

# ROBERTO BOBBY BARRERA EL STEM MAGNET

## **Campus Improvement Plan**

### **2020/2021**

*Falcons: Soaring To New Heights!*

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# ROBERTO BOBBY BARRERA EL STEM MAGNET

## **Mission**

*Our STEM school provides the foundation to encourage students to become curious and critical thinkers that will engage in developing multiple solutions to real world problems to benefit society and their future.*

## **Vision**

*RBB Elementary STEM Magnet school is small community where every student at our campus will be prepared to flourish as global citizen.*

### Nondiscrimination Notice

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

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

## Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support  
and retain teachers  
and principals



Build a foundation  
of reading  
and math



Connect high  
school to  
career and college



Improve  
low-performing  
schools

## Enablers



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



Ensure **compliance**, effectively **implement legislation**  
and **inform** policymakers



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

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

# ROBERTO BOBBY BARRERA EL STEM MAGNET Site Base

Name	Position
James, Vanessa	Fifth Grade Teacher
Nunez, Sheila	Kinder Teacher
Weatherly, Kelley	Kinder Teacher
Scott, Priscilla	Third Grade Teacher
Hudgins, Maria	Principal
Hughes, Donna	Community Member
Martinez, Roxanna	Business Member
Reed, Andrea	Teacher
Rodarte, Marisol	Paraprofessional
Ramos, Annette	Counselor
Ortiz, Lisa	First Grade Teacher
Sells, Chelsie	P.E. Aide / Parent
Higgs, Laurie	Parent

# Comprehensive Needs Assessment Summary – 2020-2021

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

Formative/Baseline Assessments	TPRI BOY, MOY, EOY	DMAC Reports
STAR Reinnassance	TTESS, Student Success Reports	Teacher Conferences
District/Campus Ongoing PD	Daily Plannting Protocol	6 Weeks Discipline/Attendance Reports/Staff Survey
6 Weeks Honor Roll/Failure Reports	UIL, STUCO and Robotics Enrollment	Del Rio Cares Lessons/Morning Message
GT Nominations/Testing	UIL, STUCO and Robotics Enrollment	UIL, Robotics and STUCO Participation
Student Centered Classrooms	Summatives/Benchmarks/TPRI/STAR AR	Parent/Dist. Cabinet/Admin Conferences
PTO Sponsored Events/Town Hall Mtgs	PFE Participation Sign in Sheets for Activities/Events	Reading Resources, Reading Eggs, AR STAR
Computers in the classroom	Parent/Teacher Logs/Apps	
	Laptops, Chromebooks, iPads	

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>90% of 3rd, 4th, 5th grade students reading on grade level. Use of baseline assessments in the</p> <p>85% of KG, 1ST, 2ND grade students reading at or above grade level.</p> <p>90% or higher of students on level in math in 3rd, 4th and 5th grade,</p> <p>#REF!</p> <p>Over 50% of students made the honor roll at end of each grading cycle,</p>	<p>Certified Special Education for transfer students with an IEP in place. 2- 5th grade. 1 - 3rd grade. 1 -</p> <p>Document to track scientifically based RTI strategies, timelines, and results</p> <p>Utilize, stock and organize science lab for hands on learning</p> <p>Provide library resources for students and parents prior to school day starting and at end of school day</p> <p>GT extension lessons, STEM Activities and Resources</p>	<p>Need for Special Ed. Teacher</p> <p>Sci. Based reading Intervention programs/training such as Comprehension Toolkit</p> <p>Furnishing the school library with class sets of chapter books and higher reading materials/novels</p> <p>3, 4 and 5 Mobile iPad Computer Center (25 tablets) for remediation and acceleration and Launch Curriculum implementation</p> <p>Need for an instructional aide to assist with students in T2 or T3 in reading</p>

