RUBEN CHAVIRA ELEMENTARY Campus Improvement Plan

2024/2025

Este plan de mejoramiento del campus está disponible en español a pedido.

Por favor, póngase en contacto con la oficina de la escuela.

Carol Ramos Sunderland, Principal

Ruben Chavira Elementary
We are Better Together

Carol Ramos Sunderland 2253 US Hwy 277 830-778-4665 carol.sunderland@sfdr-cisd.org

Date Reviewed:

Date Approved:

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.

DISTRICT GOALS:

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

<u>District Goal 2 - Student Performance:</u> 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.

<u>District Goal 3 -Results-Driven Accountability:</u> 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.

<u>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.</u>

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

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

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



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



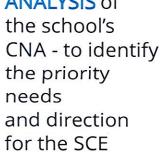
Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

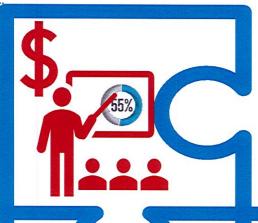
*adapted from TEA Strategic Plan - https://tea.texas.gov

State Compensatory Education Program

STATE FUNDS

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





GOAL-

Target funds to close the achievement gap.





program





PURPOSE-

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



TEC, §29.081

TEC, §48.104





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RUBEN CHAVIRA ELEMENTARY Site Base

Name	Position
Benavidez, Patricia	Coach
Cardenas, Racquel	5th Grade Teacher
Martinez, Hilda	5th Grade Teacher
Simon, Rosalinda	2nd grade Teacher
Sunderland, Carol	Principal
Langton, Joel	Community Representative

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. Ruben Chavira will meet state safety requirements to ensure a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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. (Title I SW Elements: 1.1) (Target Group: All)	·	August-August	(O)Local Districts	Criteria: Monthly drill documentation 05/13/25 - Completed (S) 03/25/25 - On Track 12/13/24 - On Track
2. Campus administration will complete weekly door sweeps to ensure building safety and to address any mechanical/human errors that may compromise student/staff safety. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators	August-August	(O)Local Districts	Criteria: Safety drill/sweep documentation 05/13/25 - Completed (S) 03/25/25 - On Track 12/13/24 - On Track
3. Campus administration will ensure that there is an armed peace officer on campus for safety of all students and stakeholders on campus. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators	August-August	(O)Local Districts	Criteria: Time sheets 05/13/25 - Completed (S) 03/25/25 - On Track 12/13/24 - On Track

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. By the end of the 2024-2025 school year, Ruben Chavira Elementary will have a sound initiative in the education and prevention of bullying for all students.

Students.				
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RCE Staff will continue to utilize the Raptor Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the Raptor system. (Title I SW: 1,6,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,3)	Attendance Staff, Campus Administrators, Parental Aides	August - May	(O)Local Districts	Criteria: KeepNTrack Reports Visibility of badges on campus 05/13/25 - Completed (S) 12/13/24 - On Track
2. Students will receive health education lessons through Catch Health Education Journey curriculum and software licenses. It address the physical, emotional and mental well-being of students through its Mind-Heart-Body approach and coordinated framework. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Health, Safety & Nutrition Coordinator, Teachers	August-May	(F)Title IV SSAEP	Criteria: Lesson plans, data usage 05/13/25 - Completed (S) 12/13/24 - On Track
3. 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: 3,10) (Title I SW Elements: 1.1,2.3) (Target Group: All) (Strategic Priorities: 3)	Counselors, Teachers	August - May	(F)Title IV SSAEP, (O)Local Districts	Criteria: Formative - Guidance Lessons Schedule Counselor Schedules Lesson Plans Walk Throughs 05/13/25 - Completed (S) 12/13/24 - On Track
4. Provide training to parents on identifying and dealing with bullying during an in-person or via zoom meeting with school counselor, administration and parental liaison. (Title I SW: 1,3) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Counselors, Parental Aides	One per Semester	(F)Title I	Criteria: Meeting agenda and sign in sheets. 12/13/24 - Significant Progress
5. RCE staff will implement classroom management plans and a campus wide behavioral management plan to monitor classroom and campus management. (Title I SW: 1,2) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Counselors, Teachers	August - May	(F)Title IV SSAEP	Criteria: Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals 05/13/25 - Completed (S)

