

DEL RIO EARLY COLLEGE H S

ECHS Campus Improvement Plan

2022/2023

RIGOR, RELATIONSHIPS, RESPECT.



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Date Reviewed:

DMAC Solutions ®

Page 1 of 31

Date Approved:

7/28/2023

COMMITMENT TO GREATNESS

PASSION FOR OUR WORK

NO EXCUSES

ACCOUNTABILITY

WHAT WE WANT TO HELP OUR STUDENTS ACCOMPLISH:

EVERY STUDENT WILL GRADUATE COLLEGE READY, COLLEGE CONNECTED, AND READY FOR WHAT THEIR FUTURE HOLDS.

DEL RIO EARLY COLLEGE H S

Mission

We at Del Rio Early College High School are dedicated to offering a unique learning environment that represents community interests and student's needs through the integration of rigorous and challenging curriculum.

We are dedicated to helping students understand the value of their own education and their worth to prepare them for their future. Students will be prepared to succeed in whatever they choose to do after high school.

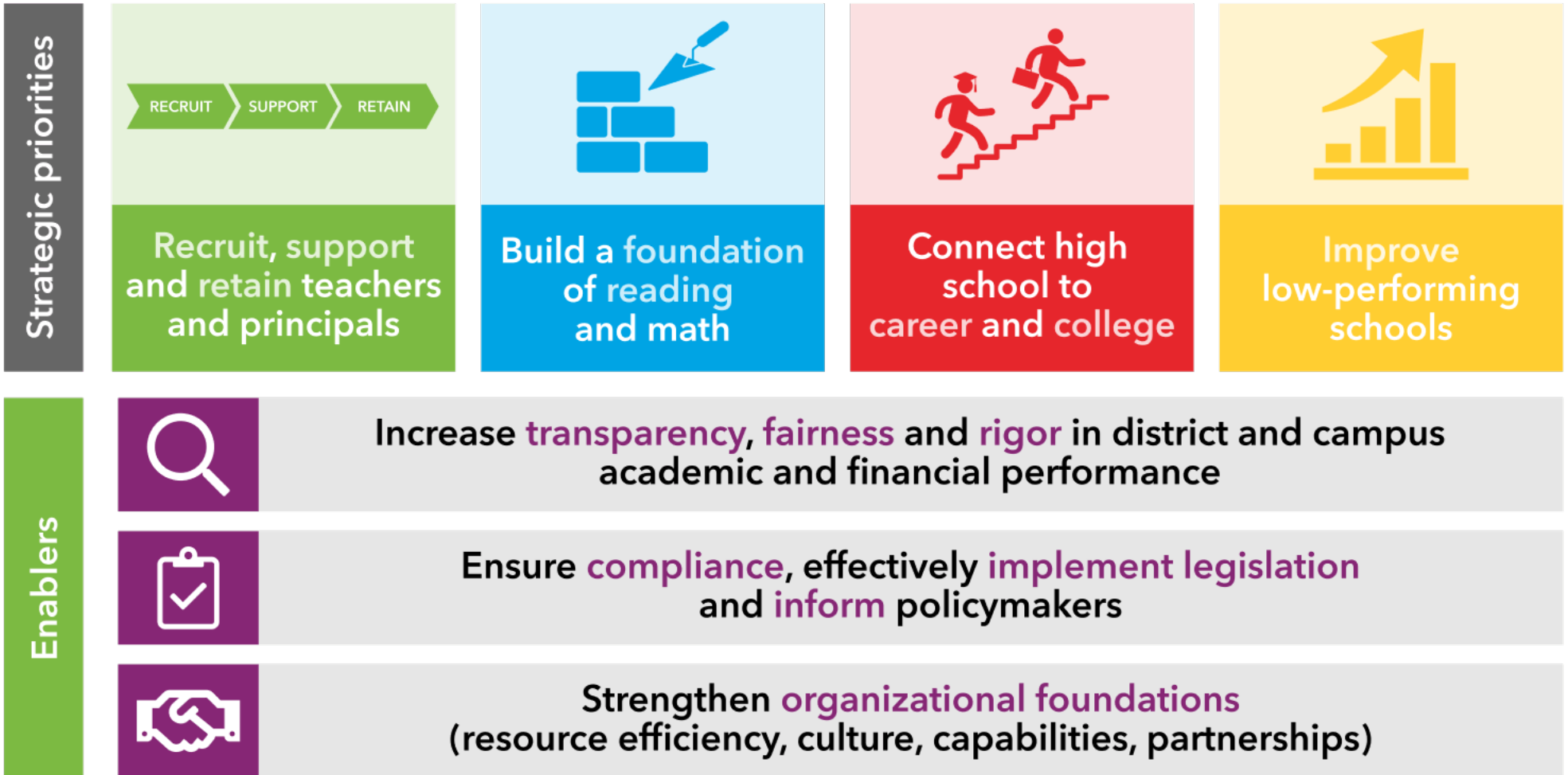
Vision

To provide students with a rigorous and challenging curriculum that will enable them to earn college hours while earning a high school diploma; To prepare our students for success after high school.

