

# DEL RIO H S

## Del Rio High School/Del Rio Freshman School Campus Improvement Plan 2020/2021

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

*MOVING FORWARD*

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# DEL RIO H S

## Mission

*Del Rio High School will "ensure that all students have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation". [Texas education Code 4.001 (a)]*

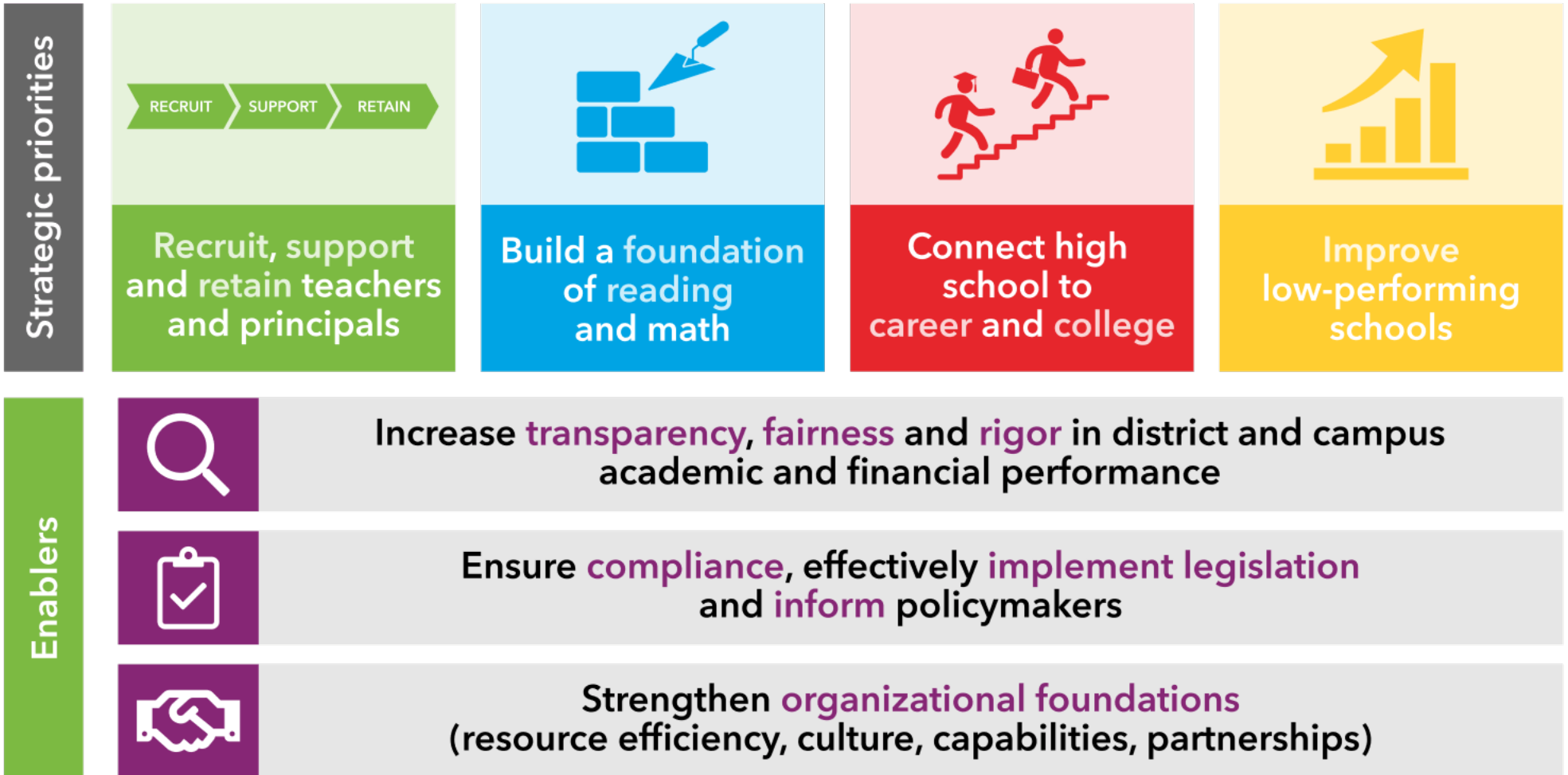
## Vision

- a.) DRHS students will graduate college-career, and life ready. DRHS commits to delivering a high quality education.*
- b.) DRHS ensures that all students make progress in all subject areas.*
- c.) DRHS engages authentically with students, parents/guardians, teachers, and the community.*
- d.) DRHS builds ownership in SFDR CISD among internal and external stakeholders.*
- e.) DRHS creates high expectations for all students, employees, and parents/guardians.*
- f.) DRHS provides the social and emotional learning of every student.*
- g.) DRHS nurtures life long learning, diversity, inclusion and safety for every student.*

### Nondiscrimination Notice

DEL RIO 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>*

# DEL RIO H S Site Base

Name	Position
Cuellar, Vangie	Special Populations Representative
Rodriguez, Gisselle	Math Teacher
Treviño, Cassandra	Paraprofessional
Sahagun, Cynthia	Assistant Principal
Brijalba, Melinda	Parent
Mercer, Brittaney	Social Studies Representative
Jimenez, Mario	CTE Representative
Williams, Gordon	Science Department Representative
Jordan, Cacedra	English Department Representative
Aguirre, Dr. Diane	District Parental Representative
Mercier, Allison	Assistant Principal
Johnston, Shane	Assistant Principal
Cardenas, Carolina	Counselor
Barrera, Christi	CTE Coordinator
Pena, Sonia	Bilingual/ESL Strategist
Perez, Jose	Del Rio High School Principal
Casillas, Ramona	Assistant Principal
Cardenas, Carolina	CTE Counselor
Moss, Dora	Parent
Gloria, Sylvia	Parent
Rosas, Karina	Community Representative
Guajardo, Ricardo	Community Representative
Amescua, Eduardo	Business Representative
Hernandez, Tony	Community Representative



## **Introduction**

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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**

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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**

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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))**

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- 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



## Site Based Committee Sign In

District: San Felip Del Rio - CISD Freshman

Date: May 28th, 2020

Role	Name	Signature
Parent	Dora Moss	
Parent	Sylvia Gloria	
Teacher	Deborah Salinas	
Teacher	Sarah Fernandez	
Teacher	Danielle Castillo	
Teacher	Ofelia Hernandez	
Teacher	David Ruiz	
Teacher	Catherine Calveti	
Teacher	Martha Sancehz	
Librarian	Sandy Garza	
Nurse	Lindsay Dixon	
Campus Secretary	Velma Martinez	
Counselor	Fermin Calderon	
Counselor	Elizabeth Sanchez	
Parental Aide	Laura Rivera	
Community Member	Karina Rosas	
Community Member	Ricardo Guajardo	
Business Member	Eduardo Amezcua	
Business Member	Tony Hernandez	

# Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Student self tracking/goal setting	Computer Software Reports Individual surveys and phone calls	Texas Academic Performance Report
Attendance Data	Staff Perception Data	Centers of Disease Control
Parent Volunteer Information survey	Parent Activity Evaluations & Feedback Community Service Agencies technology infrastructure	Parent & Communication Partnership Data current/projected facility needs

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?
<b>Academic Achievement</b>	Base classroom to help special ed and 504 students not in co-teach setting. Co-teach setting Good support and benefit from LEA staff ELA benefits from having classes everyday ESL aides in English and Algebra Tutoring afterschool for bubble students DMAC access to multiple data resources	Reduce classroom sizes and better student-teacher ratios - including special need Keep BASE teacher in the BASE classroom More structure in ISS Credit recovery program for failing students Computer on wheels alignment between DRFS/DRFS for online homebased platform	Keep BASE teacher in BASE class Improve structure in ISS Purchase COW's Alignment between DRFS/DRHS regardign HBI. Celebrate student attendance
<b>Staff Quality</b>	Over 90% of teachers are certified in their content High staff retention rate new teachers feel supported by campus personnel Good staff attendance	Data not uniformly shared among teachers/departments Consistent activity between mentors and mentees special populations need to be distributed evenly better staff level of interest pertaining to subject matter better up to date details on special populations more consistent acknowledgment of special needs teaching staff members	Monitor distribution of special needs students Monitor activity between mentor and mentees

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?
<b>School Climate/ Safe &amp; Healthy Schools</b>	<p>Good communication between counselors and administration regarding student needs continued communication between all departments via leadership meetings majority of staff and students feel climate and culture of campus is positive and welcoming</p> <p>updates to classroom handles help improve security on campus</p> <p>staff monitoring hallways during transitions help create a safe environment referrals handled in a timely and adequate manner</p>	<p>campus upkeep outside needs improvement/trash in grassy areas</p> <p>removal of lockers to help widen hallways</p> <p>improve fencing on main street</p> <p>installation of vape/smoke detectors in the restrooms</p> <p>training for students on compliance with social distancing plans to make campus compliant with CDC recommendations for limiting spread of infectious</p>	<p>Prepare for return of students/staff meeting CDC recommendations</p> <p>Improve campus upkeep outside</p> <p>Improve appearance of teachers' lounge</p> <p>Acquire necessary items needed to meet CDC/social distancing requirements</p>
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	<p>Planning Protocol allows for teacher collaboration and planning</p> <p>Post secondary programs successful and are truly helping college bound students</p> <p>Good graduation rate and college bound students</p>	<p>Vertical alignment of curriculum from 6th to 12th grade</p> <p>increase in courses available for special education students via the CTE program</p> <p>unbalanced curriculum - curriculum focused to college bound students</p>	<p>Meet/plan with different grade levels for the purpose of vertical planning</p> <p>Counselors/teachers need to clearly articulate the graduation requirements so Freshman know what is expected of them for graduation</p>
	<p>Excellent collaboration, transparency &amp; communication with students, parents, and staff</p>	<p>College and Career readiness trainings</p>	<p>Continue commitment to good customer service from all personnel.</p>



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?
<b>Family and Community Involvement</b>	<p>Flexibility to handle change; shared decision making</p> <p>Team approach to whatever we do in the district.</p> <p>Winners in education for parents and providing tools: Daily calling for attendance recognition of students with perfect attendance</p> <p>Commitment to customer service throughout the campus</p>	<p>Parental awareness of available community resources</p> <p>Invite parents to volunteer</p> <p>Initial parental meeting explaining computer services available for monitoring of student software/resources at the district level</p>	<p>Initiate good parental trainings throughout the year especially dealing with resource availability for parents and requirements for a good high school experience.</p>
<b>District/Campus Commitments</b>	<p>#REF!</p> <p>Facilities have potential to foster greater academic achievement</p> <p>technological infrastructure is improving</p> <p>facilities maintenance is getting better</p> <p>Operations management overall is effective</p> <p>Breakfast and transportation are provided to students</p>	<p>Up to date facilities</p> <p>Additional security personnel and more secure buildings</p> <p>better network system</p> <p>Computers versus terminals</p> <p>Replace outdated software and broken equipment</p> <p>improve technology maintenance and network security</p>	<p>Request maintenance for areas throughout the freshman campus, both inside and outside of buildings</p>

**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.



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# Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
EOC Scores	TELPAS Scores	Summative Assessment Scores
Failure Reports	T-TESS	Teacher information
Texas Academic Performance Report	SFDR Professional Development	Parental Liason Monthly Meetings
T-TESS Walkthrough Data	Parent/Teacher Conferences	SFDR Campus Climate Survey
Texas Academic Performance Report	EOC Results	Dual Credit Enrollement
DMAC Reports	Parent Meeting Attendance	Community Service Agency Info
Parent Volunteer Information	Parent/Teacher Conferences	Technology Information
Technology policies	Student Demographics	Resource Allocations

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?
<b>Academic Achievement</b>	Planning Protocol for tested areas  Sheltered instruction for LEP students  EOC interventions Credit recovery Accrual recovery Saturday School	Increase EOC scores, especially for special populations  Curriculum Writing  Training for special populations and differentiated instruction Class size: smaller student:teacher ratio Teachers need to input grades in a timely manner Resources for content mastery classrooms and social education units	Increase in EOC mastery and meets scores  Increase LEP and SE graduation rates
<b>Staff Quality</b>	Teacher incentives  Job embedded professional training  Professional development including customer service for para-professionals New teacher orientation  Educational Opportunities SFDR job fairs	Recruitment and retention of highly qualified teachers, especially in ELA and Science  Improve the level of rigor in content subject areas  Provide or continue mentor program for new teachers Mentor program or growth plans for struggling teachers T-TESS data follow up Continuous training on Del Rio Cares	Hire highly qualified ESL teachers Support struggling teachers with differentiated strategies
	District provides a website with parent and student tabs	Identify duties and responsibilities of each house. Alpha Beta Delta	Ensure all students are in a safe

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?
<b>School Climate/ Safe &amp; Healthy Schools</b>	<p>Skyward parent portal to keep families informed of student information</p> <p>Highly qualified teachers in content areas</p> <p>Recommendations and referrals to local health agencies</p> <p>Information is distributed in English and Spanish</p>	<p>Increase parent involvement and parent participation</p> <p>Model appropriate dress code for teachers, staff and students</p> <p>Training for special populations/integrated instruction geared towards high school</p> <p>Clear roles and responsibilities for secretaries</p> <p>Establish a career readiness counselor</p>	<p>environment with quick conflict-resolution systems</p>
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	<p>Provides testing opportunities to AP students</p> <p>Various CTE programs than may provide certification/licences in several fields</p> <p>Annual College Fair</p> <p>Provides dual credit opportunities for all students</p> <p>CTE fair for incoming high school students</p>	<p>Incorporate higher order/critical thinking skills in lessons</p> <p>Lesson plans: rigor and depth of knowledge</p> <p>Identify interventions for academic weaknesses and needed supports</p> <p>Career readiness counselor</p> <p>Communication about upcoming tests such as TSI and SAT/ACT testing</p> <p>Interventions for student who struggle with attendance and academics</p>	<p>Provide students with college readiness opportunities</p> <p>Prevent students from dropping out of advanced courses</p>
<b>Family and Community Involvement</b>	<p>Parental calendar of the month</p> <p>Parental monthly meetings</p> <p>Encouraged parent/teacher conferences</p> <p>All calls to students' home</p> <p>SFDR website and Facebook pages</p>	<p>Encouragement for parents to volunteer</p> <p>SFDR social media to disseminate important information</p> <p>Literacy classes for parents</p> <p>Create a campus social media platform to disseminate important information</p>	<p>Increase parent involvement with general climate surveys and college readiness awareness</p> <p>Keep families and the community informed of instructional and post secondary opportunities</p>
	<p>Breakfast provided to all the students in the district</p>	<p>Reliable WiFi to support student and teacher laptops</p>	<p>Provide internet capability via WiFi in all classes and common areas</p>

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?
<b>District/Campus Commitments</b>	<p>Internet connection for most desktop computers</p> <p>Renovations to the school District is providing breakfast and lunch for students during HRI</p>	<p>Additon of colored printers for departments, teacher workrooms, and library</p> <p>Updates technology for all staff, including laptops for teachers</p> <p>Professional development on Dashboard and Skyward</p> <p>Share resources for content areas and provide students a platform that is uniform during HRI for secondary campuses</p>	<p>Work closely with C&amp;I for resources involving data and professional development that integrates technology with the curriculum</p>

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# DEL RIO HS

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

**Objective 1.** By May 2021 in Domain 3 (Closing the Gaps) of the Algebra 1 EOC: 46% of All the participants; 40% of the Hispanic; 59% of the White; 36% of the Economically disadvantaged; 40% of the English learners; 23% of the special education; 47% of the continuously enrolled; and 45% of the non-continuously enrolled students will achieve Meets or Masters level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development to support the skill building of remote assessments on Canvas aligned to instructional materials in all core areas in special education and (ESL) sheltered instruction classrooms. (TI) (Title I SW: 1,2,3) (Title I SW Elements: 2.2,2.4,2.5,2.6) (Title I TA: 1,5,6) (Target Group: LEP,SPED,AtRisk) (Strategic Priorities: 4) (CSFs: 1,2,7)	Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2020-May 2021	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Six weeks exams 06/25/21 - Completed (S) 09/29/20 - Some Progress
2. Teachers and instructional aides will integrate instructional strategies and routines that maximize connection and personalization, support a variety of learning needs (e.g., supports for students who are EL and receive special education services), and actively engage students in rigorous grade-level learning (TI). (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.2,2.6) (Title I TA: 5) (Target Group: All,LEP,SPED) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,7)	Campus Administrators, Curriculum Coordinators, Instructional Aides, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	06/25/21 - On Track (S) 09/30/20 - Some Progress
3. Adapt TEKS-aligned instructional materials to digital format for synchronous and asynchronous remote instruction of all students, including students who are learning English and students receiving special education services (TI). (Title I SW: 1,2) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Title I TA: 1) (Target Group: All,ESL,SPED,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Grades 06/25/21 - On Track (S) 09/30/20 - Pending
4. Increase the quality of classroom instruction by setting high expectations, define and disseminate clear remote curriculum plans, and utilize the dashboard to archive documents for instructional staff. (TI) (Title I SW: 3,4) (Title I SW Elements: 1.1,2.2,2.4,2.5) (Title I TA: 1) (Target Group: All,LEP,SPED,10th,11th,12th)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Classroom walk through data 06/25/21 - Significant Progress (S) 09/30/20 - Pending

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,3) (CSFs: 1,2)				
5. Assess student progress regularly through multiple remote means, including formative assessments, to understand mastery and inform instructional planning. (TI) (Title I TA: 2,4) (Target Group: All,LEP,SPED) (Strategic Priorities: 2,4)	Cluster/Department Leaders, Special Ed Teacher, Strategists	August 2020-May 2021	(S)Local Funds	Criteria: local six weeks assessments grades  06/25/21 - Significant Progress (S) 09/30/20 - Pending
6. Recruit highly effective teachers with remote instructional experience and/or comfort. (TI) (Title I TA: 5) (Target Group: ECD,GT,CTE,10th,11th,12th) (Strategic Priorities: 1,4)	Campus Administrators, Directors	August 2020-May 2021	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Staffing patterns  08/10/20 - On Track
7. Campus administrators will conduct ten fifteen minute walkthroughs every two weeks (TI). (Title I SW: 1,2,3,4,5,9,10) (Title I TA: 6) (Target Group: ESL,LEP,SPED,GT,CTE,10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators	August 2020-May 2021	(S)Local Funds	Criteria: TTESS reports on DMAC  06/25/21 - Significant Progress (S) 09/30/20 - Pending
8. Plan and organize intervention and differentiation strategies to assist struggling learners or enrich student learning. Interventions will include small group discussion and targeted tutoring (TI). (Title I SW: 6,9) (Title I TA: 4) (Target Group: All,H,ECD,ESL,LEP,SPED) (Strategic Priorities: 2) (CSFs: 1,2,3,5)	Cluster/Department Leaders, Instructional Aides, Parental Aides, Parents, Strategists, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Grades  06/25/21 - On Track (S) 09/30/20 - Pending
9. Teachers will submit classroom and Canvas login information home to each parent to include specifics on the course, expectations, class structure, activities and materials needed, and contact information during the first six weeks. (Title I SW: 2,3,6) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades  08/24/20 - On Track