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	30 Mobile iPad Center 30 Chromebooks, 12 Laptops for remediation or acceleration. Tutorials provided after school	Tablets specific to 1ST grade due to being used for upper grade remediation	2 Standing desks and 3 pilates balls in classrooms for ADHD students
<b>Staff Quality</b>	<p>Weekly staff meetings</p> <p>Data Days utilized to review reports and initiate child studies for Tiers 2 and 3 in ELA and/or math</p> <p>100% Participation and Completion in district/campus PD, Bimonthly Staff Meetings</p> <p>Planning Protocol Participation for all teachers, Weekly Planning Protocol on campus and with sister campuses</p> <p>Research Based Instructional Strategies and PLTW for STEM Curriculum</p> <p>All teacher and counselor are GI certified. All teachers are trained in PLTW Launch, Excellent Webmaster to provide timely updates on webpage</p>	<p>Crisis Core Team Training, sensory resources for de escalation students in distress</p> <p>need for consistency in retaining staff members - less transfers Toshiba constantly down - result in</p> <p>Increase communication between admin and staff - timely and concise communication</p> <p>TBSI training for staff, CPR training for staff</p> <p>STEM sci. based activities and resources - less teacher pay teacher</p> <p>Need a certified coach for PE, Resource RM is too crowded, not efficient for staff to utilize as intended</p>	<p>PLTW Launch Training for new staff and refresher training for current staff</p> <p>GT and Sped training for all staff</p> <p>Need for two more Instructional Aides for academic/behavior support</p> <p>Support for self-contained teachers in 3, 4 &amp; 5 (PP with other self contained staff) Provide time for effective virtual planning</p> <p>HR support in getting substitutes for both teachers and paras with base access or willingness to come to LAFB</p> <p>Copiers that work, printer for counselor</p>
	Distinct playground plan to follow through. Most discipline issues are addressed by the classroom teachers - Effective Classroom Management by Good attendance - over half of student population recognized in assemblies. Tardies are minimal, Earned Attendance Trophy for 3 grading cycles, Attendance Movie Maitee	<p>PD for staff on unique needs of military children.</p> <p>Lamp post in middle of playground potential for hazard, need railing on stairways</p> <p>Grounds have a lot of overgrown weed and stickers - Grounds maintenance on a regular basis, Toshiba's down result in staff frustration and impedes school function &amp; communication</p>	<p>Crossing Guard/Teacher Aide needed for safety and support</p> <p>Campus Discipline Plan /Committee/ Behavior Chart and Incentives</p>

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<b>School Climate/ Safe &amp; Healthy Schools</b>	<p>Student are able to participate in multiple curricular events. Excellent crossing monitor is reliable. Base police is consistently patrolling. 20 mph speed enforced limit flashing sign</p> <p>One Point Entry installed in spring. High number of students ride bikes, walk w/o parents to/from school</p> <p>Minimal workers comp cases, minimal student injuries, outstanding medical care by Nurse Gomez</p> <p>Parent communication and support is positive and immediate. Flag pole installed for U.S. flag. Ben</p>	<p>Time Maintenance of Campus, CPI training and 1,2,3 Training, Uneveled, dips and holes turf can be hazards</p> <p>Canopy for sidewalks, Standing desks for classrooms, pilates balls, study carrels, printers cause of much frustration and loss of time and needed resources</p> <p>Counselor sponsor student clubs after school, Discipline and Attendance Committee, Ensure students do not leave cafeteria hungry</p> <p>Peer mediation, Develop a farewell process for students that are transferring &amp; welcome to RBB</p>	<p>Communication-face to face for specific issues and with App for general information, weekly staff newsletter and monthly parent newsletter Awnings for doorways to prevent water damage to classrooms and fall risks</p> <p>Groundskeeping-sticker burrs need to be removed, washouts need to be filled</p> <p>Custodian agreement needs to include more frequent disinfecting of facilities and removal of trash outside the buildings</p>
<b>College &amp; Career Readiness/</b>	<p>3RD place in UIL competition meet - Open enrollment UIL, Robotics and STUCO</p> <p>34 GT Referrals, Career Guidance is integrated into lessons.</p> <p>Benchmark results indicate CPO goals and objectives are being met</p>	<p>Career Fair, Partner with Other Schools in states or countries for Diversity Enhancement</p> <p>Student/Parent needs assessment for counselor</p> <p>Talent Show for Students, College Day Pep Rally, Highlight/showcase a university every month</p>	<p>Increase the number of students participating in extracurricular and their choices</p> <p>all activities need to have a back-up sponsor</p> <p>Instructional support needed for all students in child studies and in need of RTI</p>

