DRMS 7th GRADE CAMPUS(CLOSED)

Campus Improvement Plan-7th Grade
2021/2022

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

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

Date Reviewed: Date Approved:

DRMS 7th GRADE CAMPUS(CLOSED)

Mission

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

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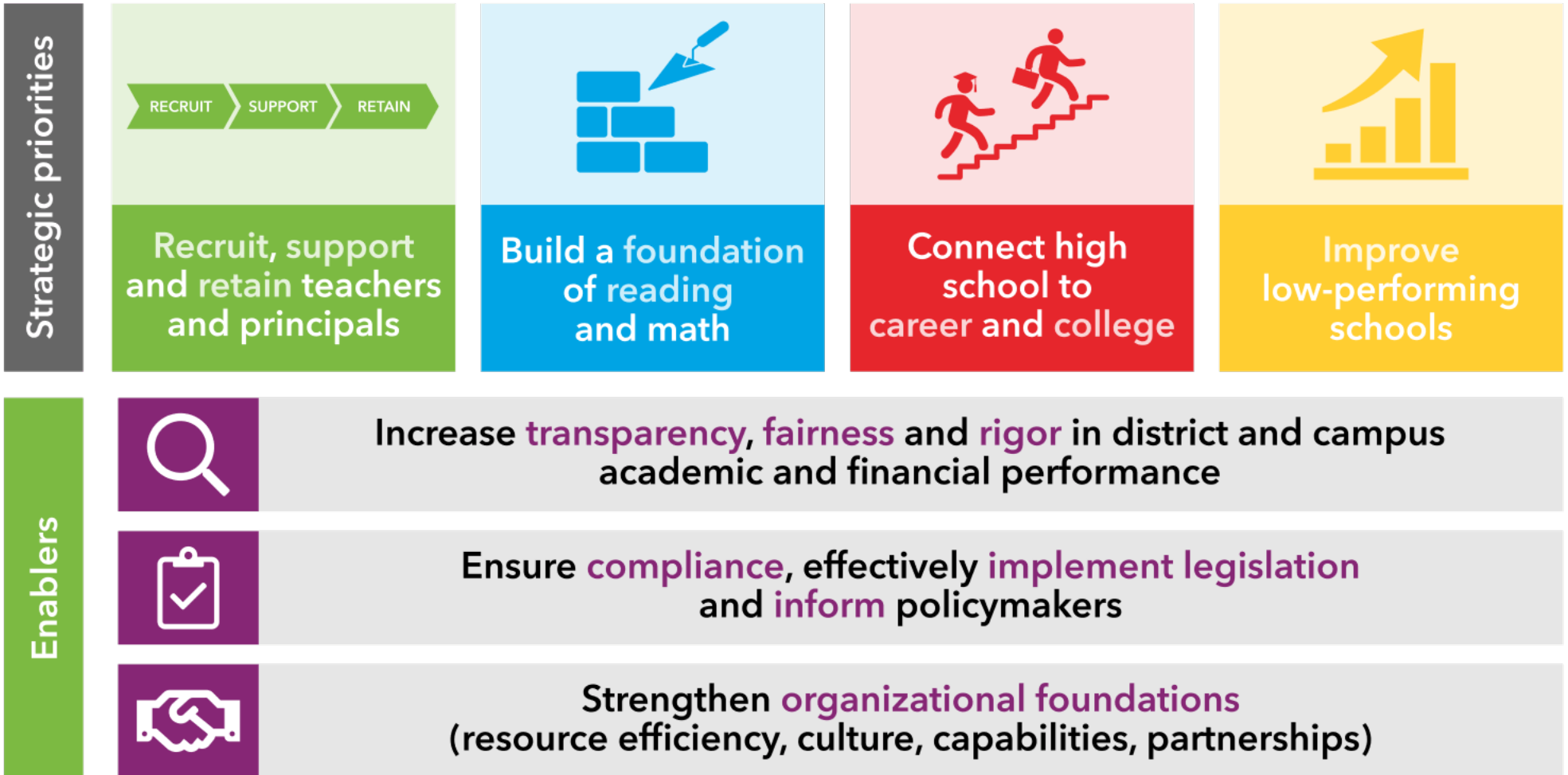*Maintain a positive attitude and mind*
Strive for success

Vision

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

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

Strategic priorities

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

STATE FUNDS for supplemental programs and services to support at-risk and educationally disadvantaged students

GOAL- Target funds to close the achievement gap.

ANALYSIS of the school's CNA - to identify the priority needs and direction for the SCE program

PURPOSE – to increase academic achievement and reduce the drop-out rate.

STAR
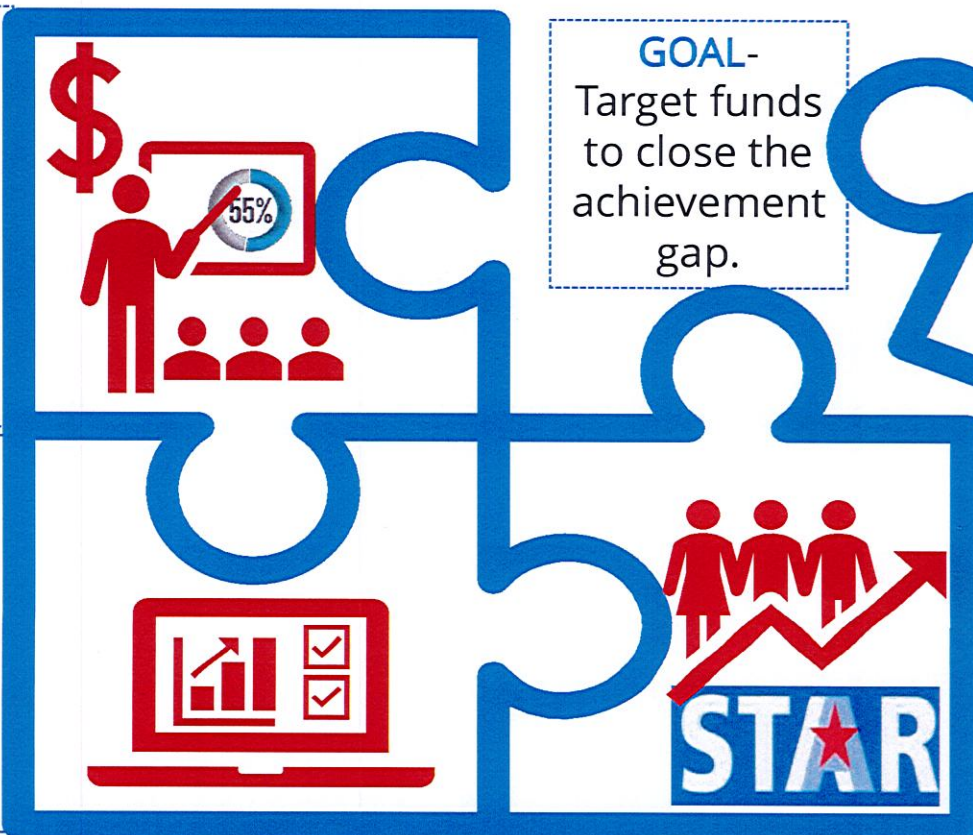
*adapted from TEA State Compensatory Education

District Goals

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

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

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

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

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

DRMS 7th GRADE CAMPUS(CLOSED) Site Base

Name	Position
Jurado, Jorge	Principal
Delgado, Brenda	Counselor
Ibarra, Edith	Counselor
Rodriguez, Jose	Assistant Principal
Scholz, Keri	Teacher
Padilla, Arturo	Teacher
Howell, Berta	Teacher
Alvarez, Victor	Teacher
Solis, Lori	Teacher
Padilla, Beatriz	Teacher
Gee, Melanie	Teacher
Hurtado, Angie	Parent Rep
Richardson, Wayne	Business

Comprehensive Needs Assessment Summary –
2021-2022

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

19-20 Benchmark Data Math & Reading	20-21 Benchmark Math and Reading	
	Teacher Input	Climate Survey
Benchmark Data		Climate Survey
Saftey Handbook		Discipline Presentation/Demerit System
Benchmark Results	CTE enrollment (75 students currently enrolled in CTE courses.	
Technology infrastructure	Facility Needs	Salaries and Stipends

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	Tutorials available to students. Math and writing benchmark scores showed improvement from 2020 benchmark. #ERROR! Interactive progams for students. Ex. Classkick, Kami, Peardeck TEKS outline in HMH textbook with lessons for special population for Reading.	Enhance reading intervention program More access to online reading tutorials RTI Days Science and SS support of ELA and Math Planning Protocol for Math and ELA Study Island for enhanced online tutotials	Continue and enhance the Lexia reading program during ELA interventions. Daily Math instruction Cross content support Training on blended learning
Staff Quality	New teacher mentor program Teacher recognition (Teacher of the week/year) "Grow Our Own Program"(grants)	Increase assistance with IEPs more access to teaching supplys for special population accedemic support rooms for small population Stipens/ stipen increase for crititacl needs areas offer more training for online tools, IEPs, Special	Campus-wide IEP training for all instructional staff CANVAS LMS and extension training to support special populations Campus New Teacher monthly meetings
School Climate/ Safe & Healthy Schools	Demerit System, Strong Administration, Relationship with co-workers Consistent and appropriate health concerns addressed.	Textbooks, laptops, C&I support, Instructional programs, Resources for special populations Staff Development (Technological PD's) Collaborate with Colleagues More Consistent cleaning	Continue the implementations of the Discipline Management Plan Continue the implementation of current safety plans Revise and implement the custodial cleaning schedule

College & Career Readiness/ Graduation/ Dropout Reducation	College Wednesdays Credit by Exam - Spanish	Career Exposure Program Career Day (Professional, CTE Students) College and career clubs Industry site visits (Virtual) Dropout Prevention Program ("Back on Track", College Virtual Tours (By a local/former student)	Continue and promote College Wednesdays & college theme instructional teams Continue the career exposure program (Xello) Continue Del Rio Cares
Family and Community Involvement	communication with family/students using Google voice, emails, texts, social media, Canvas. Dashboard available for parents to view Skyward Parent Portal Home Visits Phone calls and conferences with parents and	Increase in parental participation for school meetings Family/Staff training for district social media platforms More communication with parents/guardians (positive and negative) Training on Canvas Portal for Parents	Parent training for Skyward Parent Access and CANVAS Parent Access Improve school accessibility for parents by incorporating virtual meeting options Continue morning attendance callouts Incorporating a positive student referral into the demerit system/student tracker
District/Campus Commitments	Communication between staff & admin Highly qualified teachers/staff recognition Technology was provided to students Co-teach Pod helped students 1:1 Demerit System/Student Tracker Communication between teachers within pod	Campus Website Updated regularly Increase teacher conference/planning period Teacher training on tech applications Late assignment policy CNI create curriculum (instead of campus staff) Separate Zoom class from F2F class	Campus-wide training on CANVAS LMS and extension to support blended learning model Update and implement planning documents

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.