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. By the end of the 2024-2025 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
				12/13/24 - On Track

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. 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) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators, Directors, Strategists	August - May	(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. 05/13/25 - Completed (S)
2. Training for teachers on the Texas Teacher Evaluation and Support System-TTESS. This training will correlate with NIET initiatives and through Region 15 coaching. (Title I SW: 4,5) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators	August - May	(F)Title IIA Principal and Teacher Improvement, (F)Title V RLIS	Criteria: Meeting agendas, sign in sheets. 05/13/25 - Completed (S)
3. Provide opportunities for teachers and administrators to receive training on classroom management and discipline techniques for children who require tier 3 behavior interventions. (Title I SW: 1,3,4,9) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Counselors	August - May	(F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP	Criteria: Formative-Discipline referrals, Child Study documentation and grades. 05/13/25 - Completed (S)

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. By May 2025, STAAR Math scores for 4th & 5th grade will show growth for 80% our HB 1416 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor students in special populations, At-Risk, through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STAAR, Summit K-12, TXKEA and TPRI. Instructional staff, counselors and administration will implement district programs and initiatives such as Balanced Literacy, RTI, GT, Special Education, 504, Dyslexia with training, student testing, homebound services to identify and support students including students with special needs. (HB4545, Fluency Tracker, Canvas, Zoom, AimHi, Navigate 360, Nearpod, etc.) (Title I SW Elements: 2.2,2.4,2.6) (Target Group: ECD,BI,ESL,Migrant,EB,SPED,GT) (Strategic Priorities: 2,4)	Bilingual Department, Campus Administrators, Dyslexia Teacher, Special Ed Teacher, Strategists, Teachers	August-May	(F)Title IV SSAEP, (F)Title V RLIS	Criteria: Analyze DMAC and other relevant reports. 05/13/25 - Completed (S) 12/12/24 - On Track
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 HB1416 guidelines, 4th & 5th grade students will receive required interventions of a minimum of 30 minutes per week per subject. Refer all students to ACE Program for after school support/tutoring as needed. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: All,4th,5th) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August- May	(F)Title I, (O)Local Districts, (S)State Grant	Criteria: Report cards, progress reports, formative and summative assessments, DMAC reports, STAAR scores 05/13/25 - Completed (S) 12/12/24 - On Track
3. 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 Elements:	Campus Administrators, Cluster/Department Leaders, Teachers	August-May	(F)Title I	Criteria: Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement 05/13/25 - Completed (S) 12/12/24 - Significant Progress

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. By May 2025, STAAR Math scores for 4th & 5th grade will show growth for 80% our HB 1416 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.1,2.2,2.4) (Target Group: 4th,5th) (Strategic Priorities: 2,4)				
4. Provide supplemental STAAR materials for 4th & 5th grades in all STAAR academic subjects for improvement in student achievement. (Countdown to STAAR, Fast Focus, teacher-created TEKS focused activities) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August-May	(F)Title IV SSAEP	Criteria: Lesson Plans, Intervention Plans, Formatives and Summative, Increase in STAAR performance. 05/13/25 - Completed (S) 12/12/24 - On Track
5. Provide job-embedded professional development in math for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. Continued implementation the curriculum with vertical and horizontal alignment in place in all subject areas. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: 4th,5th) (Strategic Priorities: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August-May	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments (blue and White), T-TESS 05/13/25 - Completed (S) 12/12/24 - On Track
6. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1,2,4)	Campus Administrators, Chief Instructional Officers	June2024- Jun2025	(S)State Compensatory	Criteria: Payroll/HR Documentation 05/13/25 - Completed (S) 12/12/24 - On Track