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<b>Graduation/ Dropout Reducation</b>	<p>Science Fair participants in district fair placed 1ST and 2ND</p> <p>STUCCO students in charge of morning announcements, STEM projects in all grade levels, PLTW Launch K-5, College Shift Day, Community involvement, fund raising and campus leader roles</p>	<p>Develop social emotional skills all day every day, develop technological skills and critical thinking skills</p> <p>Aim for 100% of students of students to be on level or above in reading</p> <p>Promote student activities for public speaking in the classroom, parent and community</p>	<p>Quality instruction in GT differentiation &amp; STEM activities in all classrooms needs to increase and consummable materials need to be purchased</p> <p>Afterschool and in-class RTI to meet CPO's</p>
	<p>Red Ribbon Week Speakers/Presentations &amp; Resources/Fire Prevention Week Speakers Presentations. Military Month Celebration/Activities with parental and community involvement, PTO recess items for student physical engagement,</p>	<p>Better parent/teacher/administration communication - timely grade postings to parent portal. Feedback to parents for progress in class, especially important if school continues in some virtual capacity new school year. Increase in parent teacher conferences. If apps are used cannot be relied on as they only means of</p>	<p>Build relationships with the LAFB departments for STEM resources, presentations, and field trips More timely, frequent communication with families and parents both written and electronic</p>



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Family and Community Involvement	<p>Beautification Planter Project, Successful Food Drive in December, Santa Store for Students by PTO, BFCU Jacket/Coat Donations, Sweatshirts, polos, and t-shirts for staff, students and parents donate by Mr. Vermillion</p>	<p>Monthly Counselor Corner newsletter for parents and webpage, Monthly PTO parent presentation with student performance</p>	<p>Programs/Showcases involving students at parent meetings with varying times Information about district resources to parents and families via trainings and meetings Increase the number of volunteer opportunities for parents and LAFB residents at the school and school events. Campus upkeep/beautification - grounds are not well maintained &amp; pose risks to students from overgrowth/uneven surfaces, current state of campus fosters no school pride and is a turn-off for incoming parents/students</p>
	<p>Science Fair, Fall &amp; Spring Scholastic Book Fairs, LAFB Library visits in the fall and spring to checkout books LAFB Airmen -Buddy Mentors, Partner with LAFB every year for PE and Awards Assembly, 1st in every year for Care Lessons, Anti-Bullying Activities and Presentations, Celebrity Readers for Committed/Invested PTO in place - active and dedicated to improving PBB as well as the</p>	<p>Initiate Student Patrol for AM recess and after school dismissal , increase partnerships with community businesses, Increase Buddy Program better parent orientation/trainings on topics such as the use of Skyward, GT testing, Lull Parent meetings and updates regarding AR, STAAR, TBPL, GT and STAAR, Parent Resource Room Parental concerns about needed curriculum improvements this year include: an active STEM</p>	<p>Utilize LAFB resources and facilities for school events to increase community involvement Continue to grow PTO</p>
	<p>Laptops and Chromebooks for a computer lab experience</p>	<p>Technology fails regularly in the classroom, resource room, and office resulting in ineffective use of time cause of much frustration</p>	<p>Mobile iPad/computer lab for grades 3, 4, &amp; 5 for STEM implementation, Renaissance, AR and testing</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
District/Campus Commitments	<p>Teachers have various technological resources to engage students</p> <p>Office staff is reliable and dependable to meet the needs of students and staff</p> <p>New bookcases and books for library, Town Hall meeting with Dr. Rios and cabinet, New Principal, Mrs. Sandate</p> <p>Installed a one point entry &amp; railings on ramps, administrations is transparent and available to parents and teachers</p> <p>Dr. Barrera provided GI testing and results, C &amp; I provided reading support with Michelle Gonzalez, Rocio Pena, and Math support with Sandra Garza</p>	<p>Promethian board pens will not sync with the board</p> <p>Technology department accessibility to our base campus results in loss of teacher time and resources for students</p> <p>Consistent campus expectations for all students and staff - address if needed for noncompliance</p> <p>Staff duty positions taken more seriously, Punctuality is vital and increase actively monitoring students during recess</p> <p>Quality disinfecting &amp; cleaning of school every day, need printers that work, bulletin boards for classrooms and cafeteria</p>	<p>Technology training on iPEVO, PLTW Software on iPads, Skyward</p> <p>Balanced Literacy, Reading and Writing training to fulfill district initiatives</p> <p>STEM 2025 integration in Math and Science</p> <p>Coordination with other campuses for Planning Protocol times so that RBB staff can attend in upper grade levels</p> <p>One district custodian, campus marquee, need shed for storage</p>

