

ROBERTO BOBBY BARRERA EL STEM MAGNET

Campus Improvement Plan

2024/2025

Falcons: Learners Today. Leaders Tomorrow.

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Date Reviewed:

Date Approved:

ROBERTO BOBBY BARRERA EL STEM MAGNET

Mission

Roberto "Bobby" Barrera Elementary STEM School is where we can be curious and critical thinkers engaged in developing solutions to real-world problems.

Vision

Roberto "Bobby" Barrera School Elementary STEM Magnet School is a small community located on Laughlin Air Force Base serving military and civilian families. It is a place where every student on our campus will be prepared to flourish as a global citizen empowered to excel through a culture of collaboration, innovation, and achievement.

Nondiscrimination Notice

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

DISTRICT GOALS:

District Goal 1-School Safety: The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

District Goal 2 - Student Performance: The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

District Goal 3 -Results-Driven Accountability: The District will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

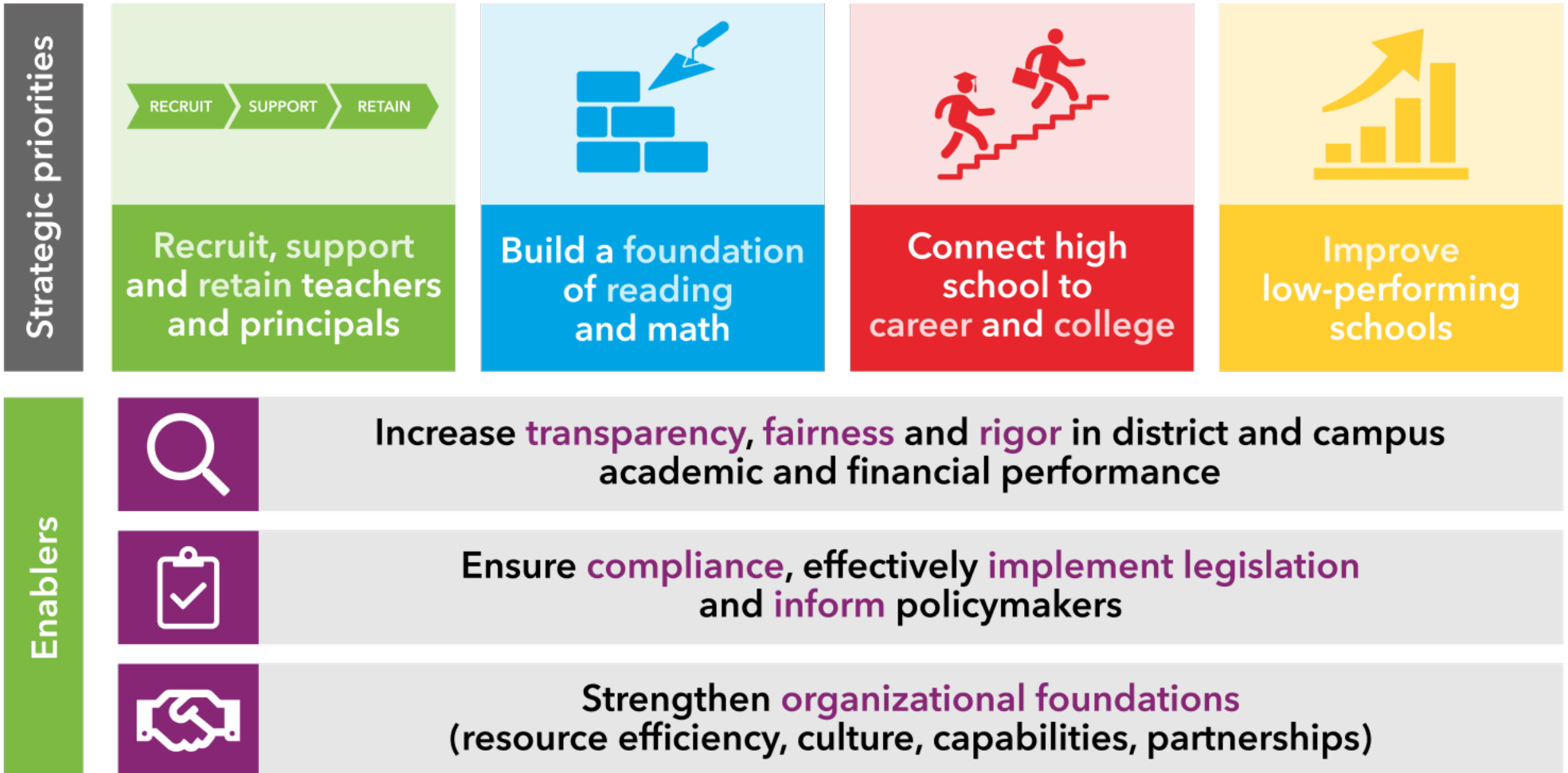
District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

District Goal 5– Communication: The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

District Goal 6 – Del Rio Middle School: The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

District Goal 7 – Reading & Writing: The District shall prioritize reading and writing as a skill for lifelong learning.