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 June 2025, STAAR Science scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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 Elements: 1.1,2.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Strategists	August-May	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Planning protocol Summative: Local assessments 05/13/25 - Completed (S) 12/13/24 - On Track
2. Provide inclusion for special education students during science instruction in the classrooms/labs to provide support by special ed teacher. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: SPED) (Strategic Priorities: 2,3,4)	ARD Committee, Campus Administrators, Teachers	August-May	(F)IDEA Special Education, (S)Local Funds	Criteria: Formatives, Summatives, Benchmarks and STAAR 05/13/25 - Completed (S) 12/12/24 - On Track
3. Build academic science vocabulary throughout all grade levels by journaling and activities. Provide hands on lab experiments during science instruction. Differentiate lab activities to address the needs of special education students in science. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,SPED) (Strategic Priorities: 2,3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August-May	(F)Title I, (O)Local Districts	Criteria: Science journals, Formatives, Summatives, Benchmarks and STAAR 05/13/25 - Completed (S) 12/12/24 - On Track

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 4. By June 2025, the percentage of students achieving meets 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% masters performance in grades 3-5 through staff development. (Title I SW Elements: 2.2,2.4) (Target Group: GT) (Strategic Priorities: 1,2,3,4)		August-May		Criteria: STAAR Scores, Summatives 05/13/25 - Completed (S) 12/13/24 - On Track

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 5. By the end of 2024-2025, 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. Provide leadership training for both new and veteran campus principals/assistant principals. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August-May	Teacher Improvement, (F)Title IV SSAEP, (F)Title V RLIS	Criteria: Planning Protocol DMAC T-TESS and local assessment Mentoring meetings - sign in 05/13/25 - Completed (S) 12/13/24 - Significant Progress

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. (Proficiency Level Descriptors) Students at the beginning level of the English proficiency level will increase speaking proficiency by achieving a score of at least Level 3 on a standardized English speaking assessment by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will incorporate opportunities for EB students to collaborate with each other to improve English proficiency levels. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	End of school year	(O)Local Districts	Criteria: TELPAS 05/13/25 - Completed
2. EB students will use campus resources such as Summit K-12 to improve English proficiency levels. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4)		End of school year		Criteria: Data usage 05/13/25 - Completed

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 2. (Increase Writing Proficiency Levels) Improve writing clarity and coherence by completing at least one writing assignment each month with a minimum of 70% score for grammar and structure.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Writing artifacts will be submitted during Planning Protocol to review EB student writing			(F)Title III Bilingual / ESL, (O)Local Districts	Criteria: TELPAS
progress. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4)				05/13/25 - Completed

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 2024-2025, 90%, of all federal, state, and local funds will be reviewed for optical results regarding parental involvement activities, instructional programs and materials, professional development, and campus-wide reform strategies.

Act	tivity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
activities identified plan, such as resc books and subscri technology supplie	nds are expended on the d in the campus improvement ource room/library supplies, iptions, custodial supplies, es, and postage. (Title I SW Target Group: All) (Strategic		Augsut-August		Criteria: Budget reports 05/13/25 - Completed (S)

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. By May 2025, 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, Musical events. Parents and community will also have the opportunity to volunteer at Ruben Chavira Elementary. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers	August-May	(F)Title I, (S)Local Funds	Criteria: Sign in sheets, flyers, social media postings, photos 05/13/25 - Completed (S) 12/13/24 - On Track
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 Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August-May	(F)Title I, (S)Local Funds	Criteria: Copies of documents sent out and posted on ClassDojo. Calendar dates of when items went to parents. 05/13/25 - Completed (S) 12/13/24 - On Track
3. Provide training for parents to properly utilize Skyward as a means to periodically check student progress. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Parental Aides, Parents, Teachers	August- May	(F)Title I, (S)Local Funds	Criteria: Sign in sheets, training documentation, ppt, flyers, minutes 05/13/25 - Completed (S) 12/13/24 - On Track

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. At the end of the 2024-2025 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. 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 Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Parental Aides, Teachers	August-May	(F)Title I, (O)Local Districts	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services. 05/13/25 - Completed (S) 12/13/24 - Significant Progress

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. Throughout the 2024-2025 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
area to provide guest speakers and events	Cluster/Department Leaders, Counselors, Parental Aides,	August-May		Criteria: Calendar of events sign in sheets 05/13/25 - Completed (S) 12/13/24 - On Track

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 #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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