**NOTE:** Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.



## **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: Roberto "Bobby" Barrera Elementary - STEM

Date: \_\_\_\_\_

Role	Name	Signature
Parent	Sabrina Kuster	Via Email 5/28/2020
Parent		
Business Representative	Michael Mog	Review by Paper Copy
Business Representative		
Community Representative	Jessica Peek, LAFB LPC	N/A Due to Covid
Community Representative		
Teacher	Shelia Nunez, PK	Via Email 05/28/2020 @ 11:19 AM
Teacher	Jasmine Avalos, PK	Via Email 05/00/2020 @
Teacher	Kelley Weatherly, KG	Via Email 05/26/2020 @ 4:37 PM
Teacher	Lisa Ortiz, 1ST	Via Email 05/27/2020 @ 10:40AM
Teacher	Kelly Luhrmann, 2ND	Via Email 05/00/2020 @
Teacher	Priscilla Nguyen, 3RD	Via Email 05/26/2020 @ 6:55 PM
Teacher	Molly Wehymelller, 4TH	Via Email 05/00/2020 @
Teacher	Vanessa Hjelmstad, 5TH	Via Text 05/27/2020 @ 2:56 PM
Teacher	Andrea Reed, ART/MUSIC	Via Email 05/22/2020 @ 2:46 PM
Teacher	Lizbeeth Molina, Library Aide	Via Email 05/00/2020 @
Principal Secretary	Marisol Rodarte	
Nurse	Priscilla Gomez	
Counselor	Annette Ramos	Annette Ramos 5/30/20
Principal	Laura Sandate	Laura Sandate 5/30/20

*\* 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.*

# ROBERTO BOBBY BARRERA EL STEM MAGNET

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 1.** By May 2021, 88% of all students tested will pass the STAAR Math, Reading, Writing and Science assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Planning Protocol for all grade levels at neighboring campus for strategic implementation of District curriculum needs once per week. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4,6,7)	Campus Administrators, Teachers	August 2020-May 2021		Criteria: District Assessments and STAAR Results disaggregated at RTI/Data Days  Summative - District Assessments and STAAR Results disaggregated at RTI/Data Days  06/24/20 - Completed (S) 01/08/20 - On Track
2. District-Wide Common Planning period for tested grade levels and subjects to plan for delivery of instruction will be integrated into the master schedule to be conducted virtually. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,6,7)	Campus Administrators, Chief Instructional Officers, Teachers	August 2020-May 2021		Criteria: Review district assessments and STAAR results  09/24/20 - On Track 09/24/20 - Pending 01/08/20 - On Track
3. Teachers will continue to receive training on updates to Planning Protocol Dashboard and DMAC and generate/analyze student performance reports on assessments to inform instruction and develop lesson plans and modify Roadmaps for their content(s). (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,3,4) (CSFs: 1,2,6,7)	Campus Administrators	August 2020-March 2021		Criteria: increase in use the dashboard, DMAC reports monitored at RTI/Data Days and student achievement  10/01/20 - Some Progress 10/01/20 - Significant Progress
4. Teachers will receive training on best practices in STEM, Math, Reading, Science, Social Studies, Technology, Google Classroom and extensions by administrator, Curriculum and Instruction, through online PD and self paced learning. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,6,7)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers	August 2020-May 2021		Criteria: Walkthrough data  Formative - Walkthrough data
5. All teachers will be provided with materials to support reading and math intervention programs within the structure of their class time	Campus Administrators, Teachers	August 2020-March 2021		Criteria: RTI/Data information  10/01/20 - Some Progress