Nondiscrimination Notice

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

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



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

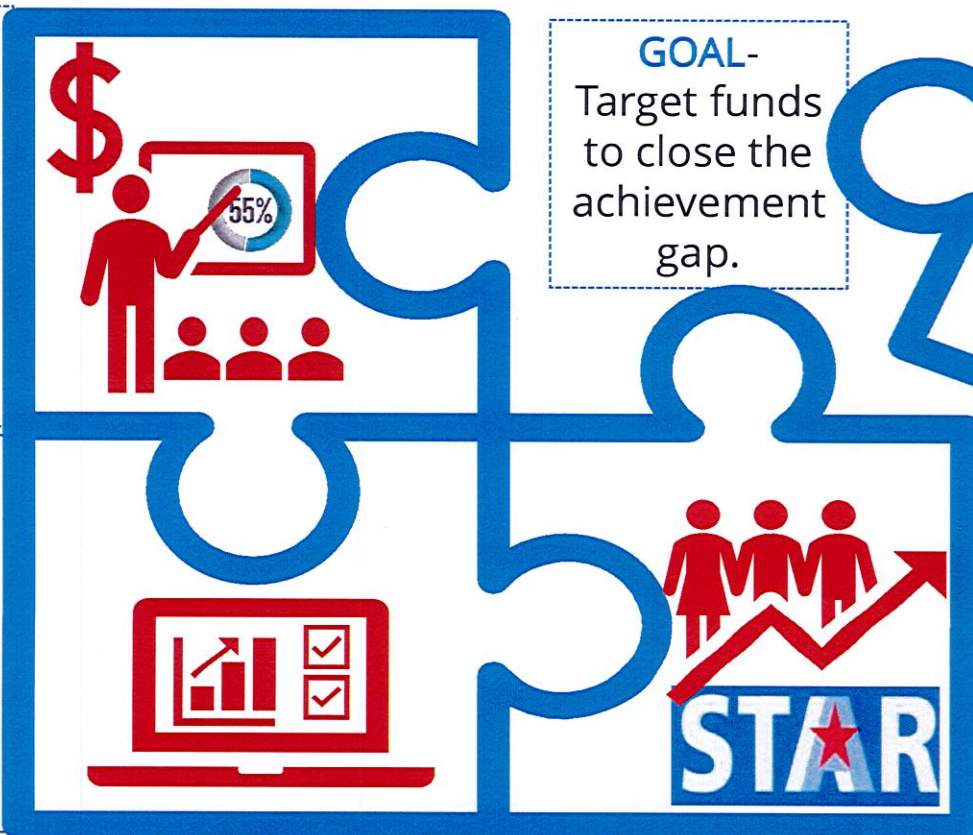
State Compensatory Education Program

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

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

GOAL- Target funds to close the achievement gap.

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



TEC, §29.081

TEC, §48.104



**adapted from TEA State Compensatory Education*

DEL RIO EARLY COLLEGE H S Site Base

Name	Position
Nettleton, Robert	Community Representative
Amezcuca, Eddie	Community Representative
Avalos, Dariela	Parent
Arredondo, Kathy	Teacher
Arreola, Audri	Teacher
Canchola, Tani	Teacher
Ortiz, Pedro	Teacher
Costilla, Melinda	Teacher
Foster, Natalie	Teacher
Hinsey-Morgan, Wendy	Teacher
Martinez, Sarah	Teacher
Mayfield, Hector	Teacher
Ortiz, Rebecca	Teacher
Padilla, Gabriela	Teacher
Flores, Gabriela	Teacher
Perez, Anel	Teacher
McCrea, Jonte	Teacher
Gonzalez, Alejandra	Counselor
Alderete, Julie	Counselor
Faz, Rocio	Assistant Principal
Barrera, Carlos	Principal

DEL RIO EARLY COLLEGE H S

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

Objective 1. Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards for 2022-2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Road maps and alignment of TEKS will be evaluated and adjusted as needed every six weeks. (strategic priority 4) (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators	August 2022-May 2023	(F)Title I	Criteria: benchmark scores, student achievement gains. 06/19/23 - Completed (S) 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track
2. Summative assessments will be aligned to the curriculum and will be reviewed and adjusted every 6 weeks prior to their administration for each class to ensure fidelity. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators	Every 6 wks	(F)Title I	Criteria: benchmarks scores, student achievement gains 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track
3. ECHS students will be provided with online interventions and resources and host monthly tutorials that will assist in mastering all areas of the Texas Success Initiative that is mandatory to begin dual credit courses. (Renaissance Learning) (Title I SW Elements: 1.1,2.5,3.2) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Counselors	August 2022-June 2023	(F)Title I, (S)State Compensatory - \$9,625.50	Criteria: Texas Success Initiative Reading, Writing, Math 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track
4. ECHS will offer rigorous programs thru after school tutoring and Saturday School for TSI, PSAT, ACT, SAT, and dual credit courses for academic achievement. (Title I SW Elements: 1.1,3.2) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Counselors, Teachers	August 2022-June 2023	(F)Title I	Criteria: TSI, ACT, SAT, PSAT, dual credit scores 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track
5. 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	June 2022-June 2023	(S)State Compensatory	Criteria: Payroll/HR Documentation 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track

