

RUBEN CHAVIRA ELEMENTARY

Campus Improvement Plan

2018/2019

Maria E. Correa, Principal

Ruben Chavira Elementary
Cougar Pride!

Maria E. Correa
830-778-4668

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RUBEN CHAVIRA ELEMENTARY

Mission

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

Vision

Creating leaders one child at a time.

Nondiscrimination Notice

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

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

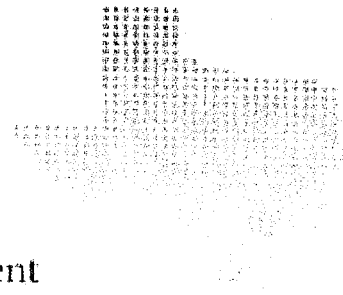
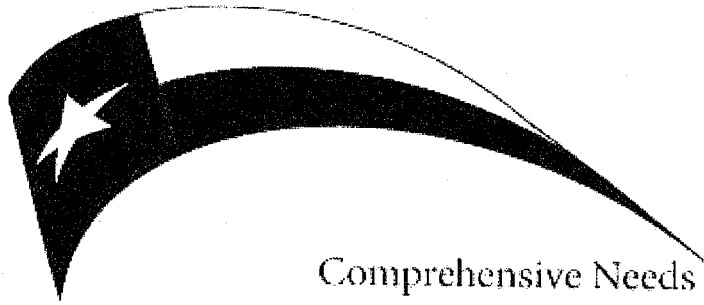
Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

RUBEN CHAVIRA ELEMENTARY Site Base

June 22, 2018

Name	Position
Chapa, Jaime	Business Community Leader
Correa, Maria	Principal <i>Mea Correa</i>
<i>Slate, Heather</i>	Parent Representative <i>Heather Slate</i>
Lujan, Kelly	4th Grade Leader <i>Kelly Lujan</i>
Mansion, Abigail	Kinder Leader <i>Abigail Mansion</i>
Martinez, Hilda	2nd Grade Leader <i>Hilda Martinez</i>
Martinez, Rubi	Secretary <i>Rubi Martinez</i>
Medina, Bernice	5th Grade Leader <i>Bernice Medina</i>
San Miguel, Sandra	3rd Grade Leader <i>Sandra San Miguel</i>
<i>Resendez, Alissa</i>	Business Community Leader <i>Alissa Resendez</i>
Smith, Mia	Master Reading Teacher <i>Mia Smith</i>
Vela-Ochoa, Karina	Special Ed Teacher <i>Karina Vela-Ochoa</i>



Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | | | |
|---|---------------------|---|-------|
| ● | attendance report | ● | _____ |
| ● | demographics report | ● | _____ |
| ● | STAAR Data | ● | _____ |
| ● | DMAC Reports | ● | _____ |
| ● | _____ | ● | _____ |
| | _____ | ● | _____ |

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

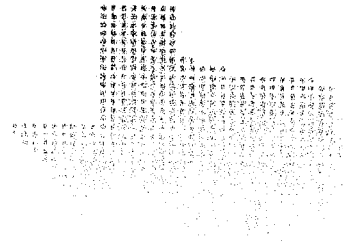
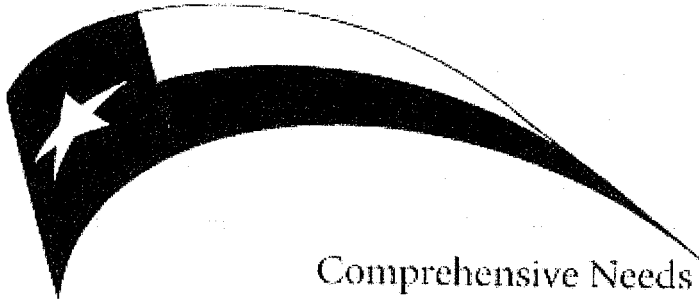
- enrollment is less tha 600
- Consistent PH/RTI meetings
- child studies process and updates through RTI meetings
- movie matinee and other incentives for attendance
- Attendance Procedures in place
- Leader in Me
- Identification of At-Risk students
- Communication with parents through planner
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Needs

- Student/teacher Ratio in Bilingual classrooms
- 98% attendance
- Increase the number of bilingual students exiting
- School Wide Behavior Plan
- concern over number of bilingual students identified as special ed.
- concern over gaps in special ed and bilingual student population as they progress through the
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Summary of Needs

- Increase attendance percentages
- Increase exiting of Bilingual students
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Comprehensive Needs Assessment

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|-------------------------|----------------|
| ● State Assessment Data | ● STAR AR Data |
| ● TELPAS | |
| ● Benchmark Data | |
| ● TPRI Data | |
| ● DMAC Data | |