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
based on the needs of students and grade level. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4)				
6. Teachers will be assisted in implementing Guided Reading and/or Guided Math during centers by another member of the staff (Art/Music Teacher or Instructional Aide) Students will be pulled out to maintain social distance. During virtual instruction, support staff will communicate with students to offer support. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Administrators, Instructional Aides, Teachers	August 2020-May 2021		Criteria: End of year results on Reading Renaissance and STAAR Reading and Math  10/01/20 - On Track
7. The teachers will fully implement the Project Lead the Way Launch Curriculum to integrate STEM into the District Curriculum by becoming PLTW Launch Certified teachers and will be provided the Launch Curriculum materials. Teachers will also use the extending STEM activities in Discovery Education and STEM Scopes. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,6,7)	Campus Administrators, Chief Instructional Officers, Directors, Instructional Aides, Teachers	August 2020-May 2021		01/08/20 - On Track
8. New teachers to this campus will teach at least one full Launch Module in order to attend training to become PLTW Lead Launch Teachers. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,6,7)	Campus Administrators, Teachers	August 2020-May 2021		Criteria: Teachers eligible to attend Lead Teacher Training at PLTW during the school year.  Summative - Teachers eligible to attend Lead Teacher Training at PLTW during the school year.  10/01/20 - Pending
9. Instructional staff and administration will implement District programs and initiatives such as Balanced Literacy, STEM 2025, RTI,	ARD Committee, Campus Administrators, Counselors, Curriculum Coordinators,	August 2020-May 2021		Criteria: Walkthrough Data, RTI/Data Day meetings, end of year reports and number of good

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
GT, Special Education, 504, and the Writing Initiative (if done this school year) with training to support student needs and identification of students with special needs. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)	Dyslexia Teacher, Special Ed Teacher, Teachers			referrals for testing  Summative - Walkthrough Data, RTI/Data Day meetings, end of year reports and number of good referrals for testing  01/08/20 - On Track
10. Classroom teachers will all be GT Certified to support our Gifted and Talented students. (Title I SW Elements: 1.1,2.5) (Target Group: GT) (Strategic Priorities: 1,2) (CSFs: 1,7)	Campus Administrators, Curriculum Coordinators	August 2020-December 2021		Criteria: All classroom teachers will complete the 30 hrs of initial training or complete the needed 6 hours of annual GT training  Summative - All classroom teachers will complete the 30 hrs of initial training or complete the needed 6 hours of annual GT training  01/08/20 - Significant Progress
11. The Counselor will have lessons with all grade levels on character development and will keep track of academic success, discipline and attendance for the school year. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4)	Campus Administrators, Counselors	August 2020-May 2021		Criteria: Counselor will check on students that need intervention  10/01/20 - Some Progress
12. The students and teachers will be involved in coordinated learning programs with the LAFB Library, Airman and Family Readiness Center, the Communications Squadron and the Civil Engineering Squadron to support STEM and the TEKS for their grade level virtually and following Covid 19 guidelines. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 4,5,6)	Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020-May 2021		Criteria: Activity agendas, scheduling of events/visits and sign-in sheets of participation  Summative - Activity agendas, scheduling of events/visits and sign-in sheets of participation
13. The teachers and students will utilize the	Campus Administrators,	August 2020-		Criteria: Walkthroughs and

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
classroom set of 5 iPads and Chromebooks in grades K-2nd with the Launch Curriculum modules and will expand the use of iPads and Chromebooks in grades 3rd-5th as instruction required by the Launch curriculum modules. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,6,7)	Directors, Instructional Aides, Teachers	2021		Lesson plans  10/01/20 - Discontinued
14. All classes will have a 30-minute block of time to attend the Campus Library , Computer Lab and a class on Character Development at least once per week. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4,6,7)	Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020-2021		Criteria: Schedules and lessons  10/01/20 - Pending 01/08/20 - On Track
15. The Balanced Literacy Approach will be implemented in ELA and a 150 minute block will be built into the master schedule to increase the effectiveness of the reading and writing program. (Title I SW Elements: 1.1,2.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4,7)	Campus Administrators, Teachers	August 2020-May 2021		Criteria: Six Weeks assessments, Reading Renaissance and STAAR Assessments  10/01/20 - On Track



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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By May 2021, the student attendance rate will be at an average of 98%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide student incentives to all students with Perfect Attendance every grading period. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Counselors, Teachers	September 2020-May 2021		Criteria: ADA reports and Daily Attendance Logs  Discontinued due to Covid19  10/01/20 - Discontinued
2. Classes will have an opportunity for class incentives for reaching perfect attendance goals and be rewarded with FMLV approved prizes as snacks, movies, lunch with the principal, jumping castle. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020-May 2021		Criteria: Daily Attendance reports and Parent contact logs  10/01/20 - No Progress
3. A traveling trophy will be presented to the class with highest attendance every grading period. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Counselors, Teachers	September 2020-April 2021		Criteria: Monthly Attendance Reports  10/01/20 - Discontinued
4. Attendance will be monitored using the District's Skyward program. Teachers monitor attendance for remote and in person students. Teachers will post official attendance at 10 a.m. daily. (Title I SW Elements: 1.1,2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Teachers	August 2020-May 2021		Criteria: Daily attendance folder monitoring and teacher attendance posting.  10/02/20 - Pending 01/09/20 - On Track
5. On dates designated as Family Days by LAFB we will promote programs that will increase student attendance on those days with programs and/or activities that involve parent/family participation. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, PTO, Teachers	August 2020-May 2021		Criteria: Meeting agendas, sign-in sheets and notes  10/01/20 - Discontinued
6. There will monthly training for parents on attendance policies, documentation and regulations during the 1st semester of the school year and as needed from parent	Campus Administrators, Counselors, Parental Aides, Parents, PTO, Teachers	August 2020-May 2021		Criteria: Agenda, sign-in sheets and newsletters  10/01/20 - No Progress