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

**Objective 2.** By May 2021, 90% of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop high-performing teachers in the remote classroom instruction. (Title I SW: 2) (Title I SW Elements: 1.1,2.2) (Title I TA: 5,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1) (CSFs: 1,7)	Campus Administrators	August 2020-May 2021	(S)Local Funds	Criteria: GSPD 06/25/21 - On Track (S) 09/30/20 - Pending
2. Create and disseminate remote instructional plans that clearly articulates Learning Targets and E.L.P.S. for each prep daily. (TI) (Title I SW Elements: 1.1) (Title I TA: 1,2) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Administrators	August 2020-May 2021	(S)Local Funds	Criteria: Grades 06/25/21 - On Track (S) 09/30/20 - Pending
3. Adopt assessments that allow for mastery-based progression. (Title I SW Elements: 1.1,2.2) (Title I TA: 2,4) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,3,4) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Six weeks exams benchmark EOC 06/25/21 - On Track (S) 09/30/20 - Pending
4. Create opportunities to examine student data on common assessments. (TI) (Title I SW: 1,2) (Title I SW Elements: 1.1) (Title I TA: 1,2) (Target Group: LEP,SPED,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades EOC Six weeks Exams 06/25/21 - On Track (S) 08/24/20 - Pending
5. Use data on student achievement in science courses to identify opportunities to modify curriculum for cultural relevancy and/or learner choice. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1,4) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,4) (CSFs: 1,2)	Campus Administrators, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades six weeks exams EOC 06/25/21 - Completed (S) 10/02/20 - Pending
6. Plan and deliver remote instructional plans that clearly articulate expectations for core TEKS-aligned curriculum. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.2) (Title I TA: 2) (Target Group: 10th,11th,12th) (Strategic	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Six weeks exams 06/25/21 - Completed (S) 08/24/20 - Some Progress

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**Objective 2.** By May 2021, 90% of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 1,2,3,4) (CSFs: 1,2)				
7. Train new staff, students, and families on the use of Skyward or DMAC for accessing instructional data. (TI) (Title I SW Elements: 1.1,2.1) (Title I TA: 7) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 1,3) (CSFs: 1,2,5,7)	Campus Administrators, Parental Aides, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades 06/25/21 - Completed (S) 09/30/20 - Pending
8. Regularly review and coach teachers to use technology effectively and optimize engagement with remote learning through differentiation and activities with high rigor. (TI) (Title I SW Elements: 1.1,2.1,2.6) (Title I TA: 1,3) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Grades Graduation rate 06/25/21 - On Track (S) 08/24/20 - Some Progress
9. Prepare for the Biology EOC exams with EOC aligned instructional plans and materials for the biology EOC. (Title I SW Elements: 1.1,2.1) (Target Group: All,ECD,LEP,SPED,10th,11th) (Strategic Priorities: 1) (CSFs: 1,2)	Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	06/25/21 - Completed (S) 08/24/20 - On Track
10. Teachers and instructional aides connect with students regularly through one-on-one conferences to develop relationships, support students with individual needs, and offer relevant, timely feedback. (TI) (Title I SW: 1,2,10) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1,2) (Target Group: LEP,SPED) (Strategic Priorities: 1,2,3) (CSFs: 1,2,4)	Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Graduation rates CCMR 06/25/21 - On Track (S) 08/24/20 - Some Progress

# DEL RIO HS

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**Objective 3.** By May 2021 in Domain 3 (Closing the gaps) of the English 1 and 2 EOC: 44% of All the participants; 37% of the Hispanic; 60% of the White; 33% of the Economically disadvantaged; 29% of the English Learners; 19% of the special education; 46% of the continuously enrolled; and 42% of the non-continuously enrolled students will achieve Meets or Masters levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. English teachers ensure students are invested in clear expectations for remote learning, which are made accessible online (Learning Target(s), language objectives, e.g.). (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Credit earned  06/25/21 - On Track (S) 09/21/20 - Some Progress
2. Design lesson plans based on holistic student learning needs and include strategies to address misconceptions (TI). (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.1) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Grades EOC  06/25/21 - Completed (S) 08/24/20 - Pending
3. Create and disseminate remote instructional plans that clearly articulate expectations for core TEKS-aligned curriculum to be used, scope and sequence, EOC assessment schedule, and mode to be used for remote delivery. (Title I SW Elements: 1.1,2.1) (Title I TA: 2,4) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3)	Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Benchmark EOC  06/25/21 - Completed (S) 08/17/20 - Some Progress
4. Teachers and students use a core set of grade-level digital/online instructional materials that are TEKS-aligned and meet accessibility standards (TI). (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1) (Target Group: ESL,SPED,9th,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Grades  06/25/21 - Completed (S) 09/21/20 - Pending
5. Drive remote meeting agendas by school goals, set a regular cadence for meetings, follow agreed-upon norms, and share protocol for remote meeting structure with staff (Title I SW Elements: 1.1,2.1,2.5,2.6) (Title I TA: 2,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Classroom walk through data grades  06/25/21 - Completed (S) 08/17/20 - Some Progress

# DEL RIO HS

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

**Objective 3.** By May 2021 in Domain 3 (Closing the gaps) of the English 1 and 2 EOC: 44% of All the participants; 37% of the Hispanic; 60% of the White; 33% of the Economically disadvantaged; 29% of the English Learners; 19% of the special education; 46% of the continuously enrolled; and 42% of the non-continuously enrolled students will achieve Meets or Masters levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Enable teachers to regularly reflect and set goals based on their students' progress and mastery. Create remote systems to allow students to track and reflect on their progress and mastery as well as share data with their families (TI). (Title I SW Elements: 1.1,2.1) (Title I TA: 2,7) (Target Group: ESL,SPED,GT,10th,11th) (Strategic Priorities: 1,2,3) (CSFs: 1,2,5,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Six weeks assessments EOC  06/25/21 - Completed (S) 10/02/20 - Pending
7. Develop a scheduling system that streamlines tracking, reviewing, and planning of interventions, ensuring all English teachers and campus stakeholders are aligned and properly collaborating. (Title I TA: 2) (Target Group: ESL,SPED,AtRisk,10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Grades  06/25/21 - On Track (S) 10/01/20 - Some Progress

# DEL RIO HS

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

**Objective 4.** By May 2021, 95% of All 11th grade students enrolled in US History will earn met standard on the US History EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Anchor clear learning objectives in all learning activities - Ensure all synchronous and asynchronous learning activities are clearly stated and connected to learning objectives (Title I SW: 1) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Classroom Walkthrough 06/25/21 - Completed (S) 08/24/20 - Pending
2. Evaluate, adapt, and organize accessible, high-quality TEKS-aligned instructional support to digital format for synchronous and asynchronous remote instruction of all who are receiving special education services via content mastery. (Title I SW: 1,2) (Title I TA: 1,4) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Grades six weeks assessments 06/25/21 - Completed (S) 08/24/20 - Some Progress
3. Progress monitor through assessments, adapt instruction, and focus on students that need additional support such as EL and students serviced by SE (TI). (Title I SW: 1,2) (Title I TA: 5) (Target Group: LEP,SPED,10th,11th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Grades EOC 06/25/21 - On Track (S) 10/02/20 - Some Progress
4. Teachers shall conduct formal conferences virtually to report on student progress with families and students in their preferred home language on a quarterly basis to report on student progress, including participation and formative assessment data. (Title I TA: 2,4,7) (Target Group: LEP,9th,10th,11th) (Strategic Priorities: 4)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Parent contact logs 06/25/21 - Completed (S) 10/05/20 - Some Progress
5. Maintain and creatively use instructional aides as substitute teachers and tutors through online lesson to support staffing needs and build remote learning capabilities. (Title I SW: 3,4,6,9) (Title I SW Elements: 1.1,2.1,2.2,2.4) (Title I TA: 1,4) (Target Group:	Attendance Staff, Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Instructional Aides, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Daily and weekly schedules 06/25/21 - Completed (S) 09/21/20 - Some Progress

# DEL RIO H S

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

**Objective 4.** By May 2021, 95% of All 11th grade students enrolled in US History will earn met standard on the US History EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,H,ECD,ESL,LEP,SPED) (Strategic Priorities: 4) (CSFs: 1,3,4,7)				
6. Review and select which key strategies to adopt for remote and face-to-face instruction with students who traditionally struggle with the state test. (Title I SW: 9) (Title I TA: 1) (Target Group: ECD,ESL,LEP,SPED) (Strategic Priorities: 4) (CSFs: 1,7)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	06/25/21 - Completed (S) 10/02/20 - Some Progress

# DEL RIO H S

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

**Objective 5.** By May 2021, 46% of all special education students will achieve passing on their EOC tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set up a co-teach model where teachers co-facilitate classes, internalize the same grade level content, and support the same groups of students, to increase student achievement for students serviced in special education. (TI) (Title I SW: 2,4) (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Title I TA: 1,2,6) (Target Group: SPED,10th,11th) (Strategic Priorities: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: Grades Instructional playbook  06/25/21 - On Track (S) 09/21/20 - Some Progress
2. Identify and explicitly plan for effective practices for remote and face-to-face interventions to share with other educators who teach EL. (TI) (Title I TA: 1,5,6) (Target Group: LEP,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August 2020-May 2021	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Grades Six Weeks Assessment Data  06/25/21 - Completed (S) 10/01/20 - Some Progress
3. Teachers and students are aware of the expectation to use rigorous online instructional materials that are TEKS-aligned and meet the ELPS. (TI) (Title I SW: 1) (Title I TA: 3,5) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Grades Six Weeks Assessments EOC (Meets or above level)  06/25/21 - Completed (S) 09/21/20 - Some Progress
4. Utilize the TTESS system to personalize professional development plans based on student performance and observation data. (Title I SW: 4) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2)	Campus Administrators, Teachers	August 2020-May 2021	(S)Local Funds	Criteria: TTESS (GSPS) EOC data Grades  06/25/21 - Completed (S) 08/17/20 - Pending
5. Include additional opportunities throughout the day to connect, coach, and provide timely and relevant feedback to students. (TI) (Title I SW: 1,2) (Title I TA: 3) (Target Group: LEP,SPED) (Strategic Priorities: 4) (CSFs: 1,2,4,7)	Campus Administrators, Instructional Coaches, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(S)Local Funds - \$18,303	Criteria: Teacher schedules Grades  06/25/21 - On Track (S) 08/24/20 - Pending

# DEL RIO HS

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

**Objective 6.** By May 2021, 93% of the twelfth grade students will graduate college, career, and military ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Execute clear expectations for remediation before/after school and Saturdays (e.g., tutors). (TI) (Title I SW: 2,3) (Title I TA: 1,3,4) (Target Group: ESL,SPED,AtRisk,10th,11th,12th) (Strategic Priorities: 1,2,4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Grades Six week assessments Student writing samples  06/25/21 - Significant Progress (S) 10/05/20 - No Progress
2. Utilize Response to Intervention tier strategies and child case study to meet the needs of individual students in all departments and CTE. (Title I SW: 2) (Target Group: AtRisk) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Counselors, Teachers	August 2020-May 2021	(S)Local Funds	06/25/21 - On Track (S) 10/02/20 - Pending
3. Execute clear expectations for remediation using teacher-led sessions and credit recovery during the school day (e.g., tutors). (Title I SW: 2,3) (Title I TA: 1,2,8) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 1,4)	Campus Administrators	August 2020-May 2021	(S)State Compensatory	Criteria: Grades EArned credits towards graduation  06/25/21 - On Track (S) 10/02/20 - Pending
4. Assess student progress through response to intervention sessions and utilize curriculum-integrated tools (road maps, instructional strategies, and assessments) to understand mastery and inform instructional planning. (TI) (Title I TA: 2,5) (Target Group: ESL,SPED,AtRisk) (Strategic Priorities: 2,4) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Meeting logs Grades student work samples  06/25/21 - On Track (S) 10/02/20 - Pending
5. Provide credit recovery and tutoring after school. (Title I TA: 8) (Target Group: AtRisk,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,2)	Campus Administrators, Counselors, Directors, Teachers	August 2020-May 2021	(S)Local Funds, (S)State Compensatory	06/25/21 - On Track (S) 08/24/20 - Pending



# DEL RIO HS

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

**Objective 7.** By May 2021, the targeted graduation rate will be 93% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Integrate instructional strategies and routines (makeup hours and upgrade) that support a variety of learning needs (e.g., supports for students who are struggling to pass classes), and actively engage students in rigorous grade-level learning and credit recovery. (Title I SW: 1,2,3,9) (Title I TA: 1,2,5) (Target Group: AtRisk) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Teachers	August 2020-May 2021	(S)Local Funds, (S)State Compensatory	Criteria: Earned credits Six weeks grades  06/25/21 - On Track (S) 10/05/20 - Pending
2. Utilize Response to Intervention strategies and child case studies to meet the needs of individual students. (Title I SW: 1,2) (Title I TA: 1,2) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2020-May 2021	(F)Title I	06/25/21 - On Track (S) 10/05/20 - Pending
3. Observe and assess teacher proficiency in a remote or physical setting and provide feedback and coaching in DMAC. (Title I SW: 8,9,10) (Title I TA: 3,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 1,2,6,7)	Campus Administrators, Teachers	August 2020-May 2021	(F)Title IIA Principal and Teacher Improvement	Criteria: TTESS walkthroughs  06/25/21 - Completed (S) 10/01/20 - Pending

# DEL RIO HS

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

**Objective 8.** By May 2021 on the culture and climate survey, 80% of the teachers agree they work in a safe environment; 84% of the teachers agree they have the equipment, tools, and supplies needed to do their job; and 84% of the teachers agree they are given appropriate assistance to resolve disciplinary problems in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gather holistic information on students to understand their social emotional needs in addition to their academic needs to provide anti-drug, anti-bullying, cyber-bullying assistance via counseling (BCFS, TCHATT, e.g.). (Title I TA: 1,8) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2020-May 2021	(F)Title IV SSAEP	Criteria: Counselor logs Grades Attendance  06/25/21 - On Track (S) 08/17/20 - Some Progress
2. All teachers will establish a common set of Classroom Expectations to promote positive and safe behavior. (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 3,4,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Title IV SSAEP	Criteria: Walk through seating charts signage  06/25/21 - On Track (S) 08/24/20 - Significant Progress
3. Maintain a clean and orderly environment by creating a high level of respect for campus culture, diversity, which includes school clubs, department functions, organizations and classes. (Target Group: All) (CSFs: 6)	Campus Administrators, Counselors, Librarian, Parental Aides, Teachers	August 2020-May 2021	(F)Title IV SSAEP	06/25/21 - On Track (S) 08/17/20 - Pending
4. Connect with students using the Del Rio Cares lessons during homeroom to build relationships, reflect on learning goals, and identify holistic needs. (Title I SW: 1,2) (Title I TA: 8) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Title IV SSAEP	Criteria: Classroom Walk through  06/25/21 - On Track (S) 10/05/20 - No Progress

# DEL RIO H S

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

**Objective 9.** By May 2021, ELL students will reach meets or masters in English 1 and 2 (29%) and Algebra 1 (40%); and 36% will show one years growth on TELPAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide EL tools for success in the classroom. (Glossaries/dictionaries, journals, word walls, anchor charts, voice recorders, etc.). (TI) (Title I SW: 1,2) (Title I TA: 1,4,8) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,4)	Bilingual Department, Campus Administrators, Strategists, Teachers	August 2020-May 2021	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Grades Assessment data Graduation rates CCMR EOC  06/25/21 - On Track (S) 09/21/20 - Pending
2. Provide training to all sheltered instructional staff on implementing remote ESL strategies and ESL certification to reduce state waivers. (TI) (Title I SW: 1,4,5) (Title I TA: 1,6) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 4)	Bilingual Department, Campus Administrators, Strategists, Teachers	August 2020-May 2021	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Grades Walk through Certification  06/25/21 - On Track (S) 08/17/20 - Pending
3. Use a Sheltered Instructional team to focus on total student participation, incorporate academic vocabulary, promote literacy, and language development. (TI) (Title I TA: 3,5) (Target Group: LEP,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August 2020-May 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Walk through Grades EOC  06/25/21 - On Track (S) 08/17/20 - Pending
4. Create professional development that provides capacity for tutors on how to remotely support the development of student academic skills (credit recovery, e.g.) (TI) (Title I TA: 5,6) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August 2020-May 2021	(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory	Criteria: Training schedules Grades  06/25/21 - On Track (S) 08/24/20 - Pending
5. Embed time in the instructional day to utilize the campus based strategist to supplement classroom instruction specific to Listening, Speaking, Reading, and Writing. (TI) (Title I TA: 5) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August 2020-May 2021	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Strategist schedule Student rosters Grades EOC data  06/25/21 - On Track (S) 08/24/20 - Pending
6. Identify and adopt a plan that involves a teacher to teach SOL instruction (beginners/newcomers) to achieve proficiency	Campus Administrators, Counselors, Strategists, Teachers	August 2020-May 2021	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Master Schedule Grades Earned credits

# DEL RIO H S

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

**Objective 9.** By May 2021, ELL students will reach meets or masters in English 1 and 2 (29%) and Algebra 1 (40%); and 36% will show one years growth on TELPAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
in English. The teacher will use language rich strategies such as accountable conversion, randomization, wait time, and vocabulary skills. (TI) (Title I TA: 5) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 2,4)				06/25/21 - On Track (S) 08/17/20 - Pending

