

# RUBEN CHAVIRA ELEMENTARY

## Campus Improvement Plan

### 2020/2021

*Laura Langton, Principal*

*Ruben Chavira Elementary*  
*We are Better Together*

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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.*

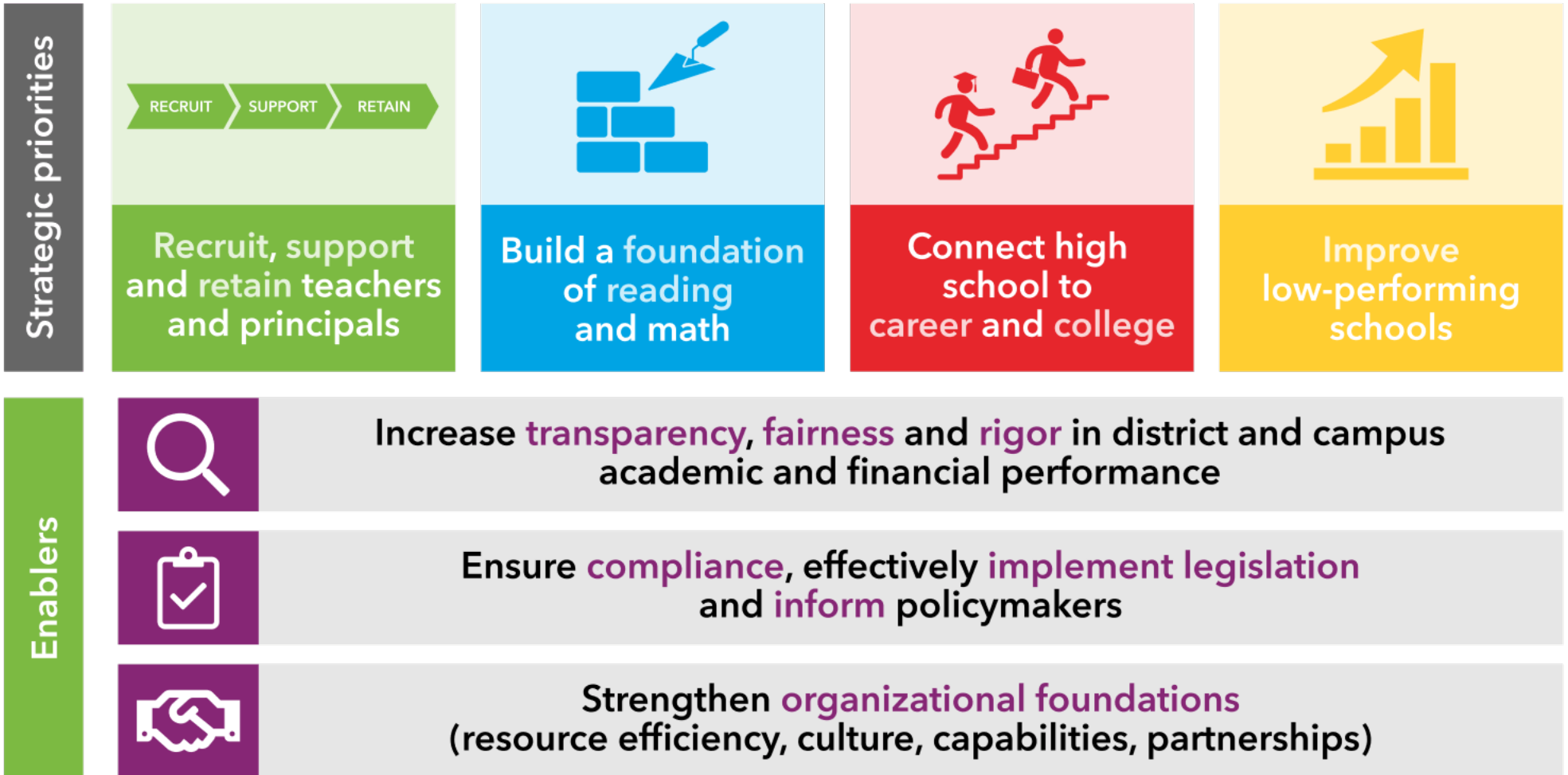
## **Vision**

*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.