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

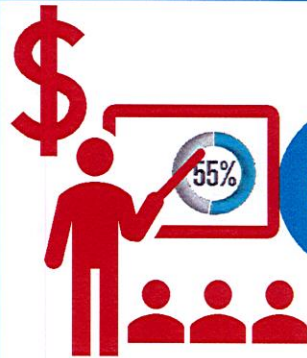


**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

State Compensatory Education Program

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

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



GOAL-
Target funds
to close the
achievement
gap.



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



TEC, §29.081

TEC, §48.104

TEA



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**adapted from TEA State Compensatory Education*

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Goal 1. (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

Objective 1. By May of 2025, 85% of students in grades 3-5 will feel empowered to serve on leadership teams such as the Student Council, Anchored4Life, Flag Duty, UIL Academics, Clubs, Scouting, and local performances or the Annual Elementary Cross Country Meet, Elementary Track Meet and the I Love My Teacher 5K due to a strong campus culture that feels safe and secure for students to take risks and participate among their peers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The Counselor will conduct guidance lessons in bullying, respecting others, diversity, setting goals, conflict resolution, mental health, violence, suicide prevention, and other life skills in each grade level through the Del Rio CARES character education program. Lessons will be conducted once a week for each grade level.</p> <p>The Counselor will keep track of academic success, social-emotional health, and attendance for the school year to support the district's safe school initiatives. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,3,4,6)</p>	Campus Administrators, Counselors	August -May		<p>Criteria: The counselor will monitor the school climate and assist with the Anchored4Life student leadership program to ensure students find support among peers.</p> <p>06/02/25 - Completed (S) 03/14/25 - Some Progress 12/30/24 - On Track</p>
<p>2. The students and teachers will be involved in coordinated learning programs to begin clubs such as a Robotics club with the LAFB volunteer community, Airman and Family Readiness Center, and the SAME Civil Engineering Squadron to support STEM learning and coding using the Vex Generation 2 and Lego League Robot Kits, a Chess Club, and other clubs hosted by volunteers. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,3,4,5,6)</p>	Campus Administrators, Counselors, Instructional Aides, Teachers	August-May		<p>Criteria: Activity agendas, student interest, and sign-in sheets of community participation and fundraisers to purchase items for robotics.</p> <p>06/02/25 - Significant Progress (S) 03/14/25 - Some Progress</p>
<p>3. Students will participate in Red Ribbon Week activities, Fire Safety, Celebrity Reader, Career Day, Science Fair, GT Fair, and STEM Night. They will be trained and offered to participate in leadership opportunities such as Anchored4Life, StuCo, and Flag Duty. (Target Group: All) (Strategic Priorities: 2,3)</p>	Campus Administrators, Counselors, Security, Teachers	August -May		<p>Criteria: Enthusiasm from students and staff about these events and leadership opportunities as well as active student participation.</p> <p>05/16/25 - Completed (S) 03/17/25 - Significant Progress 03/14/25 - Some Progress 12/30/24 - On Track</p>

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- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 2.** The SSSSP (Safe Supportive School Safety Plan) Committee will meet every 6 weeks to maintain a safe and orderly campus using restorative practices and conduct threat assessments as needed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will complete weekly door sweeps to ensure building safety and to address any mechanical/human errors that may compromise student/staff safety. Campus administration will train, conduct and monitor monthly drills that support and ensure student/staff safety that are state mandated (Fire, Shelter in Place, Lockdown, Secure, and Hold) through Rapter Alert (Target Group: All)	Campus Administrators	August-May	(O)Local Districts	Criteria: Up-to-date logs. 06/02/25 - Completed (S) 03/14/25 - Significant Progress 12/30/24 - On Track
2. Maintain an active SSSP Team (Safe Supportive School Program) to address potential threats against students or the school including the Counselor, PE teacher, special ed teacher, nurse, and school police, administrator. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors, Family Community & Engagement Coordinator, Instructional Aides, Security, Special Ed Teacher, Teachers	August-May		Criteria: SSSP meetings are documented and behavior threats are managed or kept under watch. 06/02/25 - Completed (S) 03/14/25 - On Track 12/30/24 - On Track 12/30/24 - Significant Progress
3. Staff will use a communication tool such as Class Dojo, Aim High Behavior Tracker, email, phone call, or face-to-face conference to keep parents informed on students' behavior in class that may affect the academic progress of the child or classmates. Demerits will be instituted to help with behavior problems in class and to provide a natural consequence to the students who choose not to be considerate of others. Teachers will begin to incorporate demerits on Aim High application in PPD. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,3,5,6)	Campus Administrators, Counselors, Instructional Aides, Teachers	August - May		Criteria: Documented SSSP meetings, behavior is monitored and managed throughout the campus, and threats are dealt with immediately. 06/02/25 - Completed (S) 03/14/25 - On Track 12/30/24 - On Track
4. Teachers will use free access to Awesome and In Control book by Lauren Brunker and Changing Classroom Behavior with Polly Bath for mini-trainings throughout the year to employ Positive Behavior Support (PBS) training and support Classroom Management with Crisis Prevention Interventions for all staff to help redirect student behavior and de-escalate	Campus Administrators, Counselors, Instructional Aides, Teachers	August -May		Criteria: Certificates of completion, more confident teachers, and fewer classroom disruptions that impede learning. Fewer referrals than the previous school year. Students using Awesome and In Control strategies independently.