Introduction

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

Organizational Structure

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

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

Using this template

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

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

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

7G Campus Needs Assessment 2021 Sign-In

Academic Achievement			Staff Quality			School Climate/Safe
Arturo Padilla		17-May	Victor Alvarez		17-May	Cesar Echavarria
Valeri Allen		3:45 PM	Yadira Hernandez		3:45 PM	Kimberly Smith
Angela Santos		RM 103	Stephanie Clark		RM 104	Jan Perry
Michelle Cervantes			Jacqueline Kiniskey			Jose Rangel
Nataly Owen-Sanchez			Andrew Basler			Gilbert Polanco
Evelyn Galvan			Elsa Morales			Beatriz Padilla

College & Career/Graduation/Dropout Reduction		Parent and Community Engagement			District/Campus
Amanda Salas	17-May	Keri Scholz		17-May	Lori Solis
Katherine Polanco	3:45 PM	Tiffany Guerrero		3:45 PM	Krystal Segura
Claudia Ruan	RM 106	Elizabeth De La Mota		RM 107	Cynthia Moreno
Berta Howell		Manuel Galindo			Ivan Gonzalez
Jane Hildreth		Robert Delgado			Sheri Vela
John Reed					

7G Campus Needs Assessment 2021 Sign-In

Academic Achievement		Staff Quality		School Climate/Safe
Arturo Padilla	17-May	Victor Alvarez	17-May	Cesar Echavarria
Valeri Allen	3:45 PM	Yadira Hernandez	3:45 PM	Kimberly Smith
Angela Santos	RM 103	Stephanie Clark	RM 104	Jan Perry
Michelle Cervantes		Jacqueline Kiniskey		Jose Rangel
Nataly Owen-Sanchez		Andrew Basler		Gilbert Polanco
Evelyn Galvan		Elsa Morales		Beatriz Padilla

College & Career/Graduation/Dropout Reduction		Parent and Community Engagement		District/Campus
Amanda Salas	17-May	Keri Scholz	17-May	Lori Solis
Katherine Polanco	3:45 PM	Tiffany Guerrero	3:45 PM	Krystal Segura
Claudia Ruan	RM 106	Elizabeth De La Mota	RM 107	Cynthia Moreno
Berta Howell		Manuel Galindo		Ivan Gonzalez
Jane Hildreth		Robert Delgado		Sheri Vela
John Reed				

7G Campus Needs Assessment 2021 Sign-In

Academic Achievement			Staff Quality			School Climate/Safe
Arturo Padilla		17-May	Victor Alvarez		17-May	Cesar Echavarria
Valeri Allen		3:45 PM	Yadira Hernandez		3:45 PM	Kimberly Smith
Angela Santos		RM 103	Stephanie Clark		RM 104	Jan Perry
Michelle Cervantes			Jacqueline Kiniskey			Jose Rangel
Nataly Owen-Sanchez			Andrew Basler			Gilbert Polanco
Evelyn Galvan			Elsa Morales			Beatriz Padilla

College & Career/Graduation/Dropout Reduction			Parent and Community Engagement			District/Campus
Amanda Salas		17-May	Keri Scholz		17-May	Lori Solis
Katherine Polanco		3:45 PM	Tiffany Guerrero		3:45 PM	Krystal Segura
Claudia Ruan		RM 106	Elizabeth De La Mota		RM 107	Cynthia Moreno
Berta Howell			Manuel Galindo			Ivan Gonzalez
Jane Hildreth			Robert Delgado			Sheri Vela
John Reed						

7G Campus Needs Assessment 2021 Sign-In

Academic Achievement		Staff Quality		School Climate/Safe
Arturo Padilla	17-May	Victor Alvarez	17-May	Cesar Echavarria
Valeri Allen	3:45 PM	Yadira Hernandez	3:45 PM	Kimberly Smith
Angela Santos	RM 103	Stephanie Clark	RM 104	Jan Perry
Michelle Cervantes		Jacqueline Kiniskey		Jose Rangel
Nataly Owen-Sanchez		Andrew Basler		Gilbert Polanco
Evelyn Galvan		Elsa Morales		Beatriz Padilla

College & Career/Graduation/Dropout Reduction		Parent and Community Engagement		District/Campus
Amanda Salas	17-May	Keri Scholz	17-May	Lori Solis
Katherine Polanco	3:45 PM	Tiffany Guerrero	3:45 PM	Krystal Segura
Claudia Ruan	RM 106	Elizabeth De La Mota	RM 107	Cynthia Moreno
Berta Howell		Manuel Galindo		Ivan Gonzalez
Jane Hildreth		Robert Delgado		Sheri Vela
John Reed				

7G Campus Needs Assessment 2021 Sign-In					
Academic Achievement		**Staff Quality**		**School Climate/Safe &**	
Arturo Padilla	17-May	Victor Alvarez	17-May	Cesar Echavarria	
Valeri Allen	3:45 PM	Yadira Hernandez	3:45 PM	Kimberly Smith	
Angela Santos	RM 103	Stephanie Clark	RM 104	Jan Perry	
Michelle Cervantes		Jacqueline Kiniskey		Jose Rangel	
Nataly Owen-Sanchez		Andrew Basler		Gilbert Polanco	
Evelyn Galvan		Elsa Morales		Beatriz Padilla	
College & Career/Graduation/Dropout Reduction		**Parent and Community Engagement**		**District/Campus C**	
Amanda Salas	17-May	Keri Scholz	17-May	Lori Solis	
Katherine Polanco	3:45 PM	Tiffany Guerrero	3:45 PM	Krystal Segura	
Claudia Ruan	RM 106	Elizabeth De La Mota	RM 107	Cynthia Moreno	
Berta Howell		Manuel Galindo		Ivan Gonzalez	
Jane Hildreth		Robert Delgado		Sheri Vela	
John Reed					

7G Campus Needs Assessment 2021 Sign-In

Academic Achievement		Staff Quality		School Climate/Safe
Arturo Padilla	17-May	Victor Alvarez	17-May	Cesar Echavarria
Valeri Allen	3:45 PM	Yadira Hernandez	3:45 PM	Kimberly Smith
Angela Santos	RM 103	Stephanie Clark	RM 104	Jan Perry
Michelle Cervantes		Jacqueline Kiniskey		Jose Rangel
Nataly Owen-Sanchez		Andrew Basler		Gilbert Polanco
Evelyn Galvan		Elsa Morales		Beatriz Padilla

College & Career/Graduation/Dropout Reduction		Parent and Community Engagement		District/Campus
Amanda Salas	17-May	Keri Scholz	17-May	Lori Solis
Katherine Polanco	3:45 PM	Tiffany Guerrero	3:45 PM	Krystal Segura
Claudia Ruan	RM 106	Elizabeth De La Mota	RM 107	Cynthia Moreno
Berta Howell		Manuel Galindo		Ivan Gonzalez
Jane Hildreth		Robert Delgado		Sheri Vela
John Reed				

DRMS 7th GRADE CAMPUS(CLOSED)

Goal 1. (Student Performance) DRMS 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. (Instructional Planning Supports) By June 2022, DRMS will ensure students receive instruction that is rigorous and engaging by implementing/utilizing district instructional planning supports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district/campus will provide professional development to include the secondary learning platform, content-specific training, differentiated instruction, ESL strategies, understanding the TEKS, data analysis and how to utilize it, STAAR review, Demerit system/classroom management, curriculum writing throughout the year for all staff to adjust curriculum as needed. The professional development will focus on the needs addressed in the Campus Needs Assessment. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Dean of Instruction, Teachers	August 2021 - July 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Teachers will gain in-depth knowledge in the areas of data analysis, instructional delivery, TEKS specificity, classroom knowledge, campus vision, and teacher leadership. We will see improved grades, improved assessment scores and passing rates, and a reduction in failures and discipline referrals. 11/19/21 - On Track
2. The Planning Protocol Curriculum Dashboard will be utilized as the central location for all district curriculum documents (e.g., planning guides, road maps, lesson plans, assessments, resources, Del Rio CARES lessons, etc.). Student Growth will be tracked using the Aim-Hi application within the Dashboard. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Dean of Instruction, Special Ed Teacher, Teachers	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Documents will be accessed/referenced during planning protocol sessions. 11/19/21 - On Track
3. RTI Days will be utilized to evaluate assessment data and to plan for interventions and monitor student performance in planning for the upcoming six weeks. Planning Protocol will be assigned to core-content teachers who teach a STAAR-tested area. Teachers will collaborate with their assigned department head and administrator to plan effective 90-minute lessons that promote student engagement and success. 2021 STAAR and DMAC assessment data will be used to plan lessons during Planning Protocol sessions that will target the specificity of all TEKS to meet the needs of all students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Special Ed Teacher, Teachers	August 2021-May 2022	(F)Title I	Criteria: Walk-throughs will confirm instruction tied in to the planning protocol, increased student engagement and bell to bell instruction. 11/19/21 - On Track