DEL RIO EARLY COLLEGE H S

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** Curriculum will be horizontally aligned in 2022-2023 for all courses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum writers and teachers will be trained on the state standards, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Curriculum Coordinators	August 2022-June 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: student achievement, gains, benchmarks 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track
2. Curriculum documents will include ELPS strategies for ESL/ELL students and supplemental aids for special education students. Teachers have to have special population students in mind when differentiating, monitoring, and adjusting lessons. (Title I SW Elements: 1.1,2.5) (Target Group: EB,SPED,504) (Strategic Priorities: 2,3)	Campus Administrators	August 2022-June 2023	(F)Title I	Criteria: Student achievement, closing the covid slide gap 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track

DEL RIO EARLY COLLEGE H S

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

Objective 3. All sub populations groups will be monitored to ensure they are on track to meet state passing standards in 2022-2023 at the highest level possible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as ESL/LEP, Special Education, 504, McKinney Vento, Migrant, etc.. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators	August 2022-June 2023	(F)Title I, (S)Local Funds	Criteria: Teachers will know their students and demographics. 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track
2. Campus leadership will monitor special population subgroups progress in classes each 6 weeks. (Title I SW Elements: 1.1,2.2) (Target Group: ESL,Migrant,EB,SPED,504) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Counselors, ELPAC Committee, Teachers	Aug 2022-May 2023	(F)Title I	Criteria: 6 weeks and semester grades 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track

DEL RIO EARLY COLLEGE H S

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

Objective 4. ECHS will have high expectations for all students and will model strategies that will not only help them graduate, but skills will transfer and benefit higher education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement more orientation items to summer bridge including tours and expectation conversations with incoming students. Develop and cultivate a high achieving culture from day one. (Title I SW Elements: 1.1,2.1) (Target Group: 8th,9th,10th,11th) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Teachers	Summer 2022	(F)Title I, (O)Local Districts	05/01/23 - Completed 03/07/23 - Completed 11/16/22 - Completed

DEL RIO EARLY COLLEGE H S

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

Objective 5. ECHS students will have the tools necessary to be successful. (laptops, headphones, calculators, printers, charging stations, textbooks, supplies)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase needed technology items for growing campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators	August 2022-June 2023	(F)Federal Grant, (S)Technology Grant	Criteria: Positive scores and grades. 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - Some Progress
2. Food service will provide free breakfast lunch and dinner to eligible students. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Directors, Health, Safety & Nutrition Coordinator	Aug. 2022-May 2023	(F)Federal Grant, (S)State Grant	Criteria: Food Service logs 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track

DEL RIO EARLY COLLEGE H S

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

Objective 6. School will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers and staff in person with materials and supplies provided. (Title I SW Elements: 2.5) (Target Group: All)	Campus Administrators, Teachers	Aug. 2022-Aug. 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Attendance logs, lesson plans, student packets. 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track
2. Health and safety measures provided with necessary materials to all school areas including but not limited to hand sanitizers, masks, disinfectant spray, and other PPE. All campus safety protocols will be followed as per district guidelines. (Target Group: All)	Campus Administrators, Teachers	Aug. 2022-May 2023	(F)Federal Grant	Criteria: Inventory and Distribution Logs 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track

DEL RIO EARLY COLLEGE H S

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

Objective 1. By June 2023, ECHS will utilize 90% of local, state, and federal funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to the campus improvement plan to support the instructional goals and academic needs of students. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Cluster/Department Leaders	August 2022- June 2023	(F) Title I	Criteria: Evaluation by budgeting office. 07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - Some Progress

DEL RIO EARLY COLLEGE H S

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

Objective 1. By June 2023, ECHS will increase parent participation by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. ECHS will encourage parents to participate in their student's education by hosting virtual campus orientation, parental training, informational meetings, student progress conferences, Meet and greet open house twice a year. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Counselors, Parents, Teachers</p>	<p>August 2022- June 2023</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: sign in sheets, parental surveys</p> <p>07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track</p>
<p>2. ECHS will provide training and support for parents on Skyward parent portal and SWTJC systems. Meetings will be offered in the morning and afternoon and in english/spanish. We will encourage monitoring of student attendance and grades, and help our students monitor their grades for ECHS and SWTJC. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Counselors, Instructional Aides, Parents, Teachers</p>	<p>August 2022- June 2023</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: sign in sheets</p> <p>07/11/23 - Completed 05/01/23 - On Track 03/07/23 - On Track 11/16/22 - On Track</p>

Comprehensive Needs Assessment Summary – Early College High School 2022-2023

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

Gradebook	ECO/STAAR results	Lesson Plans
Report Cards	Teacher Certifications	State Assessment Performance
TTESS	Professional Development Data	District Climate Survey
THECB-Texas Higher Education Coordination Board	Discipline/attendance data	Campus-Student-Teacher-Parent Perceptions
Graduation Rate Data	Master Schedule	PSAT/SAT
Collee Transcripts	Parent Volunteer Information	Parental Surveys
Evaluation and Feedback Forms	Family and Community Participation	Technology System
Differentiated Instruction	PEIMS Data	District Systems Special Populations

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	Index 1 Student Achievement Odysseyware High Passing rate EOC Advanced core all students PSAT-SAT Students graduate with Associates Degree	Build in tutorial time during the day SAT-ACT Saturday camps SAT practice test/SAT practice test Update dashboard yearly Bilingual para-professional/tutors Special Education para-professional/tutors	Bilingual para-professional Special Education para-professional Dashboard Update SAT-ACT Saturday camps Tutorial time during day
Staff Quality	Highly Qualified Staff Rigor in Classrooms Ongoing professional training Classroom walkthroughs and acknowledgment through conferences Recruitment and retention rates	Highly qualified with Master's Degree New Teacher Mentor Program Classroom management training for new teachers Meaningful professional development relevant to content Support new staff	Continuing Education program for teachers to pursue their masters in content area Mentor Program Classroom Management training for new teachers Meaningful PD for all staff

