

RUBEN CHAVIRA ELEMENTARY

Campus Improvement Plan

2022/2023

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

Laura Langton, Principal

*Ruben Chavira Elementary
We are Better Together*

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Date Reviewed:

Date Approved:

RUBEN CHAVIRA ELEMENTARY

Mission

Our school community will promote leadership skills to empower our students to become responsible and educated citizens.

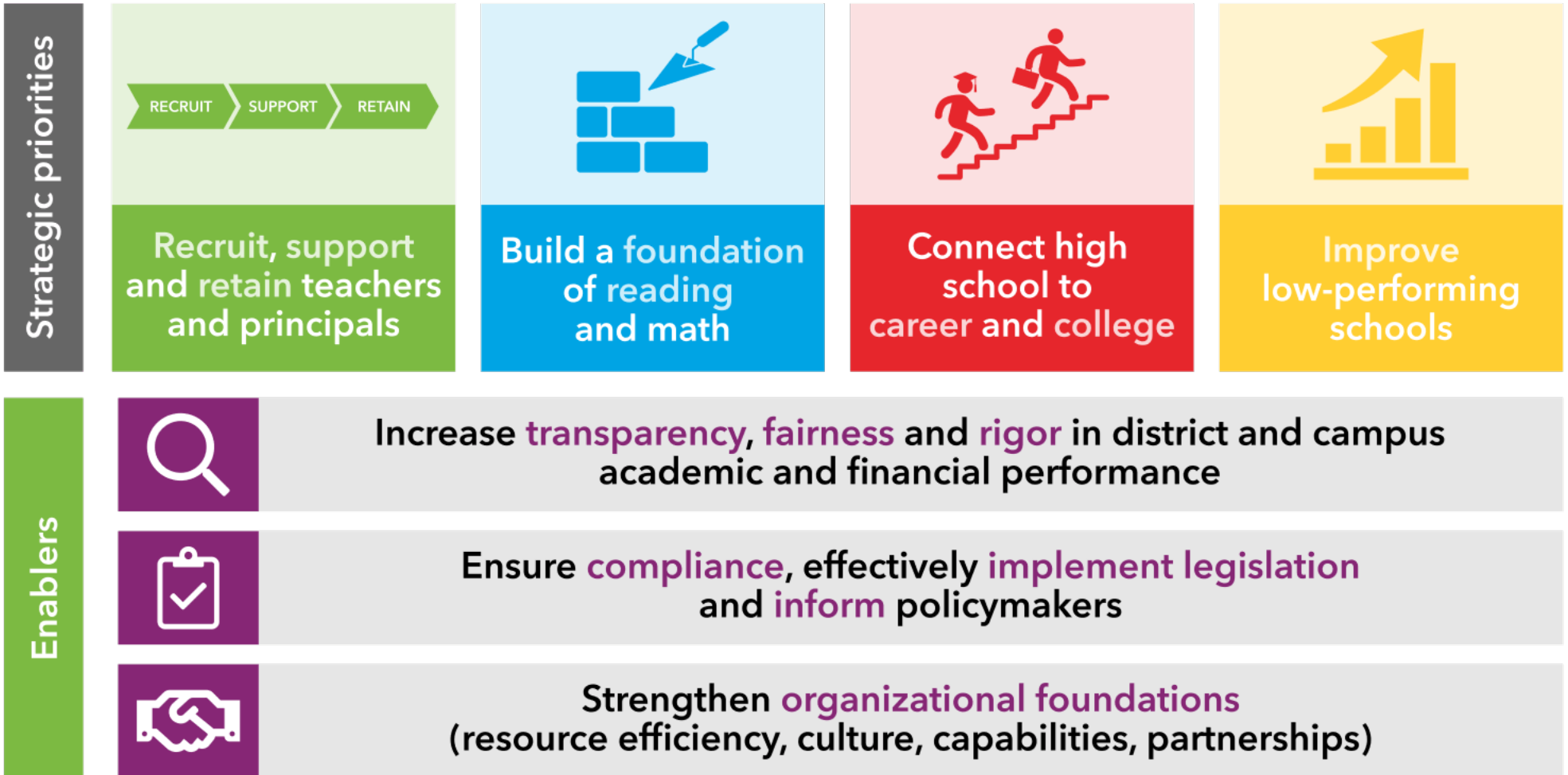
Vision

Creating leaders one child at a time.