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- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
issues in the classroom. Teachers will also help the students understand that they are responsible for their choices and that there are natural consequences to disruptive behavior while incorporating restorative opportunities. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,3,4,6)				06/02/25 - Completed (S) 03/14/25 - Significant Progress 12/30/24 - Significant Progress
5. We will have a school Core Crisis Team consisting of the Nurse, Counselor, Instructional Aides, PE teacher, and Special Ed teacher to assist teachers in the well-being and restraint of students in need. They will be trained in CIP. (Target Group: All) (Strategic Priorities: 2) (CSFs: 4,6)	Campus Administrators, Counselors, Instructional Aides, Teachers	August -May		Criteria: Documentation and certification of Core Crisis Team as SSSP members after CPI training is achieved. 06/02/25 - Completed (S) 03/14/25 - Some Progress 12/30/24 - Significant Progress

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Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 1. By the end of May 2025, students will have had a rigorous learning experience based on the design and delivery of data and objective-driven daily lessons, classroom routines, and formative monitoring systems that yield the data necessary to reflect, adjust, and deliver instruction that meets the needs of each student. The principal is responsible for ensuring that every student receives high-quality instruction that leads to student growth and achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Highly qualified staff (teachers, counselors, and para-professionals) with high levels of expectations and academic knowledge in math and reading/writing will support at-risk, gaps in military-moving, and educationally disadvantaged students as well as gifted students to increase academic achievement and reduce the rate of low-performance reading and writing. Support staff and electives teachers will be prioritized and utilized to aide classroom teachers with math, reading, and writing content in all areas. (Renaissance) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,4,6,7)	Campus Administrators, Teachers	August - May	(S)State Compensatory - \$8,172.46	Criteria: A solid master schedule, all teachers GT certified, and a highly demanding culture of learning, reading, writing, and math amongst all staff members and communicated effectively to parents. 06/02/25 - Completed (S) 03/14/25 - Significant Progress 12/30/24 - Significant Progress
2. Classroom teachers will all be GT Certified to support our Gifted and Talented students. Teachers will implement Falcon WIN Time giving students time to work on individual growth for (what I need) at least 45 minutes daily with an instructional aide or teacher. Students will be grouped by need, including HB1416, RTI, Tier 1, Tier 2, and Tier 3 levels. Daily instructional activities will include at least one activity for struggling students and one for advanced students during the day. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August - May		Criteria: Daily classroom activities that support struggling students as well as gifted and talented students and end-of-year results on STAAR Reading and Math data that support 80% categorical growth for students in DNM or Approaches. 06/02/25 - On Track (S) 03/14/25 - Significant Progress 12/30/24 - Significant Progress
3. All students will be issued a device such as a Chromebook or iPad for instruction, engagement, and intervention based on the child's individual needs. District funds will be allocated for repairs and replacement to ensure student learning and success with software and digital textbooks. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers	August-May		Criteria: Working devices that accomplish the tasks at hand. 06/02/25 - Completed (S) 03/14/25 - On Track 12/30/24 - On Track

