
- Traductores para padres están disponibles en todas las reuniones.

8. SFDRICSD lleva a cabo, con la participación de los padres, una encuesta anual para evaluar el contenido y la eficacia de la política de participación de los padres para mejorar la calidad académica de las escuelas, incluida la identificación de barreras para una mayor participación de los padres, en particular aquellos que están en desventaja económica. discapacitados, tienen dominio limitado del inglés, alfabetización limitada o pertenecen a una minoría racial o étnica según ESSA, Sección 1116(a)(D) . La encuesta incluirá:

- Preguntas para evaluar la efectividad del Programa de Padres Título I.
- Preguntas para determinar si la participación de los padres está aumentando.
- Preguntas para identificar las barreras que impiden la participación de los padres.
- Los resultados de la encuesta se utilizarán para diseñar estrategias que mejorarán el rendimiento estudiantil.

9. La participación de los padres aumentará en comparación con los datos del año escolar anterior según ESSA, Sección (a) (1) (11). La documentación se utilizará para determinar el progreso de la participación de los padres:

- Encuesta para padres / Título I
- Datos de rendición de cuentas mensuales del enlace de padres
- Datos de los tres años anteriores

10. El Distrito involucrará a los padres en las actividades de las escuelas atendidas bajo ESSA, Sección 1116(a)(2)(F). Participación de los padres: las escuelas invitarán e involucrarán a los padres en las actividades de la escuela, incluidas las actuaciones de los estudiantes y otros eventos especiales.

- Cada escuela organizará un mínimo de dos reuniones de padres de Título I en dos momentos diferentes con horarios flexibles.
- Presentaciones y capacitación sobre participación de los padres
- Comité de revisión de la política de padres del campus y del distrito
- Eventos deportivos
- Actuaciones de la banda
- Actuaciones corales
- Entrega de premios y reconocimientos académicos
- Presentaciones de teatro