Objective 1. By May 2025, STAAR Reading scores will show growth for 80% of our HB 1416 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 Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August-May	(S)State Compensatory - \$13,446.54	Criteria: Data usage reports 05/13/25 - Completed (S) 12/12/24 - On Track
2. Provide focused intervention and remediation in reading for identified students on a regular basis with structured support and materials. HB1416 students will receive a minimum of 30 minutes of interventions per week. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers, Transportation Coordinator	August-May	(F)Title I	Criteria: Lesson plans, intervention schedules 05/13/25 - Completed (S) 12/12/24 - On Track
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 Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August-May	(F)Title IIA Principal and Teacher Improvement	Criteria: Sign in sheets, training documentation 05/13/25 - Completed (S) 12/12/24 - Significant Progress

Comprehensive Needs Assessment Summary – Ruben Chavira 2024-2025

Utilized Data Sources: These will automatically populate from your CNA worksheets					
Texas Academic Performance	TELPAS results	STAAR results			
	Texas Academic Performance	STAAR results			
Teacher evaluation results	Professional Development	Climate Survey			
campus cleanliness/upkeep	Attendance Data	Discipline Data			
Texas Academic Performance	TELPAS results	STAAR results			
Graduation Rate	Parent Conferences	Classdojo Communication			
Number of activities for families	Dual Language meetings for parents	Enrollment Data			
Climate Survey	Transportation Schedules and Stops	PEIMS Data			

	Summary of Strengths	Summary of Needs	Priorities
Area Reviewed	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
	One-to-one technology, students self-tracking academic progress in math, reading, and AR	Collaboration between classroom teachers and special ed/dyslexia to foster crossover of strategies, expectations, and goals, strategies and language,	Teacher Accountability
	IVertically aligned curricullim for reaging K-2/3-5	Increase of vertial planning would impact achievement by promoting the use of common techniques, strategies, and language.	2. Vertical Planning
Academic Achievement	Leadership meetings that allow teachers to have a voice and collaborate with school administration	Parental trainings to support academic areas	Parental trainings to support academic areas.
	Summatives, benchmarks, TPRI and AR data fosters more purposeful planning	Explicitly taught social-emotional strategies to address the whole learner.	4. SEL Straegies

	Summary of Strengths	Summary of Needs	Priorities
Area Reviewed	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
	Inclusion for special education students provides more meaningful classroom experiences	Teachers can share their students' growth at faculty meetings.	
	The counselor informing staff of child study process and facilitating decisions that encourage the early identification of academic issues	Math curriculum adjustment to reflect the needs of our campus and the state's expectations and be revised to reflect correct language and grammar	
	Interview process of including the cluster leader to interview candidates and training for new teachers.	I	Training for teachers working with special populations.
	Having mentors for new teachers.	Training for new and current paraprofessionals (small groups, and student needs).	2. Training paraprofessionals that included expectations of their job.
Staff Quality	Planning Protocol, unpacking TEKS, all the new trainings and new material learned this year.	Training for teachers working with special needs students and for situational situations (strategies).	
	Administrative support through planning, surveys, open door policy and availability.	Minimize movement of teachers to different grade levels to master TEKS.	
	Counseling support, especially having two counselors on campus for social-emotional support.		
	Spirit Week/Monthly Activities	Re-establish the after-school activities for students from all grade levels(Dexters, Science Club, Art Club).	

	Summary of Strengths	Summary of Needs	Priorities
Area Reviewed	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
	Weekly guidance lessons provided by counselors.	Transportation for after-school programs. (Many students cannot join the after-school programs due to transportation limitations).	Re-establishing after-school clubs and activities for students.
School Climate/ Safe & Healthy Schools	Healthy Eating/Weight loss challege for staff.	An increase of parental involvement that is purposeful continues to be a problem on campus.	Re-establish purposeful parental meetings for parents including educational meetings to help parents.
		A math curriculum that is aligned and edited.	
		Math curriculum adjustment to reflect the needs of our campus and the state's expectations and be revised to reflect correct language and grammar.	