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Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 2. Before the first day of instruction, RBB Elementary STEM Magnet will offer all incoming students the opportunity to visit the campus to welcome them and learn about the routines and procedures that surround this unique setting.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incoming Pre-Kinder four-year-old students will be offered the opportunity to visit the campus to assist in the transition from either home or early childhood centers to the public school system. The teacher and the administrator will offer guidelines to the PreKindergarten program and offer parents a guide of expectations for success. Students and/or parents get a tour during Step 2 process at the school with Attendance Clerk. (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 5,6)	Campus Administrators, Counselors, Teachers	August- May		Criteria: Schedule and Google Sheet with QR code. 06/02/25 - On Track (S) 03/14/25 - On Track 12/30/24 - On Track
2. New, incoming, and returning Kinder - 5th-grade students will be offered the opportunity to visit the campus to meet their teacher and feel more confident about attending the first day of school in a new community. The teacher and the administrator will offer guidelines to all parents about the routines and procedures of the school. School tours will be available for all transferring students. (Target Group: All) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Teachers	August-May		Criteria: Confident students, relaxed parents, and teachers who can meet the students they expect. A sense of community or family 06/02/25 - Completed (S) 05/16/25 - On Track 03/14/25 - On Track 12/30/24 - On Track

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Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 3. By the Spring of 2025, 80% of the 4th and 5th HB1416 students will show categorical growth on the STAAR state assessment because the principal will establish systems to support teachers in managing curriculum and assessment documents while utilizing instructional materials and resources with expected rigor, key ideas, and essential questions that will strategically align through ongoing teacher discourse, collaboration, and coaching.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A 3-hour Planning Protocol time with the campus administrator will be established with each grade one day per week for strategic implementation of the district curriculum and student needs. Grades 4 & 5 will meet on Wednesday from 7:30-10:30 am then grades 1 & 2 from 12-3 pm. Grades 3 will meet on Thursday from 7:30 am-10:30 am and Kinder from 12-3 pm with PK joining in from 2-3 pm. Teachers will collaborate to generate and analyze student performance reports, artifacts, and scores on assessments to inform instruction, develop lesson plans, and modify campus roadmaps for their Reading, Writing, and Math. (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	Aug.-May		Criteria: Weekly interventions with small groups during Falcon Time, DMAC reports, and student achievement are monitored during Planning Protocol, artifacts, and data trends that show improvement. 06/02/25 - Completed (S) 03/14/25 - Significant Progress 09/03/24 - On Track
2. Instructional staff, counselors, and administration will implement district programs and initiatives such as the Science of Teaching Reading, RTI, GT, Special Education, 504, Speech, and Dyslexia services to identify and support all students, including those with special needs. Highly qualified staff (teachers, counselors, and para-professionals) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Texas Scottish Rite Hospital for Children) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August-May	(S)State Compensatory - \$1,128.83	Criteria: The teachers feeling supported by the campus administrator in providing services to students with special needs without depending on the local departments who handle the caseloads for assistance. Walkthrough data and end-of-the-year staff evaluations and reports. 06/02/25 - On Track (S) 03/14/25 - Significant Progress 12/30/24 - Significant Progress
3. Planning protocol includes establishing the need for planning rigorous, engaging lessons under the guidance of the principal. New student learning is addressed as well as a teacher new learning through modeling of a lesson, coaching, and discussions. Time is spent discussing HOW a lesson will be taught	Campus Administrators, Teachers	August-May		Criteria: Successful what and how of a lesson are discussed. The plan includes addressing low and high learners will be challenged and evaluated. Artifacts are reflected upon. Gaps in learning are addressed and closed.

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- Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.
- Objective 3.** By the Spring of 2025, 80% of the 4th and 5th HB1416 students will show categorical growth on the STAAR state assessment because the principal will establish systems to support teachers in managing curriculum and assessment documents while utilizing instructional materials and resources with expected rigor, key ideas, and essential questions that will strategically align through ongoing teacher discourse, collaboration, and coaching.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
to maximize learning and student achievement. (Target Group: All) (Strategic Priorities: 2)				06/02/25 - Significant Progress (S) 03/14/25 - On Track 12/30/24 - On Track

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Goal 3. (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