# DEL RIO H S

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

**Objective 10.** By May 2021, 80% of the staff will increase their digital proficiency and integration of technology in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Organize and distribute computers and technology devices to online students who do not have them to access instruction from home. (Title I SW: 1,6,9,10) (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,5)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Directors, Instructional Aides, Librarian, Parental Aides, Parents, Security, Strategists, Teachers	August 2020-May 2021	(F)Federal Grant, (S)Technology Grant	Criteria: Student rosters Grades  06/25/21 - Completed (S) 08/03/20 - On Track
2. Train teachers and paraprofessionals on how to access and use Canvas (LMS) and ZOOM used for communication. (Title I SW: 2,3,4) (Title I TA: 1,5,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 4,7)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Teachers	August 2020-May 2021	(F)Federal Grant, (S)Technology Grant	Criteria: Training schedule Training logs Grades  06/25/21 - On Track (S) 08/10/20 - On Track
3. The campus library will provide teachers with current instructional resources, media, and technology that will include online encyclopedia, books, laptops, and online subscriptions. (Title I TA: 1,3) (Target Group: 10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Librarian, Teachers	August 2020-May 2021	(F)Federal Grant, (S)Local Funds	Criteria: Grades Teacher input  06/25/21 - On Track (S) 08/17/20 - On Track
4. Train families (in their preferred home language) and students on how to access and use Canvas and Zoom for communication. (Title I TA: 1,7) (Target Group: 10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August 2020 - May 2021	(F)Federal Grant, (S)Local Funds	Criteria: Training schedule Grades  10/04/20 - On Track (S)

# DEL RIO H S

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

**Objective 11.** By May 2021, 90% of our Gifted and Talented students will achieve meets or masters levels on all the EOC tests and a 3 or better on AP exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new staff members will be trained in strategies to help with Gifted and Talented Students. Current year teachers who teach advanced classes will receive the GT refresher course as needed. (Title I SW: 1,2,3,4) (Target Group: GT) (Strategic Priorities: 1) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2020-May 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement	06/25/21 - On Track (S) 08/03/20 - On Track
2. Provide the instructional materials necessary to meet the rigor of AP and Dual Credit courses (textbooks, technology, and study aides). (Title I SW: 1,3,5,10) (Title I TA: 1,3,6) (Target Group: GT,10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Grades AP scores Dual credit earned  06/25/21 - On Track (S) 08/17/20 - On Track
3. Design remote learning/instructional support with higher-order thinking skills for after school and in class assignments so that students receive a satisfactory score on assigned AP tests. (Title I TA: 1,5) (Target Group: GT,M,F,10th,11th,12th) (Strategic Priorities: 3,4)	Campus Administrators, Teachers	August 2020-May 2021	(F)Federal Grant, (F)Title I	Criteria: Grades AP scores  06/25/21 - On Track (S) 08/24/20 - Pending

# DEL RIO HS

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

**Objective 12.** By May 2021, STAAR English I/II EOC Scores will improve to 70% (approaches), 55% (meets) and 75% (approaches) and 55% (meets), respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan and deliver intervention/differentiation strategies in ELA courses such as small group instruction, journaling, word association, and student-student dialogue. (Title I SW: 1,3,9,10) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Teachers	August 2020-May 2021	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Grades Credits earned  06/25/21 - On Track (S) 08/24/20 - Pending
2. Reflect on progress towards objectives within ELA2 lessons and identify effective strategies, activities, and materials that encourage student reflection (e.g., everyone participates in breakout rooms). (Title I SW: 1,9,10) (Target Group: ESL,Migrant,LEP,SPED,GT,AtRisk,504,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Strategists, Teachers	August 2020-May 2021	(F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Grades Six weeks assessment data  06/25/21 - On Track (S) 08/24/20 - Some Progress
3. Teachers will be coached on how to actively engage students during remote 90 minute blocks (e.g., Cold calling, life-lines, no opt-outs). (Title I SW: 1,2,3,4) (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,7)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Grades Credits earned Canvas lessons  06/25/21 - On Track (S) 09/21/20 - Pending

# DEL RIO H S

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

**Objective 13.** By May 2021, STAAR Algebra I EOC scores will improve from 84% (approaches) and 62% (meets) to 89% and 67%, respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitoring teachers review and analyze student data for continued improvement in student achievement and instructional decision making. (TSI) (Title I SW: 1,3,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement	06/25/21 - On Track (S) 10/05/20 - Some Progress
2. Plan for and incorporate strategies in math that assist struggling learners and/or enrich student learning. Interventions will include: small group instruction and tutoring. (Title I SW: 1,2,3,9,10) (Title I TA: 1,5) (Target Group: ESL,LEP,SPED,GT,AtRisk,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Strategists, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Grades Assessment data  06/25/21 - On Track (S) 09/21/20 - On Track
3. Monitor special populations (to include LEP denials) through student performance data, progress reports, report cards, attendance, local assessments and formal evaluations (TI). (Title I SW: 2,9,10) (Title I TA: 1,2,4) (Target Group: ECD,ESL,Migrant,LEP,SPED,GT,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Strategists, Teachers	August 2020-May 2021	(F)IDEA Special Education, (F)Title III Bilingual / ESL	Criteria: Grades Assessment data  06/25/21 - On Track (S) 10/02/20 - On Track
4. Inform teachers of additional supports when delivering synchronous and asynchronous instruction and provide clear guidelines on how to refer students in special education for these outside supports (e.g., content mastery and counseling). (TI) (Title I SW: 2,6,9,10) (Title I TA: 8) (Target Group: SPED,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Counselors	August 2020-May 2021	(F)Federal Grant, (S)Local Funds	Criteria: Content mastery schedule Grades credit earned  06/25/21 - On Track (S) 08/24/20 - On Track



# DEL RIO H S

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

**Objective 14.** By May 2021, STAAR Biology EOC scores will improve from 84% (approaches) and 52% (meets) to 89% and 57%, respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan and implement differentiation and interventions such as small group instruction, tutoring, for student who fail the six weeks cycle. (Title I SW: 1,2,3,9,10) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Grades 06/25/21 - On Track (S) 10/05/20 - Pending
2. Monitor special populations (to include LEP denials) through student performance data, attendance records, progress reports and report cards, local assessments and formal assessments such as TELPAS and STAAR EOC. (TI) (Title I SW: 1,3,9) (Title I TA: 1,4) (Target Group: ECD,ESL,Migrant,LEP,SPED,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020-May 2021	(F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Grades Attendance Assessment data 06/25/21 - On Track (S) 08/24/20 - On Track
3. Provide all core area teachers, special education teachers, ESL Teachers and instructional aides with training on relevant language objectives and implementation strategies in order to meet System Safeguards. (TI) (Title I SW: 4) (Target Group: H,ECD,ESL,LEP,SPED) (Strategic Priorities: 1,2) (CSFs: 1,3,7)	Campus Administrators, Cluster/Department Leaders	August 2020-May 2021	(F)Title IIA Principal and Teacher Improvement	06/25/21 - Completed (S) 08/24/20 - On Track

# DEL RIO H S

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

**Objective 15.** By May 2021, all teachers will implement with fidelity the Del Rio Cares lessons on a weekly basis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate discipline management techniques that encourage active participation in remote lessons and face-to-face instruction. (Title I SW: 2,3,9) (Title I TA: 3,4,5,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 2,4) (CSFs: 1,4,6,7)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2020-May 2021	(F)Federal Grant, (S)Local Funds	Criteria: Grades Discipline reports  06/25/21 - Significant Progress (S) 09/21/20 - Some Progress
2. Promote social-emotional health for students participating in face-to-face and remote instruction. Utilize, for example, the district's Del Rio Cares program to develop positive relationships. (Title I SW: 2) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,4,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Title IV SSAEP, (S)Local Funds	Criteria: Grades Discipline referrals  06/25/21 - Significant Progress (S) 09/21/20 - Some Progress
3. Promote health and wellness to all students in physical education classes (e.g., Big Decisions curriculum). (Title I SW: 2,3,9,10) (Title I TA: 1,3,4,5) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,4,6)	Campus Administrators, Teachers	August 2020-May 2021	(F)Title IV SSAEP, (S)Local Funds	Criteria: Grades Nurse referrals  06/25/21 - Significant Progress (S) 09/21/20 - On Track
4. Administer climate surveys and conduct parent orientations in preferred home language to to provide assistance on graduation plans, attendance, and discipline (bullying, harassment, drug and alcohol use and aggressive/violent behavior). (Title I SW: 6,9) (Title I TA: 1,4,7) (Target Group: AtRisk,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 4,5,6)	Campus Administrators, Parental Aides, Parents	August 2020-May 2021	(F)Title IV SSAEP, (S)Local Funds	Criteria: Grades Attendance reports Discipline reports Counselor referrals  06/25/21 - Significant Progress (S) 08/10/20 - On Track

# DEL RIO 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 May 2021, Del Rio High School will utilize local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and utilize high-quality, TEKS-aligned instructional materials to face-to-face and remote students (synchronous and asynchronous instruction), including students who are learning English and students receiving special education services. (TI) (Title I SW: 9,10) (Title I TA: 1) (Target Group: ESL,LEP,SPED,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2020-May 2021	(F)IDEA Special Education, (F)Title III Bilingual / ESL	Criteria: Grades Earned credits  06/25/21 - On Track (S) 10/02/20 - On Track
2. Provide ongoing academic development using tutors to support the skill building of remote and face-to-face teaching aligned to instructional materials. (Title I SW: 2,3,4,9) (Title I TA: 1,5) (Target Group: 10th,11th,12th) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Federal Grant, (F)Title I	Criteria: Grades Failure reports  06/25/21 - Completed (S) 10/02/20 - Pending
3. Adapt additional supplementary remote instructional materials based on student need that may be used with Canvas, the learning management system adopted to centralize instructional materials, for Math instruction. (Title I SW: 9) (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Federal Grant, (F)Title I	Criteria: Grades Expenditure reports  06/25/21 - On Track (S) 08/17/20 - Some Progress
4. Adapt additional supplementary remote instructional materials based on student need that may be used with Canvas, the learning management system adopted to centralize instructional materials, for Social Studies instruction. (Title I SW: 9) (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds, (S)Technology Grant	Criteria: Grades Expenditure reports  06/25/21 - Completed (S) 08/17/20 - On Track
5. Adapt additional supplementary remote instructional materials based on student need that may be used with Canvas, the learning management system adopted to centralize instructional materials, for ELA instruction.	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Federal Grant, (F)Title I	Criteria: Grades Expenditure reports  06/25/21 - Completed (S) 08/17/20 - Pending

# DEL RIO 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 May 2021, Del Rio High School will utilize local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)				
6. Adapt additional supplementary remote instructional materials based on student need that may be used with Canvas, the learning management system adopted to centralize instructional materials, for Science instruction. (Title I SW: 9) (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Federal Grant, (F)Title I	Criteria: Grades Expenditure reports  06/25/21 - Completed (S) 08/17/20 - Some Progress
7. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with ROTC. (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020- May 2021	(S)Local Funds	Criteria: Student roster Schedules  06/25/21 - On Track (S) 10/04/20 - On Track
8. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with Cheer. (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020 - May 2021	(S)Local Funds	Criteria: Schedules Student Rosters  06/25/21 - On Track (S) 10/04/20 - On Track
9. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with Belles (dance team). (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020 - May 2021	(S)Local Funds - \$39,672	Criteria: Schedule of events Student rosters  06/25/21 - On Track (S) 10/04/20 - On Track
10. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with UIL. (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020 - May 2021	(S)Local Funds	Criteria: Student rosters Schedule of events  06/25/21 - On Track (S) 10/04/20 - Pending
11. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with STUCO. (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2020 - May 2021	(S)Local Funds	Criteria: Student rosters Schedule of events  06/25/21 - On Track (S) 10/04/20 - On Track
12. Provide student activities that promote	Campus Administrators,	August 2020 -	(S)Local Funds	Criteria: Student rosters

# DEL RIO 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 May 2021, Del Rio High School will utilize local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
leadership, social, cultural, interpersonal skills, and safety with remote academic contests. (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Teachers	May 2021		Schedule of events 06/25/21 - On Track (S) 10/04/20 - Pending

# DEL RIO HS

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

**Objective 2.** By May 2021, the campus will maintain a student attendance rate of 95%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Compile and track data on student attendance (F2F or remote instruction) for identifying RTI to include daily family contacts, academic support, and social-emotional well-being. (TI) (Title I SW: 1,6,9) (Title I TA: 1) (Target Group: LEP,SPED,10th,11th,12th) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Parental Aides, Parents, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Grades Attendance records Drop out rates  06/25/21 - On Track (S) 10/02/20 - On Track
2. DRHS (9th-12th) will increase the awareness of the compulsory attendance law among the school community and parents using Student Orientation, Open House, parental meetings, news media and presentations. (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	August 2020-May 2021	(F)Title I, (S)Local Funds	06/25/21 - On Track (S) 10/02/20 - On Track
3. DRHS (9th-12th) will regularly and systematically facilitate the identification of students with problems or anti-social behavior and provide them with support that encourages them to attend school and actively participate in their education. (Title I SW: 2,9) (Target Group: All,AtRisk) (Strategic Priorities: 4)	ARD Committee, Campus Administrators, Counselors, Parents, Teachers	August 2020-May 2021	(F)Title I, (F)Title IV SSAEP	06/25/21 - On Track (S) 08/24/20 - On Track
4. DRHS (9th-12th) will promote student participation in school groups by increasing clubs and organizations in school. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Librarian, Teachers	August 2020-May 2021	(L)Principal Account, (S)Local Funds	06/25/21 - On Track (S) 10/05/20 - On Track
5. DRHS (9th-12th) will provide professional development to all staff on the use of Skyward reports to maintain accurate attendance records. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, MIS Department	August 2020-May 2021	(S)Local Funds	06/25/21 - On Track (S) 08/17/20 - On Track
6. Communicate expectations to families and provide frequent feedback on effective technology usage and engagement strategies for struggling learners. (TI) (Title I SW: 1,6) (Title I TA: 1,7) (Target Group: )	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Grades Attendance reports  06/25/21 - On Track (S) 08/10/20 - On Track

# DEL RIO HS

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

**Objective 2.** By May 2021, the campus will maintain a student attendance rate of 95%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
LEP, SPED, 10th, 11th, 12th) (Strategic Priorities: 4)				
7. Parental aides and counselors will provide training sessions for parents on how to use Skyward to check student attendance/tardies/grades as needed. (Title I SW: 6) (Title I TA: 7) (Target Group: 10th, 11th, 12th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides	August 2020-May 2021	(F) Title I	Criteria: Meeting agenda Participation log Attendance reports  06/25/21 - Completed (S) 08/17/20 - Pending
8. Coordinate monthly meetings to monitor and organize intervention plans for students with excessive absences. (Title I TA: 1) (Target Group: 10th, 11th, 12th) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides, Parents, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(F) Title I, (S) Local Funds	Criteria: Attendance records Phone records  10/04/20 - Pending (S)
9. Increase parental awareness of district and campus goals (Title 1 meetings, family engagement policy, and School compact). (Title I TA: 6) (Target Group: 10th, 11th, 12th) (Strategic Priorities: 4)	Campus Administrators, Parental Aides	August 2020-May 2021	(F) Title I, (S) Local Funds	Criteria: Zoom app Parent participation log Graduation rates CCMR Attendance (ADA)  10/04/20 - Pending (S)

# DEL RIO HS

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

**Objective 3.** By May 2021, the campus will maintain a staff attendance rate of 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff training and guidance on how to remotely participate in the district-wide health and wellness programs. (Title I SW: 4) (Title I TA: 6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Federal Grant, (S)Local Funds	Criteria: Grades Attendance 06/25/21 - Completed (S) 08/24/20 - On Track



# DEL RIO HS

**Goal 3.** The District shall provide clear, important and effective communication in a timely manner to parents, students, staff, stake holders and District Partners.

**Objective 1.** By May 2021, the campus will organize monthly services, meetings and activities that support and help the participation of parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parent training and guidance on how to remotely support the development of student achievement with the adopted Learning Management System (Canvas). (Title I SW: 2,6) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, MIS Department, Parental Aides, Parents, Special Ed Teacher, Strategists, Teachers	August 2020-May 2021	(F)Title I	Criteria: Zoom App Meeting PPT Service calls  06/25/21 - Completed (S) 08/14/20 - On Track
2. Offer clear and consistent communication in their preferred home language for all students and families to remotely communicate with school staff (phone, emails, automated messages, and Facebook) regarding classwork and assessments. (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Librarian, Parental Aides, Parents, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Grades Attendance reports  06/25/21 - On Track (S) 10/01/20 - On Track
3. Schedule and design remote or face-to-face intervention to work within remote environments for students who fail (any) six week cycles for credit recovery. (Title I SW: 6,9) (Title I TA: 1,5) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Parents, Teachers	August 2020-May 2021	(F)Title I, (S)State Compensatory	Criteria: Grades Credit recovery rosters Upgrade (teacher-led) credit recovery forms  06/25/21 - Completed (S) 10/02/20 - Some Progress
4. Offer clear and consistent communication means (in their preferred language) for all students and families so that they may stay current with staff on student progress. (Title I SW: 6,9) (Title I TA: 1,7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Grades summative assessments  06/25/21 - On Track (S) 10/05/20 - On Track
5. Students reflect and stay connected on instructional objectives throughout the core area and elective lessons (Learning Target and E.L.P.S.). (Title I SW: 3,9) (Title I TA: 1,2,3,5) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020-May 2021	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Grades  06/25/21 - Significant Progress (S) 10/01/20 - Some Progress
6. Coordinate home visits to address attendance/discipline concerns. (Title I SW: 6,9) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Attendance Staff, Parents, Security, Strategists, Teachers	August 2020-May 2021	(F)Title I	Criteria: Parent meeting logs  06/25/21 - Completed (S) 10/05/20 - On Track

# DEL RIO HS

**Goal 3.** The District shall provide clear, important and effective communication in a timely manner to parents, students, staff, stake holders and District Partners.