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



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

# RUBEN CHAVIRA ELEMENTARY Site Base

Name	Position
Benavidez, Patricia	Coach
Cardenas, Racquel	5th Grade Teacher
Diaz, Emily	Kinder Teacher
Garcia, Emma	Instructional Aide
Hernandez, Brenda	4th Grade Teacher
Langton, Laura	Principal
Martinez, Hilda	2nd Grade Teacher
San Miguel, Sandra	3rd grade Teacher
Simon, Rosalinda	1st grade Teacher
Martinez, Manuel	Parent
Calderon, Alexandra	Parent
Lopez, Jaime	Business Representative
Langton, Joel	Community Representative

# Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
2019-2020 Benchmark Results <small>Staff Listing and Projected Teams for 2020-2021 and Budget for 2020-21</small>	Curriculum Dashboard and Assessments	2018-2019 TEA School Report Card
2018-2019 TEA School Report Card	2019-2020 Benchmark Results	RCE Staff Listing and Projected Teams for 2020-2021
Extra Curricular and Community involvement	Professional Development input and 2020-2021 Budget	Attendance Data and Special Populations counts
2019-2020 Benchmark Results	Discipline and Referral Data	Campus Cleanliness and Budget for 2020-21
GT Enrollment and Budget for 2020-21	Curriculum Dashboard and Assessments	2018-2019 TEA School Report Card and Special population counts
Home Visit records	<small>Parental involvement activities and AR input worksheets</small>	0
Instructional Materials inventory	HBI rates	Facility needs
	Technology needs	Budget for 2020-2021

Area Reviewed	Summary of Strengths  What were the identified strengths?	Summary of Needs  What were the identified needs?	Priorities  What are the priorities for the campus, including how federal and state program funds will be used?
<b>Academic Achievement</b>	<p>Sandra Garza Math curriculum implemented in 2nd grade (2019-2020) and will be implemented in 1st grade classes for 2020-2021. This allows for vertical alignment beginning in 1st grade in this content area.</p> <p>Leadership meetings allow for teachers to have a voice and team leaders to troubleshoot and collaborate with the school admin team in areas important to student achievement.</p> <p>Summative testing, benchmarks, TPRI tests and AR Renaissance assessments used in disaggregating data on Data/ RTI days has shown to be valuable information. The use of the Data Wall for grades K- 5 provides an essential tracking tool of student achievement and facilitates more purposeful planning.</p>	<p>Computer based instruction availability on a daily basis is needed along with parental trainings to support programs at home. Also suggested is a technology questionnaire, to know how well our students are prepared to handle online instruction, if needed, or support at home.</p> <p>An increase in vertical planning would impact student achievement by promoting the use of common techniques, strategies and language throughout the school.</p> <p>Computer based programs to support enrichment in Gifted and Talented students and meet the needs of our EL student population.</p>	<p>Technology and support at home for students regarding remote instruction.</p> <p>Vertical alignment plan for K-2 and 3-5</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
	<p>The Rewards program for Special Education population promises growth for this population when used faithfully. Inclusion for SPED students in the regular education setting has allowed for more meaningful classroom experiences for the students and has stimulated important conversations between SPED and regular education teachers.</p> <p>The counselor informing staff of Child Study process and facilitating discussions that encourage the early identification of academic issues has impacted achievement through earlier intervention.</p> <p>Early implementation of tutorial program (teachers, aides, computer lab) with transportation has helped close academic gaps.</p>	<p>A more comprehensive scope of online learning tools is needed for students to use on iPad/computers in the classroom and to follow up with at home. Many apps available on the iPads are almost useless due to the limited lessons/activities available on them. Most classrooms need additional computers for student use.</p> <p>Research based curriculum for Science and Social Studies.</p>	<p>Online learning tools using current technology that the campus currently has.</p>
<b>Staff Quality</b>	<p>Planning protocol increases teacher capacity among all grade levels.</p> <p>Experience - Many of our staff members have much experience and use that to increase teacher capacity among their clusters and the school.</p> <p>RTI Days are effective for tracking student progress and planning targeted interventions which has improved the quality of targeted instruction from teachers.</p> <p>Teamwork within clusters is a strength at our school.</p>	<p>Digital component training for ELA adoption for classroom use and home integration.</p> <p>CDC Reopening Guidelines for Phases 1-3 with emphasis on Hygiene Practices Safety Actions Signs and Symptoms</p> <p>Staff development on characteristics of Dyslexia and classroom interventions provided on consistent basis by the Dyslexia therapist to increase teacher capacity in that area.</p> <p>A GT program which provides high level of student engagement and higher order thinking skills and fosters the teachers' abilities to provide enrichment</p>	<p>Thorough training for K-5 of the ELA adoption.</p> <p>Understanding CDC guidelines to reopen.</p> <p>Effective GT enrichment - solid program</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>School Climate/ Safe &amp; Healthy Schools</b>	<p>The school offers a plethora of after school activities for students from all grade levels (Dexters Science Club, Art Club, STUCO, Drum Club, etc.)</p> <p>Remodel of campus to include limited access except through badge use has made for a safer school.</p> <p>A lobby/foyer clear of visitors has created a safer feel for students and staff.</p>	<p>Staff training on campus on how to deal with specific stressful scenarios (ex: intruder on campus).</p> <p>An increase of parental involvement that is purposeful in a need on our campus.</p> <p>How to manage parents not being on campus for 2020-2021 but still be a part of our community.</p>	<p>Dealing with difficult parents, situations and possible dangerous intruders.</p> <p>Effective parental involvement.</p> <p>How to manage keeping parents involved despite social distancing.</p>
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	<p>Parent involvement in school (volunteers)</p> <p>Raffles and incentives for good grades and attendance</p> <p>Track student improvement or lack of and create a plan to help them get back on track.</p> <p>career fair, PTO committee, LAFB Mentoring Program</p> <p>TTESS feedback for teacher improvement</p>	<p>GT enrichment, grammar materials for K-2,</p> <p>parent trainings on structure at home, motivating students, discipline</p> <p>Workforce presentation to parents, CTE programs presentation to parents/families, options for career developments presentation</p> <p>grade appropriate College day presentations for students, virtual college tours, college shirt day</p>	<p>GT enrichment</p> <p>Have CTE more involved at the elementary level.</p> <p>College presentations, focus on college</p>
	<p>Parental involvement activities &amp; AR nights</p>	<p>Maintaining Cougar Closet</p>	