Findings/Analysis

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Strengths

- RTI/Data Day
- Disaggregated data allows for focused/timely interventions
- Data provides information on instructional gaps
- Power Hour is effective as a reading intervention, in most cases.
- Leader In Me
- Clubs like the Dexters, Leader of the pack, Crazy 8's Club (Math) promotes growth in academics and leadership.
- Teacher collaboration between cluster and horizontal
- Peer Mentoring-Upper/Lower grades
- Free Breakfast to all students
- Accelerated Reading Nights (one per six weeks)
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Needs

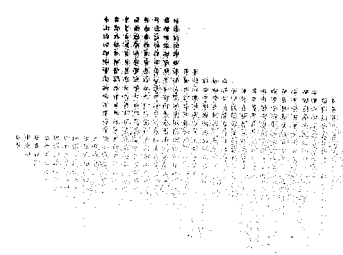
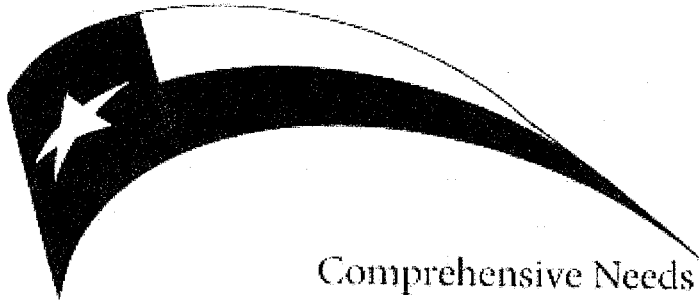
- Close achievement gap for LEP, Sp. Ed. and Eco. Dis. beginning in foundational grades.
- Teacher self reflection opportunities (Accountability)
- Program assessment criteria training should be used in assessing student performance for movement.
- Classroom guided instruction should target reading and math, especially in foundational grades to close gaps.
- Emphasis on shared reading for the purpose of vocabulary development and comprehension, especially in K-2.
- Teacher capacity increased to provide more targeted reading and math interventions in K-2.
- Ready made material for interventions.
- Assessment data needs to inform instruction. Students need to track their own progress (LIM).
- Consistency in implementing the LIM program
- Improve student attendance
- Project Based Learning
- Community Mentoring Program
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Summary of Needs

- Gaps in student learning need to be closed through
- Assessment data should be

- Technology

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Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | | |
|---|---|-------|
| ● Survey | ● | _____ |
| ● Classroom and school walkthrough data | ● | _____ |
| ● parent conferences, meetings | ● | _____ |
| ● staff meetings | ● | _____ |
| ● student referrals | ● | _____ |

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

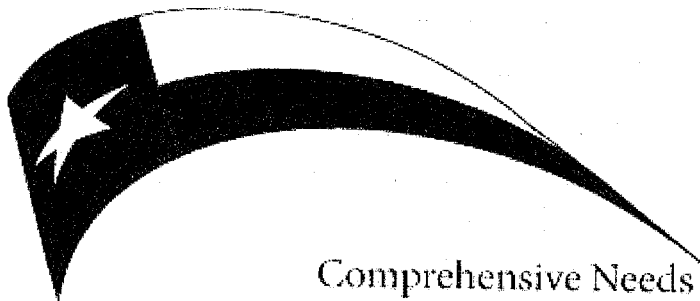
- Leader in Me promotes whole person development.
- Everyone feels safe
- Teachers have high expectations of students and one another.
- Buddy Bench to promote acceptance
- Surveys
- Walk Throughs
- Parent Conferences are consistent
- AR Night and Skate Nights
- Announcements
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Needs

- Parental Meetings/Trainings need to be consistent
- Parental Meetings/PTO Needs to be utilized to get parents to the school
- Discipline report to teachers (follow-up)
- After school volunteers-Parental/HS Students
- Campus Safety-Alternate plans of action
- Staff attendance needs improvement.
- Ensure new teachers know school routines, emergency procedures, and traditions
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Summary of Needs

- Discipline referral follow-up/communication to teachers
- Parental meetings/PTO
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Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- | | |
|--|---|
| ● TTESS | ● |
| ● Teacher Student Ratios | ● |
| ● Special Program Qualifications: bil., Sp.Ed. | ● |
| ● | ● |
| ● | ● |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