Nondiscrimination Notice

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

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



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

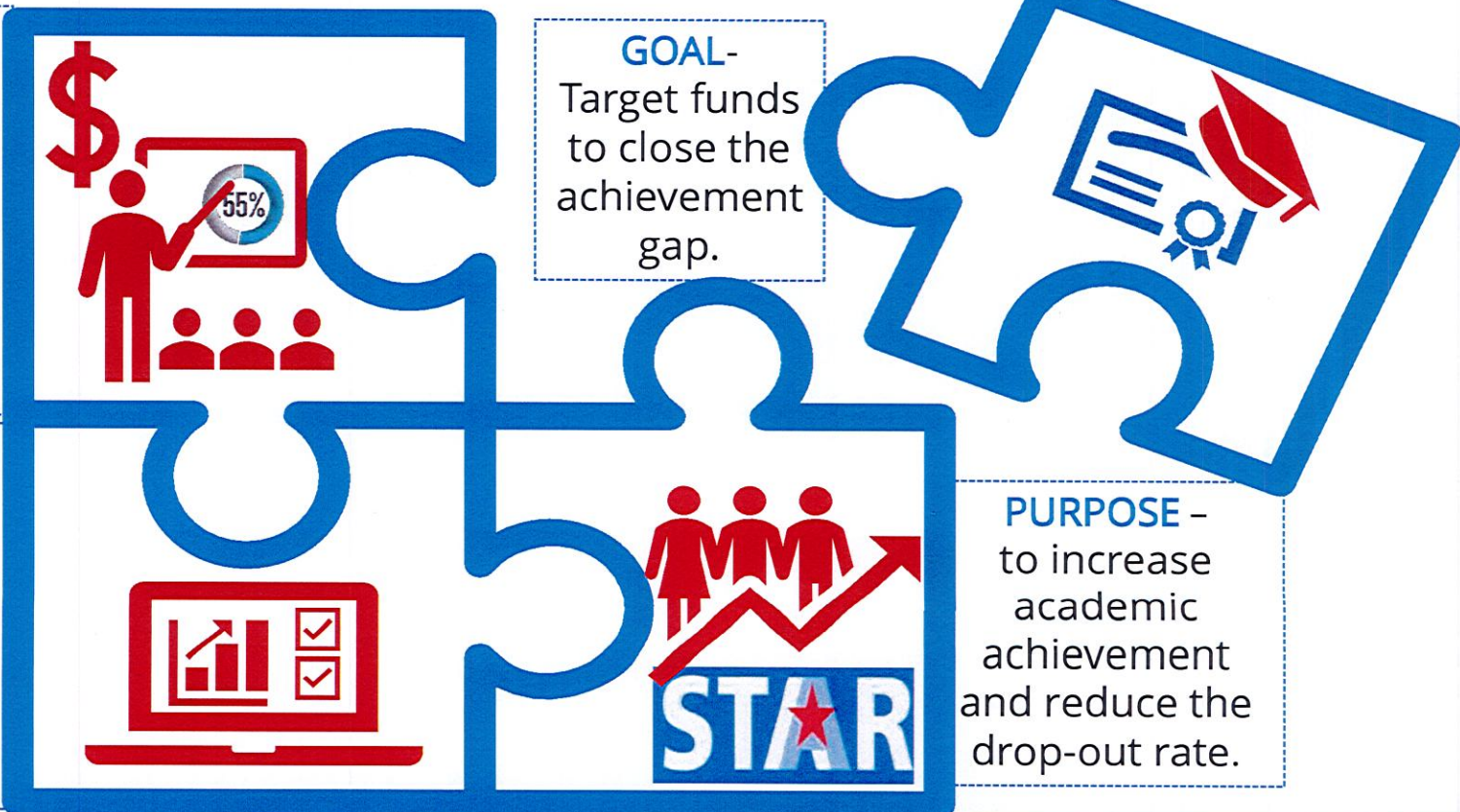
State Compensatory Education Program

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

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

GOAL- Target funds to close the achievement gap.

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



**adapted from TEA State Compensatory Education*

RUBEN CHAVIRA ELEMENTARY Site Base

Name	Position
Benavidez, Patricia	Coach
Cardenas, Racquel	5th Grade Teacher
Hernandez, Brenda	4th Grade Teacher
Martinez, Hilda	2nd Grade Teacher
Simon, Rosalinda	3rd grade Teacher
Diaz, Emily	Kinder Teacher
Langton, Laura	Principal
Martinez, Manuel	Parent
Calderon, Alexandra	Parent
Lopez, Jaime	Business Representative
Langton, Joel	Community Representative

RUBEN CHAVIRA ELEMENTARY

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

Objective 1. By May 2023, STAAR Math scores for 4th & 5th grade will show growth for 80% our HB 4545 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze campus data for continued improvement in student achievement and instructional decision-making using DMAC as resources including state assessment data (STAAR) and TELPAS and district assessments. (Title I SW: 1,2,3,6,8) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2022-May 2023	(F)Title I	Criteria: Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
2. Schedule at-risk and Tier 2 and Tier 3 students an additional 30-60 minutes of: small group instruction, independent instruction, and targeted tutoring during school. Using HB4545 guidelines, 4th & 5th grade students will receive required interventions of a minimum of 30 minutes per week per subject. (Title I SW: 2,3) (Target Group: All,AtRisk,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Strategists, Teachers	August 2022-May 2023	(F)Title I, (S)Local Funds	Criteria: Report cards, progress reports, formative and summative assessments, iStation reports, DMAC reports, STAAR scores 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
3. Provide supplemental STAAR materials for 4th & 5th grades in all STAAR academic subjects for improvement in student achievement. (Lonestar Math and Reading, Countdown to STAAR, Fast Focus, Brainpop, Edmentum). (Title I SW: 3,9,10) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2022 - May 2023	(F)Title I, (S)State Compensatory - \$1,349.83	Criteria: Lesson Plans, Intervention Plans, Formatives and Summative, Increase in STAAR performance. 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
4. Continued implementation the curriculum with vertical and horizontal alignment in place in all subject areas. (Title I SW: 2,3,10) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	Criteria: Lesson Plans District Curriculum Committee Cluster Meeting Notes Walk-Throughs Student Performance Results STAAR 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
5. Monitor students in special populations	Campus Administrators,	August 2022 -	(F)Title I, (S)Local Funds	Criteria: Analyze DMAC and other

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

Objective 1. By May 2023, STAAR Math scores for 4th & 5th grade will show growth for 80% our HB 4545 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STAAR, and TERRA NOVA. (Title I SW: 3,4,5,8,9) (Target Group: Migrant,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2)	Cluster/Department Leaders, Strategists, Teachers	May 2023		relevant reports. 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
6. Provide job-embedded professional development in math for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Target Group: 4th,5th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2022 - May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments, T-TESS 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
7. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2022-June 2023	(S)State Compensatory	Criteria: Payroll/HR Documentation 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By May 2023, STAAR Reading scores will show growth for 75% of our HB 4545 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the Accelerated Reader program in grades K-5 to motivate students to read, increase student reading endurance, comprehension, fluency, and performance on assessments (Renaissance Learning) (Title I SW: 3,9,10) (Target Group: All) (Strategic Priorities: 2)	Librarian, Teachers	August 2022 - May 2023	(S)State Compensatory - \$5,766.96	Criteria: AR Reports, Increase in student STAAR Reading performance 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
2. Provide focused intervention and remediation in reading for identified students on a regular basis with structured support and materials. HB4545 students will receive a minimum of 30 minutes of interventions per week. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2022 - May 2023	(F)Title I, (S)State Compensatory - \$193.51	Criteria: Improved cycle grades, growth on summative, increase in AR levels. 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
3. Provide job-embedded professional development in reading for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Strategists	August 2022 - May 2023	(F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress