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?
	Teacher Attendance Data		
School Climate/ Safe & Healthy Schools	<p>Community Partnerships including SWTJC</p> <p>Relationship closeness amongst students, staff and parents</p> <p>Safety procedures in place including single point of entry</p> <p>Increased district wide drug testing</p> <p>Low discipline referrals</p>	<p>Increase team building activities for students, parents and staff</p> <p>Increase opportunity for parental involvement with more activities</p> <p>Market ECHS to increase community engagement</p> <p>Provide professional development in classroom management</p> <p>Increase drug awareness prevention programs for students to include speakers</p> <p>Safety transitions for students to college and DRHS</p>	<p>Safety student transitions</p> <p>Increase team building activities</p> <p>Improve tardy policy for students</p> <p>Drug prevention awareness activities</p>
College & Career Readiness/ Graduation/ Dropout Reducation	<p>High expectations and support for school community</p> <p>Students graduate with Associates Degree in partnership with SWTJC</p> <p>College trips</p> <p>Leadership opportunities for students/school involvement</p> <p>PSAT-SAT 9th-12th</p> <p>Variety of College Pathways</p>	<p>Monthly team building/support gatherings for students</p> <p>Increase academic counseling (Twice per semester to review transcripts)</p> <p>Provide mental health counseling as needed/make available</p> <p>Provide practice PSAT-SAT Saturday camps/tutorials</p>	<p>Monthly team building college preparation activities</p> <p>Increase academic counseling to review transcripts twice per semester</p> <p>Continued focus on mental health counseling Studnets/staff</p>
	Open Houses/Parental Engagement	Newsletter	Increase community partnerships

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?
Family and Community Involvement	Remind platform/various forms of communication Culture of Growth Unity Meet and Greet/Commitment Ceremony Various student/parent engagement opportunities School Website/Facebook Communication	Monthly video blog to parents School parental liaison ECHS Alumni Group Increase guest speakers Increase community partnerships	Increase news/information to parents and community via newsletter and multimedia ECHS Alumni Group to inspire current students -guest speakers/recruitment School parental liaison
District/Campus Commitments	Planning Protocol/Curriculum Dashboard Response to Intervention Data Days (RTI Days) Federal Programs System (Foster, McKinney-Vento, Migrant) district wide training District transportation needs to all eligible students Free breakfast and lunch to all district students Wifi in common areas	Provide laptops to students in need for college course Provide vertical alignment for all core areas New Campus Printer/Copier Provide technology training to students, parents and teachers continue increasing Intergated technology into instructoin Additional training on updated curriculum EOC	Provide technology training for students/parents New Campus copier Provide laptops to students in need for college courses

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.

**DEL RIO EARLY COLLEGE HIGH SCHOOL
PARENT AND FAMILY ENGAGEMENT POLICY
2022-2023**

STATEMENT OF PURPOSE

- I. Del Rio Early College High School 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 school improvement plan process.

The school 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 District.

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 Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. 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 campuses’ 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 Campus Improvement Plan (CIP) and Campus Comprehensive Needs Assessment (CNA), Language Proficiency Assessment Committee (LPAC), committees and trainings, Title I parent meetings 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. The campus will involve parents in school activities including meetings, trainings, awards ceremonies, student performances, special events and parent-student conferences.

STAFF AND PARENT COMMUNICATION

V. **Del Rio Early College High School:** 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 Campus 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

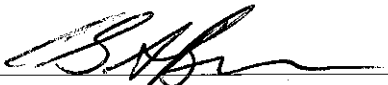
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCSID Federal and State Programs Department at 830-778-4153.

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

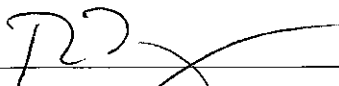
This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved Del Rio Early College High School on 11/01/2022 and will be in effect for the period of 2022-2023. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.



(Signature of Authorized) Principal

11/1/22

(Date)



(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. Consuelo Mancha
2. Cristina Hernandez
3. Nohely Rodriguez

Del Rio Early College High School
POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES
2022-2023

DECLARACIÓN DE PROPÓSITO

- I. Del Rio Early College High School administración, facultad, apoyo personal, padres y los miembros de la comunidad desarrollarán, acordarán y distribuirán a los padres una Política de participación de padres y familias por escrito y Escuela – Padre Compacto. La política deberá establecer expectativas y establecer la estructura de calidad para la participación de los padres. Esto se logrará como parte del proceso para el plan de mejoramiento escolar.

La escuela valora el papel que desempeñan los padres como los primeros maestros de sus hijos y la influencia de su continuo apoyo para permitir que sus hijos alcancen los estándares de desempeño estudiantil del estado.

La siguiente política cumple con los requisitos legales de ESSA, Sección 1116(d). Esta política estará disponible para todos los padres de San Felipe Del Rio Consolidated Independent School District.