**Objective 1.** By May 2021, the campus will organize monthly services, meetings and activities that support and help the participation of parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Plan and conduct college nights (FAFSA, college entrance exams, etc.) to introduce families to post-secondary education opportunities. (Title I TA: 4,7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Parent meeting log Training material  06/25/21 - Completed (S) 10/02/20 - Significant Progress

# DEL RIO HS

**Goal 3.** The District shall provide clear, important and effective communication in a timely manner to parents, students, staff, stake holders and District Partners.

**Objective 2.** By May 2021, parent participation at Del Rio High School will increase by 10-15%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Del Rio High School (9th-12th) will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as: virtual orientations, Zoom meetings, parental training, Big Decision parental training and extra-curricular/UII events. (TI) (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides	August 2020-May 2021	(F)Title I, (S)Local Funds	06/25/21 - Completed (S) 10/05/20 - On Track
2. Involve families with frequent and timely communication about events, activities, presentations, training opportunities, and school concerns through campus calendars, newsletters, district web page/Facebook and automated call system with an emphasis on stakeholder feedback on remote practices and policies with teachers and campus leadership. (Title I SW: 1,6) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2020-May 2021	(F)Title I, (S)Local Funds	Criteria: Training material (PPT, flyers, e.g.) Meeting schedule  06/25/21 - Completed (S) 10/05/20 - On Track
3. Provide progress and information for parents to access and utilize Skyward as a means to monitor student academic progress. (TI) (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides	August 2020-May 2021	(F)Title I, (S)Local Funds	06/25/21 - Completed (S) 08/17/20 - On Track
4. Home visits conducted by parental aides to discuss attendance, discipline and/or teacher concerns with parents. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides	August 2020-May 2021	(F)Title I	Criteria: Travel (mileage) logs Family contact logs  06/25/21 - Completed (S) 10/01/20 - Some Progress

# 2019-20 Texas Academic Performance Report

District Name: **SAN FELIPE-DEL RIO CISD**

Campus Name: **DEL RIO H S**

Campus Number: **233901001**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2019	68%	65%	56%	50%	56%	61%	*	*	-	*	22%	83%	57%	54%	53%	35%
	2018	65%	58%	50%	56%	49%	61%	*	*	-	*	19%	*	51%	45%	47%	31%
At Meets Grade Level or Above	2019	50%	43%	30%	0%	30%	52%	*	*	-	*	8%	67%	31%	28%	27%	11%
	2018	44%	33%	22%	44%	21%	36%	*	*	-	*	8%	*	22%	22%	20%	10%
At Masters Grade Level	2019	11%	6%	1%	0%	1%	4%	*	*	-	*	0%	17%	1%	2%	1%	0%
	2018	7%	2%	1%	0%	1%	0%	*	*	-	*	0%	*	0%	2%	1%	0%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2019	68%	71%	69%	75%	68%	68%	-	*	-	*	26%	*	71%	60%	65%	47%
	2018	67%	71%	68%	50%	68%	86%	*	40%	*	*	29%	*	69%	64%	64%	35%
At Meets Grade Level or Above	2019	49%	45%	40%	50%	40%	59%	-	*	-	*	8%	*	42%	36%	35%	20%
	2018	48%	48%	45%	33%	43%	77%	*	40%	*	*	22%	*	45%	44%	38%	13%
At Masters Grade Level	2019	8%	4%	3%	0%	3%	9%	-	*	-	*	0%	*	3%	3%	1%	0%
	2018	8%	4%	3%	0%	3%	9%	*	0%	*	*	6%	*	3%	3%	2%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2019	85%	82%	75%	80%	75%	88%	*	-	-	*	38%	80%	74%	79%	74%	61%
	2018	83%	78%	72%	80%	72%	65%	*	*	-	*	30%	*	72%	70%	68%	62%
At Meets Grade Level or Above	2019	61%	56%	44%	40%	44%	41%	*	-	-	*	13%	60%	44%	43%	41%	28%
	2018	55%	47%	38%	60%	38%	42%	*	-	-	*	6%	*	39%	35%	34%	27%
At Masters Grade Level	2019	37%	31%	19%	0%	19%	24%	*	-	-	*	8%	40%	21%	14%	18%	10%
	2018	32%	22%	14%	0%	15%	12%	*	*	-	*	2%	*	15%	13%	14%	9%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2019	88%	84%	82%	60%	81%	97%	*	*	-	*	46%	86%	81%	83%	78%	58%
	2018	87%	80%	77%	100%	77%	79%	*	*	-	*	42%	*	79%	73%	73%	59%
At Meets Grade Level or Above	2019	62%	49%	45%	40%	44%	70%	*	*	-	*	15%	86%	45%	46%	38%	19%
	2018	59%	49%	44%	14%	44%	59%	*	*	-	*	12%	*	47%	37%	36%	21%
At Masters Grade Level	2019	25%	14%	11%	0%	11%	20%	*	*	-	*	3%	14%	12%	7%	8%	1%
	2018	24%	15%	13%	0%	12%	26%	*	*	-	*	5%	*	14%	8%	8%	3%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2019	93%	91%	90%	100%	90%	87%	*	*	-	*	59%	*	91%	89%	89%	77%
	2018	92%	89%	88%	80%	87%	100%	-	*	*	*	59%	*	89%	85%	85%	67%
At Meets Grade Level or Above	2019	73%	72%	71%	86%	70%	81%	*	*	-	*	41%	*	73%	62%	66%	43%
	2018	70%	67%	66%	80%	64%	93%	-	*	*	*	34%	*	66%	62%	59%	32%
At Masters Grade Level	2019	45%	43%	42%	29%	42%	61%	*	*	-	*	14%	*	43%	40%	35%	16%
	2018	40%	37%	36%	20%	35%	72%	-	*	*	*	5%	*	37%	34%	29%	9%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2019	78%	72%	74%	74%	73%	80%	86%	89%	-	93%	37%	82%	74%	72%	71%	52%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus STAAR Performance

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	68%	70%	72%	69%	78%	70%	65%	*	92%	33%	92%	71%	65%	65%	48%
	2019	50%	40%	45%	45%	45%	63%	43%	67%	-	57%	15%	64%	46%	42%	40%	22%
At Masters Grade Level	2018	48%	36%	42%	44%	41%	62%	40%	29%	*	69%	14%	38%	43%	38%	36%	18%
	2019	24%	17%	14%	6%	14%	24%	14%	11%	-	29%	4%	18%	15%	12%	11%	4%
	2018	22%	13%	12%	3%	12%	23%	0%	0%	*	46%	3%	15%	13%	10%	9%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	62%	64%	62%	65%	*	80%	-	83%	24%	78%	64%	57%	59%	40%
	2018	74%	66%	59%	53%	58%	74%	*	38%	*	*	23%	83%	60%	54%	55%	32%
At Meets Grade Level or Above	2019	48%	38%	36%	29%	35%	56%	*	60%	-	33%	8%	44%	37%	32%	31%	15%
	2018	46%	35%	33%	40%	32%	57%	*	25%	*	*	14%	33%	34%	33%	29%	11%
At Masters Grade Level	2019	21%	13%	2%	0%	2%	7%	*	0%	-	17%	0%	11%	2%	3%	1%	0%
	2018	19%	11%	2%	0%	2%	4%	*	0%	*	*	2%	0%	2%	3%	1%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	77%	75%	80%	75%	88%	*	-	-	*	38%	80%	74%	79%	74%	61%
	2018	81%	73%	72%	80%	72%	65%	*	*	-	*	30%	*	72%	70%	68%	62%
At Meets Grade Level or Above	2019	52%	43%	44%	40%	44%	41%	*	-	-	*	13%	60%	44%	43%	41%	28%
	2018	50%	37%	38%	60%	38%	42%	*	*	-	*	6%	*	39%	35%	34%	27%
At Masters Grade Level	2019	26%	20%	19%	0%	19%	24%	*	-	-	*	8%	40%	21%	14%	18%	10%
	2018	24%	15%	14%	0%	15%	12%	*	*	-	*	2%	*	15%	13%	14%	9%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	75%	82%	60%	81%	97%	*	*	-	*	46%	86%	81%	83%	78%	58%
	2018	80%	70%	77%	100%	77%	79%	*	*	-	*	42%	*	79%	73%	73%	59%
At Meets Grade Level or Above	2019	54%	43%	45%	40%	44%	70%	*	*	-	*	15%	86%	45%	46%	38%	19%
	2018	51%	38%	44%	14%	44%	59%	*	*	-	*	12%	*	47%	37%	36%	21%
At Masters Grade Level	2019	25%	16%	11%	0%	11%	20%	*	*	-	*	3%	14%	12%	7%	8%	1%
	2018	23%	14%	13%	0%	12%	26%	*	*	-	*	5%	*	14%	8%	8%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	73%	90%	100%	90%	87%	*	*	-	*	59%	*	91%	89%	89%	77%
	2018	78%	69%	88%	80%	87%	100%	-	*	*	*	59%	*	89%	85%	85%	67%
At Meets Grade Level or Above	2019	55%	47%	71%	86%	70%	81%	*	*	-	*	41%	*	73%	62%	66%	43%
	2018	53%	42%	66%	80%	64%	93%	-	*	*	*	34%	*	66%	62%	59%	32%
At Masters Grade Level	2019	33%	27%	42%	29%	42%	61%	*	*	-	*	14%	*	43%	40%	35%	16%
	2018	31%	23%	36%	20%	35%	72%	-	*	*	*	5%	*	37%	34%	29%	9%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Progress**

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
End of Course English II	2019	69	69	<b>66</b>	70	66	63	-	*	-	*	53	*	65	69	63	53
	2018	67	71	71	*	71	88	*	*	-	*	60	*	71	74	69	59
End of Course Algebra I	2019	75	77	<b>69</b>	60	69	65	*	-	-	*	32	*	68	73	67	60
	2018	72	66	<b>60</b>	70	60	59	*	*	-	*	23	*	58	68	56	54
All Grades Both Subjects	2019	69	70	<b>68</b>	65	68	64	*	*	-	70	39	83	67	71	65	57
	2018	69	67	<b>65</b>	50	65	73	*	*	-	*	33	*	64	70	62	56
All Grades ELA/Reading	2019	68	68	<b>66</b>	70	66	63	-	*	-	*	53	*	65	69	63	53
	2018	69	66	<b>71</b>	*	71	88	*	*	-	*	60	*	71	74	69	59
All Grades Mathematics	2019	70	72	<b>69</b>	60	69	65	*	-	-	*	32	*	68	73	67	60
	2018	70	68	<b>60</b>	70	60	59	*	*	-	*	23	*	58	68	56	54



District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Prior Year and Student Success Initiative**

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Student Success Initiative</b>													
<b>Grade 8 Reading</b>													
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	13%	11%	11%	-	11%	-	-	-	-	8%	11%	5%
<b>Grade 8 Mathematics</b>													
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	45%	43%	-	43%	-	-	-	-	22%	44%	43%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 2,532  
 Grade Span: 09 - 12  
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	72%	<b>74%</b>	*	*	-	-	-	45%	*	46%	47%	46%	46%
	2018	77%	68%	<b>70%</b>	*	-	*	-	-	40%	*	40%	40%	40%	40%
At Meets Grade Level or Above	2019	50%	40%	<b>45%</b>	*	*	-	-	-	16%	*	16%	21%	16%	16%
	2018	48%	36%	<b>42%</b>	*	-	*	-	-	11%	*	11%	13%	11%	11%
At Masters Grade Level	2019	24%	17%	<b>14%</b>	*	*	-	-	-	3%	*	3%	3%	3%	3%
	2018	22%	13%	<b>12%</b>	*	-	*	-	-	2%	*	2%	2%	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	<b>62%</b>	*	*	-	-	-	32%	*	32%	40%	32%	33%
	2018	74%	66%	<b>59%</b>	*	-	*	-	-	25%	*	26%	34%	26%	26%
At Meets Grade Level or Above	2019	48%	38%	<b>36%</b>	*	*	-	-	-	10%	*	10%	15%	10%	10%
	2018	46%	35%	<b>33%</b>	*	-	*	-	-	5%	*	5%	10%	5%	5%
At Masters Grade Level	2019	21%	13%	<b>2%</b>	*	*	-	-	-	0%	*	0%	0%	0%	0%
	2018	19%	11%	<b>2%</b>	*	-	*	-	-	0%	*	0%	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	77%	<b>75%</b>	-	-	-	-	-	55%	-	55%	40%	55%	54%
	2018	81%	73%	<b>72%</b>	-	-	-	-	-	54%	-	54%	44%	54%	53%
At Meets Grade Level or Above	2019	52%	43%	<b>44%</b>	-	-	-	-	-	22%	-	22%	20%	22%	22%
	2018	50%	37%	<b>38%</b>	-	-	-	-	-	16%	-	16%	22%	16%	17%
At Masters Grade Level	2019	26%	20%	<b>19%</b>	-	-	-	-	-	7%	-	7%	20%	7%	7%
	2018	24%	15%	<b>14%</b>	-	-	-	-	-	6%	-	6%	11%	6%	6%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	75%	<b>82%</b>	-	-	-	-	-	50%	*	51%	71%	50%	51%
	2018	80%	70%	<b>77%</b>	-	-	-	-	-	52%	-	52%	44%	52%	52%
At Meets Grade Level or Above	2019	54%	43%	<b>45%</b>	-	-	-	-	-	14%	*	14%	29%	14%	14%
	2018	51%	38%	<b>44%</b>	-	-	-	-	-	13%	-	13%	22%	13%	13%
At Masters Grade Level	2019	25%	16%	<b>11%</b>	-	-	-	-	-	1%	*	1%	0%	1%	1%
	2018	23%	14%	<b>13%</b>	-	-	-	-	-	1%	-	1%	0%	1%	1%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	73%	<b>90%</b>	-	-	-	-	-	74%	-	74%	50%	74%	73%
	2018	78%	69%	<b>88%</b>	-	-	-	-	-	61%	-	61%	60%	61%	60%
At Meets Grade Level or Above	2019	55%	47%	<b>71%</b>	-	-	-	-	-	33%	-	33%	33%	33%	33%
	2018	53%	42%	<b>66%</b>	-	-	-	-	-	26%	-	26%	0%	26%	25%
At Masters Grade Level	2019	33%	27%	<b>42%</b>	-	-	-	-	-	11%	-	11%	0%	11%	10%
	2018	31%	23%	<b>36%</b>	-	-	-	-	-	7%	-	7%	0%	7%	6%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	70%	<b>68%</b>	-	-	-	-	-	53%	-	53%	*	53%	53%
	2018	69%	67%	<b>65%</b>	-	-	-	-	-	48%	-	48%	35%	48%	46%
All Grades ELA/Reading	2019	68%	68%	<b>66%</b>	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	69%	66%	<b>71%</b>	-	-	-	-	-	63%	-	63%	30%	63%	53%
All Grades Mathematics	2019	70%	72%	<b>69%</b>	-	-	-	-	-	54%	-	54%	*	54%	53%
	2018	70%	68%	<b>60%</b>	-	-	-	-	-	45%	-	45%	40%	45%	45%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Participation**

Total Students: 2,571  
 Grade Span: 09 - 12  
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>99%</b>	97%	99%	99%	100%	100%	-	100%	99%	99%	99%
Included in Accountability	94%	95%	<b>94%</b>	91%	94%	91%	100%	100%	-	88%	96%	93%	83%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	6%	2%	7%	0%	0%	-	13%	2%	3%	4%
Other Exclusions	1%	1%	<b>3%</b>	0%	3%	2%	0%	0%	-	0%	2%	3%	12%
Not Tested	1%	1%	<b>1%</b>	3%	1%	1%	0%	0%	-	0%	1%	1%	1%
Absent	1%	1%	<b>1%</b>	3%	1%	1%	0%	0%	-	0%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>97%</b>	100%	97%	99%	100%	100%	*	100%	99%	97%	98%
Included in Accountability	94%	95%	<b>93%</b>	100%	92%	97%	100%	94%	*	100%	97%	92%	86%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	0%	3%	2%	0%	6%	*	0%	1%	3%	4%
Other Exclusions	1%	1%	<b>2%</b>	0%	2%	0%	0%	0%	*	0%	0%	2%	8%
Not Tested	1%	1%	<b>3%</b>	0%	3%	1%	0%	0%	*	0%	1%	3%	2%
Absent	1%	1%	<b>3%</b>	0%	3%	1%	0%	0%	*	0%	1%	3%	2%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	94.6%	<b>92.9%</b>	91.9%	92.8%	93.1%	*	94.7%	*	95.0%	91.1%	92.1%	92.3%
2017-18	95.4%	94.7%	<b>92.7%</b>	91.5%	92.6%	93.4%	*	97.4%	*	*	90.8%	92.0%	91.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	2.2%	<b>1.8%</b>	0.0%	1.8%	0.0%	*	25.0%	*	0.0%	1.8%	2.1%	3.0%
2017-18	1.9%	3.3%	<b>3.4%</b>	3.0%	3.4%	3.0%	*	8.3%	*	0.0%	0.8%	4.2%	4.7%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	87.0%	<b>91.4%</b>	*	91.1%	94.3%	-	*	*	*	93.9%	89.2%	90.7%
Received TxCHSE	0.5%	0.6%	<b>0.7%</b>	*	0.8%	0.0%	-	*	*	*	2.0%	1.1%	0.0%
Continued HS	3.7%	6.6%	<b>2.0%</b>	*	2.1%	0.0%	-	*	*	*	2.0%	1.9%	0.0%
Dropped Out	5.9%	5.8%	<b>5.9%</b>	*	6.0%	5.7%	-	*	*	*	2.0%	7.8%	9.3%
Graduates and TxCHSE	90.4%	87.6%	<b>92.1%</b>	*	91.9%	94.3%	-	*	*	*	95.9%	90.3%	90.7%
Graduates, TxCHSE, and Continuers	94.1%	94.2%	<b>94.1%</b>	*	94.0%	94.3%	-	*	*	*	98.0%	92.2%	90.7%
Class of 2018													
Graduated	90.0%	82.7%	<b>88.8%</b>	100.0%	88.5%	90.5%	*	*	-	*	86.8%	85.9%	71.2%
Received TxCHSE	0.4%	0.5%	<b>0.4%</b>	0.0%	0.3%	2.4%	*	*	-	*	0.0%	0.6%	0.0%
Continued HS	3.8%	5.6%	<b>0.7%</b>	0.0%	0.6%	2.4%	*	*	-	*	5.9%	1.0%	3.0%
Dropped Out	5.7%	11.2%	<b>10.0%</b>	0.0%	10.6%	4.8%	*	*	-	*	7.4%	12.5%	25.8%
Graduates and TxCHSE	90.4%	83.2%	<b>89.3%</b>	100.0%	88.8%	92.9%	*	*	-	*	86.8%	86.5%	71.2%
Graduates, TxCHSE, and Continuers	94.3%	88.8%	<b>90.0%</b>	100.0%	89.4%	95.2%	*	*	-	*	92.6%	87.5%	74.2%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	86.2%	<b>90.2%</b>	100.0%	89.8%	92.7%	*	*	-	*	92.5%	87.7%	75.4%
Received TxCHSE	0.6%	1.1%	<b>1.0%</b>	0.0%	0.9%	2.4%	*	*	-	*	0.0%	1.2%	0.0%
Continued HS	1.1%	1.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	11.4%	<b>8.8%</b>	0.0%	9.3%	4.9%	*	*	-	*	7.5%	11.1%	24.6%
Graduates and TxCHSE	92.8%	87.2%	<b>91.2%</b>	100.0%	90.7%	95.1%	*	*	-	*	92.5%	88.9%	75.4%
Graduates, TxCHSE, and Continuers	93.9%	88.6%	<b>91.2%</b>	100.0%	90.7%	95.1%	*	*	-	*	92.5%	88.9%	75.4%
Class of 2017													
Graduated	92.0%	88.3%	<b>91.7%</b>	*	91.3%	97.0%	*	*	*	*	90.4%	89.3%	82.8%
Received TxCHSE	0.6%	1.0%	<b>0.9%</b>	*	1.0%	0.0%	*	*	*	*	0.0%	1.2%	0.0%
Continued HS	1.1%	1.8%	<b>0.2%</b>	*	0.2%	0.0%	*	*	*	*	1.9%	0.2%	0.0%
Dropped Out	6.3%	8.9%	<b>7.3%</b>	*	7.6%	3.0%	*	*	*	*	7.7%	9.2%	17.2%
Graduates and TxCHSE	92.6%	89.3%	<b>92.6%</b>	*	92.2%	97.0%	*	*	*	*	90.4%	90.5%	82.8%
Graduates, TxCHSE, and Continuers	93.7%	91.1%	<b>92.7%</b>	*	92.4%	97.0%	*	*	*	*	92.3%	90.8%	82.8%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	89.8%	<b>92.2%</b>	*	91.9%	97.0%	*	*	*	*	92.5%	90.0%	82.8%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Attendance, Graduation, and Dropout Rates**