	Summary of Strengths	Summary of Needs	Priorities
Area Reviewed	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
	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 opportunites to inform students of potential futures as a result of continued academic pursuits through high school and beyond. Events include the folllowing: Annual Veteran's Day program, Careerday Fair, in addition to various visits from community members i.e. Del Rio Gas Compancy, Career Fair, Counselors, T-TESS feedback and teacher improvement.		College presentations and information for students.
	Parent involvement in school (volunteers) Raffles and incentives for good grades and attendance.	IHave (:IE more involved at the elementary level	2. Have CTE more involved at the elementary level.
	Track student improvement or lack of and create a plan to help them get back on track (HB4545, afterschool program).		
	Career Fair, Counselors, TTESS feedback for teacher improvement. Students accountability (Students sell-tracking/goal setting)		

	Summary of Strengths	Summary of Needs	Priorities
Area Reviewed	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
	Parent involvement and AR nights.	All students will have Chromebook available to them during instruction time, especially students entering the academic school year late.	Maintain the Cougar Closet for parental volunteers on a regular basis.
Family and	End-of-Year Promotion ceremonies.	Maintaining Cougar closet by sending reminders to all staff and parents. Clothing drives can be held throughout the year to gather donations, feedback and suggestions.	Keep school website up-to-date.
Community Involvement	Cougar closet provided assistance to critical families in need with a food bag, hygiene products, backpacks, school supplies, and various winter essential clothing items.	Encouraging parents to be a part of campus programs such as parent volunteers and to have a voice for feedback and suggestions.	3. Schedule Open House 2 times per year.
	Mommy, Tea and Me Social	Updating and promoting school website frequently.	
	Trunk or Treat	Providing times and opportunities for teachers to have parent conferences/open house.	
	Daddy/Daughter Dance	Using a variety of methods for better communication with parents in regards to campus and student needs.	
	Suitable transportation for students to and from school.	Preventative maintenance and cyber security needed for student Chromebooks to ensure safety.	

	Summary of Strengths	Summary of Needs	Priorities
Area Reviewed	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
	lunchTardy procedures in place for students to	PTO is needed to assist in the representation of underrepresented families and increase parent involvement.	1. Establish a PTO
District/Campus	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.	Implement a process for intra and inter-district transfers to help with the transition of all students.	Increase parenal involvement.
Commitments	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, food (Cougar Closet).		
	Safety Monitor and District Officer are assigned to campus to ensure safety of all staff and students.		
	Chromebooks have been assigned to all students on campus to promote blended learning.		

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 Parent Trainings
- ACE Program Events
- Award Assemblies
- AR Nights
- Fundraisers
- Holiday Events

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
- SFDRCISD District and School Website

For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4660.

RUBEN CHAVIRA ELEMENTARY SCHOOL

School-Teacher Parent-Student Compact 2024-2025



EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

Ms. Carol Sunderland PRINCIPAL

2253 US-277

Del Rio, Texas 78840

830-778-4660

SFDRCISD 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.

SFDRCISD 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.

SFDRCISD 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 by posting on school website, distributing during Open House, have hard copies available in our front office.
- 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
Ixel Lira
830-778-4673
Ixel.lira@sfdr-cisd.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 discutirá 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 oportuni-

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:

- Entrenamientos de padres mensuales
- Eventos del programa de ACE
- Eventos de entrega de reconocimientos
- Noches de lectura
- Recaudación de fondos

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

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



EMPODERAR A LOS NIÑOS PARA OBTENER SU MAXIMA POTENCIA

Ms. Carol Sunderland PRINCIPAL

2253 US-277

Del Rio, Texas 78840

830-778-4660

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

Visión del Distrito SFDRCISD

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 SFDRCISD

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.

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 Distribución

 Este pacto ha sido desarrollado conjuntamente y acordado con los padres de los niños que participan en los Programas Título I, Parte A.

Ruben Chavira Elementary
Title I
Parental Liaison
Ixel Lira
830-778-4660
Ixel.lira@sfdr-cisd.org

September 19th & 20th, 2024

@10:00AM & 4:30PM

ANNUAL TITLE 1

- Greet parents
- Parents sign in
- Welcome/ Introduction
- Donuts!
- PowerPoint
- Questions?
- Meeting adjourned

Minutes

Annual Title 1

September 19th & 20th, 2024 @10:00AM & 4:30PM

Ruben Chavira Elementary

- Parents were greeted at the door
- Parents were asked to sign in
- Parents were able to get a drink and a donut
- Introduced Ms. Sunderland and myself
- Ms. Sunderland went over the Annual Title 1 PowerPoint
- Some questions were made by parents about PTO and the Texas Assessment resources for students & parents
- Ms. Sunderland answered every question
- Reminded parents about our monthly meetings
- Thanked parents for coming
- Meeting adjourned

Title I Parent Training Sign-In Sheet

When Chauva Elem.