PARTICIPACIÓN DE PADRES Y FAMILIARES EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO de la Junta de Fideicomisarios del Distrito Escolar Independiente Consolidado de San Felipe Del Río, administradores, maestros, personal de apoyo, padres y comunidad, en asociación con agencias públicas y privadas, está comprometido a brindar el apoyo, los recursos y el rigor académico para garantizar que todos los estudiantes alcanzan la excelencia educativa y social.

ESCUELA - PACTO DE PADRES

- III. El Pacto entre la escuela y los padres describirá los medios por los cuales los padres y la escuela compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Una revisión y revisión anual, si es necesario, será parte del Plan de Mejoramiento del Campus (CIP) y del proceso de la Evaluación Integral de Necesidades (CNA). La Política de participación de padres y familias del Título I se revisará y distribuirá a los padres durante las primeras seis semanas de clases, reuniones especiales u otras iniciativas a nivel del campus durante la escuela.

OPORTUNIDADES DE PARTICIPACIÓN DE LOS PADRES

- IV. La capacidad de cada campus para construir una fuerte camaradería con padres deberá ser logrado por el ofrecimiento de oportunidades por padres para proporcionar información y hacer recomendaciones con respecto a los programas de Título I. Estas oportunidades se abordarán en el Plan de Mejoramiento del Campus (CIP) y la Evaluación Integral de Necesidades del Campus (CNA), Comité de Evaluación del Dominio de Idioma (LPAC), comités y capacitaciones, reuniones de padres de Título I y capacitaciones. Además, taller de habilidades para padres, voluntarios del campus, preparación para la escuela, capacitación para padres, capacitación en alfabetización y uso de tecnología, según corresponda, se proporcionará a los padres para fomentar la educación de los padres. El plantel involucrará a los padres en las actividades escolares que incluyen reuniones, capacitaciones, ceremonias de premiación, actuaciones estudiantiles, eventos especiales y conferencias de padres y alumnos.

COMUNICACIÓN DEL PERSONAL Y LOS PADRES

- V. **Del Rio Early College High School:** hará todo lo posible para comunicar a los padres la información sobre los programas del Título I, Parte A, las descripciones y explicaciones del plan de estudios, las evaluaciones académicas utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes durante las visitas al hogar y los padres. conferencias
- VI. Se utilizarán contactos personales, llamadas telefónicas, boletines mensuales, menús, calendarios, notas de los maestros, la marquesina de la escuela, visitas al hogar, conferencias de padres y maestro, correo electrónico del distrito, sitio web del distrito, página de Facebook del distrito y avisos escritos para establecer y mantener líneas abiertas de comunicación con los padres. Toda la información oral o escrita relacionada con los programas escolares para padres se proporcionará en un formato y un idioma que los padres puedan comprender.

EVALUACIÓN

VII. Padres serán informados e invitados a participar en la evaluación anual del contenido y el efecto de la Política y prácticas de participación de padres y familias del campus. Ellos también consideraran:

- Calidad académica del Título I, Parte A Escuelas
- Identificar formas de superar las barreras que pueden limitar la participación de padres
- Revisión y revisión de Campus School – Padres Compacto
- Aumentar padre intervención

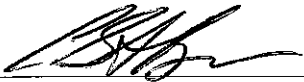
Los resultados de la evaluación anual se utilizarán para revisar y diseñar prácticas y estrategias de políticas de padres para mejorar la participación de los padres a nivel del distrito y del campus. Se pueden proporcionar comentarios sobre los requisitos del Título I de ESSA mencionados anteriormente llamando al Departamento de Programas Federales y Estatales de SFDRCSID al 830-778-4153.

RESERVA DE FONDOS

VIII. Los padres de niños que reciben servicios del Título I, Parte A están involucrados e informados en las decisiones sobre cómo se asignan estos fondos para la participación de los padres. actividades.

ADOPCIÓN

Esta Política de participación de los padres y la familia de la escuela ha sido desarrollada y acordada en conjunto con los padres de los niños que participan en los programas Título I, Parte A, como lo demuestran los padres, administradores y consejeros. Esta política fue aprobada por **Del Rio Early College High School** el **11/01/2022** y estará vigente para el período 2022-2023. La notificación electrónica y/o escrita de esta política se distribuirá en un formato comprensible y uniforme a todos los padres y miembros de la comunidad, en un idioma que todos puedan entender.



(Firma de Autorizado) Principal

11/1/22

(Fecha)



(Firma del Autorizado) Principal / Asistente Comité de padres designado:

1. Consuelo Mancha
2. Cristina Dovalina
3. Nohely Rodriguez

What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan (CIP) and Comprehensive Needs Assessment

Jointly Developed

Parents, students, and staff work together and share ideas to develop each School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meetings.
- The campus School-Parent Compact ensures that all students are provided with the best opportunity for academic achievement by the school and family working together.

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Keep an eye for flyers and information located on our school and district website. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Literacy Nights
- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

Communication is Key

We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDR-CISD District and School Website

For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4424.