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	1.1%	*	1.1%	0.0%	*	*	*	*	0.0%	1.4%	0.0%
Continued HS	0.6%	0.1%	0.0%	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	8.8%	6.7%	*	7.0%	3.0%	*	*	*	*	7.5%	8.6%	17.2%
Graduates and TxCHSE	93.2%	91.1%	93.3%	*	93.0%	97.0%	*	*	*	*	92.5%	91.4%	82.8%
Graduates, TxCHSE, and Continuers	93.7%	91.2%	93.3%	*	93.0%	97.0%	*	*	*	*	92.5%	91.4%	82.8%
<b>Class of 2016</b>													
Graduated	92.1%	90.4%	93.2%	*	93.1%	92.7%	*	*	-	*	88.0%	90.7%	83.0%
Received TxCHSE	0.8%	0.4%	0.3%	*	0.2%	2.4%	*	*	-	*	0.0%	0.2%	0.0%
Continued HS	0.5%	0.1%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.6%	9.0%	6.5%	*	6.7%	4.9%	*	*	-	*	12.0%	9.0%	17.0%
Graduates and TxCHSE	92.9%	90.9%	93.5%	*	93.3%	95.1%	*	*	-	*	88.0%	91.0%	83.0%
Graduates, TxCHSE, and Continuers	93.4%	91.0%	93.5%	*	93.3%	95.1%	*	*	-	*	88.0%	91.0%	83.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	86.0%	90.0%	*	89.6%	94.3%	-	*	*	*	86.8%	87.4%	89.1%
Class of 2018	90.0%	81.6%	87.8%	100.0%	87.4%	90.5%	*	*	-	*	81.9%	84.9%	71.2%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.2%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Class of 2018	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	97.1%	97.0%	*	96.9%	97.0%	-	*	*	*	46.4%	95.6%	98.0%
Class of 2018	82.0%	95.3%	95.3%	90.0%	96.0%	86.5%	*	*	-	*	47.4%	95.2%	86.7%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	97.3%	97.0%	*	96.9%	97.0%	-	*	*	*	46.4%	95.6%	98.0%
Class of 2018	86.8%	95.3%	95.3%	90.0%	96.0%	86.5%	*	*	-	*	47.4%	95.2%	86.7%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	93.3%	*	-	*	-	-	-	-	-	-	*	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.2%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2017-18	4.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	95.0%	94.2%	*	93.9%	97.2%	-	*	*	*	31.0%	92.8%	92.2%
2017-18	81.5%	95.8%	95.8%	90.0%	96.3%	88.6%	*	*	-	*	51.4%	96.1%	85.7%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	95.2%	94.2%	*	93.9%	97.2%	-	*	*	*	31.0%	92.8%	92.2%
2017-18	85.1%	95.7%	95.7%	90.0%	96.2%	88.6%	*	*	-	*	51.4%	95.9%	85.7%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Graduation Profile**

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2018-19 Annual Graduates)</b>				
Total Graduates	537	100.0%	664	355,615
By Ethnicity:				
African American	2	0.4%	3	43,953
Hispanic	494	92.0%	612	180,673
White	36	6.7%	44	105,577
American Indian	0	0.0%	0	1,293
Asian	3	0.6%	3	16,564
Pacific Islander	1	0.2%	1	537
Two or More Races	1	0.2%	1	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	4	1,090
Foundation H.S. Program (No Endorsement)	50	9.3%	51	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	1	15,160
Foundation H.S. Program (DLA)	487	90.7%	608	285,538
Special Education Graduates	61	11.4%	62	27,598
Economically Disadvantaged Graduates	347	64.6%	439	186,364
LEP Graduates	53	9.9%	57	25,189
At-Risk Graduates	326	60.7%	383	146,432

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
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Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.2%	<b>74.9%</b>	*	74.4%	79.2%	-	*	*	*	70.5%	70.9%	63.2%
2017-18	65.5%	69.7%	<b>72.8%</b>	70.0%	72.4%	77.8%	*	*	-	*	60.7%	70.3%	40.2%
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2018-19	53.0%	50.0%	<b>46.0%</b>	*	45.3%	55.6%	-	*	*	*	14.8%	38.9%	32.1%
2017-18	50.0%	47.2%	<b>49.2%</b>	40.0%	48.3%	63.9%	*	*	-	*	4.9%	44.6%	11.8%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	41.1%	<b>35.2%</b>	*	34.2%	50.0%	-	*	*	*	3.3%	26.8%	7.5%
2017-18	58.2%	42.2%	<b>43.9%</b>	40.0%	42.6%	63.9%	*	*	-	*	3.3%	38.2%	9.8%
Mathematics													
2018-19	48.6%	32.4%	<b>26.4%</b>	*	25.3%	41.7%	-	*	*	*	3.3%	18.4%	7.5%
2017-18	46.0%	33.5%	<b>34.8%</b>	40.0%	34.0%	41.7%	*	*	-	*	0.0%	29.7%	11.8%
Both Subjects													
2018-19	44.2%	30.4%	<b>24.0%</b>	*	22.7%	41.7%	-	*	*	*	3.3%	16.4%	5.7%
2017-18	42.1%	30.0%	<b>31.3%</b>	40.0%	30.2%	41.7%	*	*	-	*	0.0%	26.2%	7.8%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	45.2%	<b>40.2%</b>	*	39.7%	50.0%	-	*	*	*	14.8%	33.1%	22.6%
2017-18	20.7%	37.3%	<b>39.1%</b>	30.0%	38.4%	55.6%	*	*	-	*	4.9%	33.3%	3.9%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	6.6%	<b>6.3%</b>	*	6.3%	8.3%	-	*	*	*	1.6%	4.9%	11.3%
2017-18	20.4%	7.2%	<b>7.4%</b>	0.0%	6.8%	16.7%	*	*	-	*	0.0%	4.8%	5.9%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	9.3%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	7.4%	<b>7.6%</b>	*	7.3%	11.1%	-	*	*	*	1.6%	4.9%	0.0%
2017-18	1.0%	8.0%	<b>8.3%</b>	20.0%	7.3%	19.4%	*	*	-	*	0.0%	4.8%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	57.0%	<b>60.1%</b>	*	60.0%	56.9%	-	*	*	*	70.5%	58.6%	51.9%
2017-18	28.7%	52.2%	<b>54.7%</b>	50.0%	55.2%	47.2%	*	*	-	*	60.7%	54.0%	34.3%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	22.6%	<b>23.8%</b>	*	23.5%	25.0%	-	*	*	*	9.8%	22.8%	20.8%
2017-18	4.8%	14.7%	<b>15.4%</b>	10.0%	15.7%	13.9%	*	*	-	*	8.2%	14.3%	3.9%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.2%	3.7%	*	4.0%	0.0%	-	*	*	*	32.8%	4.6%	7.5%
2017-18	1.7%	1.8%	1.9%	10.0%	1.9%	0.0%	*	*	-	*	19.7%	2.1%	9.8%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	71.4%	73.9%	*	73.7%	77.8%	-	*	*	*	47.5%	70.0%	54.7%
2017-18	38.7%	77.8%	81.6%	70.0%	82.4%	72.2%	*	*	-	*	50.8%	80.7%	43.1%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	9.8%	11.2%	*	11.1%	11.1%	-	*	*	*	9.8%	10.7%	7.5%
2017-18	4.3%	3.8%	4.0%	0.0%	4.0%	2.8%	*	*	-	*	3.3%	4.6%	2.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.0%	2.4%	*	2.6%	0.0%	-	*	*	*	21.3%	2.9%	3.8%
2017-18	2.6%	2.8%	2.9%	10.0%	2.6%	5.6%	*	*	-	*	29.5%	3.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	6.9%	7.1%	*	7.5%	2.8%	-	*	*	*	6.6%	7.2%	11.3%
2017-18	0.6%	7.0%	7.4%	0.0%	7.3%	8.3%	*	*	-	*	3.3%	6.4%	2.0%



Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus CCMR-Related Indicators**

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2018-19	33.4%	25.6%	16.2%	*	16.4%	16.7%	-	*	*	*	0.0%	13.3%	3.8%
2017-18	32.1%	21.4%	22.1%	10.0%	23.0%	11.1%	*	*	-	*	3.3%	21.8%	9.8%
Mathematics													
2018-19	24.7%	27.6%	20.9%	*	20.6%	22.2%	-	*	*	*	3.3%	15.6%	7.5%
2017-18	23.7%	25.1%	26.0%	30.0%	26.0%	25.0%	*	*	-	*	0.0%	23.4%	11.8%
Both Subjects													
2018-19	18.8%	18.8%	10.1%	*	10.3%	8.3%	-	*	*	*	0.0%	7.8%	3.8%
2017-18	18.1%	13.1%	13.6%	10.0%	14.3%	5.6%	*	*	-	*	0.0%	14.0%	7.8%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	71.5%	74.1%	*	73.9%	77.8%	-	*	*	*	49.2%	70.3%	54.7%
2017-18	58.4%	78.7%	82.5%	70.0%	83.2%	75.0%	*	*	-	*	50.8%	81.4%	47.1%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2019	25.2%	23.5%	26.9%	36.4%	25.6%	43.1%	*	28.6%	*	*	n/a	20.2%	n/a
2018	25.8%	24.1%	26.1%	26.7%	24.4%	50.6%	*	16.7%	*	*	n/a	18.7%	n/a
English Language Arts													
2019	14.5%	2.6%	2.6%	9.1%	2.4%	4.2%	*	0.0%	*	*	n/a	2.2%	n/a
2018	15.3%	2.1%	2.2%	6.7%	1.9%	5.1%	*	16.7%	*	*	n/a	1.2%	n/a
Mathematics													
2019	7.4%	2.6%	2.9%	0.0%	2.4%	8.3%	*	14.3%	*	*	n/a	1.1%	n/a
2018	7.3%	2.7%	2.9%	13.3%	2.3%	10.1%	*	0.0%	*	*	n/a	1.1%	n/a
Science													
2019	10.4%	18.1%	20.7%	18.2%	19.8%	31.9%	*	28.6%	*	*	n/a	13.9%	n/a
2018	10.8%	19.4%	21.0%	13.3%	19.3%	45.6%	*	16.7%	*	*	n/a	14.3%	n/a
Social Studies													
2019	13.9%	11.2%	13.5%	18.2%	12.9%	22.2%	*	14.3%	*	*	n/a	10.8%	n/a
2018	14.5%	10.1%	11.2%	6.7%	10.8%	17.7%	*	0.0%	*	*	n/a	7.1%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	12.6%	11.7%	*	11.2%	16.1%	-	*	-	*	n/a	14.3%	n/a
2018	50.7%	10.7%	10.3%	*	10.3%	10.0%	*	*	-	*	n/a	9.4%	n/a
English Language Arts													
2019	41.2%	13.2%	6.5%	*	3.7%	*	-	-	-	-	n/a	5.6%	n/a
2018	42.5%	19.4%	20.0%	*	16.7%	*	-	*	-	-	n/a	0.0%	n/a
Mathematics													
2019	52.2%	17.9%	17.1%	-	18.5%	16.7%	-	*	-	*	n/a	22.2%	n/a

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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus CCMR-Related Indicators**

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	22.0%	17.9%	*	13.8%	37.5%	-	-	-	-	n/a	9.1%	n/a
2019 Science	40.6%	6.7%	6.0%	*	4.5%	17.4%	-	*	-	*	n/a	4.3%	n/a
2018 Social Studies	38.0%	3.7%	3.9%	*	3.3%	8.3%	*	*	-	*	n/a	2.2%	n/a
2019 Social Studies	46.3%	1.2%	1.2%	*	1.4%	0.0%	-	*	-	*	n/a	2.2%	n/a
2018 Social Studies	44.6%	3.3%	3.3%	*	3.7%	0.0%	-	-	-	*	n/a	1.5%	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
2018-19	75.0%	43.2%	40.0%	*	37.9%	69.4%	-	*	*	*	n/a	31.1%	n/a
2017-18	74.6%	43.6%	45.7%	50.0%	43.6%	69.4%	*	*	-	*	n/a	39.5%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	32.1%	34.0%	*	31.6%	52.0%	-	*	-	*	n/a	22.2%	n/a
2017-18	37.9%	31.6%	31.6%	80.0%	28.8%	44.0%	*	*	-	*	n/a	24.0%	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
2018-19	1027	1012	1015	*	1007	1072	-	*	-	*	n/a	975	n/a
2017-18	1036	1010	1010	1128	995	1123	*	*	-	*	n/a	975	n/a
English Language Arts and Writing													
2018-19	517	512	511	*	506	542	-	*	-	*	n/a	492	n/a
2017-18	521	506	506	550	498	574	*	*	-	*	n/a	489	n/a
Mathematics													
2018-19	510	501	504	*	500	530	-	*	-	*	n/a	483	n/a
2017-18	515	503	503	576	497	549	*	*	-	*	n/a	486	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
2018-19	20.6	21.1	21.5	-	20.9	23.0	-	-	-	-	n/a	23.2	n/a
2017-18	20.6	20.2	20.2	*	18.9	21.9	-	-	-	-	n/a	18.2	n/a
English Language Arts													
2018-19	20.3	21.0	21.4	-	21.2	22.1	-	-	-	-	n/a	23.7	n/a
2017-18	20.3	19.7	19.7	*	18.6	21.5	-	-	-	-	n/a	17.9	n/a
Mathematics													
2018-19	20.4	20.7	21.5	-	20.3	24.7	-	-	-	-	n/a	22.8	n/a
2017-18	20.6	20.4	20.4	*	19.1	22.6	-	-	-	-	n/a	18.2	n/a
Science													
2018-19	20.8	21.2	21.2	-	20.4	23.3	-	-	-	-	n/a	22.0	n/a
2017-18	20.9	20.5	20.5	*	19.5	21.2	-	-	-	-	n/a	18.6	n/a

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Other Postsecondary Indicators**

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject							*	62.5%	*	57.1%	35.5%	51.9%	53.3%
2018-19	44.6%	59.6%	<b>56.2%</b>	52.6%	55.8%	63.8%	*	62.5%	*	57.1%	35.5%	51.9%	53.3%
2017-18	43.4%	53.8%	<b>51.0%</b>	39.3%	50.6%	59.4%	*	54.5%	*	80.0%	22.5%	46.4%	30.5%
English Language Arts							*	42.9%	*	16.7%	31.6%	36.6%	46.6%
2018-19	17.8%	40.8%	<b>38.3%</b>	50.0%	37.8%	44.7%	*	42.9%	*	16.7%	31.6%	36.6%	46.6%
2017-18	17.3%	36.9%	<b>32.9%</b>	26.9%	32.7%	37.3%	*	45.5%	*	*	18.7%	29.9%	26.5%
Mathematics							*	42.9%	*	14.3%	1.3%	7.5%	2.3%
2018-19	20.4%	12.3%	<b>10.4%</b>	10.5%	10.0%	16.5%	*	42.9%	*	14.3%	1.3%	7.5%	2.3%
2017-18	20.7%	12.4%	<b>12.4%</b>	16.0%	12.0%	18.2%	*	9.1%	*	*	2.3%	10.3%	2.3%
Science							*	28.6%	*	57.1%	1.3%	10.1%	2.6%
2018-19	21.7%	17.1%	<b>15.0%</b>	10.5%	14.2%	26.8%	*	28.6%	*	57.1%	1.3%	10.1%	2.6%
2017-18	21.2%	14.0%	<b>13.6%</b>	13.6%	12.6%	27.3%	*	10.0%	*	60.0%	0.9%	9.7%	1.7%
Social Studies							*	14.3%	*	60.0%	2.7%	15.3%	1.2%
2018-19	23.6%	30.5%	<b>22.4%</b>	18.8%	21.3%	40.4%	*	14.3%	*	60.0%	2.7%	15.3%	1.2%
2017-18	22.8%	27.7%	<b>22.6%</b>	22.7%	21.1%	44.1%	*	25.0%	*	80.0%	1.7%	16.1%	0.9%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	49.4%	<b>51.0%</b>	30.0%	50.8%	61.1%	*	*	-	*	8.2%	47.9%	22.0%
2016-17	54.6%	55.0%	<b>56.6%</b>	*	56.1%	64.7%	*	*	*	*	19.2%	49.7%	23.4%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	36.6%	<b>37.2%</b>	*	34.8%	59.1%	*	*	-	-	0.0%	30.1%	0.0%
2016-17	59.2%	43.1%	<b>43.1%</b>	*	41.4%	63.6%	-	-	*	*	0.0%	31.0%	9.1%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Student Information