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

Objective 3. By June 2023, STAAR Science scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide hands on lab experiments during science instruction. (Target Group: All,SPED) (Strategic Priorities: 3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	Criteria: Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504) 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
2. Differentiate lab activities to address the needs of special education students in science. (Title I SW: 1,2,3,8,10) (Target Group: SPED) (Strategic Priorities: 3)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Instructional Coaches, Teachers	August 2022 - June 2023	(F)Title I, (S)Local Funds	Criteria: STAAR Test Summatives Comparative grades per 6 weeks 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
3. Build academic science vocabulary throughout all grade levels by writing regular science journals. (Target Group: SPED) (Strategic Priorities: 2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2022 - June 2023	(F)Title I, (O)Local Districts, (S)Local Funds	Criteria: Science journals, Formatives, Summatives, Benchmarks and STAAR 06/19/23 - Completed (S) 03/22/23 - Significant Progress 11/17/22 - Some Progress
4. Provide inclusion for special education students during science instruction in the classrooms/labs to provide support by special ed teacher. (Title I TA: 1,2,3,4,5,6,8) (Target Group: SPED) (Strategic Priorities: 2,3)	ARD Committee, Campus Administrators, Teachers	August 2022 - May 2023	(F)IDEA Special Education, (S)Local Funds	Criteria: Formatives, Summatives, Benchmarks and STAAR 06/19/23 - Completed (S) 03/22/23 - Significant Progress 11/17/22 - Some Progress
5. Provide job-embedded professional development in science for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,5,8,9,10) (Title I TA: 3,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Strategists	August 2022 - June 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Planning protocol Summative: Local assessments 06/19/23 - Completed (S) 03/22/23 - Significant Progress 11/17/22 - Some Progress

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

Objective 4. By June 2023, the percentage of students achieving LEVEL III STAAR scores will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase academic performance of GT students on all STAAR assessments to include 100% distinguished performance in grades 3-5 through staff development. (Title I SW: 3,8,9) (Target Group: GT) (Strategic Priorities: 1,2,3)	Campus Administrators, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	Criteria: STAAR Scores, Summatives 06/19/23 - Completed (S) 03/22/23 - Significant Progress 11/17/22 - Some Progress

RUBEN CHAVIRA ELEMENTARY

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

Objective 5. By the end of the 2022-2023 school year, Ruben Chavira Elementary will have a sound initiative in the education and prevention of bullying for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RCE staff will implement classroom management plans and a campus wide management plan to monitor classroom and campus management. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Counselors, Teachers	August 2022 - May 2023	(S)Local Funds	Criteria: Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Significant Progress
2. Provide Del Rio Cares guidance lessons consistently weekly and based on grade level needs which include the teaching of the Six Pillars of Character in grades K-5. (Title I SW: 3) (Target Group: All) (Strategic Priorities: 3)	Counselors, Teachers	August 2022 - May 2023	(F)Title IV SSAEP, (S)Local Funds	Criteria: Formative - Guidance Lessons Schedule Counselor Schedules Lesson Plans Walk Throughs 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
3. Provide training to parents on identifying and dealing with bullying during an in-person meeting. (Title I SW: 1,3) (Target Group: All)	Parental Aides	One per Semester	(F)Title I, (F)Title IV SSAEP	Criteria: Meeting agenda and sign in sheets. 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
4. RCE Staff will continue to utilize the KeepNTrack Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the KeepNTrack system. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 1,3)	Attendance Staff, Campus Administrators, Parental Aides	August 2022 - May 2023	(O)Local Districts	Criteria: KeepNTrack Reports Visibility of badges on campus 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
5. Provide targeted instruction to students identified in need of intervention with small group instruction, after school tutorials and in-school tutorials. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	Criteria: Summative scores, AR level 06/19/23 - Completed (S) 03/22/23 - On Track

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

Objective 5. By the end of the 2022-2023 school year, Ruben Chavira Elementary will have a sound initiative in the education and prevention of bullying for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				11/17/22 - Some Progress

RUBEN CHAVIRA ELEMENTARY

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

Objective 6. By the end of 2022-2023, the school's organization shall involve the recruitment and retention of 100% highly qualified staff (professional and paraprofessionals.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development and support for new teachers via mentor and/or cluster leader and planning protocol. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2022 - May 2023	(F)Title IIA Principal and Teacher Improvement	Criteria: Planning protocol DMAC (Forworks for CWT) T-TESS and local assessment Mentoring meetings - sign in 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Significant Progress

RUBEN CHAVIRA ELEMENTARY

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

Objective 1. Continue to impart high-quality professional development for all teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue with implementation of planning protocol (job embedded professional development) and participation in subject-specific collaborative planning for horizontal and vertical alignment at the campus and district level. Planning Protocol will happen during the day 3 hours per week per subject (math & ELA). (Title I SW: 1,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators, Directors, Strategists	August 2022 - May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative-Documentation of teacher walk throughs, sign in logs, planning guides or planning protocol documents. 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - On Track
2. Training for teachers on the Texas Teacher Evaluation and Support System-TTESS. This training will correlate with NIET initiatives. (Title I SW: 4,5) (Target Group: All)	Campus Administrators	August 2022 - May 2023	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Meeting agendas, sign in sheets. 06/19/23 - Completed (S) 11/17/22 - On Track
3. Provide early literacy training for upper grade bilingual teachers. (Title I SW: 2,3,5) (Target Group: ESL,EB)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Directors, Strategists, Title I Coordinator	August 2022 - May 2023	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Training agenda, sign in sheets. 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
4. Provide opportunities for teachers to receive training on classroom management and discipline techniques for children who require tier 3 behavior interventions. (Title I SW: 3,4,9) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Counselors	August 2022 - May 2023	(F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Formative-Discipline referrals, Child Study documentation and grades. 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress