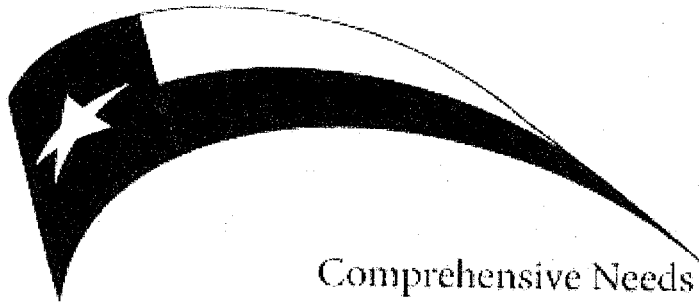
- 100% of our teachers are highly qualified
- Most paraprofessionals have 60+ college hours
- Quality instruction is evident based on walkthroughs and assessment data
- Teachers plan and support each other during planning protocol
- Teachers are part of the interview process when hiring staff
- Teachers are held to high expectations by their peers (keep each other accountable)
- Teachers mentor/train student teachers
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Needs

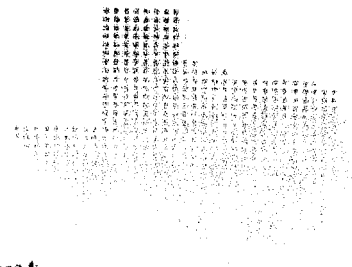
- Decrease absentee rate including partial or half day
- Improve impact of new teacher/mentor program (don't have one)
- Monitor implementation of new programs to ensure teacher understanding and success
- Sharpen the saw as a school
- Build teacher capacity through book studies and trainings specific to the needs of RCE including LIM
- More regular meetings w/admin as clusters to review progress and communicate needs/concerns
- Interview Questions need to be revised
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Summary of Needs

- Build relationships through more interaction with one another.
- Build teacher capacity to meet the needs or RCE and monitor to ensure success
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Comprehensive Needs Assessment



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|-----------------------|---------|
| ● Teacher input | ● _____ |
| ● DMAC data | ● _____ |
| ● Assessment Calendar | ● _____ |
| ● Walkthrough data | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

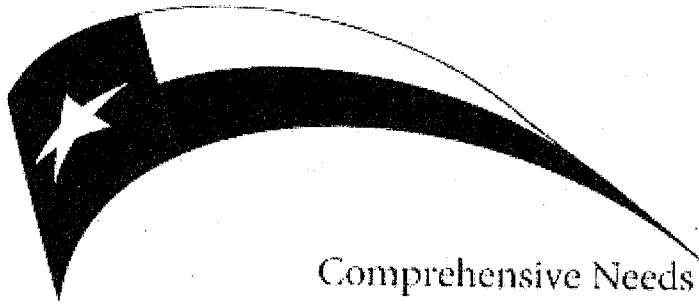
- Dashboard
- Local assessments are aligned to TEKS
- Planning Protocol
- Roadmap aligned with TEKS
- Assessments used to inform instruction
- Lesson Plans
- Reading tutors
- Guided instruction
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Needs

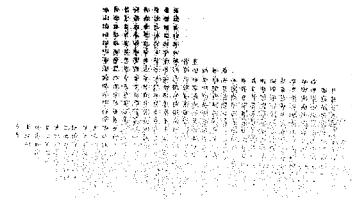
- Verticle planning
- More literacy for students
- More learning walks
- TELPAS writing should be practiced throughout the year in math, science, and
- Consistent implementation of the LIM in all grade levels on a daily baisis
- Implement Reading Street for 3rd-5th
- Flexibility in schedulign for special programs
- Alternate PH to Math and Reading
- Success Maker for both Math and Reading
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Summary of Needs

- More learning walks
- More literacy for students
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Comprehensive Needs Assessment



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
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Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | |
|---|---------|
| ● Parent survey | ● _____ |
| ● Attendance reports | ● _____ |
| ● Teacher input | ● _____ |
| ● Family and Community Participation counts by type of activity | ● _____ |
| ● _____ | ● _____ |

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

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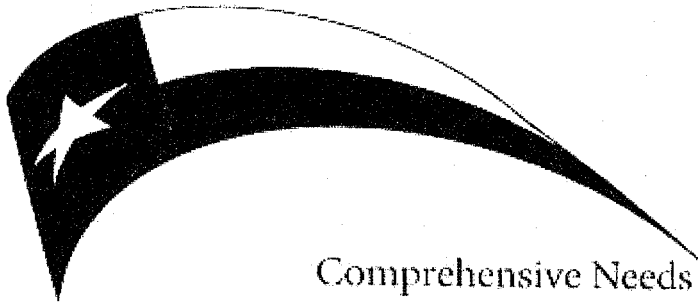
- AR Nights
- Parent/teacher communication is open
- PE Nights
- Notes offered in both languages
- All call system for reminders
- Phone calls for attendance
- Planners used for 2 way communication
- Monthly planner with upcoming events for the month
- Career Day
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Needs