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	2,532	100.0%	10,311	5,479,173	2,533	100.0%	10,331	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.9%	4.5%	0	0.0%	4.9%	4.5%
Kindergarten	0	0.0%	6.5%	7.0%	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 2	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	6.7%	7.7%	0	0.0%	6.6%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	628	24.8%	7.3%	8.2%	628	24.8%	7.3%	8.2%
Grade 10	653	25.8%	7.5%	7.4%	653	25.8%	7.5%	7.4%
Grade 11	651	25.7%	7.4%	6.9%	652	25.7%	7.4%	6.9%
Grade 12	600	23.7%	7.3%	6.4%	600	23.7%	7.3%	6.4%
Ethnic Distribution:								
African American	20	0.8%	0.7%	12.6%	20	0.8%	0.7%	12.6%
Hispanic	2,375	93.8%	93.0%	52.8%	2,376	93.8%	93.0%	52.8%
White	122	4.8%	5.5%	27.0%	122	4.8%	5.5%	27.0%
American Indian	3	0.1%	0.1%	0.4%	3	0.1%	0.1%	0.4%
Asian	5	0.2%	0.4%	4.6%	5	0.2%	0.4%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	7	0.3%	0.3%	2.5%	7	0.3%	0.3%	2.5%
Sex:								
Female	1,218	48.1%	49.5%	48.8%	1,218	48.1%	49.5%	48.8%
Male	1,314	51.9%	50.5%	51.2%	1,315	51.9%	50.5%	51.2%
Economically Disadvantaged	1,709	67.5%	72.7%	60.3%	1,710	67.5%	72.6%	60.2%
Non-Educationally Disadvantaged	823	32.5%	27.3%	39.7%	823	32.5%	27.4%	39.8%
Section 504 Students	252	10.0%	9.3%	6.9%	252	9.9%	9.3%	6.9%
English Learners (EL)	329	13.0%	17.1%	20.3%	329	13.0%	17.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	92	3.4%	1.8%	1.5%				
Students w/ Dyslexia	85	3.4%	3.7%	4.1%	85	3.4%	3.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	11	0.4%	1.1%	1.4%	11	0.4%	1.1%	1.4%
Immigrant	18	0.7%	1.6%	2.3%	18	0.7%	1.6%	2.3%
Migrant	46	1.8%	1.9%	0.3%	46	1.8%	1.9%	0.3%
Title I	2,532	100.0%	99.8%	65.1%	2,533	100.0%	99.8%	65.1%
Military Connected	32	1.3%	2.8%	1.9%	32	1.3%	2.8%	1.9%
At-Risk	1,792	70.8%	68.4%	50.6%	1,793	70.8%	68.3%	50.5%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Student Information**

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	317	12.5%	16.8%	20.6%	317	12.5%	16.7%	20.6%
Career & Technical Education	2,362	93.3%	32.5%	27.6%				
Career & Technical Education (9-12 grades only)	2,141	84.6%	84.2%	50.8%	2,141	84.5%	84.2%	50.8%
Gifted & Talented Education	249	9.8%	8.7%	8.1%	250	9.9%	8.7%	8.1%
Special Education	268	10.6%	12.1%	10.5%	269	10.6%	12.2%	10.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	268							
<b>By Type of Primary Disability</b>								
Students with Intellectual Disabilities	165	61.6%	45.3%	42.4%				
Students with Physical Disabilities	13	4.9%	25.1%	21.4%				
Students with Autism	27	10.1%	6.6%	13.8%				
Students with Behavioral Disabilities	63	23.5%	22.6%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.5%				
<b>Mobility (2018-19):</b>								
Total Mobile Students	325	12.0%	11.3%	15.3%				
<b>By Ethnicity:</b>								
African American	6	0.2%						
Hispanic	286	10.6%						
White	27	1.0%						
American Indian	0	0.0%						
Asian	1	0.0%						
Pacific Islander	1	0.0%						
Two or More Races	4	0.1%						
<b>Student Attrition (2018-19):</b>								
Total Student Attrition	249	12.5%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.2%	1.6%	-	2.6%	5.5%
Grade 1	-	5.4%	2.9%	-	13.3%	4.9%
Grade 2	-	2.9%	1.6%	-	6.6%	2.0%
Grade 3	-	2.7%	0.9%	-	0.9%	0.8%
Grade 4	-	2.0%	0.5%	-	1.8%	0.4%
Grade 5	-	4.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	1.1%	0.5%
Grade 7	-	1.3%	0.5%	-	1.0%	0.6%
Grade 8	-	9.7%	0.4%	-	0.0%	0.6%
Grade 9	4.8%	4.0%	7.8%	11.1%	10.4%	13.1%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Student Information**

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.9	19.0
Grade 1	-	20.6	18.9
Grade 2	-	19.2	18.8
Grade 3	-	19.0	19.0
Grade 4	-	20.1	19.2
Grade 5	-	21.0	20.9
Grade 6	-	22.6	20.4
Secondary:			
English/Language Arts	19.9	20.0	16.4
Foreign Languages	19.9	21.7	18.7
Mathematics	20.1	20.3	17.8
Science	22.6	23.4	18.8
Social Studies	23.6	22.9	19.3

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Staff Information**

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: DEL RIO H S  
 Campus Number: 233901001

Total Students: 2,532  
 Grade Span: 09 - 12  
 School Type: High School

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	215.9	100.0%	100.0%	100.0%
Professional Staff:	193.5	89.6%	53.3%	63.7%
Teachers	165.4	76.6%	42.4%	49.4%
Professional Support	18.1	8.4%	7.6%	10.2%
Campus Administration (School Leadership)	10.0	4.6%	2.3%	3.0%
Educational Aides:	22.5	10.4%	11.8%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	10.0	n/a	29.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	176.8	81.9%	88.5%	51.1%
Teachers by Ethnicity and Sex:				
African American	6.0	3.6%	1.4%	10.8%
Hispanic	126.7	76.6%	80.4%	28.1%
White	26.7	16.2%	16.5%	57.7%
American Indian	2.0	1.2%	0.6%	0.3%
Asian	2.0	1.2%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	2.0	1.2%	0.5%	1.1%
Males	64.6	39.0%	22.0%	23.8%
Females	100.8	61.0%	78.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	10.0	6.0%	1.6%	1.3%
Bachelors	120.3	72.7%	76.4%	73.4%
Masters	35.1	21.2%	21.8%	24.5%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.1	3.7%	6.0%	7.4%
1-5 Years Experience	44.1	26.7%	28.7%	27.9%
6-10 Years Experience	23.9	14.4%	17.7%	19.4%
11-20 Years Experience	40.0	24.2%	25.5%	29.4%
Over 20 Years Experience	51.4	31.1%	22.1%	15.9%
Number of Students per Teacher	15.3	n/a	16.6	15.1



Texas Education Agency

## To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512.463-9734 • 512.463-9838 FAX • [tea.texas.gov](http://tea.texas.gov)

DATE:	April 2, 2020
SUBJECT:	Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

### Background

As announced in the *To the Administrator Addressed* letter dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

### School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

### For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.



If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov).

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or [SIDivision@tea.texas.gov](mailto:SIDivision@tea.texas.gov).

Sincerely,

Mike Morath  
Commissioner

## Texas Education Agency 2020 Accountability Ratings Overall Summary DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD

### Accountability Rating Summary

\*All Districts and Schools Were Not Rated in 2020 Due to COVID-19\*

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement](#)

### Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

### Distinction Designations

Distinction designations were not awarded in 2020.



## Texas Education Agency 2020 Accountability Ratings Overall Summary DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD

### Accountability Rating Summary

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[Click here to read the official announcement.](#)

### Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

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Distinction designations were not awarded in 2020.



**Texas Education Agency  
2019-20 School Report Card  
DEL RIO H S (233901001)**

**Accountability Rating**

**School Information**

**\*All Districts and Schools Were Not Rated in 2020 Due to COVID-19\***

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Type: High School  
 Total Students: 2,532  
 Grade Span: 09 - 12

**Not  
Rated**

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

For more information about this campus, see <https://trxschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perreport/api/v2020/index.html>

[Click here to read the official announcement.](#)

**Distinction Designations**

Distinction designations were not awarded in 2020.

**School and Student Information**

This section provides demographic information about DEL RIO H S, 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
<b>Attendance Rate (2018-19)</b>	92.9%	94.6%	95.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.8%	0.7%	12.6%
Hispanic	93.8%	93.0%	52.8%
White	4.8%	5.5%	27.0%
American Indian	0.1%	0.1%	0.4%
Asian	0.2%	0.4%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.3%	0.3%	2.5%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	67.5%	72.6%	60.2%
Special Education	10.6%	12.2%	10.7%
English Learners	13.0%	17.1%	20.3%
<b>Mobility Rate (2018-19)</b>	12.0%	11.3%	15.3%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Secondary</b>			
English/Language Arts	19.9	20.0	16.4
Foreign Languages	19.9	21.7	18.7
Mathematics	20.1	20.3	17.8
Science	22.6	23.4	18.8
Social Studies	23.6	22.9	19.3

**School Financial Information (2018-19)**

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
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%
<b>Instructional Expenditure Ratio</b>	n/a	53.7%	62.8%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$9,837	\$9,763	\$9,913
Instruction	\$5,466	\$5,147	\$5,558
Instructional Leadership	\$178	\$188	\$162
School Leadership	\$522	\$465	\$589

**Texas Education Agency  
2019-20 School Report Card  
DEL RIO H S (233901001)**

**STAAR Outcomes**

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.

	State	District	Campus	African American					Hispanic			White	American Indian			Asian	Pacific Islander		Two or More Races	Econ Disadv
				American	Hispanic	White	Indian	Asian	Islander	Races										
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>																				
All Subjects	2019	78%	72%	74%	74%	73%	80%	86%	89%	-	93%	71%								
	2018	77%	68%	70%	72%	69%	78%	70%	65%	*	92%	65%								
ELA/Reading	2019	75%	69%	62%	64%	62%	65%	*	80%	-	83%	59%								
	2018	74%	66%	59%	53%	58%	74%	*	38%	*	*	55%								
Mathematics	2019	82%	77%	75%	80%	75%	88%	*	-	-	*	74%								
	2018	81%	73%	72%	80%	72%	65%	*	*	-	*	68%								
Science	2019	81%	75%	82%	60%	81%	97%	*	*	-	*	78%								
	2018	80%	70%	77%	100%	77%	79%	*	*	-	*	73%								
Social Studies	2019	81%	73%	90%	100%	90%	87%	*	*	-	*	89%								
	2018	78%	69%	88%	80%	87%	100%	-	*	*	*	85%								
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>																				
All Subjects	2019	50%	40%	45%	45%	45%	63%	43%	67%	-	57%	40%								
	2018	48%	36%	42%	44%	41%	62%	40%	29%	*	69%	36%								
ELA/Reading	2019	48%	38%	36%	29%	35%	56%	*	60%	-	33%	31%								
	2018	46%	35%	33%	40%	32%	57%	*	25%	*	*	29%								
Mathematics	2019	52%	43%	44%	40%	44%	41%	*	-	-	*	41%								
	2018	50%	37%	38%	60%	38%	42%	*	*	-	*	34%								
Science	2019	54%	43%	45%	40%	44%	70%	*	*	-	*	38%								
	2018	51%	38%	44%	14%	44%	59%	*	*	-	*	36%								
Social Studies	2019	55%	47%	71%	86%	70%	81%	*	*	-	*	66%								
	2018	53%	42%	66%	80%	64%	93%	-	*	*	*	59%								
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>																				
All Subjects	2019	24%	17%	14%	6%	14%	24%	14%	11%	-	29%	11%								
	2018	22%	13%	12%	3%	12%	23%	0%	0%	*	46%	9%								
ELA/Reading	2019	21%	13%	2%	0%	2%	7%	*	0%	-	17%	1%								
	2018	19%	11%	2%	0%	2%	4%	*	0%	*	*	1%								
Mathematics	2019	26%	20%	19%	0%	19%	24%	*	-	-	*	18%								
	2018	24%	15%	14%	0%	15%	12%	*	*	-	*	14%								
Science	2019	25%	16%	11%	0%	11%	20%	*	*	-	*	8%								
	2018	23%	14%	13%	0%	12%	26%	*	*	-	*	8%								
Social Studies	2019	33%	27%	42%	29%	42%	61%	*	*	-	*	35%								
	2018	31%	23%	36%	20%	35%	72%	-	*	*	*	29%								
<b>Academic Growth Score (All Grades Tested)</b>																				
Both Subjects	2019	69	70	68	65	68	64	*	*	-	70	65								
	2018	69	67	65	50	65	73	*	*	-	*	62								
ELA/Reading	2019	68	68	66	70	66	63	-	*	-	*	63								
	2018	69	66	71	*	71	88	*	*	-	*	69								
Mathematics	2019	70	72	69	60	69	65	*	-	-	*	67								
	2018	70	68	60	70	60	59	*	*	-	*	56								

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.  
 - Indicates zero observations reported for this group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency  
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**Graduation and College, Career, and Military Readiness Outcomes**

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Annual Dropout Rate (Gr 9-12)</b>											
2018-19	1.9%	2.2%	1.8%	0.0%	1.8%	0.0%	*	25.0%	*	0.0%	2.1%
2017-18	1.9%	3.3%	3.4%	3.0%	3.4%	3.0%	*	8.3%	*	0.0%	4.2%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>											
Class of 2019											
Graduated	90.0%	87.0%	91.4%	*	91.1%	94.3%	-	*	*	*	89.2%
Graduates, TXCHSE, & Cont	94.1%	94.2%	94.1%	*	94.0%	94.3%	-	*	*	*	92.2%
Class of 2018											
Graduated	90.0%	82.7%	88.8%	100.0%	88.5%	90.5%	*	*	-	*	85.9%
Graduates, TXCHSE, & Cont	94.3%	88.8%	90.0%	100.0%	89.4%	95.2%	*	*	-	*	87.5%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2018											
Graduated	92.2%	86.2%	90.2%	100.0%	89.8%	92.7%	*	*	-	*	87.7%
Graduates, TXCHSE, & Cont	93.9%	88.6%	91.2%	100.0%	90.7%	95.1%	*	*	-	*	88.9%
Class of 2017											
Graduated	92.0%	88.3%	91.7%	*	91.3%	97.0%	*	*	*	*	89.3%
Graduates, TXCHSE, & Cont	93.7%	91.1%	92.7%	*	92.4%	97.0%	*	*	*	*	90.8%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2017											
Graduated	92.4%	89.8%	92.2%	*	91.9%	97.0%	*	*	*	*	90.0%
Graduates, TXCHSE, & Cont	93.7%	91.2%	93.3%	*	93.0%	97.0%	*	*	*	*	91.4%
Class of 2016											
Graduated	92.1%	90.4%	93.2%	*	93.1%	92.7%	*	*	-	*	90.7%
Graduates, TXCHSE, & Cont	93.4%	91.0%	93.5%	*	93.3%	95.1%	*	*	-	*	91.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>											
Class of 2019	90.0%	86.0%	90.0%	*	89.6%	94.3%	-	*	*	*	87.4%
Class of 2018	90.0%	81.6%	87.8%	100.0%	87.4%	90.5%	*	*	-	*	84.9%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>											
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/HSP-E/HSP-DLA Graduates (Longitudinal Rate)</b>											
Class of 2019	87.6%	97.3%	97.0%	*	96.9%	97.0%	-	*	*	*	95.6%
Class of 2018	86.8%	95.3%	95.3%	90.0%	96.0%	86.5%	*	*	-	*	95.2%
<b>College, Career, and Military Ready (Annual Graduates)</b>											
2018-19	72.9%	74.2%	74.9%	*	74.4%	79.2%	-	*	*	*	70.9%
2017-18	65.5%	69.7%	72.8%	70.0%	72.4%	77.8%	*	*	-	*	70.3%
<b>SAT/ACT Results (Annual Graduates)</b>											
Tested											
2018-19	75.0%	43.2%	40.0%	*	37.9%	69.4%	-	*	*	*	31.1%
2017-18	74.6%	43.6%	45.7%	50.0%	43.6%	69.4%	*	*	-	*	39.5%
Average SAT Score											
2018-19	1027	1012	1015	*	1007	1072	-	*	-	*	975
2017-18	1036	1010	1010	1128	995	1123	*	*	-	*	975
Average ACT Score											
2018-19	20.6	21.1	21.5	-	20.9	23.0	-	-	-	-	23.2
2017-18	20.6	20.2	20.2	*	18.9	21.9	-	-	-	-	18.2

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2019-20 School Report Card  
DEL RIO H S (233901001)**