DEL RIO EARLY COLLEGE HIGH SCHOOL

**School-Teacher
Parent-Student
Compact
2022-2023**



**EMPOWERING
STUDENTS TO
REACH THEIR
FULL POTENTIAL**

**CARLOS BARRERA,
PRINCIPAL**

205 MEMORIAL DR.

Del Rio, Texas 78840

830-778-4424

GOALS FOR STUDENT ACHIEVEMENT– School, Teachers, Parents, Students

SFDRICISD District Vision

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

SFDRICISD District Mission

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

SFDRICISD Shared Beliefs

We believe:

- Communication and collaboration among families, community, and educators are vital.
- In equity by providing the resources, support, and motivation necessary to differentiate instruction.
- All students should be equipped with a strong foundation of knowledge, including 21st century skills, so they are life-long learners prepared to be successful after high school.

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

Student Agreement

As a student, I agree to:

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

Parent Agreement

As a parent, I agree to:

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

Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

Del Rio Early College High School
830-778-4424

¿Qué es un pacto entre escuela, maestro, padre y estudiante?

El Pacto entre la escuela y los padres describe cómo nuestra escuela trabajará junto con los estudiantes y los padres para ayudar a los niños a alcanzar los más altos estándares del estado. Describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento de los estudiantes. Describe qué estrategias pueden usar las familias en casa para apoyar el aprendizaje de sus hijos.

- Se discutió con los padres/tutores durante las conferencias de padres/maestros al comienzo del año.
- Los comentarios y el apoyo adicional son bienvenidos en cualquier momento.
- Vinculado a nuestro Plan de Mejora del Campus.

Desarrollado Conjuntamente

Los padres, los estudiantes y el personal trabajan juntos y comparten ideas para desarrollar cada pacto Escuela-Padre-Estudiante.

- Se lleva a cabo una reunión cada año al comienzo del año escolar con los miembros del comité para revisar y actualizar el pacto después de las reuniones del Título I.
- El Pacto entre la escuela y los padres del campus garantiza que todos los estudiantes reciban la mejor oportunidad de logro académico gracias al trabajo conjunto de la escuela y la familia.

Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Esté atento a los folletos y la información que se encuentran en el sitio web de nuestra escuela y distrito. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar:

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Especiales en la Escuela
- Pláticas/Reuniones con los Principales

La Comunicación es clave

Estamos comprometidos con la comunicación bidireccional frecuente con los estudiantes y las familias con respecto al aprendizaje de los estudiantes. Nuestra escuela reconoce la importancia de compartir información consistente y específica con los padres.

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Boletín Mensual
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDR-CISD

Para obtener información sobre cómo proporcionar comentarios o para obtener acceso a nuestro Plan de mejora del campus, comuníquese con la oficina de nuestra escuela al 830-778-4424.

DEL RIO EARLY COLLEGE HIGH SCHOOL

**Acuerdo entre Escuela-Maestro-
Padre-Alumno
2022-2023**



**EMPODERAR A
LOS ESTUDIANTES
PARA ALCANZAR
SU MÁXIMO
POTENCIAL**

**Carlos Barrera,
Director**

**205 Memorial Dr.
Del Rio, Texas 78840**

830-778-4424

OBJETIVOS PARA EL RENDIMIENTO DEL ESTUDIANTE – Escuela, Maestros, Padres, Estudiantes

Vision del Distrito SFDRICISD

San Felipe Del Rio CISD, en asociación con nuestras familias y la comunidad, capacita a cada estudiante para sobresalir a través de una cultura de colaboración, innovación y logros.

Misión del Distrito SFDRICISD

San Felipe Del Rio ofrece un plan de estudios innovador y de alta calidad con instrucción atractiva y relevante. Satisfacemos las necesidades individuales de los estudiantes y el personal en un entorno seguro, enriquecedor y colaborativo que fomenta el desarrollo y el crecimiento.

Creencias Compartidas

Nosotros creemos:

- La comunicación y la colaboración entre las familias, la comunidad y los educadores son vitales.
- En equidad al proporcionar los recursos, el apoyo y la motivación necesarios para diferenciar la instrucción.
- Todos los estudiantes deben estar equipados con una base sólida de conocimientos, incluidas las habilidades del siglo XXI, para que sean aprendices de por vida preparados para tener éxito después de la escuela secundaria.

Acuerdo Escolar

Como escuela, aceptamos:

- Hacer de la escuela un lugar positivo, de apoyo y seguro con un entorno de aprendizaje saludable.
- Brindar oportunidades para reuniones y capacitaciones para padres que mejoren la participación de los padres.
- Proporcionar un plan de estudios de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos eficaces y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación entre padres y escuela.

Acuerdo del maestro

Como maestro, acepto:

- Modelar la instrucción y proporcionar a los padres materiales de contenido y estrategias por nivel de grado durante talleres para padres, boletines, conferencias y medios electrónicos.
- Comparta con los padres y los estudiantes los datos de evaluación y ofrezca materiales y métodos para que los padres y los estudiantes los apliquen en casa.
- Comunicarse con los padres y estudiantes en una variedad de plataformas, incluyendo conferencias cara a cara, teléfono, textos y medios electrónicos.

Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo a seguir positivo para mis compañeros de clase y otros en la escuela.

Acuerdo de los Padres

Como padre, acepto:

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

Desarrollo y Distribucion

- Este pacto ha sido desarrollado conjuntamente y acordado con los padres de los niños que participan en los Programas Título I, Parte A.
- La escuela distribuirá este compacto a todos los padres de los niños participantes del Título I, Parte A.
- El campus proporcionará una copia de esta política a los padres en el idioma que los padres puedan entender.