- The formation of a PTO
- Monthly Parental Meetings/trainings
- UIL recruitment
- Communicate the importance of
- Activities for lower grades
- Communicate the importance of attendance
- Engage parents in LIM
- Monthly student performance programs
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Summary of Needs

- Monthly Meetings with parents/PTO
- Parents need to be aware of the importance of attendance in the academic success of their children
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Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- | | |
|--|---------|
| ● Walkthroughs | ● _____ |
| ● schedules for Power Hour and Library | ● _____ |
| ● Duty Rosters | ● _____ |
| ● Teacher input | ● _____ |
| ● School map | ● _____ |

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

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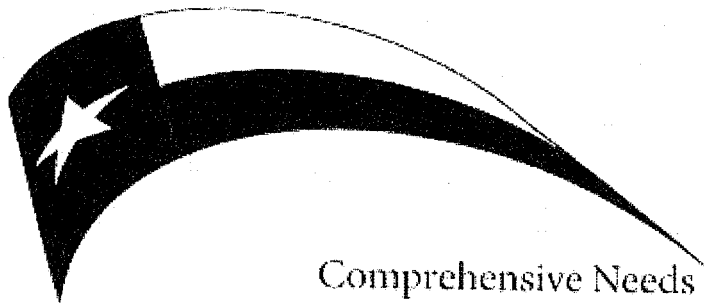
- Duty schedules are equitable
- Communication includes emails and leadership team meetings
- Decision-making is shared with staff
- Power Hour and Library schedules
- Strategist serves as mentor
- Weekly announcements/reminders sent out to staff
- Tutors scheduled into PH and Guided instruction
- Positive perception of school by parents
- Overall sense of community among staff is strong (Ex. Group Me and Christmas Elves)
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Needs

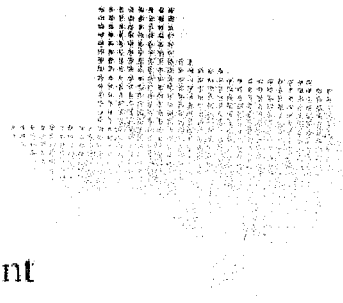
- Additional staff needed on duty
- Teacher input on assessments, supply lists, curriculum
- Landscape beautification
- décor missing
- All written communication to parents should be done in both languages
- Additional duty staff to monitor
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Summary of Needs

- Continue to gradually increase expectations
- Power Hour grouping based on multiple factors and not just AR level
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Comprehensive Needs Assessment



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
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Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | |
|---------------------|---|
| ● Teacher input | ● |
| ● Campus technology | ● |
| ● | ● |
| ● | ● |
| ● | ● |
| ● | ● |

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Stretnhs

- Lone Star Math
- Lone Star Reading
- Dashboard
- AR Testing
- There are sufficient computers per classroom
- Professional Development is routinely provided to staff
- iPads issued to Kinder and 1st grade classrooms
- HELP Desk wait time has improved
- Successmaker
- DMAC

Needs

- Upgrade student computers
- DVD ROM drive for all teacher computers
- Computer lab needs annual update
- iPads need access to more cademic programs
- Provide time for computer use outside of power hour
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Summary of Needs

- Technology needs updating overall
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Demographics

Increase attendance percentages
Increase exiting of Bilingual students

School Culture and Climate

Discipline referral follow-up/communication to teachers
Parental meetings/PTO

Curriculum, Instruction and Assessment

More learning walks
More literacy for students

#REF!

#REF!

#REF!

#REF!

#REF!

School Context & Organization

Continue to gradually increase expectations
Power Hour grouping based on multiple factors and not just AR level

Assessment Summary of Priority Needs

Student Achievement

Gaps in student learning need to be closed through intervention (guide
Assessment data should be routinely used to inform instruction and teaching

- Technology

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- #REF!

- #REF!

- #REF!

- #REF!

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Teacher Quality

Build relationships through more interaction with one another.
Build teacher capacity to meet the needs of RCE and monitor to ensure

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- #REF!

- #REF!

- #REF!

- #REF!

Family & Community Involvement

Monthly Meetings with parents/PTO
Parents need to be aware of the importance of attendance in the academy

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Technology

Technology needs updating overall

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RUBEN CHAVIRA
STAFF SIGN IN SHEET
Assesment Meeeting
April 16, 2018