Objective 1. To develop basic conversational English skills in all four language domains (listening, speaking, reading, and writing) to effectively participate in classroom activities and interact with peers in a predominantly English-speaking environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cultivate relationships with students who do not speak English and help students be culturally responsive. We will help students feel known, appreciated, and comfortable taking emotional and intellectual risks by intentionally planning and creating a supportive environment for ESL students. (Target Group: All,BI,ESL,EB) (Strategic Priorities: 2)	Campus Administrators, Instructional Aides, Teachers	August-May		Criteria: Engaged students who feel a personal connection to a lesson or unit, a connection that's created in part by a teacher's investment in culturally competent relationships such as getting to know students' families and taking care to incorporate the particulars of students' lives, such as pets' names and favorite sports, into lessons. 06/02/25 - Completed (S) 03/14/25 - On Track 01/06/25 - Significant Progress
2. Teach grammar, spelling, capitalization, and punctuation ELRA language skills across the curriculum and have students apply their developing language skills to rich academic content in all subject areas emphasizing listening and speaking before reading and writing, especially in grades PK-2. (Target Group: All,BI,ESL,EB) (Strategic Priorities: 2)	Campus Administrators, Counselors, Instructional Aides, Teachers	August-May		Criteria: Students use the unfamiliar vocabulary of content areas concurrently with the learning of the content skills. 06/02/25 - Completed (S) 03/14/25 - On Track 01/06/25 - Some Progress
3. Develop receptive language skills like listening and reading first by speaking slowly and increasing our wait time from 3 to 5 seconds allowing the students to process information and plan communication while engaging students with material in multiple ways: including lessons that involve writing, speaking, drawing, and listening to give students opportunities to deepen their understanding of the work work or the skill. (Target Group: All,BI,ESL,EB) (Strategic Priorities: 2)	Campus Administrators, Counselors, Instructional Aides, Teachers	August-May		Criteria: The teacher provides sentence frames when he/she wants ELLs to produce a hypothesis, they might offer the sentence, "If _____ was added, then _____ because _____." This sentence frame provides clues that empower ELLs to sound and think like scientists. 06/02/25 - Completed (S) 03/14/25 - On Track 01/06/25 - Significant Progress

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Goal 4. (Finance) The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. By the end of May 2025, RBB Elementary STEM Magnet will utilize 90% of local funds to directly impact instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Explore ways that Donations or a GoFundMe, Fundraising Projects, Education Organizations, Business Funding, and Government Grants can support the needs of the school beyond the allotted district budget. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, PTO	August-May		Criteria: Any funds accumulated through donations, GoFundMe, Fundraising Projects, Education Organizations, Business Funding, and Government Grants. 06/02/25 - Significant Progress (S) 03/14/25 - Some Progress 01/06/25 - No Progress

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 5. (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

Objective 1. The StuCo and Anchored4Lif students and volunteers will re-paint the playground area, design and create a mural in the walkway, and paint the classroom doors in bright colorful colors as we wait for a brick-and-mortar school to be built in the future.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The StuCo and Anchored4Lif students and volunteers will paint the classroom doors in bright colorful colors as we wait for a brick-and-mortar school to be built in the future. (Target Group: All) (Strategic Priorities: 1,2)	Parents, Teachers	Aug-May		06/02/25 - Some Progress (S) 03/14/25 - No Progress 09/03/24 - No Progress

ROBERTO BOBBY BARRERA EL STEM MAGNET

- Goal 5.** (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.
- Objective 2.** RBB Elementary STEM Magnet will regularly provide communication to parents using various forms of media during the 2024-2025 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RBB staff will send home monthly calendars, utilize the school Class Dojo system for reminders of important events, update the school webpage with calendars and announcements for important events, and utilize Facebook for promoting local campus events. (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, PTO, Teachers	August-May		Criteria: Number of Class Dojo and Facebook views and school webpage updates weekly. 06/02/25 - Completed (S) 03/14/25 - On Track 12/31/24 - Significant Progress
2. Parents will be invited and encouraged to participate in campus committees and campus events. Opportunities for parental involvement will be posted and announced on the RBB PTO FB page, Class Dojo, classroom memos, and the school webpage. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Parents, PTO, Teachers	August-May		Criteria: School climate surveys, PTO postings, Facebook views, Class Dojo views, and the school webpage. 06/02/25 - Completed (S) 03/14/25 - On Track 12/31/24 - Significant Progress
3. RBB STEM Elementary will designate a staff member to serve as the school's Webmaster to update and maintain the school's district webpage, the school cross guard to update the calendar and events, and the PTO Media Chairperson to assist in developing and distributing information. (Target Group: All)	Campus Administrators, PTO, Teachers	August-May		Criteria: Monthly calendars posted online, updated web pages, up-to-date Class Dojo, and most school events featured on Facebook page. 06/02/25 - Completed (S) 03/14/25 - Some Progress 01/03/25 - Some Progress
4. The RBB staff will provide information for parents on character development, local and state assessments, identifying students with special needs, and science fair project information by working with the teachers, counselor, school liaison, or Region 15 in Zoom meetings or recorded information. (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Counselors, Teachers	August -May		Criteria: Parents feel more confident and informed of assessments (such as Circle, Tx-KEA, T.PRI, and STAAR), Science Fair, Special Education, and Bullying issues. Media information and sign-in sheets. 06/02/25 - Completed (S) 03/14/25 - Significant Progress 01/06/25 - Some Progress