10:00Am Sept. 19th

Parent's Name	Child's Name	Phone	Request Conference
Sharada Sanchez	Anthony Tyner	210 9297420	
Maria Zavala	Pilar Zavala	7196185	
Chris Ryan	Cooper Ryan	309 5186	
Elsa Candela	Christopha Belaian	730 703 0073	
Sandra mento	r Alondra Edinad	830-745	

Staff Member's Name	Position
Ixel uras	Parental

Title I Parent Training Sign-In Sheet

Parent's Name	Child's Name	Phone	Request
r arone o mamo		Tilone	Conference
Johana Anti	Eliza y Hecter Guerra	8307197581	
Lodivina Borns	Mates James	81231274	
Alina Heroid	Hexandrolline	(30309273	
Azayra Campo	Sophia Carolinas	830 4882180	
Brenda Hemande	1		
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Staff Member's Name	Position
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RUBEN CHAVIRA ELEMENTARY PARENT AND FAMILY ENGAGMENT POLICY 2024-2025

STATEMENT OF PURPOSE

I. Ruben Chavira Elementary administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and a School – Parent Compact. The policy shall set expectations and establish a framework for quality parental engagement. This shall be achieved as part of the Campus 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). The Title 1, Parent and Family Engagement Policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School District.

PARENT AND FAMILY ENGAGEMENT POLICY DEVELOPMENT

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

SCHOOL-PARENT COMPACT

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 of the compact, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process of each campus. A copy of the campus Parent and Family Engagement Policy and School-Parent Compact will be distributed to all parents during the first six weeks of school and available at each school's front office.

PARENT INVOLVEMENT OPPORTUNITIES

IV. The campuses' capacity to build a 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 presented at Campus Improvement Plan (CIP) meetings, Campus Comprehensive Needs Assessment (CNA) meetings, and special called meetings. Two Title I parent meetings will be held on two different dates and times to provide parents with information pertaining to Title 1 programs. In addition, parent skills workshops, campus volunteer trainings, school readiness trainings pertaining to pre-school programs, and literacy and technology trainings shall be provided to parents in order to foster parental involvement. Opportunities include materials for parents to work with children at home for increased student achievement, awards ceremonies, student performances, special events, and parent-teacher conferences held either in person or via Zoom. Additionally, teachers, specialized instructional support staff, principals, and other school leaders, with the assistance of parents, shall be Value and Utility of Contributions of (Monthly meetings, continuously working with our ACE program, annual "Trunk or Treat", annual talent show, AR nights, awards assemblies, school dances, and career day).

STAFF AND PARENT COMMUNICATION

V. Ruben Chavira Elementary will make every effort to communicate with parents the information concerning Tiple I, Part A programs, descriptions and explanation of the curriculum, state and local academic assessments, langual proficiency levels students are expected to meet, how to work with teachers to improve the achievement of their children, and how to monitor student progress. These efforts will take place during various forms of communication including but not limited to phone calls, home visits, parent conferences, and when necessary, via Zoom meetings.

Parents and families shall be provided information about school programs in a timely manner through avenues such as monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, Zoom meetings, district email, district website, district Facebook page, and written notices. These means 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 English and Spanish.

EVALUATION

- VI. Parents will be notified and invited to participate in the annual evaluation of the content and effectiveness of the Campus Parent and Family Engagement Policy. They will also consider:
 - The academic quality of Title I, Part A Schools
 - · Ways to identify and overcome barriers which may limit parent participation
 - Reviewing and revising the School-Parent Compact
 - · Methods to increase parent involvement
 - Parent comments on the Title 1 Parent and Family Engagement Policy

The findings in the ESSA Title I Annual Evaluation will be utilized to revise and design parent policy practices and strategies that will improve parental involvement at the district and campus level. Feedback on the above mentioned can also be provided by calling SFDRCISD Federal and State Programs Department at 830-778-4153.