Del Rio Early College High School
830-778-4424

McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs Department



How do people become homeless?

- Poverty
- Loss of job/income/disability/incarceration
- Lack of affordable housing
- Natural disasters including hurricanes, floods, tornadoes, fire
- Insect or mold infestations
- Domestic violence/disputes
- Intolerable home environment
- Every case is different and generally has a very unique reason.

Key Provisions of McKinney-Vento Federal Law:

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA-Title I, Part A-Improving Basic Programs:

- Immediate enrollment/eliminate barriers
- Choice of schools in the best interest of the child
- Transportation services upon parent request
- Educational resources/supplies, clothing, hygiene products
- Free reimbursable meals (breakfast, lunch)
- Academic support and tutoring

Warning Signs of the Homeless: Lack of Educational Continuity:

- Attendance at many different schools
- Lack of personal enrollment records
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize



Who is considered homeless?

- Individuals who lack a Fixed, Adequate and Regular (FAR) nighttime residence, including:
- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons.
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative, adequate accommodations.
- Living in emergency or transitional shelters.
- Awaiting foster care placement. Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar situations.
- Migratory children living in the circumstances described above.
- Unaccompanied youth living in the circumstances described above.

Warning Signs of the Homeless: Poor Nutrient and Hygiene

- Lack of immunization or immunization records
- Unmet medical/dental needs
- Increased vulnerability to cold/flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)
- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming (well groomed one day and poorly groomed the next)



Warning Signs of the Homeless: Transportation and Attendance Concerns

- Erratic attendance/lardiness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in school field trips
- Absences on days when students are to bring special treats from home
- Inability to contact parent(s) with wrong numbers, disconnected phones



Typical stressful experiences of children in homeless situations:

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



Warning Signs of the Homeless: Lack of Privacy/After School Hours

- Consistent lack of preparation for school
- Incomplete or missing homework (no place to keep work/supplies)
- Unable to complete special projects
- Lack of basic school supplies
- Loss of books and other supplies on regular basis
- Concern for safety of belongings
- Refusing invitations from classmates



Reactions/statements by parent, guardian or child:

- Exhibiting anger or embarrassment when asked about current address.
- Mention staying with grandparents, other relatives, friends, in a motel or comments such as:
 - "I don't remember the name of our previous school."
 - "We've been moving around a lot."
 - "Our address is new; I can't remember it." (lack of permanency?)
 - "We're staying with relatives until we get settled."
 - "We're going through a bad time right now."
 - "We've been unpacking, traveling, etc." (to explain poor appearance/hygiene)

Warning Signs of the Homeless: Social and Emotional Concerns

- poor self-esteem
- extreme shyness
- unwilling to risk forming relationships
- difficulty socializing at recess
- difficulty trusting people
- aggression, "old" beyond years
- protective of parents
- clinging behaviors
- developmental delays
- fear of abandonments
- school phobia - wants to be with parents
- need for immediate gratification
- anxiety late in the school day



Questions/Concerns



THANK YOU FOR YOUR ASSISTANCE
WITH OUR HOMELESS CHILDREN AND FAMILIES.



The Value and Utility of Parental and Family Engagement Staff Training

SFDRCSID Federal and State Programs Department

Parent and Family Engagement include:

- participation of parents and families in regular, two-way meaningful communication involving student academic learning and other school activities ensuring.
- parents/families play an important role in assisting their child's learning.
- parents/families are encouraged to be actively involved in their child's education at school.
- parents/families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.



ESSA TITLE I REQUIREMENTS

- Must train staff on the Value and Utility of Parent and Family Engagement.
- Must train staff on McKinney-Vento/Families in Transition.
- With parents, jointly create Campus Parent and Family Engagement Policy and School-Compact.
- Hold 2 Title I meetings in the fall with flexible hours.
- Encourage campus Parent and Family Engagement.
- Provide parents available school and community resources.



Outdated thinking of Parent and Family Engagement:

- Parents should come to school only when invited.
- Parents only come to school for discipline issues.
- Stay-at-home mothers serve as "homeroom mothers".
- Parents visit school mainly for children's performances and open houses.
- Parents only help raise money for school.



What is Parental and Family Engagement?

- The participation of parents and families in regular two-way, meaningful communication involving their student's academic learning and other school activities.
- Every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background.
- Consequently, every family has the potential to support and improve the academic achievement of their children.
- Parents are their child's first teacher.
- Parent engagement is a process and not a one time activity as it requires ongoing energy and effort.



Welcoming Atmosphere:

- The physical environment: parking areas, office, classrooms, lobby, hallways, classrooms, cafeteria, playground, etc.
- Written materials: newsletters, student and school activity calendars, parent handbook, flyers and other materials distributed by the school in a language parents can understand. Attractive and informative campus website, polite, informative telephone message lines.
- Procedures and policies: the polite and informative communication of events, open house, conferences, etc.
- Staff visible throughout the entire day with a welcoming smile.



Parent and Family Engagement benefits:

- Research demonstrates parent and family engagement significantly contributes to improved student outcomes.
- Everyone including all students, parents, teachers, administrators and communities, benefit from family engagement.
- Improvements occur regardless of economic, racial or cultural backgrounds.
- More positive attitudes toward school and teachers.
- Higher achievement, better attendance and more homework completed consistently.
- Reduced drop out rates.
- Higher graduation rates and enrollment rates in post-secondary education.
- Improved school environment accomplished through feelings of "ownership" in entity.