DRMS 7th GRADE CAMPUS(CLOSED)

Goal 1. (Student Performance) DRMS 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. (Instructional Planning Supports) By June 2022, DRMS will ensure students receive instruction that is rigorous and engaging by implementing/utilizing district instructional planning supports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 4)				
4. The administrative team will monitor the instruction in the classroom with a minimum of 10-15 minute walk-throughs per week each and provide timely feedback to foster critical conversations that will include reflective questions. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Dean of Instruction	August 2021-May 2022	(O)Local Districts	Criteria: Walk-throughs will convey proficient levels in instructional domains. 11/19/21 - On Track
5. Chromebooks will be provided to each core content classroom. Teachers will incorporate technology to enhance the learning of all students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Dean of Instruction, Special Ed Teacher, Teachers	January 2022-May 2022	(F)Federal Grant, (S)Technology Grant	Criteria: Walkthrough data will show evidence of students using the Chromebooks during instruction. 11/18/22 - Some Progress
6. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	August 2021-May 2022	(S)State Compensatory	Criteria: Payroll/HR documentation

DRMS 7th GRADE CAMPUS(CLOSED)

Goal 1. (Student Performance) DRMS 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. (ELA) By June 2022, STAAR reading scores will increase from 64% to 74% at the approaches level or above.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The ELA team will effectively implement the HMH Into Literature curriculum to deliver engaging lessons that meet the needs of all students. 90-minute lessons will incorporate small group interventions that reinforce reading skills to enhance student reading levels and comprehension skills. (BrainPop) (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Dean of Instruction, Special Ed Teacher, Teachers	August 2021-May 2022	(S)State Compensatory - $2,489.84	Criteria: Evidence will be collected during Planning Protocol sessions, DMAC local/summative assessments, student progress, and STAAR Reading. 11/19/21 - On Track
2. Teachers will track student progress data using DMAC assessment reports and utilizing the Aim-Hi progress tracker within the Planning Protocol Dashboard. Students will track their progress by keeping a data folder. Data tracking will help students identify their own strengths and weaknesses. Students will be able to reflect on their performance and set new goals. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 2,4)	Cluster/Department Leaders, Teachers	October 2021-May 2022	(F)Title I, (S)Local Funds	Criteria: Monitor system with fidelity while increasing teacher capacity for student growth. 11/19/21 - On Track
3. ELA teachers will provide students opportunities to receive before and after school supports throughout the week. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Special Ed Teacher, Teachers	August 2021-May 2022	(F)Federal Grant, (F)Title I	Criteria: Teacher schedules and student sign-in will be used to monitor student engagement and progress. 11/19/21 - On Track

DRMS 7th GRADE CAMPUS(CLOSED)

Goal 1. (Student Performance) DRMS 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. (Math) By June 2022, STAAR math scores will increase from 42% to 60% at the approaches level or above.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Math team will effectively implement the Sandra Garza 7th-Grade curriculum to deliver engaging lessons that meet the needs of all students. 90-minute lessons will incorporate small group interventions that reinforce and improve overall math skills. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Dean of Instruction, Special Ed Teacher, Teachers	August 2021-May 2022	(F)Federal Grant	Criteria: Evidence will be collected during Planning Protocol sessions, DMAC local/summative assessments, student progress, and STAAR Math. 11/19/21 - On Track
2. All math teachers will incorporate tangible manipulatives and games into their lesson plans and intervention routines, to increase the engagement of students and their understanding of complex problems. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I	Criteria: Increased scores in math and high levels of mastery per DMAC and STAAR scores. 11/19/21 - On Track
3. Teachers will track student progress data using DMAC assessment reports and utilizing the Aim-Hi progress tracker within the Planning Protocol Dashboard. Students will track their progress by keeping a data folder. Data tracking will help students identify their own strengths and weaknesses. Students will be able to reflect on their performance and set new goals. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Cluster/Department Leaders, Dean of Instruction, Teachers	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: STAAR: Student Progress and Growth 11/19/21 - Significant Progress
4. Math teachers will provide students with opportunities to receive before and after-school supports throughout the week. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Special Ed Teacher, Teachers	August 2021-June 2022	(F)Federal Grant, (F)Title I	Criteria: Teacher schedule and student sign-in sheets will be used to monitor student engagement. 11/19/21 - On Track

DRMS 7th GRADE CAMPUS(CLOSED)

Goal 1. (Student Performance) DRMS 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. (Special Populations) By June 2022, student achievement for all ELL students and students in Special Education will increase by 10% on all state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELL and Special Education students will be monitored by a highly qualified teachers to identify any areas of need or weakness. This information will be shared and reviewed with counselors, ARD and LPAC committees, PLC Leaders, parental aides, respective teachers and administration each 3 week period, allowing for immediate action and intervention to meet state accountability. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ESL,EB,SPED) (Strategic Priorities: 2,4)	ARD Committee, Campus Administrators, Counselors, ELD Advocates, ELPAC Committee, Parental Aides, Teachers	August 2021-May 2022	(F)IDEA Special Education, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Increases in the number of ELL and Special Ed students that pass the 6-week assessments. A decrease in failure rates each 6-week period. 11/19/21 - On Track
2. Co-Teach (1-General Ed and 1-Special Ed) setting will be available in ELA and Math for those Special Education students assigned to the co-teacher instructional arrangement. (Title I SW Elements: 1.1) (Target Group: SPED) (Strategic Priorities: 2,4)	ARD Committee, Bilingual Department, Campus Administrators, Special Ed Teacher, Teachers	August 2021-May 2022	(F)IDEA Special Education, (F)Title III Bilingual / ESL	Criteria: STAAR: Student progress and growth. 11/19/21 - On Track
3. Sheltered Instruction Teams will be assigned to all ELL students identified as 'Beginner' or 'Intermediate'. These students will receive targeted instruction from a certified ELA ESL teacher. ESL strategies and reading interventions will be used to enhance language development. (Title I SW Elements: 1.1,2.5) (Target Group: ESL) (Strategic Priorities: 2,4)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August 2021-May 2022	(F)Title I, (F)Title III Bilingual / ESL	Criteria: ESL students will show growth on TELPAS and STAAR. 11/19/21 - On Track

DRMS 7th GRADE CAMPUS(CLOSED)

Goal 1. (Student Performance) DRMS 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. (HB 4545) By May 2022, 75% of HB 4545 students will show significant improvement in STAAR Math and Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who are identified as HB 4545 will receive a minimum of 30 minutes of accelerated instruction in each of their eligible content (Math and/or Reading) through effective small group instruction. (Title I SW Elements: 2.5,2.6) (Target Group: All,ECD,ESL,EB,SPED,AtRisk,504,7th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Dean of Instruction, Instructional Aides, Special Ed Teacher, Teachers	August 2021-May 2021	(F)Title I	Criteria: Local assessments and AR GE levels 11/19/21 - Some Progress

DRMS 7th GRADE CAMPUS(CLOSED)

Goal 1. (Student Performance) DRMS 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. (Attendance) By June 2022, the campus will maintain student attendance at or above 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Morning Calls- Office staff will support attendance by making phone calls for any student who is reported absent during their 1st or 5th-period class. Home visits will be conducted by the parental liaison for students who show chronic absenteeism. If chronic absenteeism continues, counselors and administrators will meet with students and parents to create an attendance intervention plan. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides	August 2021 - June 2022	(F)Title I, (O)Local Districts	Criteria: The AM Attendance report will be reviewed daily and attendance percentages will be monitored daily, weekly, and by 6-week reporting periods. 11/19/21 - On Track
2. Increase the awareness of the compulsatory attendance law among the school community and families parent meetings, parent letters, presentations/orientation, newsletters, and phone calls. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents	August 2021 - June 2022	(F)Title I	Criteria: Weekly and 6-week attendance percentages will be reviewed/tracked. 11/19/21 - On Track

DRMS 7th GRADE CAMPUS(CLOSED)

Goal 1. (Student Performance) DRMS 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. (Social Emotional) Beginning in September 2021, the campus will provide a minimum of one activity per week that promotes social, cultural, interpersonal skills andexperiences for staff and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. DRMS Counseling Department will implement programs focusing on Bullying and Cyber Bullying and present them to all students. (Title I SW Elements: 1.1,2.6) (Target Group: All)	Counselors	September 2021-May 2022	(F)Title IV SSAEP, (O)Local Districts	Criteria: Summative - Decrease in bullying referrals and incidents as compared to 2019-2020. 11/19/21 - On Track
2. Del Rio Cares will be implemented weekly with fidelity and counselors will randomly monitor classes while providing support when necessary. DRMS lessons are implemented on the first A-Day of the week during the 2nd period. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Dean of Instruction, Special Ed Teacher, Teachers	September 2021-May 2022	(F)Title IV SSAEP, (O)Local Districts	Criteria: Walkthroughs will show evidence that teachers are delivering the Del Rio CARES instruction as assigned. 11/19/21 - On Track
3. TCHATT contact will collaborate with our district partnership through Texas Tech University to address any students that might be a candidate for outside resources or therapy. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Dean of Instruction, Teachers	August 2021-May 2022	(F)Title IV SSAEP, (O)Local Districts	Criteria: Decrease in student discipline referrals 11/19/21 - On Track