LAST NAME	FIRST NAME	ASSIGNMENT	SIGNATURE
CORREA	MARIA E.	PRINCIPAL	
FLORES	ALMA	ASSISTANT PRINCIPAL	
MARTINEZ	RUBI	PRINCIPAL SECRETARY	
VAZQUEZ	ANA	ATTENDANCE CLERK	
ESCAMILLA	DEBRA	COUNSELOR	D Escamilla
WRIGHT	JESSICA	NURSE	Jessie Wright
DE LA ROSA	NANCY	BIL INSTRUCTIONAL COACH	Nancy De Rosa
SMITH	MIA	INSTRUCTIONAL COACH	M Smith
AGUIRRE	BERTHA	KINDER	B. Aguirre
ARRAMBIDE	ROSA	KINDER	R. Arambide
DIAZ	EMILY	KINDER	Emily Diaz
HEATH	PATRICIA	KINDER/BILINGUAL	Patricia Heath
OYAMA	VERONICA	KINDER/BILINGUAL	Veronica Oyama
CERVERA	ANAKAREN	FIRST/BILINGUAL	Anakaren Cervera
MEZA	GUADALUPE	FIRST/BILINGUAL	Guadalupe Meza
PEREZ	NOEMI	FIRST	Noemi Perez
SAUCEDO	TOMASA	FIRST/BILINGUAL	Tomasa Saucedo
SIMON	ROSALINDA	FIRST	Rosalinda Simon
WHITE	LYNETTE	FIRST/CLUSTER LEADER	L White
HERNANDEZ	PATRICIA	SECOND/BILINGUAL	Patricia Hernandez
LIMON	NORMA	SECOND	Norma Limon
MARTINEZ	HILDA	SECOND	Hilda Martinez
PARSONS	KARRIE	SECOND	Karrie Parsons
JALOMOS	BRENDA	THRID/BILINGUAL	Brenda Jalomos
MANSION	ABIGAIL	THIRD	Abigail Mansion
MUNOZ	FLOR	THIRD/BILINGUAL	Flor Munoz
RIVERA	MONICA	THIRD	Monica Rivera
SAN MIGUEL	SANDRA	THIRD/CLUSTER LDR	Sandra San Miguel
CARDENAS	CRYSTAL	FOURTH	Crystal Cardenas
GARCIA	CYNTHIA	FOURTH	Cynthia Garcia
HERNANDEZ	BRENDA	FOURTH/BILINGUAL	Brenda Hernandez
LUJAN	KELLY	FOURTH	Kelly Lujan
PEREZ	JULIANNA	FOURTH/BILINGUAL	Julianna Perez
SANDOVAL	MELISSA	FOURTH	Melissa Sandoval
CARDENAS	RAQUEL	FIFTH	Raquel Cardenas
MEDINA	BERNICE	FIFTH/CLUSTER LDR	Bernice Medina
GOMEZ	MARLENE	FIRST/BILINGUAL	Marlene Gomez
TSCHETTER	MICHELE	FIFTH	Michele Tschetter

RUBEN CHAVIRA
STAFF SIGN IN SHEET
Assesment Meeting
April 16, 2018

[illegible]

RUBEN CHAVIRA ELEMENTARY

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

Objective 1. By June 2019, STAAR Math scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze campus data for continued improvement in student achievement and instructional decision-making using DMAC as resources including state assessment data (STAAR) and TELPAS and district assessments (Title I SW: 1,2,3,6,8) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Master Reading Teachers, Strategists, Teachers	August 2018 - June 2019	(S)Local Funds - \$393	Summative - Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement
2. Schedule at-risk and Tier 2 and Tier 3 students an additional 30-60 minutes of: small group instruction, independent instruction, targeted tutoring during or after school, and Saturday camps. (Title I SW: 2) (Target Group: All, AtRisk)	Campus Administrators, Counselors, Master Reading Teachers, Strategists, Teachers	August 2018- June 2019	(S)Local Funds - \$1,219	Summative - Report cards, progress reports, formative and summative assessments, iStation reports, DMAC reports
3. Provide supplemental STAAR materials for 3rd-5th grades in all STAAR academic subjects for improvement in student achievement. (Lonestar Math and Reading, Mentoring Minds Content Specific Workbooks and teacher editions, Countdown to STAAR, Fast Focus). (Title I SW: 3,9,10) (Target Group: 3rd, 4th, 5th)	Campus Administrators, Teachers	August 2018- June 2019	(F)Title I - \$0, (S)Local Funds - \$1,220	Summative - Lesson Plans, Tutoring Plans, Formatives and Summatives, Increase in STAAR performance.
4. Continued implementation the curriculum with vertical and horizontal alignment in place in all subject areas. (Title I SW: 2,3,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Master Reading Teachers, Strategists, Teachers	August 2018- June 2019	(F)Title I - \$0, (S)Local Funds - \$0	Summative - Lesson Plans. District Curriculum Committee Cluster Meeting Notes Walk Throughs Student Performance Results STAAR
5. Monitor students in special populations through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STAAR, and TERRA NOVA. (Title I SW: 3,4,5,8,9) (Target Group: Migrant, LEP, SPED, GT, AtRisk, Dys)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2018- June 2019	(S)Local Funds - \$1,000	Summative - Improved student performance.