# ROBERTO BOBBY BARRERA EL STEM MAGNET

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By May 2021, the student attendance rate will be at an average of 98%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
surveys. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 3,5,6)				
7. Teachers will follow up with parents if students do not participate remotely. Although attendance incentives are not an option this school year, teachers will be ensuring students are engaged in learning unless too ill to participate. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,6,7)	Attendance Staff, Campus Administrators	September 2020-May 2021		Criteria: Grading Period Teacher Attendance Report(AESOP)  10/01/20 - Some Progress

# ROBERTO BOBBY BARRERA EL STEM MAGNET

- 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 May 2021, 70% of the student population will participate in extracurricular activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be given the opportunity to participate in District extracurricular activities such as UIL Academics, Student Council, Robotics, Music clubs, Yearbook, Art Club, STEM Club and additional organizations created at RBB Elementary to demonstrate student interest and leadership as allowed due to Covid 19 guidelines. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (CSFs: 5,6)	Campus Administrators, Counselors, Instructional Aides, PTO, Teachers	August 2020-May 2021		Criteria: Schedules, sign-up sheets and activity participation  Summative - Schedules, sign-up sheets and activity participation  10/06/20 - Pending
2. Students, teachers and parents will be invited and encouraged to participate in the Annual Elementary Cross Country Meet, Elementary Track Meet and the I Love My Teacher 5K. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (CSFs: 5,6)	Campus Administrators, Instructional Aides, Parents, PTO, Teachers	October 2020-May 2021		Criteria: Sign-up lists, promotional materials and participation lists  10/02/20 - Discontinued
3. Students will be given the opportunity to create virtual clubs and organizations in special interests to them with the approval of the Principal and a Teacher Sponsor as allowed observing Covid 19 guidelines. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (CSFs: 4,5,6)	Campus Administrators, Counselors, Instructional Aides, PTO, Teachers	August 2020-May 2021		Criteria: Sign-up lists, participation lists  Summative - Sign-up lists, participation lists  10/06/20 - Pending

# ROBERTO BOBBY BARRERA EL STEM MAGNET

- 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.** All students will continue to be trained in character development principles during the 2020-2021 school year and will begin to take on leadership roles. Students will participate in leadership roles through Anchored4Life.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The School Counselor will conduct guidance lessons in character ed for students in bullying, respecting others, diversity, setting goals, conflict resolution and other life skills in each grade level. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (CSFs: 1,3,4,6)	Campus Administrators, Counselors, Teachers	August 2020-May 2021		Criteria: Lesson plans and schedule  10/06/20 - Significant Progress 10/06/20 - Pending 10/06/20 - Pending 01/09/20 - On Track
2. Students will participate in Red Ribbon Week activities, Fire Safety, Celebrity Reader, Career Day, Science Fair, GT Fair, Elementary STEM Week, Anchored4Life and be given leadership opportunities. These activities will be done in accordance to safety guidelines and primarily virtually. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,5,6)	Campus Administrators, Counselors, Instructional Aides, PTO, Teachers	August 2020-May 2021		Criteria: Agendas, schedules, sign-in sheets, participation  10/01/20 - Some Progress
3. The Campus Leadership Team will assist the Principal in forming committees and organizing functions for students and parents virtually and on campus by appointment. (Title I SW Elements: 1.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 3,5,6,7)	Campus Administrators, Counselors, Teachers	August 2020-July 2021		Criteria: Meeting notes, sign-in sheets, agendas, Climate Survey  10/01/20 - Some Progress