DRMS 7th GRADE CAMPUS(CLOSED)

Goal 1. (Student Performance) DRMS 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 8. (Personnel) Beginning in August 2022, qualified and highly effective personnel will be recruited, developed, and retained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher Mentor Program-All 1st and 2nd-year teachers to Del Rio Middle School will be involved in a new teacher mentor program where they will be assigned a mentor who will receive a $500 stipend. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Dean of Instruction	September 2021-May 2022	(F)Title IIA Principal and Teacher Improvement, (S)State Grant	Criteria: -100% of 1st and 2nd-year teachers will have a mentor throughout the school year. 11/19/21 - On Track
2. New Teacher Academy-Instructional leaders will meet monthly with new teachers to provide support based on specific needs. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Dean of Instruction	November 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Monthly new teacher meeting 11/19/21 - On Track
3. Faculty and staff will be mandated to attend professional development, planning sessions, and RTI Days. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Dean of Instruction	August 2021-June 2022	(O)Local Districts	Criteria: Faculty sign-in sheets will be reviewed after each meeting and/or training. 11/19/21 - On Track

DRMS 7th GRADE CAMPUS(CLOSED)

Goal 1. (Student Performance) DRMS 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 9. (COVID 19 Safety Protocols) Due to COVID-19, DRMS will remain vigilant and implement necessary measures to ensure a safe learning environment for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review the DRMS Safety Handbook and align safety protocol and procedures for the 2021-2022 school year. (Title I SW Elements: 1.1,2.2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Dean of Instruction	August 2021-June 2022	(F)Federal Grant, (O)Local Districts	Criteria: Review and communicate current safety procedures for all staff and students. 11/19/21 - Completed

DRMS 7th GRADE CAMPUS(CLOSED)

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.

Objective 1. (Local Budget) By the end of June 2022, Del Rio Middle School will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The development of the local campus budget will be aligned to the campus improvement plan. (Title I SW Elements: 1.1,2.1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2021-June 2022	(S)Local Funds - $0	Criteria: The campus budget will confirm that funds were spent according to the Campus Improvement Plan and Campus Needs Assessment. 11/19/21 - On Track
2. Campus local expenses will be reviewed quarterly to ensure that funding is being used effectively to meet students' needs. (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators	August 2021-June 2022	(S)Local Funds	Criteria: Student Achievement 11/19/21 - On Track

DRMS 7th GRADE CAMPUS(CLOSED)

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

Objective 1. Beginning September 2021, the campus will organize a minimum of 2 activities per month that promote and support the participation of parents in our educational system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold a monthly parental meeting and invite presenters based on data from the comprehensive needs assessment. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Parental Aides	August 2021- June 2022	(F)Title I	Criteria: Increase in parent attendance at meetings and trainings each month, accompanied by survey information for continual growth. 11/19/21 - On Track
2. Coordinate and hold an Open House in January to encourage parents to meet the staff. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers	August 2021- January 2022	(F)Title I, (S)Local Funds	Criteria: Teacher visitor sign-in sheets will be tracked to have a foundation for future events of this magnitude and survey information will be reviewed for improvements. 11/19/21 - Some Progress
3. A monthly school calendar will be developed and sent out to parents and staff through different communication channels. It will list all the extra-curricular activities, events, meetings, trainings along with times and locations. This will also be listed listed on SFDRCISD website and Facebook. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Teachers	September 2021- May 2022	(F)Title I, (S)Local Funds	Criteria: Increase attendance in all activities as compared to 2019-2020 (previous school year with access to all activities). 11/19/21 - On Track
4. Parent informational meetings will be scheduled throughout the school such as student orientation, Skyward parent training, McKinney Vento, Importance of Parental Engagement, Title I required meetings, etc. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Counselors, Parental Aides	October 2021- June 2022	(F)Title I	Criteria: Increase in parent attendance at meetings and trainings each month, accompanied by survey information for continual growth. 11/19/21 - On Track

DRMS 7th GRADE CAMPUS(CLOSED)

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

Objective 1. DRMS leadership will focus on each grade level to ensure that there is student progress for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional leaders will be assigned to specific core areas to provide coaching during planning sessions. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors	August 2020-May 2021	(O)Local Districts	Criteria: An increase of 3% for the overall rating of the campus. 11/19/21 - On Track
2. DRMS will continue to implement the Discipline Demerit System for all students. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Dean of Instruction, Teachers	August 2021-May 2022	(F)Title IV SSAEP, (O)Local Districts	Criteria: Discipline data will be reviewed by the discipline committee. 11/19/21 - On Track

DRMS 7th GRADE CAMPUS(CLOSED)

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

Objective 1. (Literacy) Focus on creating a solid 90 minute ELA block for Reading that supports all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELA teachers will receive the instructional support and resources to effectively plan ELA lessons. The TEKS Guide will be utilized prior to creating activities/lessons during planning sessions. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Dean of Instruction	August 2021-June 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Student growth in reading. 11/19/21 - On Track
2. The staff At DRMS will promote the Million Word Reading Challenge. Students are being asked to read at least one million words this school year. By doing so, students will enhance their vocabulary, reading comprehension, and other reading skills. Towards the end of the year, "Millionaires" will be rewarded. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Librarian, Special Ed Teacher, Teachers	August 2021-May 2022	(O)Local Districts, (S)Local Funds	Criteria: STAAR Reading, Student Progress 11/19/21 - On Track

The Value and Utility of Parental & Family

Engagement

Staff Training

SFDRCISD Federal & State Programs

San Felipe Del Rio Consolidated I.S.D.

McKinney-Vento
Serving Students In Transition

Overview

1. *Title 1 Requirements*
2. *Importance of Engagement*
3. *Outdated Thinking & Barriers*
4. *Atmosphere of a Welcoming Campus*
5. *Benefits of Engagement*
6. *Staff Reflection*

ESSA Title I Requirements

- ❑ *Mandatory Training*

- ❑ *Create Campus Parent and Family Engagement Policy and School-Compact (With Parents)*

- ❑ *Hold 2 Title I meetings (Fall)*

- ❑ *Encourage Campus, Parent and Family Engagement.*

- ❑ *Provide parents with school and community resources.*

DRMS | SFDR

What is Parental and Family Engagement?

- *Active Participation (parents and families)*
- *Establish home learning environment*
- *Support and improve the academic achievement of their student.*
- *Parents become their child's first teacher.*
- *Parent engagement is a process*

DRMS | SFDR

Outdated thinking of Parent and Family Engagement:

- *Invitation only*
- *Discipline issues.*
- *"Homeroom Parents".*
- *Performances and open houses.*
- *Fundraising*

DRMS | SFDR

5

Barriers to Family Engagement:

❏ *Language differences*

❏ *Divide Between Home and School*

❏ *Past Negative Experiences*

❏ *Negative View*

❏ *Understanding the culture*

DRMS

Overcoming Barriers:

- ❑ Communication
- ❑ Home visits or visits to neutral sites
- ❑ personal conferences
- ❑ Flexible schedule
- ❑ Interpreters
- ❑ Childcare
- ❑ Offer bilingual communications
- ❑ Informal meetings
- ❑ Offer school-provided opportunities
- ❑ Suggestions
- ❑ Develop a plan

DRMS | SFDR

"*It doesn't matter how many structured activities a school creates, parents must feel welcomed, accepted, respected and validated at their school and by school leaders. That atmosphere is something that has to be ingrained rather than something contrived by events that are primarily intended to be scored or counted.*"

-Unknown Principal

Welcoming Atmosphere:

- The physical environment
- Written materials
- Procedures and policies
- Staff visibility

Parent and Family Engagement benefits:

- ☐ Stakeholder input
- ☐ Improvement for all students
- ☐ positive attitudes
- ☐ Higher achievement
- ☐ Better Attendance
- ☐ Reduced dropout rates.
- ☐ Higher graduation rates
- ☐ HIgher enrollment rates
- ☐ Improved school environment

❑ Why are some teachers more successful than others in engaging parents?

❑ For what reasons do parents currently visit your campus?

❑ Reflect and share the parental and family engagement level at your campus and in individual classrooms.

❑ What is one goal you have set to improve your parent communication?

❑ How can you help make your school more inviting?

❑ What can I do to improve my relationship with my parents?

Contact

Jesse J. Davila

Del Rio Middle School

Ext: 1250

jesse.davila@sfdr-cisd.org

SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT PARENT AND FAMILY ENGAGMENT POLICY
2021-2022

7ᵗʰ & 8ᵗʰ grade DEL RIO MIDDLE SCHOOL

STATEMENT OF PURPOSE

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

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

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

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

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

SCHOOL- PARENT COMPACT

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

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

PARENTAL INVOLVEMENT OPPORTUNITIES

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

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

STAFF AND PARENT COMMUNICATION

V. **DRMS 7th & 8TH GRADE**: will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.

VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

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

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

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

RESERVATION OF FUNDS

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

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **DRMS 7th & 8TH GRADE** on **9/28/2021** and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before **9/28/2021**. **DRMS 7th & 8TH GRADE** notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.