Staff Reflections:

- 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?



Barriers to Family Engagement:

- Language differences
- Divide Between Home and School
- Past Negative Experiences With Education
- Negative View of the School System
- Understanding the culture and family dynamic is KEY to building positive partnerships with students and families.



Positive School Climate

"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



Overcoming Barriers:

- Sharing information is a two way process.
- Share with families what is happening in your school and have families share about the child's experiences.
- Home visits or visits to neutral sites are less threatening environments.
- Written correspondence is not as effective as personal conferences and in the language of the parent.
- Offer times and locations of scheduled meetings convenient for parents.
- Have interpreters and childcare available.
- Offer bilingual staff, phone calls, written communications in Spanish when needed.
- Meetings should be informal and based upon family interests.
- Make first meetings more social events rather than formal events.
- Offer school-provided opportunities for participation by families, single parents, employed parents, fathers, etc.
- Ask families for event ideas and include them in your planning.
- Develop a plan for Parent and Community Engagement.



QUESTIONS?

Have a successful, positive and engaging school year!



SFDRCSID Federal and State Programs

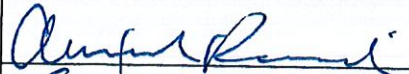
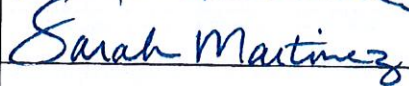


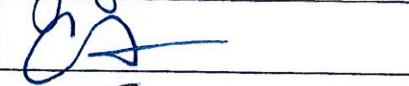
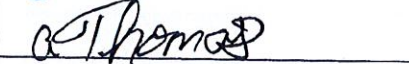

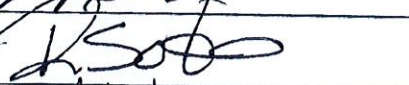
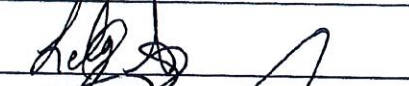


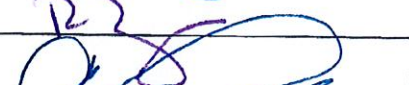

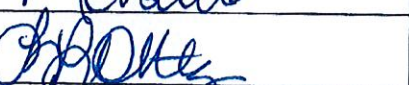
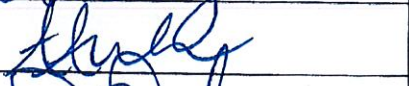

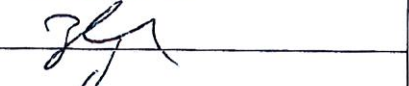



McKinney-Vento/Value and Utility of Parent Engagement Staff Training Sign-In Sheet

ECHS

12/08/2022 4:00 PM

Campus _____

Date/Time _____

Staff Name	Position	Signature
Alexandra Rodriguez	Instructional Aide	
Sarah Martinez	Teacher	
Alejandra Gonzalez	Counselor	
Julia C. Aldenete	counselor	
Gabriela Torrescano	Teacher	
Angela Thomas	Support Aide	
Jennifer Jacques	Secretary	
Natalie Foster	Teacher	
K Soto	Secretary	
Leticia Saldivar	Student Supp. Spec.	
Tani Cawichols	Teacher	
Wendy Morgan	teacher	
Rocio Farz	AP	
Angelica Quintero	Sub ^{for mes} Flores	
Melinda Costilla	Teacher	
Rebecca Ortiz	Teacher	
Andri Arreola	Teacher	
Pedro Ortiz	Teacher	
Joise McCree	Teacher	
Victor Alexfield	Teacher	
Andrea Rodarte	AISC	

EARLY COLLEGE HIGH SCHOOL

Staff Meeting 12/08/2022



ECHS STAFF	SIGNATURE
Barrera, Carlos	
Faz, Rocio	<i>Roz</i>
Alderete, Julie	<i>Julie</i>
Gonzalez, Alejandra	<i>Alejandra</i>
Gonzalez, Andrea	<i>Andrea</i>
Saldivar, Leticia	<i>Leticia</i>
Soto, Rosie	<i>Rosie Soto</i>
Jacquez, Jennifer	<i>Jennifer</i>
Arredondo, Kathy	
Arreola, Audri	<i>Audri</i>
Canchola, Tani	<i>Tani</i>
Costilla, Melinda	<i>Melinda Costilla</i>
Flores, Gabriela	
Foster, Natalie	<i>Natalie</i>
Gallegos, Luis	
Lara, Eduardo	
Morgan, Wendy	<i>Wendy Morgan</i>
Martinez, Sarah	<i>Sarah Martinez</i>
Mayfield, Hector	<i>Hector</i>
McCrea, Jonte	<i>Jonte</i>
Quintero, Angelica	<i>Angelica</i>
Ortiz, Pedro	<i>Pedro</i>
Ortiz, Rebecca	<i>Rebecca</i>
Torrescano, Gabriela	<i>Gabriela Torrescan</i>
Perez, Anel	
Rodarte, Andrea	<i>Andrea Rodarte</i>
Rodriguez, Alexanera	<i>Alexandra</i>
Thomas, Angela	<i>Angela Thomas</i>