ROBERTO BOBBY BARRERA EL STEM MAGNET

- Goal 5.** (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.
- Objective 3.** The administrators and teachers will explore the TEA STEM toolkit online to redesign the STEM structure at RBB. They will use the TEA STEM Planning Tools. They will perform a needs assessment for STEM at RBB. They will identify a STEM model, begin a STEM planning program guide, establish leadership roles, and explore funding and sustainability tools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The teachers will grow through the PD process to implement STEM activities aligned with the curriculum through TEA STEM. Teachers will also use the extending STEM activities in Progress Learning and STEM Scopes to begin to build the STEM program at RBB. (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Teachers	August - May		Criteria: Students in K-5 are involved weekly in a STEM activity. 06/02/25 - Completed (S) 03/14/25 - Significant Progress 12/30/24 - Some Progress

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 5. (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

Objective 4. By May 2025, the student attendance rate will be at an average of 98% and parents will assist in maintaining the attendance of students. Attendance will be monitored using the secretary's attendance sheet and the Skyward application. Teachers will monitor attendance for their homeroom students at 8 am and will post official attendance at 10:30 a.m. daily.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will receive an award at the end of each 6 weeks for Perfect Attendance and be rewarded with family-approved prizes such as snacks, movies, or fun activities with the teacher. (Target Group: All) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers	August-May		Criteria: Daily attendance logs, reports, and PEIMS Report of daily attendance rate. 06/02/25 - Completed (S) 03/14/25 - On Track 12/30/24 - On Track
2. Due to the circumstances of military life, there will be training for military parents on attendance policies, documentation, and regulations during the first week of school and the first week of the second semester to ensure that parents inform the school of absences and send notices to excuse absences. On dates designated as Family Days by LAFB, the school will promote events that will increase student attendance or be understanding with limited involvement of parent/family participation due to the nature of their military life and needs. (Target Group: All) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Teachers	August-May		Criteria: Attendance Secretary Reports and staff being informed of absences in collaboration with the parents so that students do not fall behind due to absences. 06/02/25 - Completed (S) 03/14/25 - On Track 12/30/24 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 6. (Del Rio Middle School) The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

Objective 1. We will support the student's transition between 5th grade and middle school by working with the three middle schools and supplying out information about their respective campuses based on the desired curriculum and school zoning at the Middle School orientations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Distribute information about the Middle School Orientation process and advanced studies in middle school while working with the middle school counselors about each child's study plan in middle school. (Target Group: 5th) (Strategic Priorities: 2,3)	Campus Administrators, Counselors, Teachers	January-May		Criteria: Informed parents and students making the best decision for their child with the the 5th grade teacher's support. 06/02/25 - Completed (S) 03/14/25 - On Track 12/30/24 - Some Progress

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 7. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 1. The principal will establish systems to support teachers in managing reading and writing curriculum and assessment documents during Planning Protocol for classroom instruction, interventions during Falcon Time, and with other content teachers ensuring that the expected rigor, key ideas, and essential questions will strategically align through ongoing teacher discourse, collaboration and coaching during reading and writing opportunities at our campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will be provided with materials and training for district software licensed to support reading and math intervention programs within the structure of their class time based on the needs of students and grade level to increase student achievement. Training may be done during Planning Protocol meetings, monthly Vertical Planning meetings, or RTI days as needed. (Target Group: All) (Strategic Priorities: 1,2,3)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Instructional Aides, Special Ed Teacher, Teachers	August- May		Criteria: Successful use of most of the available district software and ease of teachers utilizing software in daily class and Falcon Time as evident in district review of usage data. 06/02/25 - On Track (S) 03/14/25 - On Track 12/30/24 - Significant Progress
2. Teachers will double-grade all written assignments to stress the value of consistently communicating effectively through writing. Students will receive one grade for their ideas and another grade for expressing those ideas clearly and effectively using conventions appropriate to the student's grade level. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August-May		Criteria: Students write complete sentences that express ideas with fewer errors in convention at the appropriate grade level in all academic content areas. Teachers record two grades in their grade books reflective of student work with the opportunity to restore conventions grades as a re-do assignment. 06/02/25 - Completed (S) 05/16/25 - On Track 03/14/25 - On Track 12/31/24 - Significant Progress