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Family and Community Involvement</b>	<p>RCE Home base instruction participation was at an overall high percentage district wide; ranging between the 90 and 89 percentile.</p> <p>At RCE, a mentor program with military personnel was provided to students to implement a positive role model in their academic achievements. Cougar Closet provided assistance to critical families in need with a food bag, hygiene products, clothes, backpacks, school supplies and various</p>	<p>Student access to technology.</p> <p>Student family interaction through school events.</p> <p>Access to after school programs with transportation</p> <p>How to involve parents for 2020-2021 virtually since we cannot have large gatherings on campus</p>	<p>Student access to technology and availability at home</p> <p>Keeping parents involved despite social distancing.</p>
<b>District/Campus Commitments</b>	<p>Suitable transportation for students to and from school, including after school tutorial transportation.</p> <p>All students provided free meals during school. Tardy procedures in place for students to obtain breakfast bag. Instructional resources are available with processes in place for check-out and check-in process to run smoothly. Inventory is maintained by school librarian and Instruction Student Support (ISS).</p> <p>Ensuring strategies for homeless students initiated by the McKinney-Vento Federal Law are being followed to meet students' needs. Students who are homeless along with low income students, have educational resources, transportation, clothing (Cougar Closet), &amp; food (Cougar Closet).</p> <p>Removed old bleachers from the back field March 2020.</p>	<p>Blended learning opportunities incorporated at the BOY. Ensure there is a consistency across the district with a computer-based program for all or most grade levels.</p> <p>Survey of students' available technology at home and survey of parents' technology proficiency conducted at BOY.</p> <p>Preventative maintenance needed for current technology and increase availability of devices for student use. Include age appropriate apps on all devices for student use.</p>	<p>Consistency for computer based programs for all students to access.</p> <p>BOY survey to assess needs for technology.</p> <p>Assess current technology and infrastructure to make sure it will handle the needs of the campus.</p>



Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?