SAN FELIPE DEL RIO CISD
POLÍTICA DE COMPROMISO DE PADRES Y FAMILIAS 2021-2022

7th and 8TH GRADE DEL RIO MIDDLE SCHOOL

LA DECLARACION DE PROPOSITO

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

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

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

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

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

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

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

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

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio de la matrícula, Conocer el Maestro, juntas llamadas especiales y otros iniciativos al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

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

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

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

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

V. <mark>7ᵗʰ & 8TH GRADE DEL RIO MIDDLE SCHOOL</mark> hará cada esfuerzo para comunicarle a los padres información sobre el Título I, Programas Parte A, descripciones y explicaciones del currículo, evaluación académicos usados para medir el progreso del estudiante, niveles de pre eficiencia de los estudiantes que se esperan satisfacer. Toda la información oral o escrita relacionada a los padres de familia será proveída en una forma y lenguaje que los padres pueden entender durante conferencias con padres.

VI. Los boletines, las notas de maestro, la marquesina de escuela, las conferencias, el contacto personal, las llamadas de teléfono, Skylert del distrito email del distrito escolar, internet del distrito escolar, Facebook del distrito escolar , notas escritas se usaran para establecer y mantener las líneas abiertas de comunicación con padres de familia.

LA EVALUACIÓN

VII. Los padres participara en la evaluación anual de contenido y el efecto de las prácticas y Póliza de la Participación de los padres del distrito. Ellos también consideran:

- La calidad académica del Título I, Escuelas Parte A
- Identificar las maneras para vencer las barreras cuales pueden limitar la participación de los padres
- El repaso y revisión de la Póliza de Participación de Padres de Familia y del Convenio de la Escuela – Padre – Estudiante
- Aumentar la participación de los padres de familia

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

RESERVACIÓN DE FONDOS

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

ADOPCIÓN

Esta Póliza de Participación de Padres de Familia del Plantel se ha desarrollado de común acuerdo, con los   padres de los estudiantes que participan en los programas Título I, Parte A según evidenciado por Padres de Familia, Administradores, y Consejeros. Esta póliza fue aprobada por 7th & <mark>8ᵗʰ grade DRMS</mark> el <mark>09/28/2021</mark> y será proporcionada efectivo para el período del 2021-2022. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del <mark>9/28/2021</mark>. El plantel 7ᵗʰ & <mark>8ᵗʰ grade DRMS</mark> notificara a los padres de familia de esta póliza que estará en un Formato comprensible y uniforme, al grado practicable, proporcionara una copia de esta póliza a los padres de familia en el idioma que los padres puedan entender.

Staff Meeting

2-1-22

Agenda

1. **McKinney Vento**

2. **Family Involvement**

3. **Technology**

4. **Benchmark Procedures**

5. **Stand-Alone Field Tests**   Feb 15, 2022

San Felipe Del Rio CISD

McKinney Vento/Families in Transition

Staff Training

<u>AGENDA</u>

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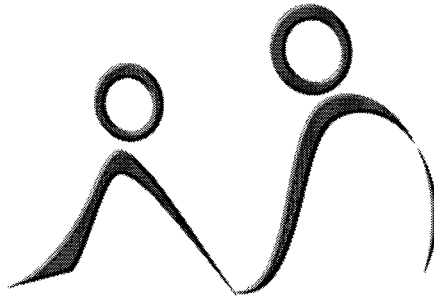
McKinney-Vento
Serving Students In Transition

San Felipe Del Rio CISD

The Value and Utility of Parental Engagement

Staff Training

AGENDA

I.   Welcome

II.   ESSA Title I requirements

III. What is Parent and Family Engagement?

IV.   Benefits

V.   Barriers

VI.   Reflection

VII. Questions/Concerns/Discussion

lifejourneytoperfectionblogpot.com 2013
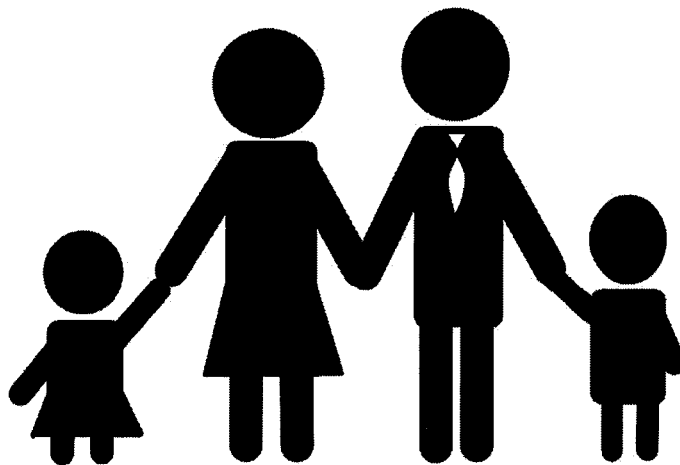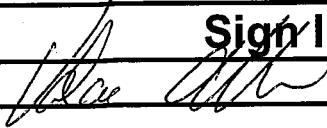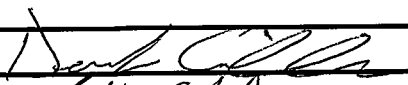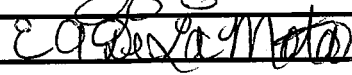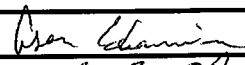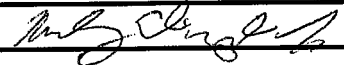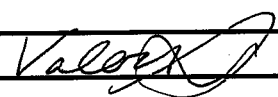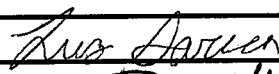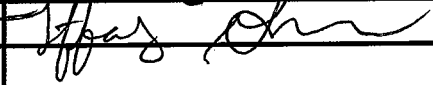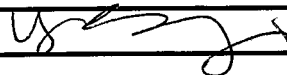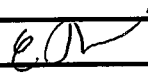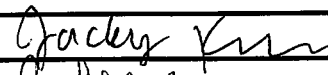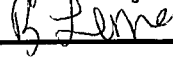
DRMS 7TH GRADE
Staff Meeting 2-1-22
3:40 PM
DRMS Library
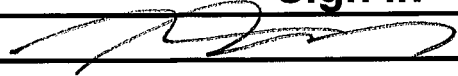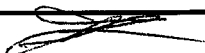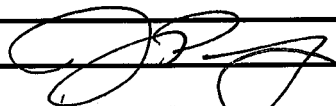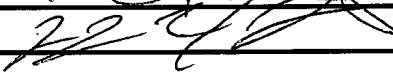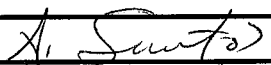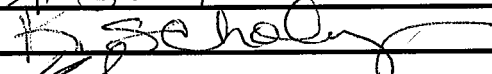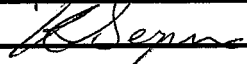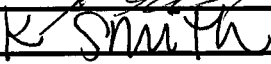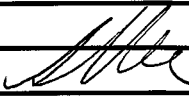
TEACHER	Sign In
ALLEN, VALERIE	*(signature)*
ALVAREZ, VICTOR	
BASLER, ANDREW	
BRUMLEY, JANIE	
CASILLAS, DEREK	*(signature)*
CERVANTES, MICHELLE	*(signature)*
CLARK, STEPHANIE	*(signature)*
DE LA MOTA, ELIZABETH	*(signature)*
DOMINGUEZ, GISELLA	
ECHAVARRIA, CESAR	*(signature)*
ELIZONDO, RUDY	*(signature)*
FLORES, AMANDA (LT)	
FLORES, JACQUELINE	
FLORES, VALERIA	*(signature)*
GALINDO, MANUEL	
GALLEGOS, STACEY	
GALVAN, DALIA	
GALVAN, EVELYN	
GARCIA, LAURA	
GARCIA, LUIS	*(signature)*
GONZALEZ, IVAN	*(signature)*
GUERRERO, TIFFANY	*(signature)*
HALL, JACQUELINE	
HERNANDEZ, JOANNA	
HERNANDEZ, YADIRA	*(signature)*
HILDRETH, JANE	
HOWELL, BERTA	
HURTADO, ANGELICA	
IBARRA, EDITH	*(signature)*
JURADO, JORGE	
KINISKEY, JACQUELINE	*(signature)*
LERMA, BEATRICE	*(signature)*
MARTINEZ, EDUARDO (LT)	
MARTINEZ, PATRICIA	
MORALES, ELSA	

DRMS 7TH GRADE
Staff Meeting 2-1-22
3:40 PM
DRMS Library

TEACHER	Sign In
OLIVAN-DELGADO, BRENDA	*(signature)*
OLIVO, CYNTHIA	
OWENS-SANCHEZ, NATALY	
PADILLA, ARTURO	*(signature)*
PADILLA, BEATRIZ	
PAREDEZ, LAURA	
PERRY, JAN	*(signature)*
POLANCO, KATHERINE	
RAMOS, LEO	*(signature)*
RANGEL, JOSE	*(signature)*
REED, JOHN	
RODRIGUEZ, JOSE	
RUAN, CLAUDIA	
SALAS, AMANDA	
SANCHEZ, ALICE	
SANCHEZ, CHRISTY	
SANTOS, ANGELICA	A. Santos *(signature)*
SCHOLZ, KERI	K Scholz *(signature)*
SEGURA, KRYSTAL	K Segura *(signature)*
SMITH, ALEXANDRIA	
SMITH, JERAULD	*(signature)*
SMITH, KIMBERLY	K Smith *(signature)*
SOLIS, LORI	
TREVINO, VIOLA	
VELA, SHERI	*(signature)*
WINN, NERISSA	
Rivera, Angelica	*(signature)*

McKinney-Vento

Families in Transition Education Assistance Act

SFDRCISD Federal & State Programs

SAN FELIPE DEL RIO
SFDR
CONSOLIDATED I.S.D.