RUBEN CHAVIRA ELEMENTARY

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

Objective 2. By the end of 2022-2023, 90%, of all federal, state, and local funds will be reviewed for optimal results regarding parental involvement activities, instructional programs and materials, professional development, and campus-wide reform strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that funds are expended on the activities identified in the campus improvement plan, such as resource room/library supplies, books and subscriptions, custodial supplies, technology supplies, and postage. (Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Counselors, Teachers	August 2022 - June 2023	(F)Title I, (O)Local Districts	Criteria: Summative-Review campus improvement plan (CIP) with CPDM quarterly. Maintain documentation of CPDM meetings (agenda, sign in log, and minutes) Archived purchase orders. 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - On Track

RUBEN CHAVIRA ELEMENTARY

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

Objective 1. At the end of the 2022-2023 school year, the attendance rate at Ruben Chavira Elementary will be at 92% or better via daily monitoring of attendance records, positive behavior support, enforcement of the compulsory attendance law, and accurate record keeping.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ruben Chavira Elementary Attendance Committee will monitor and meet as necessary to review and establish intervention plans for students with excessive absences. (Title I SW: 1,2,6,9) (Target Group: All,AtRisk)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2022 - June 2023	(F)Title I	06/19/23 - Completed (S) 11/17/22 - On Track
2. Teachers will work with families to promote the importance of attendance. They will use phone calls, Class Dojo messages, emails, etc. to communicate with parents about attendance and help as needed. (Title I SW: 1,2,8,9) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators	August 2022 - June 2023	(F)Title I	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services. 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Significant Progress

RUBEN CHAVIRA ELEMENTARY

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

Objective 2. By May 2023, parent participation at Ruben Chavira Elementary will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ruben Chavira Elementary will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as but not limited to: Meet the Teacher Orientations, Open House, and activities, Library-AR Nights, holiday celebrations, Career Day, Awards Assemblies, 5th Grade Promotion, Kinder Promotion, Art Night, PE Night, Musical events. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	Criteria: Sign in sheets 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Significant Progress
2. Provide ongoing communication to parents to relay information about events, activities, school functions, presentations and trainings via banners, brochures, newsletters, calendars, updated campus webpage, etc. in English and Spanish. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides	August 2022 - June 2023	(S)Local Funds	Criteria: Copies of documents sent out. Calendar dates of when items went to parents. 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - On Track
3. Provide training for parents to properly utilize Skyward as a means to periodically check student progress. (Target Group: All)	Campus Administrators, Parental Aides, Teachers	One per Semester and As requested	(F)Title I, (S)Local Funds	Criteria: Sign in sheets 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - On Track
4. Provide parents and community the opportunity to volunteer at Ruben Chavira Elementary via VIP Club (Very Important Parents). This is the first year since 2020 that parents have been able to come on campus as volunteers. (Title I SW: 1,6,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Librarian, Parental Aides, Strategists, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	Criteria: Visitor sign in sheet (paper or virtual). 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Significant Progress

RUBEN CHAVIRA ELEMENTARY

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

Objective 3. Throughout the 2022-2023 school year, Ruben Chavira Elementary will provide opportunities for partnerships with civic, social and educational organizations for the educational enrichment of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with different entities in the local area to provide guest speakers and events from grade levels K-5. (Title I SW: 6,9,10) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Parents	August 2022 - May 2023	(F)Title I, (S)Local Funds	Criteria: Calendar of events, sign in sheets 06/19/23 - Completed (S) 03/22/23 - On Track 11/17/22 - Some Progress
2. Partner with Amistad National Park Service: Series of Educational Seminars emphasizing the Sciences. (science labs and equipment) (Title I SW: 3,10) (Target Group: All,2nd,3rd,4th,5th)	Campus Administrators, Teachers	August 2022 - May 2023	(S)Local Funds	Criteria: Lab schedule (if scheduled in the future), or online schedule 06/19/23 - Discontinued (S) 03/22/23 - On Track 11/17/22 - Some Progress

Comprehensive Needs Assessment Summary – Ruben Chavira 2022-2023

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

TPRI and AR Renaissance Data
Summatives, Formatives and Benchmarks

TELPAS Data

STAAR Data

number of parent conferences held
Instructional Materials Inventory

parent/teacher communication logs
family and community perception survey
Technology needs

number of activities/workshops held for parents and families
Facility needs
Budget for 2022-2023