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 1.** By June 2019, STAAR Math scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide job-embedded professional development in math for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Master Reading Teachers, Strategists, Teachers	August 2018-June 2019	(F)Title I	Summative - Summative-Formative Participation Log, CWT Summatives: Unit Assessments, T-TESS

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By June 2019 STAAR Reading scores will improve by 10% for all 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 (Title I SW: 3,9,10) (Target Group: All)	Librarian, Teachers	August 2018-June 2019	(S)Local Funds - \$2,000	Summative - AR Reports, Increase in student STAAR Reading performance
2. Campus-wide reading initiatives have been put into place to ensure a literacy rich environment such as the use of word walls, guided reading instruction, displayed student writing, and various other intervention programs and materials (Rewards, Comprehension Toolkits) (Title I SW: 1,4,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Librarian, Master Reading Teachers, Strategists, Teachers	August 2018-June 2019	(S)Local Funds - \$1,200	Summative - Assessment data, lesson plans, walkthroughs
3. Provide focused intervention and remediation in Reading for all students, including at-risk, specifically our ELL students, by providing Power Hour, a 55 minute block of focused reading intervention to include TPRI interventions, reading comprehension toolkit, Read Naturally interventions, and interventions provided by our Master Reading Teacher. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Master Reading Teachers, Strategists, Teachers	August 2018-June 2019	(S)Local Funds - \$1,500	Summative - Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504)
4. Provide job-embedded professional development in reading for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists	August 2018-June 2019	(F)Title IIA Principal and Teacher Improvement	Summative - Summative-Formative Participation Log, CWT Summatives: Unit Assessments

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By June 2019, STAAR Writing scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Include writing components in other academic areas besides ELA in grades K-5 to support achievement in the 4th grade STAAR writing assessments to meet system safeguards. (Title I SW: 1,3) (Target Group: All, ECD)	Campus Administrators, Strategists, Teachers	August 2018-June 2019	(S)Local Funds - \$0	Summative - Lesson Plans, Increase in student performance Reports through DMAC Walk Throughs
2. Target instruction for all students including at-risk, LEP, economically disadvantaged, 504 and Special Education students through Writer's Workshop, STAAR materials, journals, Saturday Camps, tutorials during school and after school, and staff development to meet system safeguards. (Title I SW: 2,3,4,9,10) (Target Group: All, ECD)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2018-June 2019	(S)Local Funds - \$4,000	Summative - Improved unit grades and reduced failure rate.
3. Provide focused intervention and remediation in writing to at-risk students by providing Saturday Camps to meet system safeguards. (Target Group: All, ECD, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - \$1,500	Summative - Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504)
4. Through the campus writing committee initiate the district writing plan by providing training, materials, and coaching to meet system safeguards. (Title I SW: 1,2,5,10) (Target Group: ECD)	Campus Administrators, Counselors, Curriculum Coordinators, Instructional Coaches, Librarian, Teachers	August 2018-June 2019	(O)Local Districts - \$0	Summative - STAAR
5. Implement District Planning Protocol to plan and provide rigorous and engaging writing instruction to meet system safeguards. (Target Group: ECD)	Campus Administrators, Cluster/Department Leaders, Counselors, Instructional Coaches, Librarian, Teachers	August 2018-June 2019	(O)Local Districts, (S)Local Funds - \$500	Summative - Formative and STAAR
6. Provide job-embedded professional development in Writing for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Master Reading Teachers, Strategists	August 2018-June 2019	(F)Title IIA Principal and Teacher Improvement	Summative - Summative-Planning protocol (schedule and signature log) Summative: Local assessments

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By June 2019, STAAR Science scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide hands on instruction in both science labs for all students to meet system safeguards. (Target Group: All, SPED)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - \$4,000	Summative - Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504)
2. Differentiate lab activities to address the needs of special ed students in science to meet system safeguards. (Title I SW: 1,2,3,8,10) (Target Group: SPED)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - \$500	Summative - STAAR TEST
3. Build academic science vocabulary throughout all grade levels by writing daily science journals to meet system safeguards. (Target Group: SPED)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018-June 2019	(O)Local Districts - \$0, (S)Local Funds - \$800	Summative - Formatives, Summatives, Benchmarks and STAAR
4. Provide inclusion for special education students during science instruction in the classrooms/labs to provide support through one-on-one/small group by special ed teacher to meet system safeguards. (Title I TA: 1,2,3,4,5,6,8) (Target Group: SPED)	ARD Committee, Campus Administrators, Instructional Coaches, Teachers	August 2018-June 2019	(S)Local Funds - \$0	Summative - Formatives, Summatives, Benchmarks and STAAR
5. Provide job-embedded professional development in science for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,5,8,9,10) (Title I TA: 3,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Master Reading Teachers, Strategists	August 2018-June 2019	(F)Title I	Summative - Summative-Planning protocol (schedule and signature log) Summative: Local assessments