McKinney-Vento
Serving Students In Transition

Overview

1. *Program Purpose*
2. *Homelessness*
3. *Warning Signs*
4. *Identification & Provisions*
5. *Our point of contact*

McKinney Vento Act

Homeless Assistance Act

Main Themes

1. *School Access*
2. *School Stability*
3. *Support for Academic Success*
4. *Child-Centered* (best interest decision making)
5. *Establishes Local Homeless Education Liaison* (Mandatory Role)

DRMS | SFDR

Homelessness

- ☐ Homelessness has many causes
- ☐ Defined in McKinney-Vento as individuals without **F**ixed, **A**dequate and **R**egular (FAR) nighttime residence
  - ■ Shared Housing
  - ■ Motels, Hotels, Trailers, Camping Grounds
  - ■ Emergency Shelter
  - ■ Awaiting foster care placement
  - ■ Living in cars, public spaces, abandoned buildings
  - ■ Bus train stations

4

3. Warning Signs

Lack of Education Continuity

- Attendance discrepancies
- Inability to pay fees
- Lack of participation in activities
- Gaps in skill development

Poor Nutrition & Hygiene

- Lack of immunization record
- Unmet medical/dental needs
- Increased illness
- Wearing same clothing multiple days
- Inconsistent grooming

Social & Emotional Concerns

- Poor self-esteem
- Difficulty trusting people
- Aggression
- Developmental delays
- Fear of being in school
- Fear of abandonment
- Anxiety late in the school day

DRMS

3. Warning Signs

- *Physical Abuse*
- *Health Problems*
- *Low-esteem*
- *Malnutrition*
- *Sleeping problems*
- *Lags in language skills*
- *Learning disabilities*
- *Developmental delays*

Adverse experiences due to homelessness

DRMS | SFDR
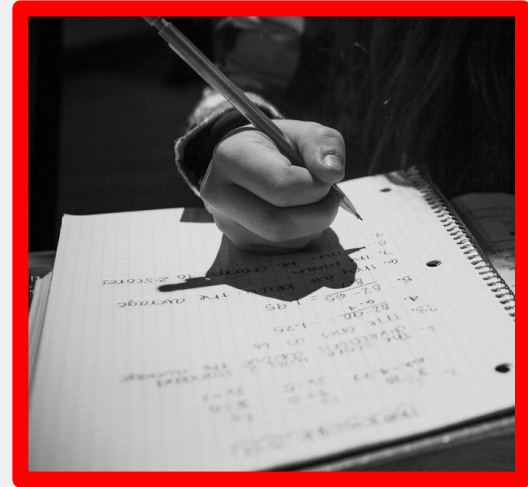
Identification & Provisions

Key Provisions of the McKinney-Vento Federal Law

- *Immediate enrollment*
- *Choice of schools*
- *Transportation*
- *Education resources/supplies, clothing*
- *Receive free school provided meals (breakfast,Lunch)*

DRMS | SFDR

Point of contact

Additional information can be found at our district website:

- ☐ On the Federal and State Programs page
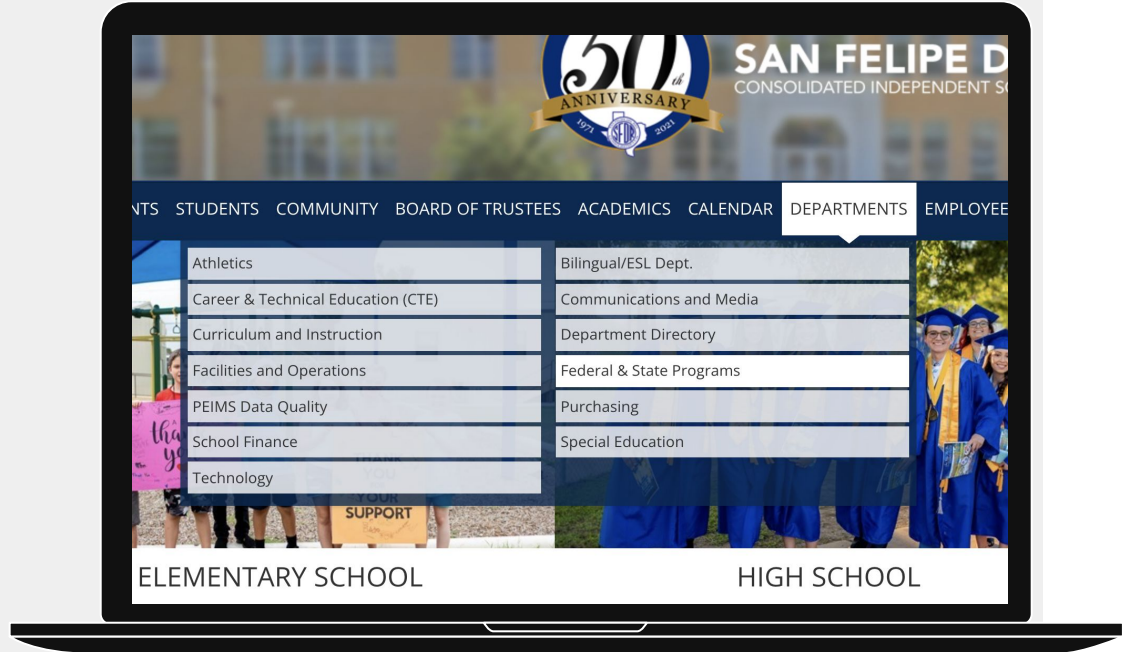
Point of contact

- □ McKinney Vento Surveys Can be found on this page

FEDERAL AND STATE PROGRAMS

pplication Link: **21st Century Grant Application (January 2021)**

l and State Programs ensures that Federal and Discretionary grants awarded to San Felipe
pensed in compliance with grant guidelines. It is also the department's responsibility to
t qualify for programs to help ensure their academic success. We provide programs and
student achievement, targeting students who may be at risk of not achieving or dropping
lso provide support and classes to engage parents in becoming partners in their child's
is to support students, parents, and educators, resulting in students being able to reach

Documents

ESSA-EVERY STUDENT SUCCEEDS ACT- 2015

Local Family Resources & Assistance

McKinney-Vento Family Survey

Mig McKinney-Vento Family Survey

Contact

Ruby Adams

Director of Federal & State Programs

Ext: 4153

rufina.adams@sfdr-cisd.org

Thank you!

For your time & attention

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

 On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year.   The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

 Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: Comprehensive Support and Improvement Schools,   Targeted Support and Improvement Schools and Additional Targeted Support Schools.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 7																						
Reading	All Students	69%	64%	**64%**	*	64%	68%	*	*	-	-	59%	82%	25%	71%	21%	58%	71%	43%	17%	-	100%
	CWD	34%	25%	**25%**	*	25%	*	-	-	-	-	22%	50%	25%	-	10%	23%	30%	*	-	-	-
	CWOD	73%	71%	**71%**	*	71%	71%	*	*	-	-	67%	85%	-	71%	25%	66%	76%	44%	17%	-	100%
	EL	46%	21%	**21%**	-	20%	-	*	*	-	-	21%	*	10%	25%	21%	22%	20%	*	-	-	-
	Male	64%	58%	**58%**	*	58%	65%	-	*	-	-	52%	78%	23%	66%	22%	58%	-	29%	*	-	*
	Female	73%	71%	**71%**	-	71%	75%	*	*	-	-	67%	87%	30%	76%	20%	-	71%	71%	*	-	*
Mathematics	All Students	55%	42%	**42%**	*	43%	40%	*	*	-	-	38%	59%	16%	47%	17%	45%	40%	35%	20%	-	60%
	CWD	31%	16%	**16%**	*	16%	*	-	-	-	-	16%	17%	16%	-	7%	16%	16%	*	-	-	-
	CWOD	58%	47%	**47%**	*	48%	43%	*	*	-	-	42%	62%	-	47%	21%	52%	43%	35%	20%	-	60%
	EL	34%	17%	**17%**	-	17%	-	*	*	-	-	16%	*	7%	21%	17%	24%	10%	*	-	-	-
	Male	54%	45%	**45%**	*	45%	47%	-	*	-	-	40%	58%	16%	52%	24%	45%	-	31%	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	55%	40%	**40%**	-	40%	25%	*	*	-	-	35%	59%	16%	43%	10%	-	40%	43%	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	44%	39%	**39%**	*	39%	48%	*	*	-	-	34%	57%	15%	44%	7%	37%	43%	24%	17%	-	80%
	CWD	20%	15%	**15%**	*	15%	*	-	-	-	-	12%	42%	15%	-	3%	14%	16%	*	-	-	-
	CWOD	48%	44%	**44%**	*	43%	52%	*	*	-	-	39%	58%	-	44%	8%	42%	46%	22%	17%	-	80%
	EL	20%	7%	**7%**	-	7%	-	*	*	-	-	6%	*	3%	8%	7%	10%	4%	*	-	-	-
	Male	41%	37%	**37%**	*	36%	53%	-	*	-	-	31%	55%	14%	42%	10%	37%	-	21%	*	-	*
	Female	48%	43%	**43%**	-	43%	38%	*	*	-	-	38%	60%	16%	46%	4%	-	43%	29%	*	-	*
Mathematics	All Students	26%	16%	**16%**	*	16%	20%	*	*	-	-	12%	27%	6%	18%	3%	15%	17%	5%	0%	-	40%
	CWD	16%	6%	**6%**	*	6%	*	-	-	-	-	6%	0%	6%	-	3%	4%	8%	*	-	-	-
	CWOD	28%	18%	**18%**	*	17%	24%	*	*	-	-	14%	30%	-	18%	3%	17%	18%	6%	0%	-	40%
	EL	10%	3%	**3%**	-	3%	-	*	*	-	-	3%	*	3%	3%	3%	4%	2%	*	-	-	-
	Male	27%	15%	**15%**	*	14%	24%	-	*	-	-	10%	28%	4%	17%	4%	15%	-	8%	*	-	*
	Female	26%	17%	**17%**	-	17%	13%	*	*	-	-	15%	26%	8%	18%	2%	-	17%	0%	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	25%	20%	**20%**	*	19%	24%	*	*	-	-	15%	35%	2%	23%	2%	17%	23%	10%	0%	-	60%
	CWD	9%	2%	**2%**	*	2%	*	-	-	-	-	2%	0%	2%	-	0%	3%	0%	*	-	-	-
	CWOD	27%	23%	**23%**	*	23%	29%	*	*	-	-	18%	38%	-	23%	3%	20%	26%	6%	0%	-	60%
	EL	8%	2%	**2%**	-	2%	-	*	*	-	-	2%	*	0%	3%	2%	4%	0%	*	-	-	-
	Male	22%	17%	**17%**	*	16%	29%	-	*	-	-	13%	30%	3%	20%	4%	17%	-	14%	*	-	*
	Female	28%	23%	**23%**	-	23%	13%	*	*	-	-	18%	42%	0%	26%	0%	-	23%	0%	*	-	*
Mathematics	All Students	11%	5%	**5%**	*	5%	16%	*	*	-	-	3%	13%	2%	6%	1%	4%	7%	0%	0%	-	20%
	CWD	6%	2%	**2%**	*	2%	*	-	-	-	-	2%	0%	2%	-	3%	1%	3%	*	-	-	-
	CWOD	12%	6%	**6%**	*	6%	19%	*	*	-	-	4%	14%	-	6%	0%	4%	8%	0%	0%	-	20%
	EL	3%	1%	**1%**	-	1%	-	*	*	-	-	1%	*	3%	0%	1%	0%	2%	*	-	-	-
	Male	11%	4%	**4%**	*	3%	18%	-	*	-	-	2%	9%	1%	4%	0%	4%	-	0%	*	-	*
	Female	11%	7%	**7%**	-	7%	13%	*	*	-	-	5%	18%	3%	8%	2%	-	7%	0%	*	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	58%	**53%**	*	53%	54%	*	*	-	-	48%	70%	21%	59%	19%	51%	55%	39%	18%	-	80%
	CWD	38%	28%	**21%**	*	20%	38%	-	-	-	-	19%	33%	21%	-	8%	19%	23%	33%	-	-	-
	CWOD	71%	63%	**59%**	*	59%	57%	*	*	-	-	55%	73%	-	59%	23%	59%	60%	40%	18%	-	80%
	EL	47%	26%	**19%**	-	19%	-	*	*	-	-	19%	25%	8%	23%	19%	23%	15%	25%	-	-	-
	Male	65%	55%	**51%**	*	51%	56%	-	*	-	-	46%	68%	19%	59%	23%	51%	-	30%	*	-	75%
	Female	69%	61%	**55%**	-	56%	50%	*	*	-	-	51%	73%	23%	60%	15%	-	55%	57%	13%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	68%	61%	**64%**	*	64%	68%	*	*	-	-	59%	82%	25%	71%	21%	58%	71%	43%	17%	-	100%
	CWD	35%	28%	**25%**	*	25%	*	-	-	-	-	22%	50%	25%	-	10%	23%	30%	*	-	-	-
	CWOD	72%	67%	**71%**	*	71%	71%	*	*	-	-	67%	85%	-	71%	25%	66%	76%	44%	17%	-	100%
	EL	46%	24%	**21%**	-	20%	-	*	*	-	-	21%	*	10%	25%	21%	22%	20%	*	-	-	-
	Male	63%	55%	**58%**	*	58%	65%	-	*	-	-	52%	78%	23%	66%	22%	58%	-	29%	*	-	*
	Female	72%	67%	**71%**	-	71%	75%	*	*	-	-	67%	87%	30%	76%	20%	-	71%	71%	*	-	*
Mathematics	All Students	65%	53%	**42%**	*	43%	40%	*	*	-	-	38%	59%	16%	47%	17%	45%	40%	35%	20%	-	60%
	CWD	39%	28%	**16%**	*	16%	*	-	-	-	-	16%	17%	16%	-	7%	16%	16%	*	-	-	-
	CWOD	68%	57%	**47%**	*	48%	43%	*	*	-	-	42%	62%	-	47%	21%	52%	43%	35%	20%	-	60%
	EL	49%	28%	**17%**	-	17%	-	*	*	-	-	16%	*	7%	21%	17%	24%	10%	*	-	-	-
	Male	65%	52%	**45%**	*	45%	47%	-	*	-	-	40%	58%	16%	52%	24%	45%	-	31%	*	-	*
	Female	65%	54%	**40%**	-	40%	25%	*	*	-	-	35%	59%	16%	43%	10%	-	40%	43%	*	-	*

STAAR Percent at Meets Grade Level or Above

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	41%	30%	**28%**	*	27%	34%	*	*	-	-	23%	42%	10%	31%	5%	26%	30%	15%	9%	-	60%
	CWD	21%	13%	**10%**	*	10%	13%	-	-	-	-	9%	21%	10%	-	3%	9%	12%	17%	-	-	-
	CWOD	44%	33%	**31%**	*	30%	38%	*	*	-	-	26%	44%	-	31%	6%	29%	32%	14%	9%	-	60%
	EL	20%	8%	**5%**	-	5%	-	*	*	-	-	5%	13%	3%	6%	5%	7%	3%	13%	-	-	-
	Male	40%	28%	**26%**	*	25%	38%	-	*	-	-	21%	41%	9%	29%	7%	26%	-	15%	*	-	50%
	Female	42%	33%	**30%**	-	30%	25%	*	*	-	-	26%	43%	12%	32%	3%	-	30%	14%	13%	-	*
Reading	All Students	44%	35%	**39%**	*	39%	48%	*	*	-	-	34%	57%	15%	44%	7%	37%	43%	24%	17%	-	80%
	CWD	20%	13%	**15%**	*	15%	*	-	-	-	-	12%	42%	15%	-	3%	14%	16%	*	-	-	-
	CWOD	47%	39%	**44%**	*	43%	52%	*	*	-	-	39%	58%	-	44%	8%	42%	46%	22%	17%	-	80%
	EL	20%	7%	**7%**	-	7%	-	*	*	-	-	6%	*	3%	8%	7%	10%	4%	*	-	-	-
	Male	40%	30%	**37%**	*	36%	53%	-	*	-	-	31%	55%	14%	42%	10%	37%	-	21%	*	-	*
	Female	48%	41%	**43%**	-	43%	38%	*	*	-	-	38%	60%	16%	46%	4%	-	43%	29%	*	-	*
Mathematics	All Students	37%	25%	**16%**	*	16%	20%	*	*	-	-	12%	27%	6%	18%	3%	15%	17%	5%	0%	-	40%
	CWD	21%	12%	**6%**	*	6%	*	-	-	-	-	6%	0%	6%	-	3%	4%	8%	*	-	-	-
	CWOD	39%	27%	**18%**	*	17%	24%	*	*	-	-	14%	30%	-	18%	3%	17%	18%	6%	0%	-	40%
	EL	20%	8%	**3%**	-	3%	-	*	*	-	-	3%	*	3%	3%	3%	4%	2%	*	-	-	-
	Male	37%	24%	**15%**	*	14%	24%	-	*	-	-	10%	28%	4%	17%	4%	15%	-	8%	*	-	*
	Female	36%	25%	**17%**	-	17%	13%	*	*	-	-	15%	26%	8%	18%	2%	-	17%	0%	*	-	*

STAAR Percent at Masters Grade Level

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	18%	10%	**13%**	*	12%	20%	*	*	-	-	9%	24%	2%	15%	1%	10%	15%	5%	0%	-	40%
	CWD	7%	4%	**2%**	*	2%	0%	-	-	-	-	2%	0%	2%	-	2%	2%	1%	17%	-	-	-
	CWOD	19%	11%	**15%**	*	14%	24%	*	*	-	-	11%	26%	-	15%	1%	12%	17%	3%	0%	-	40%
	EL	7%	2%	**1%**	-	2%	-	*	*	-	-	2%	0%	2%	1%	1%	2%	1%	0%	-	-	-
	Male	17%	9%	**10%**	*	10%	24%	-	*	-	-	8%	19%	2%	12%	2%	10%	-	7%	*	-	25%
	Female	19%	11%	**15%**	-	15%	13%	*	*	-	-	11%	30%	1%	17%	1%	-	15%	0%	0%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	18%	11%	**20%**	*	19%	24%	*	*	-	-	15%	35%	2%	23%	2%	17%	23%	10%	0%	-	60%
	CWD	6%	3%	**2%**	*	2%	*	-	-	-	-	2%	0%	2%	-	0%	3%	0%	*	-	-	-
	CWOD	20%	12%	**23%**	*	23%	29%	*	*	-	-	18%	38%	-	23%	3%	20%	26%	6%	0%	-	60%
	EL	7%	1%	**2%**	-	2%	-	*	*	-	-	2%	*	0%	3%	2%	4%	0%	*	-	-	-
	Male	16%	9%	**17%**	*	16%	29%	-	*	-	-	13%	30%	3%	20%	4%	17%	-	14%	*	-	*
	Female	21%	13%	**23%**	-	23%	13%	*	*	-	-	18%	42%	0%	26%	0%	-	23%	0%	*	-	*
Mathematics	All Students	17%	9%	**5%**	*	5%	16%	*	*	-	-	3%	13%	2%	6%	1%	4%	7%	0%	0%	-	20%
	CWD	8%	4%	**2%**	*	2%	*	-	-	-	-	2%	0%	2%	-	3%	1%	3%	*	-	-	-
	CWOD	18%	10%	**6%**	*	6%	19%	*	*	-	-	4%	14%	-	6%	0%	4%	8%	0%	0%	-	20%
	EL	8%	3%	**1%**	-	1%	-	*	*	-	-	1%	*	3%	0%	1%	0%	2%	*	-	-	-
	Male	18%	9%	**4%**	*	3%	18%	-	*	-	-	2%	9%	1%	4%	0%	4%	-	0%	*	-	*
	Female	16%	9%	**7%**	-	7%	13%	*	*	-	-	5%	18%	3%	8%	2%	-	7%	0%	*	-	*