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>One to one technology, students self tracking academic progress in math, reading and AR</p> <p>Vertically aligned curriculum for reading K-2/3-5 and math K - 5, Planning Protocol</p> <p>Leadership meetings that allow teachers to have a voice and collaborate with school administration</p>	<p>Collaboration between classroom teachers and sp.ed/dyslexia to foster crossover of strategies, expectations, and goals</p> <p>Increase of vertical planning would impact achievement by promoting the use of common techniques, strategies and language</p> <p>Parental trainings to support academic areas</p>	<p>Vertical planning</p> <p>Parental trainings to support academic 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?
	<p>Summatives, benchmarks, TPRI and AR data fosters more purposeful planning</p> <p>Inclusion for special education students provides more meaningful classroom experiences</p> <p>The counselor informing staff of child study process and facilitating decisions that encourage the early identification of academic issues</p>	<p>Explicitly taught social emotional strategies to address the whole learner</p> <p>A math curriculum that is aligned to our needs and edited</p> <p>Priorities: math curriculum adjustment to reflect the needs of our campus and the state's expectations and be revised to reflect correct language and grammer</p>	<p>SEL strategies</p>
Staff Quality	<p>Interview process of including the cluster leader to interview candidates and training for new teachers.</p> <p>Having mentors for new teachers.</p> <p>Planning Protocol, unpacking TEKS, all the new trainings and new material learned this year.</p> <p>Administrative support through planning, surveys, open door policy and availability.</p> <p>Counseling support, especially having two counselors on campus for social emotional</p>	<p>More vertical alignment for collaboraiton between grades in planning.</p> <p>Training for new and current paraprofessionals. (small groups, and student needs)</p> <p>Training for teachers working with special needs students and for situational situations. (strategies)</p> <p>Minimize movement of teachers to different grade levels to master TEKS.</p>	<p>Training for paraprofessionals that includes expectations of the job.</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?
School Climate/ Safe & Healthy Schools	<p>Spirit Week/Month Activities</p> <p>Weekly guidance lessons provided by counselors</p> <p>Healthy Eating/Weight loss challenge for staff</p>	<p>Re-establish the after school activities for students from all grade levels (Dexters Science Club, Art Club,</p> <p>Transportation for after school programs (Many students cannot join the after school programs due to transportaion limitations.)</p> <p>An increase of parental involvement that is purposeful continues to be a problem on campus.</p>	<p>Reestablishing after school activities</p> <p>Reestablishing parental involvement on campus.</p>
College & Career Readiness/ Graduation/ Dropout Reducation	<p>Students proceed through their academic careers at the primary level with a sense of wonder and awareness of various vocational opportunities. Throughout the year Ruben Chavira Elementary leverages various event-based instructional opportunities to inform students of potential futures as a result of continued academic pursuits through high school and beyond. Events include the following, the Annual Veteran's Day program, Career-day Fair, in addition to various visits from community members i.e. Del Rio Gas company.</p> <p>Parent involement in school (volunteers) Raffles and incentives for good grades and attendance.</p>	<p>Grade appropriate college day presentations for students, college shirt day to build future goal setting</p> <p>Have CTE more involved at the elementary level</p>	<p>College presentations and information for students.</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?
	<p>Track student improvement or lack of and create a plan to help them get back on track. (HB4545, after school program)</p> <p>Career Fair, Counselors</p> <p>TTESS feedback for teacher improvement.</p> <p>Student accountability (Students self tracking / goal setting)</p>		
Family and Community Involvement	<p>Parental involvement and AR nights</p> <p>At RCE, a mentor program with military personnel/community helpers will be provided to students to implement a positive role model in their academic achievements.</p> <p>Cougar closet provided assistance to critical families in need with a food bag, hygiene products, backpacks, school supplies, and various winter essential clothing items.</p>	<p>All students will have chromebook available to them during instruction time, especially students entering the academic school year late.</p> <p>Maintaining cougar closet by sending reminders to all staff and parents. Clothing drives can be held throughout the year to gather donations.</p> <p>Encouraging parents to be a part of campus programs such as parent volunteers and to have a voice for feedback and suggestions.</p> <p>Updating and promoting school website frequently.</p> <p>Providing times and opportunities for teachers to have parent conferences/open house.</p> <p>Using a variety of methods for better communication with parents in regards to campus and student needs.</p>	<p>Maintaining the Cougar Closet for families in need.</p> <p>Parental volunteers on a regular basis.</p> <p>Keeping website up to date and useful to all stakeholders.</p> <p>Scheduled Open Houses 2 x a year.</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?
District/Campus Commitments	<p>Suitable transportation for students to and from school.</p> <p>All students provided free breakfast & free lunch. Tardy procedures in place for students to obtain breakfast.</p> <p>Instructional resources are available with processes in place for check-out and check-in to run smoothly. Inventory is taken care of through bar code system through the library.</p> <p>Ensuring strategies for homeless students initiated by the McKinney-Vento federal law are being followed to meet students' needs. Students who are homeless along with low income students have educational resources, transportation, clothing, and food (Cougar Closet).</p> <p>Safety Monitor & District Officer are assigned to campus to ensure safety of all staff and students</p> <p>Chromebooks have been assigned to all students on campus to promote blended learning.</p>	<p>Preventative maintenance and cyber security needed for student chromebooks to ensure safety.</p> <p>PTO is needed to assist in the representation of underrepresented families and increase parent involvement.</p> <p>Implement a process for intra and inter-district transfers to help with the transition of all students.</p>	<p>Proactive cyber security for students' chromebooks.</p> <p>Establish PTO</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.

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

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

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

Jointly Developed

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

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

Building Partnerships

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

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

Communication is Key

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

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

For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4600.

RUBEN CHAVIRA ELEMENTARY SCHOOL

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



**L. Langton, Principal
2253 S. US Hwy 277.
Del Rio, Texas 78840**

830-778-4600

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

SFDRICISD District Vision

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

SFDRICISD District Mission

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

SFDRICISD Shared Beliefs

We believe:

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

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

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

Student Agreement

As a student, I agree to:

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

Parent Agreement

As a parent, I agree to:

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

Development and Distribution

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

Ruben Chavira Elementary

Title I

Parental Liaison

Kimberly Martinez

830-778-4660

Kimberly.martinez@sfdrcisd.org

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

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

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

Desarrollado Conjuntamente

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

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

Construyendo asociaciones

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

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

La Comunicación es clave

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

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

Para obtener información sobre cómo proporcionar comentarios o para obtener acceso a nuestro Plan de mejora del campus, comuníquese con la oficina de nuestra escuela al 830-778-4660.

RUBEN CHAVIRA ELEMENTARY SCHOOL

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



**L. Langton, Principal
2253 S. US Hwy 277.
Del Rio, Texas 78840**

830-778-4660

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

Vision del Distrito SFDRCSID

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

Misión del Distrito SFDRCSID

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

Creencias Compartidas

Nosotros creemos:

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

Acuerdo Escolar

Como escuela, aceptamos:

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

Acuerdo del maestro

Como maestro, acepto:

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

Acuerdo del Estudiante

Como estudiante, acepto:

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

Acuerdo de los Padres

Como padre, acepto:

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

Desarrollo y Distribucion

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

Ruben Chavira Elementary

Title I

Parental Liaison

Kimberly Martinez

830-778-4660

kimberly.martinez@sfrisd.org

RUBEN ELEMENTARY

parent meeting

Monday, September 28th at 5:00 pm

After the meeting with our Principal Ms. Langton

Unite (Junta de padres) September 28 de Septiembre 5:00 pm

Depuse de la junta una (Preguntas y respuestas del campus)

Please bring your U.S. driver's license to school in office for 9am meeting
Por favor traiga su licencia de los Estados Unidos a la escuela para registrarse para la junta de 9am.