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 5.** By June 2019, the percentage of students achieving LEVEL III STAAR scores will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase academic performance of GT students on all STAAR assessments to include 100% distinguished performance in grades 3-5 through staff development. (Title I SW: 3,8,9) (Target Group: GT)	Campus Administrators, Teachers	August 2018-June 2019	(F)Title I - \$0, (S)Local Funds - \$2,000	Summative - STAAR Scores

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** By the end of the 2019 school year, Ruben Chavira Elementary will have a sound initiative in the education and prevention of bullying for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RCE staff will implement classroom management plans and a campus wide management plan to monitor classroom and campus management. RCE staff and students will utilize the campus planner to maintain consistency and effective communication with parents and staff. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Counselors, Teachers	August 2018- June 2019	(S)Local Funds - \$1,000	Summative - Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals
2. Provide guidance lessons based on grade level needs which include the teaching of the Six Pillars of Character in grades K-5 during enrichment periods/activity periods. (Red Ribbon Week) (Title I SW: 3) (Target Group: All)	Counselors	Once per Six Weeks August 2018- June 2019	(S)Local Funds - \$1,000	Summative - Formative - Guidance Lessons Schedule Activity Period Schedule Lesson Plans Walk Throughs
3. Provide training to parents on identifying and dealing with bullying. (Title I SW: 3) (Target Group: All)	Parental Aides	One per Semester	(S)Local Funds - \$500	Summative - Training Agenda and Sign-In Sheet
4. Implement a character education program for all students. (Leader In Me) (Title I SW: 2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2018- June 2019	(S)Local Funds - \$0	Summative - RTime posters and banners in every classroom. Daily reminders during announcements. Reduction in office referrals.
5. RCE Staff will continue to utilize the KeepNTrack Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the KeepNTrack system. (Title I SW: 6,10) (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides	August 2018- June 2019	(S)Local Funds - \$200	Summative - KeepNTrack Reports Visibility of badges on campus
6. Provide targeted instruction to students identified in need of intervention with small group instruction, after school tutorials, in-school tutorials, and Saturday Camps. (Title I SW: 1) (Target Group: All)	Campus Administrators, Teachers	August 2018- June 2019	(F)Title I, (S)Local Funds	Summative - Report cards, summative tests, AR reports, iStation reports.

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 7.** By the end of 2019, the school's organization shall involve the recruitment and retention of 100% highly qualified staff (professional and paraprofessionals.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development and support for new teachers via mentor and/or cluster leader and planning protocol. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists, Teachers	August 2018- June 2019		Summative - Planning protocol (Schedule and signature log); DMAC (Forworks for CWT) T-TESS and local assessment

RUBEN CHAVIRA ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue with implementation of planning protocol (job embedded professional development) and participation in subject-specific collaborative planning for horizontal and vertical alignment at the campus and district level. (Title I SW: 1,3,4,9,10) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators, Directors, Strategists	August 2018-June 2019	(F)Title I	Summative - Summative-Documentation of teacher walkthroughs, sign in logs, planing guides or planning protocol documents and Dashboard usage reports.
2. Provide new or ongoing training for teachers in regards to hardware (I-Pads, ActivBoard, and Mob iView) (Title I SW: 2,4) (Target Group: All) (Strategic Priorities: 3)	Curriculum Coordinators	August 2018-June 2019	(S)Local Funds	Summative - Summative-Star Chart
3. New training for teachers on the Texas Teacher Evaluation and Support System-TTESS. (Title I SW: 4,5) (Target Group: All)	Campus Administrators, Curriculum Coordinators, Directors, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Summative-Walkthrough Data Training log
4. Provide early literacy training for upper grade bilingual teachers. (Title I SW: 2,3,5) (Target Group: ESL, LEP)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Directors, Master Reading Teachers, Strategists, Title I Coordinator	August 2018-June 2019	(S)Local Funds	Summative - Summative-Reading Benchmarks Local -developed assessments TELPAS Las Links Terra Nova daily grades
5. Provide opportunities for teachers to receive training on classroom management and discipline techniques for children who require tier 3 behavior interventions. (Title I SW: 3,4,9) (Target Group: AtRisk)	Campus Administrators, Counselors, Master Reading Teachers	August 2018-June 2019	(S)Local Funds	Summative - Formative-Discipline referrals, Child Study documentation and grades.