ROBERTO BOBBY BARRERA EL STEM MAGNET Site Base

Name	Position
Guerra, Aurora	Principal
Evans, Michael	Counselor
Rodarte, Marisol	Paraprofessional
Weatherly, Kelley	PreKinder EC Teacher
Sanders, Vanessa	Kinder Teacher
Ortiz, Lisa	First Grade Teacher
Baldwin, Lydia	2nd Teacher
Manna, Annamarie	2nd Teacher
Serwatka, Sarah	3rd Teacher
Davidson, Tammy	4th Teacher
Cortez, Isela	5th Teacher
Reed, Andrea	Art/ Music/ Health Teacher
Talavera, Magda	Library Aide
Castaneda, Ana	P.E. Aide
Jones, Michelle	Cross Guard/ Event Coord.
Gomez, Janette	Community Member
Mollosen, Casey	MFLAC Volunteer
Castaneda, Laura	Aide PK
Narvaez, Maura	Aide Kinder
Otero, Nydia	Aide PK
Graves, Yolanda	Aide
DeLeon, Andrea	Sub Aide
Paris, Maggie	Aide 5th
Trevino, Armando	School Police
Leon, Stacey	School Nurse
Breckenridge, Abigail	CNA
Jasso, Nancy	CNA

Comprehensive Needs Assessment Summary – Roberto Bobby Barrera Elementary STEM School 2024-2025

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

STAAR Results, BOY, MOY, & EOY	Curriculum Assessments	Student Self-Tracking Data Charts
HB 1416 and Tutorials	Teacher Attendance	Professional Development
School Culture Surveys	Planning Protocol	School Climate Surveys
Student Attendance	Parental Feedback	School Grounds Repairs and Upkeep
GT Nominations & Testing	DMAC Reports for PM's (Progress Monitoring)	Reading Renaissance, TPRI, CLI, & STAAR
Data Tracking and Class Data Charts	Parent Sign-In Sheets	Community Resources
Parent & PTO Feedback	Parent and Teacher Logs	Reading Renaissance, Reading Eggs, Myon, Lexia
Chromebooks & Ipad	Technology Inventory	Work Orders

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>Students reading at close to grade level as possible.</p> <p>WIN Time with small groups targeting learning needs from below to GT level.</p> <p>HB 1416 progress and extra after school tutorials 2x's per week</p> <p>Percent of students growing from ELA BOY to Benchmark, CLI, and TPRI Scores</p> <p>Percent of students growing from Math BOY to Benchmark, CLI, and TPRI scores</p> <p>Class and Individual data tracking with Progress Monitoring and Progress Learning</p>	<p>Training options before and after school and better parent notification</p> <p>Special Ed Testing within legal window and services beginning in August through summer</p> <p>Vertical Planning PK-5</p> <p>Monthly RTI Meetings with SPED expert</p> <p>Training on district curriculum apps and programs</p> <p>Pre-K planning and attend Faculty Meeting</p>	<p>Funds used to purchase Haggerty Phonics Program to review phonics gaps and enhance reading skills so that students continue to approach reading on or above grade level.</p>

Staff Quality	<p>High morale and good school culture, teamwork, kindness, and respect for all.</p> <p>High involvement of afterschool functions.</p> <p>Project Base Learning instructional strategies implemented and STEM activities in Grades PK-5</p> <p>Del Rio C.A.R.E.S. weekly lessons with counselor holding everyone on accountability.</p> <p>Flexible teachers with military familiarity.</p> <p>Having staff available at LAFB for teaching aides, library aides, and substitutes.</p>	<p>Training for staff in : CPI & De-Escalation</p> <p>Train staff working with Military Children</p> <p>Update Campus Discipline Plan with natural consequences for all students</p> <p>CPR Training for PreKinder Staff, PE, and Aides</p> <p>STEM materials for STEM LAB</p> <p>Additional space or portable building (plan brick and mortar): PE, Speech, Testing, Storage, auditorium</p>	<p>Encourage teachers to attend as much training during the summer as possible. Focusing on the behavior, special student needs, and the needs of military children.</p>
School Climate/ Safe & Healthy Schools	<p>PTO commitment and donations support student needs.</p> <p>Students encouraged to participate in Enrichment Clubs.</p> <p>Cross Guard is reliable and encourages military students in school events.</p> <p>The school has a full-time resource officer, speed bumps, and enforced 20 mph around school.</p>	<p>Improve attendance, even on Family Days.</p> <p>Improve communication and support with parents for behavioral concerns.</p> <p>Continue to address bullying behavior with student empowerment, role playing, and social skills games.</p> <p>Hygiene closet for students with clothes and wipes.</p>	<p>Build opportunities for students, staff, and families to encourage and support each other throughout the year with positive affirmations, actions, and engagement opportunities.</p>