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TITLE 1 PARENT MEETING

Agenda

Wednesday, September 28, 2022@ 5:00pm

- **Welcome and Introductions**
- **Education is Key**
- **What is Title I?**
- **How does Title I work?**
- **ESSA Grant Funds**
- **Campus Allocations/Reservations**
- **Planning Cycle**
- **District and School Family and Engagement Policy Plan**
- **School-Parent Compacts**
- **District & Campus Plans**
 - **Curriculum**
 - **Assessment**
- **Parents Rights to Know**
- **How can I be involved?**
- **Questions ???**

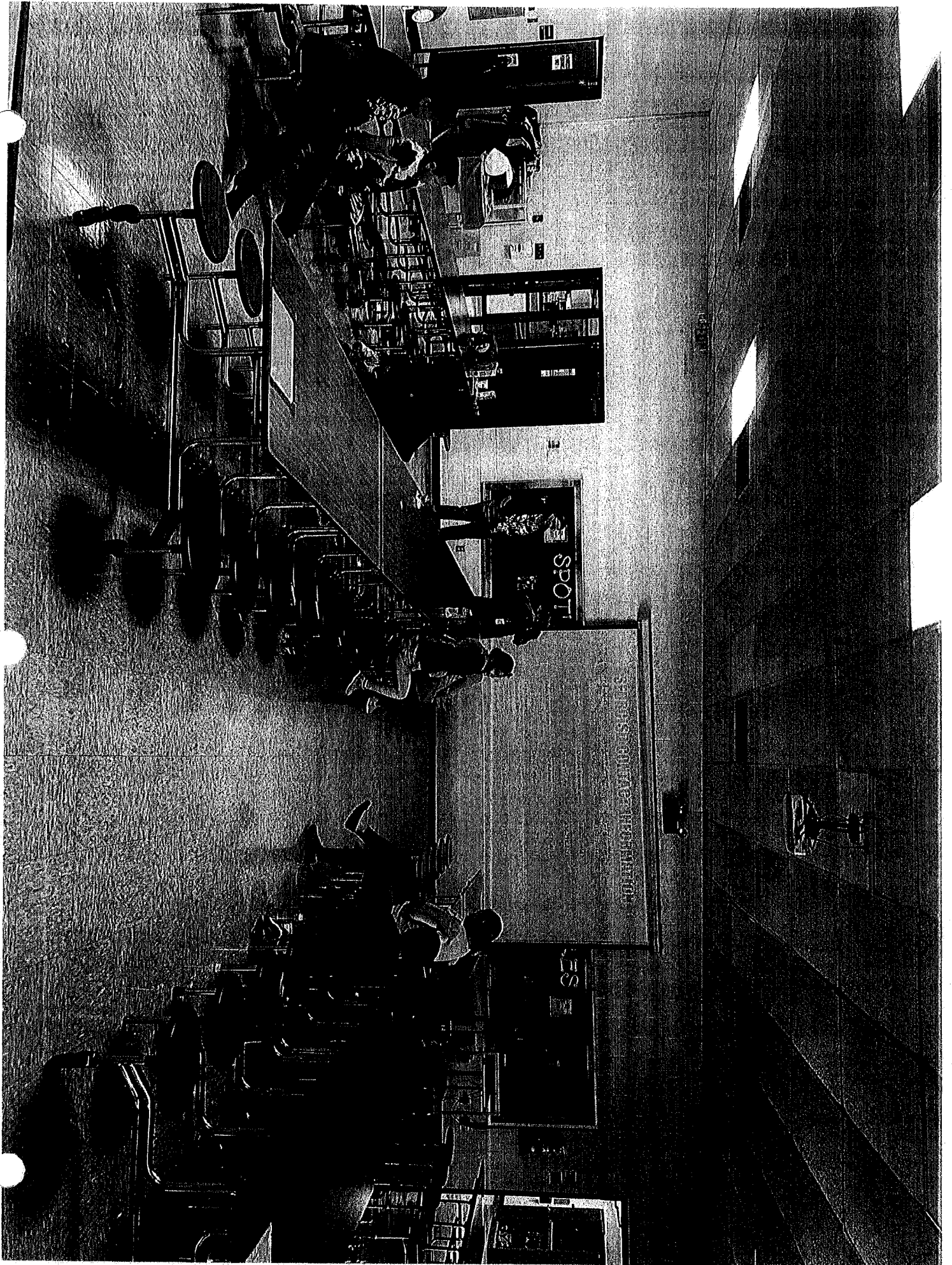
MINUTES

Title 1 Parent Meeting

WEDNESDAY, SEPTEMBER 28, 2022 @ 5:00 PM

RUBEN CHAVIRA ELEMENTARY

- WELCOMED PARENTS AND INTRODUCED MYSELF AND MY JOB HERE AT RCE.
- INTRODUCED MS. SUNDERLAND OUR ASSISTANT PRINCIPAL.
- MS. SUNDERLAND PRESENTED POWERPOINT TO HELP PARENTS BETTER UNDERSTAND WHAT IS TITLE 1.
- ASKED PARENTS WHAT WE WANT MOST FOR OUR CHILDREN- RESPONSES: TO BE GOOD, PRODUCTIVE MEMBERS OF SOCIETY, EDUCATION IS THE KEY.
- EXPLAINED WHAT A TITLE 1 SCHOOL IS AND THE GOAL FOR TITLE 1 IS HAVING A HIGHER QUALITY EDUCATION FOR EACH STUDENT.
- TITLE 1 FUNDS ARE DISTRUBUTED UPON NEEDS FOR DISTRICT/ CAMPUS
- SPOKE TO PARENTS ON HOW IMPORTANT IT IS TO FILL OUT LUNCH APPLICATIONS EVEN IF PARENTS DON'T BELIEVE THEY WILL QUALIFY.
- EXPLAINED THE ESSA GRANT FUNDS, HOW MONIES ARE ALLOTED AT CAMPUS LEVEL
- TUTORING, INSTRUCTIONAL COACHES, PROFESSIONAL DEVELOPMENT, SUPPLIES, PARENT INVOLVEMENT ACTIVITIES, EDUCATIONAL PROGRAMS.
- ATTENDING EVENTS ON CAMPUS HELPS THAT PARENTAL INVOLVEMENT IS KEY TO STUDENTS EDUCATION.
- COMMUNICATION WITH TEACHERS AND SOURCES TO HELP PARENTS COMMUNICATE WITH TEACHERS.
- QUESTIONS



RUBEN CHAVIRA ELEMENTARY

Please join us for our parent meeting

What is a Title I School

Monday, September 26th 9:00 am or Wednesday, September 28th at 5:00 pm

Where: RCE Cafeteria

WE HOPE TO SEE YOU THERE!