**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.*



## **Introduction**

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The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

## **Organizational Structure**

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TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

## **Using this template**

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This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

## **Organizing the Decision Making Committee (TEC§11.251(e))**

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- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



## Site Based Committee Sign In

District: SFDRICISD-Ruben Chavira Elementary

Date: 5/26/2020

Role	Name	Signature
Parent	Manuel Martinez	
Parent	Alexandra Calderon	
Business Representative	Jaime Lopez	
Community Representative	Joel Langton	
Teacher	Rosalinda Simon	
Teacher	Hilda Martinez	
Teacher	Sandra San Miguel	
Teacher	Meaghan Epstein	
Teacher	Bernice Medina	
Instructional Support Spec.	Mia Smith	
Counselor	Debbie Escamilla	
School Nurse	Jessica Wright	

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

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

# 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 2021, STAAR Math scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Analyze campus data for continued improvement in student achievement and instructional decision-making using DMAC as resources including state assessment data (STAAR) and TELPAS and district assessments. (Title I SW: 1,2,3,6,8) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists, Teachers</p>	<p>August 2020- June 2021</p>	<p>(S)Local Funds - \$393</p>	<p>Criteria: Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement</p> <p>Summative - Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement</p> <p>10/01/20 - Some Progress 01/08/20 - On Track</p>
<p>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. (Title I SW: 2,3) (Target Group: All,AtRisk) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Counselors, Strategists, Teachers</p>	<p>August 2020 - June 2021</p>	<p>(S)Local Funds - \$1,219</p>	<p>Criteria: Report cards, progress reports, formative and summative assessments, iStation reports, DMAC reports</p> <p>10/05/20 - Some Progress 01/08/20 - Some Progress</p>
<p>3. Provide supplemental STAAR materials for 3rd-5th grades in all STAAR academic subjects for improvement in student achievement. (Lonestar Math and Reading, Sandra Garza Curriculum, Countdown to STAAR, Fast Focus). (Title I SW: 3,9,10) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2020 - June 2021</p>	<p>(F)Title I - \$0, (S)Local Funds - \$1,220</p>	<p>Criteria: Lesson Plans, Tutoring Plans, Formatives and Summatives, Increase in STAAR performance.</p> <p>Lesson Plans, Tutoring Plans, Formatives and Summatives, Increase in STAAR performance.</p> <p>10/01/20 - Some Progress 01/08/20 - On Track</p>
<p>4. Continued implementation the curriculum with vertical and horizontal alignment in place in all subject areas. (Title I SW: 2,3,10) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists, Teachers</p>	<p>August 2020 - June 2021</p>	<p>(F)Title I - \$0, (S)Local Funds - \$0</p>	<p>Criteria: Lesson Plans District Curriculum Committee Cluster Meeting Notes Walk-Throughs Student Performance Results STAAR</p> <p>Lesson Plans.</p>

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**Objective 1.** By June 2021, STAAR Math scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				District Curriculum Committee Cluster Meeting Notes Walk Throughs Student Performance Results STAAR  10/05/20 - Some Progress 01/08/20 - Some Progress
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) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,000	Criteria: Analyze DMAC and other relevant reports.  10/01/20 - Some Progress
6. Provide job-embedded professional development in math for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists, Teachers	August 2020 - June 2021	(F)Title I	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments, T-TESS  10/05/20 - Some Progress 01/08/20 - Some Progress

# RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By June 2021, 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) (Strategic Priorities: 2)	Librarian, Teachers	August 2020 - June 2021	(S)Local Funds - \$2,000	Criteria: AR Reports, Increase in student STAAR Reading performance  10/01/20 - Pending 01/08/20 - On Track
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) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Librarian, Strategists, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,200	Criteria: Assessment data, lesson plans, walk-throughs  10/05/20 - Some Progress 01/09/20 - On Track
3. Provide focused intervention and remediation in reading for all students, including at-risk, specifically our ELL students, by continuing daily Guided Reading for all students. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,500	Criteria: Improved cycle grades and reduced failure rate. (Data dis-aggregated by ED, at risk, LEP, special education, 504)  10/01/20 - Pending 01/09/20 - On Track
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) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists	August 2020 - June 2021	(F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments  10/01/20 - On Track 01/09/20 - Significant Progress

# RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By June 2021, 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. (Title I SW: 1,3) (Target Group: All,ECD) (Strategic Priorities: 2)	Campus Administrators, Strategists, Teachers	August 2020 - June 2021	(S)Local Funds - \$0	Criteria: Lesson Plans, Increase in student performance Reports through DMAC Walk Throughs  10/01/20 - Some Progress 01/09/20 - On Track
2. Target instruction for all students including at-risk, LEP, economically disadvantaged, 504 and Special Education students through Writer's Workshop, STAAR materials, journals, tutorials during school, and staff development. (Title I SW: 2,3,4,9,10) (Target Group: All,ECD) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020 - June 2021	(S)Local Funds - \$3,000	Criteria: Walk-throughs lesson plans observations data evaluation  10/01/20 - Some Progress 01/09/20 - Significant Progress
3. Provide focused intervention and remediation in writing to at-risk students by providing Saturday Camps either in person or online as appropriate. (Target Group: All,ECD,3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,500	Criteria: Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504)  10/01/20 - Some Progress 10/01/20 - Pending 01/09/20 - Some Progress
4. Through the campus writing committee initiate the district writing plan by providing training and materials. (Title I SW: 1,2,5,10) (Target Group: ECD) (Strategic Priorities: 2)	Campus Administrators, Counselors, Curriculum Coordinators, Librarian, Teachers	August 2020 - June 2021	(O)Local Districts - \$0	Criteria: STAAR Walk-throughs Lesson plans observation  STAAR Walk-throughs Lesson plans observation  01/09/20 - Some Progress
5. Continue District Planning Protocol to plan and provide rigorous and engaging writing instruction. (Target Group: ECD) (Strategic	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2020- June 2021	(O)Local Districts, (S)Local Funds - \$500	Criteria: Summatives and STAAR  10/01/20 - Some Progress

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

**Objective 3.** By June 2021, STAAR Writing scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 2)				01/09/20 - Significant Progress
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) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Strategists	August 2020 - June 2021	(F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Planning protocol (schedule and signature log)  Summative: Local assessments  10/01/20 - Some Progress 01/09/20 - On Track



# 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 2021, STAAR Science scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide hands on lab experiments during science instruction. (Target Group: All,SPED) (Strategic Priorities: 3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020 - June 2021	(S)Local Funds - \$4,000	Criteria: Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504)  10/01/20 - No Progress 01/09/20 - On Track 01/09/20 - On Track
2. Differentiate lab activities to address the needs of special education students in science. (Title I SW: 1,2,3,8,10) (Target Group: SPED) (Strategic Priorities: 3)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Instructional Coaches, Teachers	August 2020 - June 2021	(S)Local Funds - \$500	Criteria: STAAR Test Summatives Comparative grades per 6 weeks  10/01/20 - No Progress 01/09/20 - On Track
3. Build academic science vocabulary throughout all grade levels by writing regular science journals. (Target Group: SPED) (Strategic Priorities: 2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020 - June 2021	(O)Local Districts - \$0, (S)Local Funds - \$800	Criteria: Science journals, Formatives, Summatives, Benchmarks and STAAR  10/01/20 - Some Progress 01/09/20 - On Track 01/09/20 - Some Progress 01/09/20 - Pending
4. Provide inclusion for special education students during science instruction in the classrooms/labs to provide support by special ed teacher. (Title I TA: 1,2,3,4,5,6,8) (Target Group: SPED) (Strategic Priorities: 2,3)	ARD Committee, Campus Administrators, Teachers	August 2020 - June 2021	(S)Local Funds - \$0	Criteria: Formatives, Summatives, Benchmarks and STAAR  10/01/20 - Some Progress 01/09/20 - On Track
5. Provide job-embedded professional development in science for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,5,8,9,10) (Title I TA: 3,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Strategists	August 2020 - June 2021	(F)Title I	Criteria: Summative- Planning protocol (schedule and signature log)  Summative: Local assessments  10/01/20 - Significant Progress 10/01/20 - Some Progress 01/09/20 - On Track