RUBEN CHAVIRA ELEMENTARY

- Goal 2.** The District shall be a steward of the community's resources - financial, human, facilities- and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** By the end of 2019, 90%, of all federal, state, and local funds will be reviewed for optimal results regarding parental involvement activities, instructional programs and materials, professional development, and campus-wide reform strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that funds are expended on the activities identified in the campus improvement plan, such as resource room/library supplies, books and subscriptions, custodial supplies, technology supplies, and postage. (Title I SW: 1,2,10) (Target Group: All)	Campus Administrators, Counselors, Teachers	August 2018-June 2019	(S)Local Funds - \$5,720	Summative - Summative-Review campus improvement plan (CIP) with CPDM quarterly. Maintain documentation of CPDM meetings (agenda, sign in log, and minutes) Archieved purchase orders.

RUBEN CHAVIRA ELEMENTARY

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

Objective 1. At the end of the 2019 school year, the attendance rate at Ruben Chavira Elementary will be at 97% or better via daily monitoring of attendance records, positive behavior support, enforcement of the compulsory attendance law, and accurate record keeping.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ruben Chavira Elementary Attendance Committee will monitor and meet as necessary to review and establish intervention plans for students with excessive absences. (Title I SW: 1,2,6,9) (Target Group: All, AtRisk)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2018-June 2019	(F)Title I	Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.
2. The parents of Ruben Chavira Elementary will be active participants in the attendance process. Ruben Chavira Elementary will increase awareness of the importance of attendance law through orientations, newsletters, presentations and parent-teacher conferences. (Title I SW: 1,6,9) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, PTO, Teachers	August 2018-June 2019	(F)Title I - \$1,000	Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.
3. Recognize and celebrate students, classes, and grade levels at Award Assemblies at the end of each Six-Weeks unit. Perfect Attendance Certificates and Incentives. Trophy to the best attendance per grade level. SFDRCSISD Attendance Initiative (Title I SW: 1,2) (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides, Parents, PTO, Teachers	August 2018-June 2019	(S)Local Funds - \$1,600	Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.
4. Recognize and celebrate classroom teachers for the efforts in promoting excellent student attendance on a daily basis. All the teachers of the grade level with the best attendance at the end of each cycle will be rewarded with incentives. (Title I SW: 1,2,8,9) (Target Group: All)	Campus Administrators	August 2018-June 2019	(F)Title I - \$1,593	Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.

RUBEN CHAVIRA ELEMENTARY

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

Objective 2. By June 2019, parent participation at Ruben Chavira Elementary will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ruben Chavira Elementary will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as but not limited to: Meet the Teacher Orientations, Open House, and activities, Library-AR Nights, holiday celebrations, Career Day, Awards Assemblies, 5th Grade Promotion, Kinder Promotion, Art Night, PE Night, Musical events. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, PTO, Teachers	August 2018-June 2019	(S)Local Funds - \$600	Summative - Activities completed Parent Sign-In Sheets Increase in parental involvement on campus
2. Provide ongoing communication to parents to relay information about events, activities, school functions, presentations and trainings via banners, brochures, newsletters, calendars, updated campus webpage, etc. in English and Spanish. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, PTO	August 2018-June 2019	(S)Local Funds - \$600	Summative - Completed and updated communication tools Increase in parental involvement
3. Provide training for parents to properly utilize Skyward as a means to periodically check student progress. (Target Group: All)	Campus Administrators, Parental Aides, Teachers	One per Semester and As requested	(S)Local Funds - \$200	Summative - Sign in sheets
4. Provide parents and community the opportunity to volunteer at Ruben Chavira Elementary via VIP Club (Very Important Parents). (Title I SW: 1,6,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Librarian, Master Reading Teachers, Parental Aides, Strategists, Teachers	August 2018-June 2019	(S)Local Funds	Summative - Summative-Parent meetings, log ins, participation records, feedback

RUBEN CHAVIRA ELEMENTARY

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

Objective 3. Throughout the 2018-2019 school year, Ruben Chavira Elementary will provide opportunities for partnerships with civic, social and educational organizations for the educational enrichment of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with The City of Del Rio's Boys and Girls Club: Intramural Sports Program. (uniforms, facilities, parent volunteers) (Title I SW: 6,9,10) (Target Group: All)	Campus Administrators, City, Counselors, Parental Aides, Parents	August 2018-June 2019	(S)Local Funds - \$100	Summative - Team rosters, Parent volunteer logs, Team results
2. Partner with Amistad National Park Service: Series of Educational Seminars emphasizing the Sciences (science labs and equipment) (Title I SW: 3,10) (Target Group: All, 2nd, 3rd, 4th, 5th)	Campus Administrators, Teachers	August 2018-June 2019	(S)Local Funds - \$0	Summative - Agendas, schedules, sign in logs, increased student performance