	<p>Outstanding medical care by school nurse and minimal workman comp cases.</p> <p>Communication is provided to administration by appropriate staff members.</p>	<p>Complete the awnings over classroom doors to prevent water getting in to classrooms and staff soaked.</p> <p>Minimize student injuries with smaller groups of students during recess and PE (alternate)</p>	
College & Career Readiness/ Graduation/ Dropout Reduction	<p>Students are active in UIL and Clubs.</p> <p>Science Fair participants in grades PK-5th grade.</p> <p>STEM Projects in all grade levels.</p> <p>Campus Leaders roles through Anchored4Life and Student Council.</p> <p>All students understand Approaches, Meets, and Masters categories with tutoring and Special Ed.</p> <p>Reading Academy, Myon, Progress Learning, and Lexia programs to enhance student's reading levels.</p>	<p>Career Fair to partner with other schools or countries for diversity enhancement.</p> <p>Host a Talent Show for students,</p> <p>Highlight a college every month with information & pep rally.</p> <p>Help students develop social and emotional maturity in their everyday character.</p> <p>Develop technology and critical thinking skills.</p> <p>Offer positive options for Career Readiness with certifications and technical schools.</p>	<p>Begin the school year with clubs that support UIL, Science Fair, STEM, and encourage student participation. Look for opportunities for college readiness and career readiness goals.</p>
	<p>PTO Involvement, Police Coat Donation, Career Day, Science Fair, Kinder & 5th grade promotion</p> <p>ceremonies, Parent Teacher conferences by end of 2nd 6 weeks, weekly Del Rio C.A.R.E.S. lessons,</p>	<p>Select a School Parent Liasons for training other parents with Skyward, GT testing, attendance, etc.</p> <p>Get more parents involved in PTO by having students nominate parents.</p>	<p>Encourage more family and community involvement through video meetings, school volunteers, and school functions.</p>

Family and Community Involvement	<p>Family Spring Fling, SLO LAFB, Youth Center, and MFLC support, Red Ribbon Week</p> <p>Fire Pervention week, Dr. Seus Week, and Month of the Military Child.</p>	<p>Request a district custodian that can do all things regular custodians do, not just what is in the contract.</p> <p>Continue with the Campus Beautification Project.</p> <p>Continue to enhance school unity and pride through engaging school & community events.</p> <p>Student & Parent Conferences at the end of the 1st 6 weeks and first semester.</p>	
District/Campus Commitments	<p>Teachers have various technology resources and apps to engage students.</p> <p>The office staff is reliable and dependable.</p> <p>Free breakfast and lunch are available to all students.</p> <p>Admistrationis available and transparent to students, staff, and parents.</p> <p>We have Anchored4Life available to military students.</p>	<p>Upkeep needed on Chromebooks</p> <p>Students need cold water drinking sources.</p> <p>For safety upgrade the playground turf for PE/Recess and cover ramp areas and animal holes.</p> <p>Fix broken tiles, get floor waxed in June, and get building upkeep.</p> <p>Store furniture not in use. Get functional desks for small classrooms to avoid overcrowding.</p> <p>Behavior needs to be addressed andparents need to work with administrator.</p>	<p>Request that upkeeps be made and that the building and grounds be safe for all students, especially with awnings, turf, ramps, and tiles being replaced and repaired until a brick and mortar school can be built.</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.



CNA Toolkit

Site Based Committee Sign In

Campus: Roberto Bobby Barrera Elementary STEM School

Date: 3/6/2024

Role	Name	Signature
Parent	L. Baldwin	Lynia Baldwin
Parent	A. Manna Sampson	Aphemnie Sampson
Business Representative	P.T.O. Maggie Parks	Maggie Parks
Business Representative	P.T.O. Michelle Jones	Michelle Jones
Community Representative	C. Molleson	Cathy Molleson
Community Representative	J. Gomez	J. Gomez
Teacher	V. Sanders	V. Sanders
Teacher	K. Weatherly	K. Weatherly
Teacher	L. Ortiz	L. Ortiz
Teacher	T. Davidson	T. Davidson
Teacher	J. Cortez	J. Cortez
Teacher	A. Reed	A. Reed
→ Parent	M. Castillo	M. Castillo
→ Para - Professional	Y. Graves	Yolanda Graves
Para-Professional	M. Narvaez	M. Narvaez
Para-Professional	N. Otero	N. Otero
Campus Administrator	A. Guerra	A. Guerra
Para - Professional	A. De Leon	A. De Leon
Teacher	S. Serwatka	S. Serwatka
Specialized Staff	A. Acosta	A. Acosta
Specialized Staff	M. Evans	M. Evans
Nurse	S. Leon	S. Leon
P.E. Aide	A. Castaneda	A. Castaneda
Para-Professional	L. Castaneda	L. Castaneda

* Refer to local policies for specific attendance/role requirements for a site-based committee.

** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.

Specialized instr. support, counselor, per. nutrition, school nurse, school psychologist, school social worker & other prof. staff providing assessment, diagnosis, counseling, therapeutic & other necessary services.