# 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 2021, the percentage of students achieving LEVEL III STAAR scores will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase academic performance of GT students on all STAAR assessments to include 100% distinguished performance in grades 3-5 through staff development. (Title I SW: 3,8,9) (Target Group: GT) (Strategic Priorities: 1,2,3)	Campus Administrators, Teachers	August 2020 - June 2021	(F)Title I - \$0, (S)Local Funds - \$2,000	Criteria: STAAR Scores  10/01/20 - Some Progress 01/09/20 - Significant Progress 01/09/20 - Significant Progress

# RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** By the end of the 2021 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. The Demerit System will be used by all in person and online teachers to track minor and major behaviors. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Counselors, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,000	Criteria: Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals  10/01/20 - Some Progress 01/09/20 - On Track
2. Provide Del Rio Cares guidance lessons consistently weekly and based on grade level needs which include the teaching of the Six Pillars of Character in grades K-5 through the homeroom teacher. (Title I SW: 3) (Target Group: All) (Strategic Priorities: 3)	Counselors, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,000	Criteria: Formative - Guidance Lessons Schedule Activity Period Schedule Lesson Plans Walk Throughs  10/05/20 - Some Progress 01/09/20 - On Track
3. Provide training to parents on identifying and dealing with bullying through online platform meeting. (Title I SW: 1,3) (Target Group: All)	Parental Aides	One per Semester	(S)Local Funds - \$500	Criteria: Meeting agenda and sign in sheets.  10/05/20 - No Progress
4. Continue to utilize 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	10/01/20 - Discontinued
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. As per CDC guidelines visitors will be limited on campus. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 1,3)	Attendance Staff, Campus Administrators, Parental Aides	August 2020 - June 2021	(S)Local Funds - \$200	Criteria: KeepNTrack Reports Visibility of badges on campus  10/05/20 - On Track 10/05/20 - Some Progress 10/01/20 - Discontinued 01/09/20 - On Track
6. Provide targeted instruction to students identified in need of intervention with small group instruction, after school tutorials, in-	Campus Administrators, Teachers	August 2019 - June 2020	(F)Title I, (S)Local Funds	10/05/20 - Some Progress 10/01/20 - Discontinued

# 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 2021 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
school tutorials, and Saturday Camps through remote learning via online platform (according to CDC guidelines) (Title I SW: 1) (Target Group: All)				

# 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 2021, the school's organization shall involve the recruitment and retention of 100% highly qualified staff (professional and paraprofessionals.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development and support for new teachers via mentor and/or cluster leader and planning protocol. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020 - June 2021		Criteria: Planning protocol (Schedule and signature log); DMAC (Forworks for CWT)  T-TESS and local assessment  10/05/20 - On Track 01/09/20 - On Track

# 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 8.** Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers and staff remotely working from home, on campus and online as needed with materials and supplies provided. (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	Sept. 2020-Sept. 2021		Criteria: Attendance logs, lesson plans, student packets  10/05/20 - Some Progress 09/01/20 - On Track
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All)	Campus Administrators, Transportation Coordinator	Sept. 2020-Sept. 2021		Criteria: Distribution logs  10/01/20 - Discontinued 09/01/20 - On Track
3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2020-Sept. 2021		Criteria: Inventory and distribution logs  10/05/20 - Significant Progress 09/01/20 - On Track
4. Health and safety measures provided with necessary materials for all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. (Target Group: All)	Campus Administrators, Health, Safety & Nutrition Coordinator	Sept. 2020-Sept. 2021		Criteria: Inventory and distribution logs  10/05/20 - On Track 09/01/20 - On Track