After the meeting join us for a Campus Q & A with our Principal Ms. Langton

Unete a nosotros para una junta de padres

que es una escuela Titulo I

Lunes, 26 de Septiembre 9:00 am o Miercoles, 28 de Septiembre 5:00 pm

Lugar: RCE Cafeteria

Depuse de la junta unase a nosotros para preguntas y respuestas del campus con la directora, Sra. Langton

ESPERAMOS VERTE AHI

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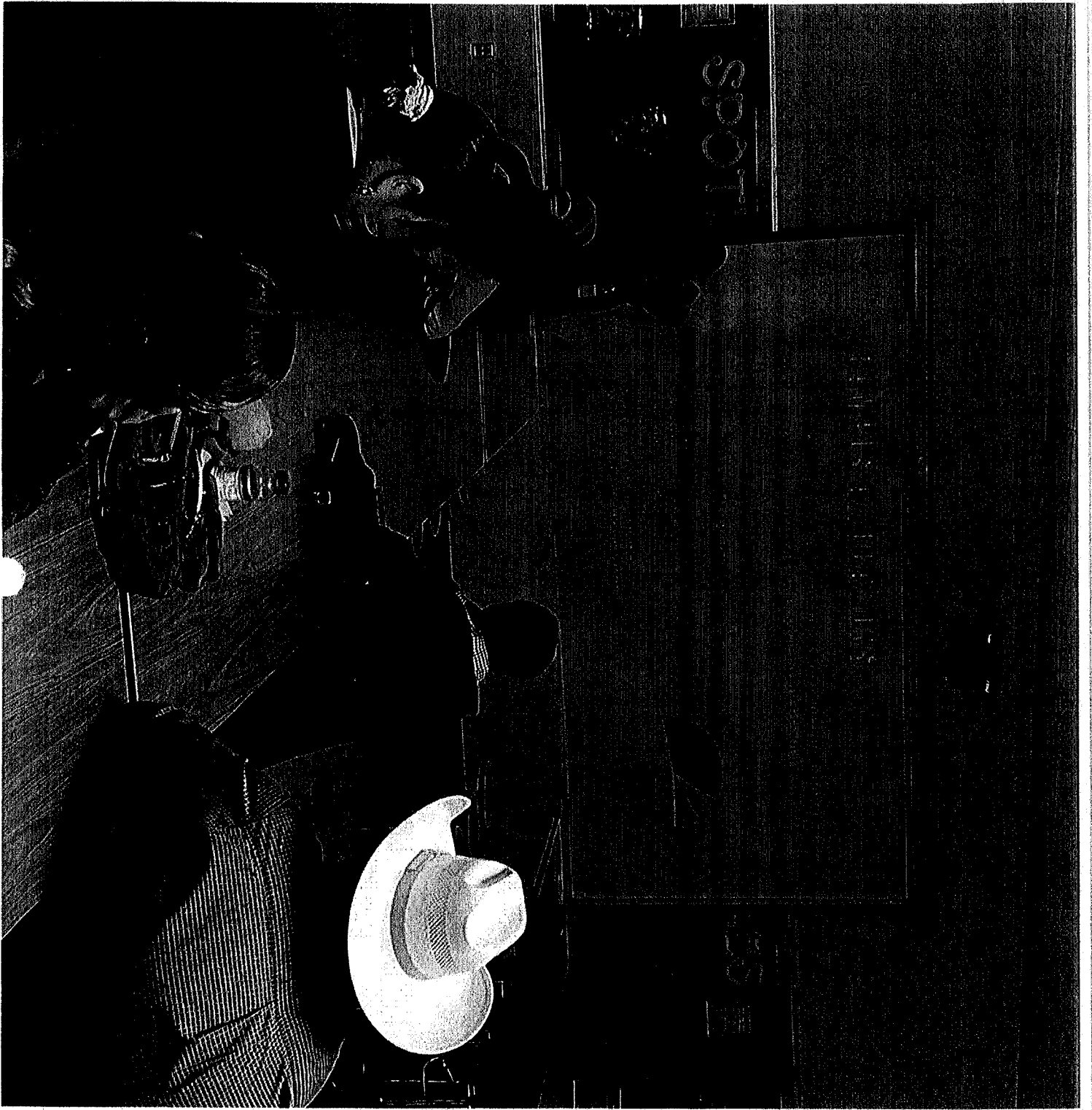
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- QUESTIONS



**RUBEN CHAVIRA ELEMENTARY
PARENT AND FAMILY ENGAGEMENT POLICY
2022-2023**

STATEMENT OF PURPOSE

- I. RUBEN CHAVIRA administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the school improvement plan process.

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

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

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

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

SCHOOL - PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The campuses’ capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Campus Improvement Plan (CIP) and Campus Comprehensive Needs Assessment (CNA), Language Proficiency Assessment Committee (LPAC), committees and trainings, Title I parent meetings and trainings. In addition, parent skills workshops, campus volunteers, school readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement. The campus will involve parents in school activities including meetings, trainings, awards ceremonies, student performances, special events and parent-student conferences.

STAFF AND PARENT COMMUNICATION

- V. **RUBEN CHAVIRA:** will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the Campus Parent and Family Engagement Policy and practices. They will also consider:
 - Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

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

RESERVATION OF FUNDS

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

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **RUBEN CHAVIRA** on SEPT 28, 2022 and will be in effect for the period of 2022-2023. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.