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

 USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
102	9	9%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

✧ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	31	*	31	36	*	*	-	-	27	11	8
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

 USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																

Texas Education Agency
2021 Federal Report Card
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	93%	*	94%	80%	*	67%	-	-	94%	91%	87%	94%	95%	93%	93%	93%
	CWD	87%	*	87%	90%	-	-	-	-	87%	92%	87%	-	91%	87%	87%	67%
	CWOD	94%	*	95%	78%	*	67%	-	-	96%	91%	-	94%	97%	95%	94%	100%
	EL	95%	-	95%	*	*	*	-	-	95%	90%	91%	97%	95%	94%	96%	100%
	Male	93%	*	93%	94%	-	*	-	-	93%	95%	87%	95%	94%	93%	-	100%
	Female	93%	-	95%	61%	*	*	-	-	95%	86%	87%	94%	96%	-	93%	82%
Reading	All Students	94%	*	94%	81%	*	*	-	-	94%	91%	89%	95%	98%	93%	94%	95%
	CWD	89%	*	88%	100%	-	-	-	-	88%	92%	89%	-	97%	88%	91%	*
	CWOD	95%	*	96%	78%	*	*	-	-	96%	91%	-	95%	99%	95%	94%	100%
	EL	98%	-	98%	*	*	*	-	-	98%	100%	97%	99%	98%	96%	100%	*
	Male	93%	*	94%	94%	-	*	-	-	93%	95%	88%	95%	96%	93%	-	100%
	Female	94%	-	95%	64%	*	*	-	-	96%	86%	91%	94%	100%	-	94%	88%
Mathematics	All Students	93%	*	94%	78%	*	*	-	-	94%	91%	86%	94%	92%	93%	93%	91%
	CWD	86%	*	86%	80%	-	-	-	-	85%	92%	86%	-	86%	86%	84%	60%
	CWOD	94%	*	95%	78%	*	*	-	-	96%	91%	-	94%	95%	95%	94%	100%
	EL	92%	-	93%	*	*	*	-	-	92%	80%	86%	95%	92%	91%	93%	*
	Male	93%	*	93%	94%	-	*	-	-	92%	95%	86%	95%	91%	93%	-	100%
	Female	93%	-	94%	57%	*	*	-	-	95%	86%	84%	94%	93%	-	93%	78%
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	7%	*	6%	20%	*	33%	-	-	6%	9%	13%	6%	5%	7%	7%	7%
	CWD	13%	*	13%	10%	-	-	-	-	13%	8%	13%	-	9%	13%	13%	33%
	CWOD	6%	*	5%	22%	*	33%	-	-	4%	9%	-	6%	3%	5%	6%	0%
	EL	5%	-	5%	*	*	*	-	-	5%	10%	9%	3%	5%	6%	4%	0%
	Male	7%	*	7%	6%	-	*	-	-	7%	5%	13%	5%	6%	7%	-	0%
	Female	7%	-	5%	39%	*	*	-	-	5%	14%	13%	6%	4%	-	7%	18%

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	6%	*	6%	19%	*	*	-	-	6%	9%	11%	5%	2%	7%	6%	5%
	CWD	11%	*	12%	0%	-	-	-	-	12%	8%	11%	-	3%	12%	9%	*
	CWOD	5%	*	4%	22%	*	*	-	-	4%	9%	-	5%	1%	5%	6%	0%
	EL	2%	-	2%	*	*	*	-	-	2%	0%	3%	1%	2%	4%	0%	*
	Male	7%	*	6%	6%	-	*	-	-	7%	5%	12%	5%	4%	7%	-	0%
	Female	6%	-	5%	36%	*	*	-	-	4%	14%	9%	6%	0%	-	6%	12%
Mathematics	All Students	7%	*	6%	22%	*	*	-	-	6%	9%	14%	6%	8%	7%	7%	9%
	CWD	14%	*	14%	20%	-	-	-	-	15%	8%	14%	-	14%	14%	16%	40%
	CWOD	6%	*	5%	22%	*	*	-	-	4%	9%	-	6%	5%	5%	6%	0%
	EL	8%	-	7%	*	*	*	-	-	8%	20%	14%	5%	8%	9%	7%	*
	Male	7%	*	7%	6%	-	*	-	-	8%	5%	14%	5%	9%	7%	-	0%
	Female	7%	-	6%	43%	*	*	-	-	5%	14%	16%	6%	7%	-	7%	22%
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.4	15.0%
Teachers Teaching with Emergency or Provisional Credentials	5.4	13.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.4	8.4%

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	9	1%	-	-
Mathematics	4,961	1%	9	1%	-	-
Grade 4						
Reading	5,046	1%	10	1%	-	-
Mathematics	5,040	1%	10	1%	-	-
Grade 5						
Reading	5,133	1%	10	1%	-	-
Mathematics	5,138	1%	10	1%	-	-
Science	5,130	1%	10	1%	-	-
Grade 6						
Reading	4,925	1%	9	1%	-	-
Mathematics	4,923	1%	9	1%	-	-
Grade 7						
Reading	4,586	1%	6	1%	6	1%
Mathematics	4,581	1%	6	1%	6	1%
Grade 8						
Reading	4,513	1%	6	1%	-	-
Mathematics	4,507	1%	6	1%	-	-
Science	4,492	1%	6	1%	-	-
End of Course						
English I	4,504	1%	10	1%	-	-
English II	4,092	1%	7	1%	-	-
Algebra I	4,514	1%	9	1%	-	-
Biology	4,424	1%	11	1%	-	-
All Grades						
All Subjects	85,481	1%	153	1%	12	1%
Reading	37,771	1%	67	1%	6	1%
Mathematics	33,664	1%	59	1%	6	1%
Science	14,046	1%	27	1%	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	**Subject**	**Student Group**	**TX**	**US**	**TX**	**US**	**TX**	**US**	**TX**	**US**
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33

State Level: 2019 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

*   Indicates reporting standards not met.
n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	7.9%	*	8.2%	4.3%	*	*	-	-	9.1%	10.9%	7.9%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster.*

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Middle School
Total Students: 781
Grade Span: 07 - 07

For more information about this campus, see https://TXschools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

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

	Campus	District	State
Attendance Rate (2019-20)	98.4%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.6%	0.7%	12.7%
Hispanic	94.6%	93.6%	52.9%
White	4.0%	5.0%	26.5%
American Indian	0.3%	0.1%	0.3%
Asian	0.4%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.1%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	73.9%	71.3%	60.3%
Special Education	16.4%	13.0%	11.1%
Emergent Bilingual/EL	14.6%	17.3%	20.7%
Mobility Rate (2019-20)	5.1%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	21.0%	19.7%	15.7%
Foreign Languages	25.9%	22.0%	17.8%
Mathematics	20.6%	20.0%	16.9%
Science	25.4%	22.2%	17.9%
Social Studies	25.4%	21.5%	18.3%

School Financial Information (2019-20)

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

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$5,831	$10,349	$10,406
Instruction	$3,866	$5,401	$5,929
Instructional Leadership	$39	$205	$173
School Leadership	$497	$507	$620

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	**55%**	43%	55%	53%	*	67%	-	-	51%
ELA/Reading	2021	68%	62%	**64%**	*	64%	68%	*	*	-	-	60%
Mathematics	2021	66%	54%	**43%**	*	43%	42%	*	*	-	-	38%
Writing	2021	58%	51%	**59%**	*	59%	50%	*	*	-	-	54%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	**26%**	29%	26%	29%	*	50%	-	-	22%
ELA/Reading	2021	45%	36%	**39%**	*	39%	42%	*	*	-	-	35%
Mathematics	2021	37%	25%	**16%**	*	16%	16%	*	*	-	-	12%
Writing	2021	30%	21%	**23%**	*	23%	30%	*	*	-	-	19%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	**10%**	14%	9%	12%	*	50%	-	-	7%
ELA/Reading	2021	18%	11%	**20%**	*	20%	21%	*	*	-	-	16%
Mathematics	2021	18%	9%	**5%**	*	5%	11%	*	*	-	-	3%
Writing	2021	9%	4%	**4%**	*	3%	5%	*	*	-	-	3%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	**95%**	100%	95%	83%	*	67%	-	-	95%
ELA/Reading	2021	89%	94%	**94%**	*	94%	81%	*	*	-	-	94%
Mathematics	2021	88%	93%	**93%**	*	94%	78%	*	*	-	-	94%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.