# 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) (Strategic Priorities: 1,2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators, Directors, Strategists	August 2020 - June 2021	(F)Title I	Criteria: Summative- Documentation of teacher walk throughs, sign in logs, planning guides or planning protocol documents and Dashboard usage reports.  10/05/20 - On Track 01/13/20 - On Track 01/13/20 - On Track 01/13/20 - Pending
2. Provide new or ongoing training for teachers in regards to hardware (I-Pads, ActivBoard, and Mob iView) and technology training (Google Classroom, Screen Castify, etc.). (Title I SW: 2,4) (Target Group: All) (Strategic Priorities: 3)	Curriculum Coordinators	August 2019 - June 2020	(S)Local Funds	Criteria: Summative - Star Chart  Sign in sheets, agendas  10/05/20 - Significant Progress 01/13/20 - Some Progress
3. New training for teachers on the Texas Teacher Evaluation and Support System-TTESS. (Title I SW: 4,5) (Target Group: All)	Campus Administrators	August 2020 - June 2021	(S)Local Funds	Criteria: Meeting agendas, sign in sheets.  10/01/20 - Significant Progress
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, Directors, Strategists, Title I Coordinator	August 2020 - June 2020	(S)Local Funds	Criteria: Training agenda, sign in sheets.  10/01/20 - No Progress
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) (Strategic Priorities: 1)	Campus Administrators, Counselors	August 2020 - June 2021	(S)Local Funds	Criteria: Formative-Discipline referrals, Child Study documentation and grades.  10/01/20 - No Progress 01/14/20 - Some Progress

# RUBEN CHAVIRA ELEMENTARY

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

**Objective 2.** By the end of 2021, 90%, of all federal, state, and local funds will be reviewed for optimal results regarding parental involvement activities, instructional programs and materials, professional development, and campus-wide reform strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that funds are expended on the activities identified in the campus improvement plan, such as resource room/library supplies, books and subscriptions, custodial supplies, technology supplies, and postage. (Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Counselors, Teachers	August 2020 - June 2021	(S)Local Funds - \$5,720	Criteria: Summative-Review campus improvement plan (CIP) with CPDM quarterly. Maintain documentation of CPDM meetings (agenda, sign in log, and minutes)  Archived purchase orders.  Purchase Order log  10/05/20 - Some Progress 01/14/20 - On Track



# RUBEN CHAVIRA ELEMENTARY

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

**Objective 1.** At the end of the 2021 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 2020 - June 2021	(F)Title I	Meeting agendas and sign in sheets.  10/05/20 - Some Progress
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) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, PTO, Teachers	August 2020 - June 2021	(F)Title I - \$1,000	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.  10/01/20 - Pending 01/14/20 - On Track
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. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Parental Aides, Parents, PTO, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,600	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.  Due to Covid-19 perfect attendance awards have been discontinued for the school year.  10/01/20 - Discontinued 01/14/20 - On Track
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) (Strategic Priorities: 2,4)	Campus Administrators	August 2020 - June 2021	(F)Title I - \$1,593	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.  10/05/20 - Some Progress 10/01/20 - Discontinued 01/14/20 - On Track

# RUBEN CHAVIRA ELEMENTARY

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

**Objective 2.** By June 2021, 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. These will take place online due to CDC guidelines. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, Teachers	August 2020 - June 2021	(S)Local Funds - \$600	Criteria: Sign in sheets  10/01/20 - Some Progress 10/01/20 - No Progress
2. Provide ongoing communication to parents to relay information about events, activities, school functions, presentations and trainings via banners, brochures, newsletters, calendars, updated campus webpage, etc. in English and Spanish. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides	August 2020 - June 2021	(S)Local Funds - \$600	Criteria: Copies of documents sent out. Calendar dates of when items went to parents.  10/01/20 - Some Progress
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	Criteria: Sign in sheets  10/01/20 - Some Progress
4. Provide parents and community the opportunity to volunteer at Ruben Chavira Elementary via VIP Club (Very Important Parents). Visitors are not allowed per CDC guidelines but we will look for ways for parents to help remotely. (Title I SW: 1,6,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Librarian, Parental Aides, Strategists, Teachers	August 2020 - June 2021	(S)Local Funds	Criteria: Visitor sign in sheet (paper or virtual).  10/05/20 - Pending 10/01/20 - Discontinued

# 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 2020-2021 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 2020 - June 2021	(S)Local Funds - \$100	Criteria: Sports schedule (if games get scheduled at some point).  10/01/20 - Discontinued 10/01/20 - Pending
2. Partner with Amistad National Park Service: Series of Educational Seminars emphasizing the Sciences. This could take place on an online platform.  (science labs and equipment) (Title I SW: 3,10) (Target Group: All,2nd,3rd,4th,5th)	Campus Administrators, Teachers	August 2020 - June 2021	(S)Local Funds - \$0	Criteria: Lab schedule (if scheduled in the future), or online schedule  10/05/20 - Pending 10/01/20 - Discontinued