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TEXAS EDUCATION AGENCY

**CLASS OF 2019 FOUR-YEAR LONGITUDINAL SUMMARY REPORT**

District Name: San Felipe-Del Rio CISD

District No.: 233901

District or campus	Student group	Class	Closing the Gaps Domain										Student Achievement Domain										Diploma Program	
			-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Grad., cont., or rcvd. TxCHSE-		-Rec/Adv/ FHSP-E/ FHSP-DLA-			
			Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)		
<b>DISTRICT</b>	All students	713	613	86.0	51	7.2	4	0.6	45	6.3	702	611	87.0	46	6.6	4	0.6	41	5.8	661	94.2	576	97.3	
	Afr. Amer.	3	3	100.0	0	0.0	0	0.0	0	0.0	3	3	100.0	0	0.0	0	0.0	0	0.0	3	100.0	3	100.0	
	Amer. Ind.	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0	.	
	Asian	4	4	100.0	0	0.0	0	0.0	0	0.0	4	4	100.0	0	0.0	0	0.0	0	0.0	4	100.0	4	100.0	
	Hispanic	661	564	85.3	50	7.6	4	0.6	43	6.5	650	562	86.5	45	6.9	4	0.6	39	6.0	611	94.0	528	97.2	
	Pac. Isl.	1	1	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	
	White	43	40	93.0	1	2.3	0	0.0	2	4.7	43	40	93.0	1	2.3	0	0.0	2	4.7	41	95.3	39	97.5	
	Multiracial	1	1	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	
	At-risk	443	369	83.3	35	7.9	2	0.5	37	8.4	434	367	84.6	31	7.1	2	0.5	34	7.8	400	92.2	339	96.9	
	CTE	502	470	93.6	14	2.8	2	0.4	16	3.2	497	469	94.4	12	2.4	2	0.4	14	2.8	483	97.2	453	98.9	
	Econ. disadv.	486	402	82.7	40	8.2	4	0.8	40	8.2	476	400	84.0	36	7.6	4	0.8	36	7.6	440	92.4	372	96.4	
	EL 9-12	83	64	77.1	9	10.8	0	0.0	10	12.0	82	64	78.0	9	11.0	0	0.0	9	11.0	73	89.0	62	96.9	
	EL	65	53	81.5	5	7.7	0	0.0	7	10.8	64	53	82.8	5	7.8	0	0.0	6	9.4	58	90.6	52	98.1	
	Foster care 9-12	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0	.	
	Fos/Hom/Mil	36	23	63.9	4	11.1	0	0.0	9	25.0	34	22	64.7	3	8.8	0	0.0	9	26.5	25	73.5	19	90.5	
	Homeless 9-12	31	18	58.1	4	12.9	0	0.0	9	29.0	29	17	58.6	3	10.3	0	0.0	9	31.0	20	69.0	14	87.5	
	Migrant	14	11	78.6	2	14.3	0	0.0	1	7.1	13	10	76.9	2	15.4	0	0.0	1	7.7	12	92.3	10	100.0	
	Military-connected	6	6	100.0	0	0.0	0	0.0	0	0.0	6	6	100.0	0	0.0	0	0.0	0	0.0	6	100.0	5	83.3	
	Spec. ed.	54	47	87.0	5	9.3	1	1.9	1	1.9	50	47	94.0	1	2.0	1	2.0	1	2.0	49	98.0	13	44.8	
	Title I	698	613	87.8	36	5.2	4	0.6	45	6.4	687	611	88.9	31	4.5	4	0.6	41	6.0	646	94.0	576	97.3	

Note. Rates included in the Closing the Gaps domain were calculated for federal accountability purposes. Rates included in the Student Achievement domain were calculated with statutory exclusions applied for state accountability. For diploma program information, refer to the Explanation of the Longitudinal Summary Reports and Student Listings. A dot (.) indicates there were no students in the group.

Demographic characteristics are assigned based on data reported on the student's last record of attendance, except in the cases of students identified: (a) as English Learners (ELs) at any time while attending Grades 9-12 in Texas public schools, (b) as in foster care at any time while attending Grades 9-12 in Texas public schools, or (c) as homeless at any time while attending Grades 9-12 in Texas public schools.

The combination variable, Fos/Hom/Mil, refers to students who were identified as living in foster care at any time while attending Grades 9-12, homeless at any time while attending Grades 9-12, and/or military-connected in their last year of attendance.

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TEXAS EDUCATION AGENCY

**CLASS OF 2019 FOUR-YEAR LONGITUDINAL SUMMARY REPORT**

District Name: San Felipe-Del Rio CISD

District No.: 233901

District or campus	Student group	Class	Closing the Gaps Domain								Student Achievement Domain								Diploma Program				
			-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Grad., cont., or rcvd. TxCHSE-		-Rec/Adv/ FHSP-E/ FHSP-DLA-		
			Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	
DEL RIO H S (233901001)	All students	570	513	90.0	16	2.8	4	0.7	37	6.5	559	511	91.4	11	2.0	4	0.7	33	5.9	526	94.1	477	97.0
	Afr. Amer.	2	2	100.0	0	0.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0	0	0.0	2	100.0	2	100.0
	Amer. Ind.	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0	.
	Asian	4	4	100.0	0	0.0	0	0.0	0	0.0	4	4	100.0	0	0.0	0	0.0	0	0.0	4	100.0	4	100.0
	Hispanic	527	472	89.6	16	3.0	4	0.8	35	6.6	516	470	91.1	11	2.1	4	0.8	31	6.0	485	94.0	437	96.9
	Pac. Isl.	1	1	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0
	White	35	33	94.3	0	0.0	0	0.0	2	5.7	35	33	94.3	0	0.0	0	0.0	2	5.7	33	94.3	32	97.0
	Multiracial	1	1	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0
	At-risk	350	309	88.3	7	2.0	2	0.6	32	9.1	341	307	90.0	3	0.9	2	0.6	29	8.5	312	91.5	280	96.6
	CTE	410	393	95.9	2	0.5	2	0.5	13	3.2	405	392	96.8	0	0.0	2	0.5	11	2.7	394	97.3	376	98.7
	Econ. disadv.	381	333	87.4	11	2.9	4	1.0	33	8.7	371	331	89.2	7	1.9	4	1.1	29	7.8	342	92.2	303	95.6
	EL 9-12	71	60	84.5	2	2.8	0	0.0	9	12.7	70	60	85.7	2	2.9	0	0.0	8	11.4	62	88.6	58	96.7
	EL	55	49	89.1	0	0.0	0	0.0	6	10.9	54	49	90.7	0	0.0	0	0.0	5	9.3	49	90.7	48	98.0
	Foster care 9-12	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0	.
	Fos/Hom/Mil	30	21	70.0	1	3.3	0	0.0	8	26.7	28	20	71.4	0	0.0	0	0.0	8	28.6	20	71.4	17	89.5
	Homeless 9-12	25	16	64.0	1	4.0	0	0.0	8	32.0	23	15	65.2	0	0.0	0	0.0	8	34.8	15	65.2	12	85.7
	Migrant	11	10	90.9	0	0.0	0	0.0	1	9.1	10	9	90.0	0	0.0	0	0.0	1	10.0	9	90.0	9	100.0
	Military-connected	6	6	100.0	0	0.0	0	0.0	0	0.0	6	6	100.0	0	0.0	0	0.0	0	0.0	6	100.0	5	83.3
	Spec. ed.	53	46	86.8	5	9.4	1	1.9	1	1.9	49	46	93.9	1	2.0	1	2.0	1	2.0	48	98.0	13	46.4
	Title I	562	513	91.3	8	1.4	4	0.7	37	6.6	551	511	92.7	3	0.5	4	0.7	33	6.0	518	94.0	477	97.0

Note. Rates included in the Closing the Gaps domain were calculated for federal accountability purposes. Rates included in the Student Achievement domain were calculated with statutory exclusions applied for state accountability. For diploma program information, refer to the Explanation of the Longitudinal Summary Reports and Student Listings. A dot (.) indicates there were no students in the group. Demographic characteristics are assigned based on data reported on the student's last record of attendance, except in the cases of students identified: (a) as English Learners (ELs) at any time while attending Grades 9-12 in Texas public schools, (b) as in foster care at any time while attending Grades 9-12 in Texas public schools, or (c) as homeless at any time while attending Grades 9-12 in Texas public schools. The combination variable, Fos/Hom/Mil, refers to students who were identified as living in foster care at any time while attending Grades 9-12, homeless at any time while attending Grades 9-12, and/or military-connected in their last year of attendance.



providing a clear and consistent set of effective instructional practices that all teachers will use to ensure success for all students.

## Randomization (Aug 26—Sept 20)

**Why:** Ensure all students are active participants in and feel accountable for academic discussions

**How:**

1. Set up a method (popsicle sticks, random selector app, etc.)
2. Ask a question
3. Provide wait time
4. Pull a name
5. Thank them for contributing

## Word Association (Sept 30—Nov 08)

**Why:** Improve academic vocabulary and encourage all students to utilize vocabulary during class participation appropriately

**How:**

1. Use gestures, analogies, people, places, etc. to connect the word to the definition.
2. Review words using content-specific and real-life connections to incorporate vocabulary.

## Journaling (Nov 12—Jan 17)

**Why:** Evaluate, reflect, and document learning

**How:**

1. Ask a question or give a sentence stem, or prompt.
2. Give silent think time.
3. Direct students to write for a specified amount of time.
4. Write a minimum of 3 sentences.

## Think-Pair-Share (Jan 21—Feb 14)

**Why:** Provide structure and accountability for student collaboration

**How:**

1. Ask a question or give a prompt
2. Give silent think time
3. Direct students to share for a specified amount of time
4. Use randomization to call on some students to share their response with the class

The Del Rio High School Instructional Playbook will be introduced August 12, 2019 to all staff. It will ensure all students have consistent access to effective learning environments across our campus.

### Extend

Practice these strategies in your class. Ask department leaders, peers, support staff or administrators for help and feedback with these strategies. Expect these strategies to be part of any observation or evaluation.



Accountability Data Performance Participation Attendance and Graduation Postsecondary Readiness

Profile KG Readiness Postsecondary Outcomes Finance Data Search

### Texas Education Agency 2019 Identification of Schools for Improvement DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD

**This campus is identified for targeted support and improvement.**

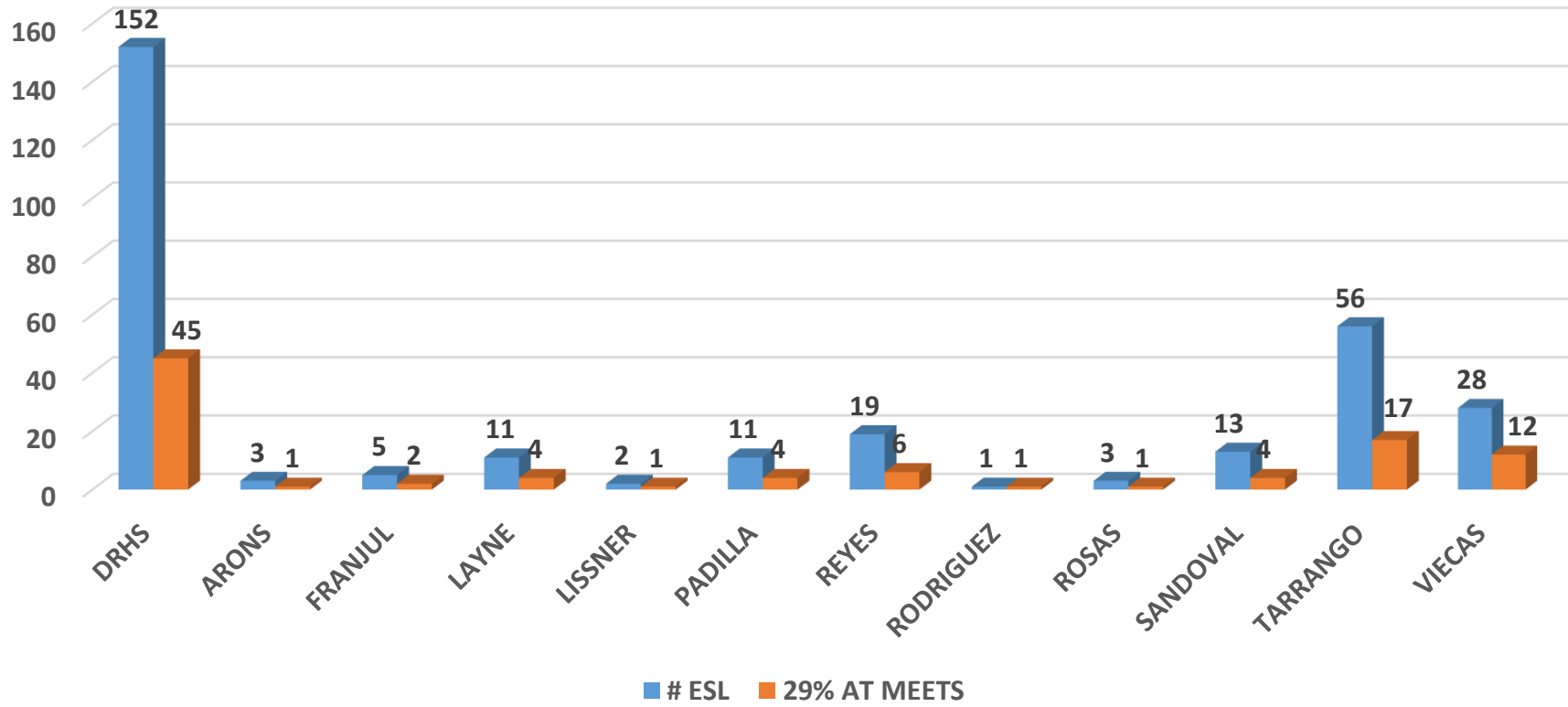
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
<b>Count of Indicators Missed for Three Consecutive Years*</b>											
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.											
	2	-	1	-	-	-	-	-	2	3	3
<b>Academic Achievement (Percent at Meets Grade Level or Above)</b>											
<b>Reading</b>											
Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2017	35%/N	-	33%/N	66%/Y	-	-	-	-	30%/N	10%/N	13%/N
2018	33%/N	-	32%/N	57%/N	-	-	-	-	29%/N	11%/N	14%/N
2019	36%/N	-	35%/N	56%/N	-	-	-	-	31%/N	15%/N	8%/N
<b>Mathematics</b>											
Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2017	39%/N	-	38%/N	48%/N	-	-	-	-	36%/Y	27%/N	12%/N
2018	38%/N	-	38%/N	42%/N	-	-	-	-	34%/N	27%/N	6%/N
2019	44%/N	-	44%/Y	-	-	-	-	-	41%/Y	28%/N	13%/N
<b>Graduation (Federal Graduation Rate)</b>											
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2017	92.2%/Y	-	92.0%/Y	92.7%/Y	-	-	-	-	89.6%/N	86.3%/N	80.8%/N
2018	90.0%/Y	-	89.6%/N	94.1%/Y	-	-	-	-	87.4%/N	81.5%/N	82.5%/N
2019	87.8%/N	-	87.4%/N	90.5%/N	-	-	-	-	84.9%/N	72.6%/N	81.9%/N
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%
2017	49%/Y	-	48%/Y	73%/Y	-	-	-	-	41%/Y	22%/N	14%/N
2018	53%/Y	-	53%/Y	67%/Y	-	-	-	-	48%/Y	30%/Y	16%/N
2019	68%/Y	-	68%/Y	75%/Y	-	-	-	-	65%/Y	41%/Y	54%/Y

+ Ever HS ELs are included in the Federal Graduation Rate.

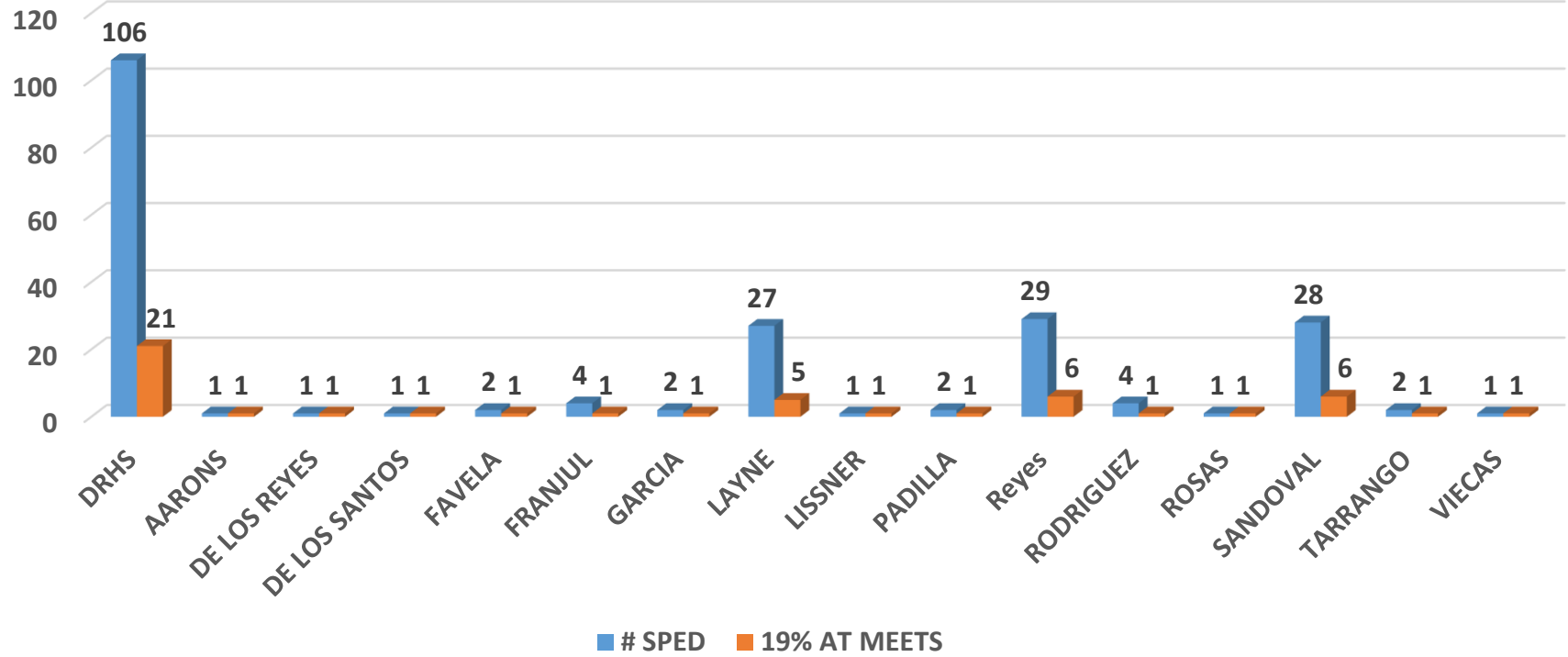
\* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support

and improvement identification.