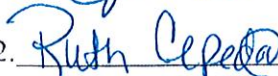

(Signature of Authorized) Principal

9/28/22

(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

- 1.  _____
- 2.  _____
- 3.  _____

RUBEN CHAVIRA ELEMENTARY
POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES
2022-2023

DECLARACIÓN DE PROPÓSITO

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

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

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

PARTICIPACIÓN DE PADRES Y FAMILIARES EN EL DESARROLLO DE POLÍTICAS

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

ESCUELA - PACTO DE PADRES

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

OPORTUNIDADES DE PARTICIPACIÓN DE LOS PADRES

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

COMUNICACIÓN DEL PERSONAL Y LOS PADRES

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

EVALUACIÓN

- VII. Padres serán informados e invitados a participar en la evaluación anual del contenido y el efecto de la Política y prácticas de participación de padres y familias del campus. Ellos también consideraran:
- Calidad académica del Título I, Parte A Escuelas
 - Identificar formas de superar las barreras que pueden limitar la participación de padres
 - Revisión y revisión de Campus School – Padres Compacto
 - Aumentar padre intervención

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

RESERVA DE FONDOS

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

ADOPCIÓN

Esta Política de participación de los padres y la familia de la escuela ha sido desarrollada y acordada en conjunto con los padres de los niños que participan en los programas Título I, Parte A, como lo demuestran los padres, administradores y consejeros. Esta política fue aprobada por **RUBEN CHAVIRA** el **28 DE SEPIEMBRE** y estará vigente para el período 2022-2023. La notificación electrónica y/o escrita de esta política se distribuirá en un formato comprensible y uniforme a todos los padres y miembros de la comunidad, en un idioma que todos puedan entender.

(Firma de Autorizado) Principal

(Fecha)

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

1. _____

2. _____

3. _____

McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs Department



Key Provisions of McKinney-Vento Federal Law:

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

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

Who is considered homeless?

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

How do people become homeless?

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

Warning Signs of the Homeless: Lack of Educational Continuity:

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



Warning Signs of the Homeless: Poor Nutrient and Hygiene

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



Warning Signs of the Homeless: Transportation and Attendance Concerns

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



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

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



Warning Signs of the Homeless: Social and Emotional Concerns

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



Typical stressful experiences of children in homeless situations:

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




Reactions/statements by parent, guardian or child:

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

Questions/Concerns



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




The Value and Utility of Parental and Family Engagement Staff Training

SFDRCSID Federal and State Programs Department


ESSA TITLE I REQUIREMENTS

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




What is Parental and Family Engagement?

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




Parent and Family Engagement include:

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




Outdated thinking of Parent and Family Engagement:

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



Welcoming Atmosphere:

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



Parent and Family Engagement benefits:

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



Barriers to Family Engagement:

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



Overcoming Barriers:

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



Staff Reflections:

- Why are some teachers more successful than others in engaging parents?
- For what reasons do parents currently visit your campus?
- Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- What is one goal you have set to improve your parent communication?
- How can you help make your school more inviting?
- What can I do to improve my relationship with my parents?



Positive School Climate

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

- Unknown Principal



QUESTIONS?

Have a successful, positive and engaging school year!



SFDRICSD Federal and State Programs

RUBEN CHAVIRA
SIGN IN SHEET
STAFF MEETING
MON. NOV. 7, 2022

LAST NAME	FIRST NAME	ASSIGNMENT	ROOM #
LANGTON	LAURA	PRINCIPAL	L. Langton
SUNDERLAND	CAROL	ASSISTANT PRINCIPAL	Carol Sunderland
MARTINEZ	RUBI	PRINCIPAL SECRETARY	Rubi Martinez
VAZQUEZ	ANA	ATTENDANCE CLERK	Ana Vazquez
ESCAMILLA	DEBBIE	COUNSELOR	Debbie Escamilla
DOMINGUEZ	KARLA	HELP COUNSELOR	Karla Dominguez
MCCLELLAN	LOURDES	BIL INSTRUCTIONAL COACH	Lourdes McClellan
RODRIGUEZ	YVETTE	LIBRARY	Yvette Rodriguez
WRIGHT	JESSICA	NURSE	Jessica Wright
HERNANDEZ	YULISSA	KINDER B/I	Yulissa Hernandez
IBARRA	ORIANA	KINDER B/I	Oriana Ibarra
MEZA	GUADALUPE	KINDER B/I	Guadalupe Meza
ZAPATA-OWENS	MERCEDES	KINDER	Mercedes Zapata-Owens
ARRAMBIDE	ROSA	FIRST	Rosa Arrambide
GOMEZ	TAYLOR	FIRST	Taylor Gomez
JALOMOS	BRENDA	FIRST B/I	Brenda Jalomos
JIMENEZ	CLARISSA	FIRST	Clarissa Jimenez
RIOS HOLGUIN	MARIANA	FIRST	Mariana Rios Holguin
GUERRERO	LIZETTE	SECOND	Lizette Guerrero
MARTINEZ	HILDA	SECOND	Hilda Martinez
SAUCEDO	TOMI	SECOND B/I	Tom Saucedo
SIMON	ROSALINDA	SECOND	Rosalinda Simon
VELASQUEZ	CRYSTAL	SECOND B/I	Crystal Velasquez
AGUIRRE	BERTHA	THRID	Bertha Aguirre
DE LA CRUZ	MARIA	THIRD	Maria De La Cruz
HERNANDEZ	PATRICIA	THIRD	Patricia Hernandez
SAUCEDO	CYNTHIA	THIRD	Cynthia Saucedo
SMITH	MIA	THIRD	Mia Smith
DIEGO	JESSICA	FOURTH	Jessica Diego
HERNANDEZ	RICHARD	FOURTH	Richard Hernandez
LUJAN	KELLY	FOURTH	Kelly Lujan
SOTO	MONICA	FOURTH	Monica Soto
CARDENAS	RAQUEL	FIFTH	Raquel Cardenas
HERNANDEZ	BRENDA	FIFTH	Brenda Hernandez
MEDINA	BERNICE	FIFTH	Bernice Medina

Just so