RESERVATION OF FUNDS

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

ADOPTION

VIII. This school Parent and Family Engagement Policy has been developed jointly, and agreed upon 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 Elementary on August 19th and will be in effect for the 2024-2025 school year. Electronic and/or written notification of this policy will be distributed in English and Spanish for the benefit of parents and community members.

Signature of Authorized) Principal

(Signature of Authorized) Principal / Asst. Designee

8-19-202 (Date)

(Date)

Parent Committee:

2. C. S. ('esc

3. Englelia Gonzales

Title I Parent Engagement Policy Meeting 2024-2025

Sign-In Sheet

RUBEN CHAVIRA EL	EMENTARY	08/19/202		3/19/2024
Campus			Date	
Parent's Name	Child's I	Name	Phone	Request Conference
Elsa Candela	Christophe	x Beyara	730 7030073 01	
Elsa Candela Sandra Mendez	Alonchra	Elizabell	82077 .	
Enedelia G	Antonio	1		
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Staff Member's	Name		Position	
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Ruben Chavira Elementary

McKinney Vento-Foster Care

Staff Training Monday, September 16th 3:15PM

AGENDA

- I. Welcome
- II. McKinney-Vento Act Guidelines
- III. Local Education Agency (LEA) Requirements
- IV. Parent and Student Warning Signs
- V. Foster Care and Student Success
- VI. Foster Care Guidelines
- VII. Abuse and Neglect
- VIII. Helping our students succeed
- IX. Community Resources
- X. Questions/Concerns/Discussion





McKinney-Vento/Families in Transition Foster Care Staff Training 2024-2025

Ruben Chavira Elementary

9-16-2024 Date/Time

Staff Name	Position	Signature
nctiona Rodrigue	3rd grude	ONTO
Crustal Salarar	I V	Gottl surpe
Patricia Bywider	P.B.	MUDIT
Kelly Lujan	4th gi	Belly & Lugan
Reguel Cardens	5-13	
Bertla aguine	K	Borto Ceguri
Liberty Valdez	5th	
Brenda i Henardoz	PE Arde	-13/10
Alma Colaica	flide	Japa a.
Ziara Cardenas	Aide	Stone
Trave Mino	P.E. Arde	Jay lino
Gladys Bredskalinh		
Cord Ramus Sunderland	Principal	abunderland
so as	Lib Aide	CARA
4 disma Grance	Cibraran	98-6C
Elsa Candela	Resource Aide	Esa Carl
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McKinney-Vento/Families in Transition Foster Care Staff Training 2024-2025

Ruben	Chavira	Elemen	tary_
Campus	•	•	

9-16-2094 Date/Time

Staff Name	Position	Signature
R.Simon	teacher	R. Simor
T Soutake	10 ()	Jones Saucedo
T Saucedo G. Mera S. Salazar	teacher	John John John John John John John John
S. Salazar	teacher 3rd	7h C D-
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McKinney-Vento/Families in Transition Foster Care Staff Training 2024-2025

Ruben Chavira Elementary Campus

9-16-3034 Date/Time

Staff Name	Position	Signature	
Manisa Caban	SLP	Marin Cala	
Julie Dim	Teacher	JUDE	,
Wette Rangey	Teacher	JA Oly	
Monica Soto	2rd tchr	Shrift	
Origina 10ana	Tracher	DILLEY	
Miasmin	Counselor	Masu,	1
tatricia Jen	and Teacher	Jakrica Jem	and
Aminica Wrdavo		Musus Cerpier	. 8
Brenda Latomos	teacher	Bel	
Avery Goodson	teacher	andraga	
Jossia Wyst	Misc	Jun Mys	
Berniemedi	Theach		
Cynthia Marting	A .	(yay all	>
Islanda Sonda T	Inst Aide	(fonda and)	
Lourdes Mi Clall	Bil Frategist	Forde McCom	•
Vanessa Lung	Jeacher.	Juna /	
Christietternate	BIAde	Justo X/a/	*
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Stella Zuniga	Aide	Stelle Zuniga	