### ENGLISH II EOC: ESL NEEDED AT MEETS



English II EOC SPED Needed at Meets



# DRFS Title 1 Annual Review Meeting

October 8, 2020















Ms. R. Adams



Ms. Laura Rivera, DRFS Parental Liaison	HOST
Mrs. Carolina Almaguer, DRHS Parental Liaison	HOST
Mrs. Dora Briseno, DRHS Parental Liaison	HOST
Ms. Ruby Adams/Federal Programs Director	PRESENTER
<b>STUDENT'S NAME</b>	<b>PARENTS NAME</b>
Fernanda Munoz (DRFS)	Liliana P Hernandez
Jordan Ramirez (DRFS)	Raquel Esquivel
Felix Barajas (DRFS)	Rosy Mijares
Leonardo Rios (DRFS)	Ernesto Alfaro
John Hernandez (DRFS)	Melissa Hernandez
Allanah H Martinez (DRFS)	Laura Rivera
Allanah H Martinez (DRFS)	V Martinez
Huawei (DRHS)	Huawei (DRHS)



Participants (7)

- MA** Mrs. Almaguer (Me)  
- R** rufina.adams@sfd-r-cisd... (Host)   
- FM** FERNANDA MUÑOZ  
- JR** Jordan Ramirez  
- LR** Leonardo Ríos  
- R** Rosy  
- HY** HUAWEI Y6 2019 

Invite

Unmute Me

...

Chat

From rufina.adams@sfd-r-cisd.org to Everyone:  
Spanish Title I Parent Training, School  
Compact, Family Engagement, October  
8, 2020 at 5:30 pm

From FERNANDA MUÑOZ to Everyone:  
LILIANA ROSADO HERNANDEZ -  
FERNANDA MUÑOZ

**Del Rio High School / Del Rio Freshmen School**

**ZOOM Parent Meeting**

**Annual Title I Parent Meeting**

**Parental Involvement Policy & School/Parent/Student Compact**

**Date: Thursday, October 22, 2020**

**Time: 10:00 AM**



**Annual Title I Parent Meeting**

**Presenter: Ms. Ruby Adams – Director of State and Federal Programs**

**Date: Thursday, October 22, 2020**

**Place: DRHS - Meeting ID: 962 6997 2231 - [REDACTED]**

**Time: 10:00 AM**

**Junta Annual de Titulo I**

**Orador: Sra. Ruby Adams – Directora de Programas Estatales y Federales**

**Fecha: Jueves 22 de Octubre del 2020**

**Lugar: DRHS - Meeting ID: 962 6997 2231 - [REDACTED]**

**Hora: 10:00 AM**

**Contact/Comunicarse:**

**Carolina Almaguer @ 830-778-4348**

**Laura Rivera @ 830-778-4419**

**Dora Elia Briseño @ 830-778-4319**

meeting\_saved\_chat.txt

09:54:51 From Ashlie Nebel : Ashlie Nebel parent of Alison Rohde  
09:55:45 From Mrs. Almaguer : Good morning everyone can you please sign in  
with your name and the student name in the chat.  
09:55:48 From rufina.adams@sfdr-cisd.org : Second Title I Parent Meeting,  
October 22, 2020 at 10 am, Del Rio High School  
09:55:50 From rufina.adams@sfdr-cisd.org : Ruby Adams  
09:57:32 From Brenda Orozco : Brenda Orozco  
09:57:42 From Brenda Orozco : Erick lopez  
09:57:43 From virgil armstrong : Cesar Diaz Sophmore  
09:57:56 From Héctor García : Hector Garcia, Devin J. Garcia's dad  
09:58:27 From Jose F. Mendoza : Jose F. Mendoza -Aurora Maltos  
09:58:29 From Antonia : Good morning!  
Antonia Valdez - Valeria Valdez  
09:58:43 From Brenda Orozco : spanish  
10:01:13 From Luz.Covarrubias : Luz Covarrubias for Karime Sanchez 9th  
Grade  
10:03:00 From iPhone : David Delgado Mom Norma Delgado  
10:04:17 From Beate Wold- Edwards : Silene Wold-Beate Wold-Edwards  
10:05:19 From Ramona Casillas : Mona Casillas- Jacy Casillas (DRHS) Syann  
Casillas (DRFS)  
10:18:58 From Mrs. Almaguer : Laura Rivera - Allanah H Martinez DRFS  
10:19:47 From Marcelino's iPhone : M Sanchez father, Nuria Sanchez, 10  
grade  
10:20:25 From Mrs. Almaguer : Okay thank you.  
10:22:22 From Faith/ Maliyna Fernandez to Mrs. Almaguer(Privately) :  
Maliyna Fernandez 10th grade ,father Martin Fernandez  
10:22:59 From Mrs. Almaguer to Faith/ Maliyna Fernandez(Privately) :  
Thank you for joining.  
10:23:53 From Claudia Lopez : Yes! One Team. I agree.  
10:24:53 From Mrs. Almaguer to Faith/ Maliyna Fernandez(Privately) : Hi  
Claudia thank you for joining. Caro & Laura  
10:28:47 From Jose F. Mendoza : I will like the power point to be sent to  
me, please  
10:30:28 From Sebastian Mendoza : agradeceria que se mande en español  
10:32:18 From Mrs. Almaguer to Jose F. Mendoza(Privately) : Will do.  
Thank you for joining.  
10:32:48 From Mrs. Almaguer to Sebastian Mendoza mom's(Privately) : Si,  
ahorita en unos minutos sigue la presentacion en espanol. Gracias  
10:33:17 From Claudia Lopez : Great explanation. Thank you all for all that  
you all do. Special Shout Out to the Parental Aides .  
10:33:36 From Beate Wold- Edwards : thank you !!!!!  
10:33:42 From C Garabedian : Hadriana Garabedian 10th grade/Charles  
Garabedian (parent)  
10:33:43 From Luz.Covarrubias : Thank you for everything you do our  
children  
10:33:46 From Claudia Lopez : Claudia Lopez Parent- Samantha López 11th  
10:33:50 From Marcelino's iPhone : thank you  
10:34:22 From Tracy Ramirez : Kylie Ramirez 10th grade

meeting\_saved\_chat.txt

10:34:30 From Tracy Ramirez : parent Tracy Ramirez  
10:35:16 From Brenda Orozco : Brenda Orozco  
10:35:27 From Jesus chavez : jesus chavez  
10:35:35 From Mercedes Elizondo : Mercedes García mamá de Mariana García  
10:35:42 From Sebastian Mendoza mom's : alma Reyes mama de Sebastian  
mendoza 12th  
10:35:46 From Mercedes Elizondo : 10  
10:35:58 From Mrs. Almaguer to Sebastian Mendoza mom's(Privately) : Vince  
Martinez Allannah Martinez DRFS  
10:36:06 From Brenda Orozco : brenda orozco mama de erick lopez  
10:36:10 From Mrs. Almaguer to Sebastian Mendoza mom's(Privately) : Laura  
Rivera Allannah Martinez DRFS  
10:36:25 From Ruth Hernandez : Ruth Hernandez (Raul Gallegos 9th Grade,  
Evelyn Gallegos 1st. Grade)  
10:38:01 From Brenda Orozco : si  
10:38:43 From Mrs. Almaguer to Sebastian Mendoza mom's(Privately) :  
Padres, favor de firmarse aqui en este chat. Su nombre y el nombre de sus  
estudienates porfavor. Gracias  
10:39:22 From Mrs. Almaguer : Padres, favor de firmarse aqui en este chat.  
Su nombre y el nombre de sus estudienates porfavor. Gracias  
  
10:40:12 From Olimpia Perez : Olimpia Perez (Tutor de Natasha Lara)  
10:41:29 From Dora Elena Jimenez : Dora Elena Jimenez Lira mama de Jesus  
Rodolfo 11th Grade y Benito Nandin Jimenez10th grade  
10:55:19 From Brenda Orozco : no tengo pregunta  
10:55:32 From Brenda Orozco : g  
10:55:34 From Olimpia Perez : Todo claro, muchas gracias  
10:55:41 From Brenda Orozco : muchas gracias  
10:55:50 From Sebastian Mendoza mom's : buen español gracias  
10:55:56 From Dora Elena Jimenez : todo muy entendible.  
10:56:03 From Brenda Orozco : Adios  
10:56:35 From Brenda Orozco : muy buen espanol  
10:56:41 From Jesus chavez : gracias  
11:01:51 From Mrs. Almaguer to Dora Elena Jimenez(Privately) : Hola Dora,  
11:02:15 From Mrs. Almaguer to Dora Elena Jimenez(Privately) : Mi nombre  
es Carolina Almaguer y puede llamarme al 830 7784348  
11:02:43 From Mrs. Almaguer to Dora Elena Jimenez(Privately) : muchas  
gracias

# DRFS Parent and Family Engagement Policy Meeting

October 8, 2020/5:00 PM

Ms. R. Adams



Ms. Laura Rivera, DRFS Parental Liaison	HOST
Mrs. Carolina Almaguer, DRHS Parental Liaison	HOST
Mrs. Dora Briseno, DRHS Parental Liaison	HOST
Ms. Ruby Adams/Federal Programs Director	PRESENTER
<b>STUDENT'S NAME</b>	<b>PARENTS NAME</b>
Fernanda Munoz (DRFS)	Liliana P Hernandez
Jordan Ramirez (DRFS)	Raquel Esquivel
Felix Barajas (DRFS)	Rosy Mijares
Leonardo Rios (DRFS)	Ernesto Alfaro
John Hernandez (DRFS)	Melissa Hernandez
Allanah H Martinez (DRFS)	Laura Rivera
Allanah H Martinez (DRFS)	V Martinez
Huawei (DRHS)	Huawei (DRHS)

# **DEL RIO FRESHMAN SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY 2020-2021**

## **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**

*Del Rio Freshman*

- V. **SCHOOL NAME:** 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 **SCHOOL NAME** on **DATE** and will be in effect for the period of 2020-2021. The school will distribute this policy to all parents of participating Title I, Part A children on or before **DATE. SCHOOL NAME** 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.

*DEL RIO Freshman 10-8-2020*

*10-8-2020 DEL RIO*

*Freshman*

*F*

**DEL RIO FRESHMAN  
POLITICA DE COMPROMISO  
DE PADRES Y FAMILIAS  
2020-2021**

**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 iniciativas 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 iniciativas 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 iniciativas 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

*Del Rio Freshman*

- V. **SCHOOL NAME** 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, notasescritas 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 **SCHOOL** el **DATE** y será proporcionada efectivo para el período del 2020-2021. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del **DATE**. El plantel **SCHOOL** 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.

*Del Rio Freshman*

*10/8/202*

**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
PARENT AND FAMILY ENGAGEMENT POLICY  
DEL RIO HIGH SCHOOL  
2020-2021**

**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. SCHOOL NAME 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 Del Rio High on DATE and will be in effect for the period of 2020-2021. The school

will distribute this policy to all parents of participating Title I, Part A children on or before 10-22-2020 DRHS 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.

# Student-Parent-Teacher Compact Meeting

October 8, 2020

Ms. R. Adams



Ms. Laura Rivera, DRFS Parental Liaison	HOST
Mrs. Carolina Almaguer, DRHS Parental Liaison	HOST
Mrs. Dora Briseno, DRHS Parental Liaison	HOST
Ms. Ruby Adams/Federal Programs Director	PRESENTER
<b>STUDENT'S NAME</b>	<b>PARENTS NAME</b>
Fernanda Munoz (DRFS)	Liliana P Hernandez
Jordan Ramirez (DRFS)	Raquel Esquivel
Felix Barajas (DRFS)	Rosy Mijares
Leonardo Rios (DRFS)	Ernesto Alfaro
John Hernandez (DRFS)	Melissa Hernandez
Allanah H Martinez (DRFS)	Laura Rivera
Allanah H Martinez (DRFS)	V Martinez
Huawei (DRHS)	Huawei (DRHS)



## DEL RIO FRESHMAN SCHOOL

2020-2021

### Student-Parent-School Compact

#### Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to other.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at 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; attend parent conferences and school activities.
- Keep communication with my child's teacher and be available for questions.
- Read with my child and/or encourage daily reading at home.

#### 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 quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.



## DEL RIO FRESHMAN SCHOOL

2020-2021

### Compacto estudiante-padre-escuela

#### Acuerdo estudiantil

Como estudiante, acepto:

- Asistir a la escuela todos los días ya tiempo.
- Siga todas las reglas de la escuela y sea respetuoso con los demás.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo positivo para mis compañeros de clase y otros en la escuela.

#### Acuerdo de padres

Como padre, acepto:

- Asegurarme de 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.
- Voluntario, asistir a conferencias de padres y actividades escolares.
- Mantener comunicación con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o fomentar la lectura diaria en casa.

#### Acuerdo escolar

Como escuela, aceptamos:

- Haga de la escuela un lugar positivo, de apoyo, seguro y con un ambiente de aprendizaje saludable.
- Brindar oportunidades para reuniones de padres y capacitaciones que mejoren la participación de los padres.
- Proporcionar un currículo de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos efectivos y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación padre-escuela.



## Del Rio High School Student-Parent-School Compact

### Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to other.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at 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; attend parent conferences and school activities.
- Keep communication with my child's teacher and be available for questions.
- Read with my child and/or encourage daily reading at home.

### 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 quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.



## Del Río High School Compacto estudiante-padre-escuela

### Acuerdo estudiantil

Como estudiante, acepto:

- Asistir a la escuela todos los días ya tiempo.
- Siga todas las reglas de la escuela y sea respetuoso con los demás.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo positivo para mis compañeros de clase y otros en la escuela.

### Acuerdo de padres

Como padre, acepto:

- Asegurarme de 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.
- Voluntario, asistir a conferencias de padres y actividades escolares.
- Mantener comunicación con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o fomentar la lectura diaria en casa.

### Acuerdo escolar

Como escuela, aceptamos:

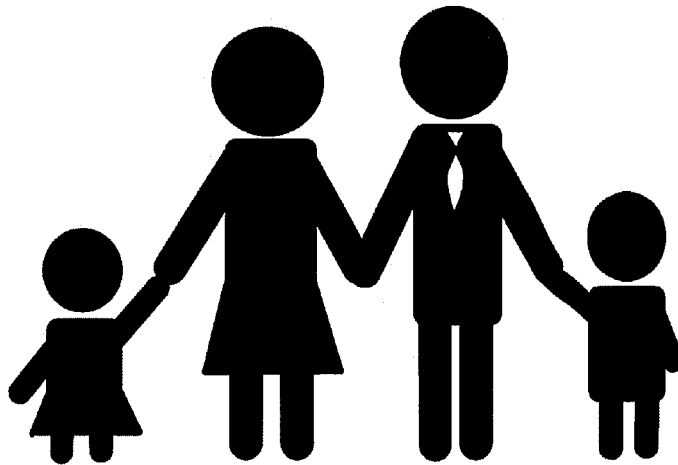
- Haga de la escuela un lugar positivo, de apoyo, seguro y con un ambiente de aprendizaje saludable.
- Brindar oportunidades para reuniones de padres y capacitaciones que mejoren la participación de los padres.
- Proporcionar un currículo de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos efectivos y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación padre-escuela.



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



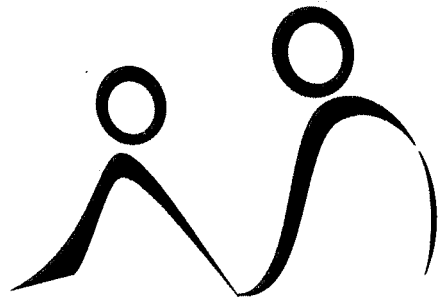
Lifesjourneytoperfection.blogspot.com 2013

San Felipe Del Rio CISD  
McKinney Vento/Families in Transition

Staff Training

AGENDA

- 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

# McKenney-Vento Training

October 1, 2020

3:40pm via Zoom

Training Presented by: Allison Mercier

## ELA Staff Members in Attendance:

E. Osorio

M. Padilla

B. Gonzalez

K. Rosas

# The Power and Unity of Parents & Family

September 24, 2020

3:40pm via Zoom

Training Presented by: Allison Mercier

## ELA Staff Members in Attendance:

C. Jordan

G. Kneeskern

JL Perez

L. Viesca

M. Castillo

T. Reyes

L. English

A. Guevara

B. Alarcon

M. Elliott

C. Talamantez

C. Layne

B. Silva

A. Franjul

M. Flores

A. Guerra

M. Sandoval

C. Casbeer

# McKenney-Vento Training

September 24, 2020

3:40pm via Zoom

Training Presented by: Allison Mercier

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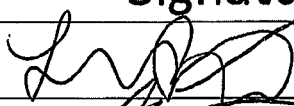



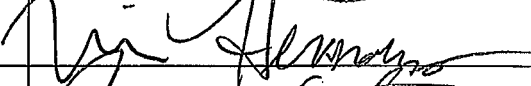
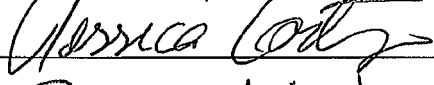
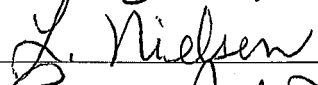
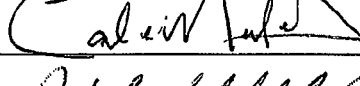


M. Sandoval

C. Casbeer

# McKinney Vento & The Value and Utility of Parental and Family Engagement

Thursday, October 1, 2020

DRHS Science Dept.

Name	Signature
Larissa Piña 9:15-9:45	
Campbell Ochoa 9:15-9:45	
Gordon Williams 9:55-10:25	
David Mortimer 9:55-10:25	
Nicole Hernandez 10:25-10:55	
Jessica Cortez 10:25-10:55	
Eligio Castañeda 10:55-11:25	Resigned / Retired
Lisa Nielsen 10:55-11:25	
Caleb Mireles 1:30-2:00	
James Milender 2:10-2:40	
Cynthia Sahagun	

# McKinney Vento & The Value and Utility of Parental and Family Engagement

Wednesday, September 30, 2020

1:30-2:00

DRHS Science Dept.

Name	Signature
Kelly Ruiz	<i>Kelly Ruiz</i>
Alejandra Torres	<i>A Torres</i>
Cynthia Sahagun	<i>C. Sahagun</i>

# The Power and Unity of Parents & Family

October 1, 2020

3:40pm via Zoom

Training Presented by: Allison Mercier

## ELA Staff Members in Attendance:

E. Osorio

B. Gonzalez

M. Padilla

K. Rosas