# ROBERTO BOBBY BARRERA EL STEM MAGNET

- 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.** During the first semester of the 2020-2021 School Year, there will be a campus-wide discipline and safety plan to maintain a safe and orderly campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will use a communication tool such email and Google Classroom to keep parents informed on students' academic progress and behavior in class. (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020 - June 2021		Criteria: Plan implementation and decreased serious discipline issues  10/02/20 - Significant Progress
2. We will provide Positive Behavior Support (PBS) training and Classroom Management/Crisis Prevention training for all staff to help redirect student behavior and de-escalate issues in the classroom. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,6)	Campus Administrators, Counselors, Directors, Mental Health & Disabilities	August 2020-December 2021		Criteria: Certificates of Completion CORE Crisis Team meeting agendas and meetings  Summative - Certificates of Completion CORE Crisis Team meeting agendas and meetings  10/06/20 - Some Progress
3. Train all staff and students on safety drills required by the State of Texas and the United States Air Force in coordination with District Police and Security Forces. (Title I SW Elements: 1.1,2.1) (Target Group: All) (CSFs: 4,6)	Campus Administrators, Counselors	August 2020-May 2021		Criteria: Drill training dates and drill schedule  10/02/20 - On Track
4. There will be a school Core Crisis Team consisting of the Nurse, Counselor, an Instructional Aide, an EC teacher and an Upper Grade level teacher to assist teachers in the well-being and restraint of students in need. (Title I SW Elements: 1.1,2.6) (Target Group: All) (CSFs: 4,6)	Campus Administrators, Counselors, Teachers	August 2020-May 2021		Criteria: Documentation and certification of Core Crisis Team members  Summative - Documentation and certification of Core Crisis Team members  10/06/20 - Some Progress

# ROBERTO BOBBY BARRERA EL STEM MAGNET

- 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.** 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 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  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  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.  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 logs  09/01/20 - On Track

# ROBERTO BOBBY BARRERA EL STEM MAGNET

**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.** By the end of May 2021, RBB Elementary STEM Magnet will utilize 90% of local funds to directly impact instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to the CIP and the CNA. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,5,6,7)	Campus Administrators, Counselors, Teachers	August 2020-June 2021	(S)Local Funds	Criteria: Evaluation from district finance department-Accounting and Budgeting  10/02/20 - Some Progress 10/02/20 - Pending
2. Allot funds for Professional Development out of town such as the ISTE, CAMT, CAST, PLTW Launch Lead Teacher Training, Technology Extravaganza, counseling conferences, and other professional learning opportunities as allowed under Covid 19 guidelines. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,5,6,7)	Campus Administrators	July 2020-June 2021		Criteria: Budget proposals and evaluation from the Accounting Department  Summative - Budget proposals and evaluation from the Accounting Department  10/06/20 - Pending
3. Support Staff at RBB Elementary and Electives Teachers will be utilized to aide classroom teachers with RTI in Reading and Math. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,4,6,7)	Campus Administrators, Teachers	August 2020-May 2021		Criteria: Master Schedule utilized  Summative - Master Schedule utilized  10/06/20 - On Track 10/06/20 - Pending 01/09/20 - On Track

# ROBERTO BOBBY BARRERA EL STEM MAGNET

- 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.** Prior to the first day of face to face instruction due to Covid-19, RBB Elementary STEM Magnet will offer all incoming Pre-Kinder and Kindergarten students to visit the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incoming Pre-Kinder and Kindergarten students will be offered the opportunity to visit the campus to assist in the transition from either home or early childhood centers to the public school system. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: PRE K,K) (CSFs: 5,6)	Campus Administrators, Counselors, Teachers	August - October 2020		Criteria: Schedule and sign-in sheets  10/02/20 - On Track
2. The Kindergarten teachers from RBB Elementary will attend the Kinder Orientation at Irene Cardwell Elementary in May 2021. (Title I SW Elements: 1.1,3.1) (Target Group: PRE K,K) (Strategic Priorities: 1) (CSFs: 2,5,6,7)	Campus Administrators, Teachers	May 2021-June 2020		Criteria: Attendance to Kinder Transition and Planning meeting  Summative - Attendance to Kinder Transition and Planning meeting  10/06/20 - Pending



# ROBERTO BOBBY BARRERA EL STEM MAGNET

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

**Objective 1.** RBB Elementary STEM Magnet will regularly provide communication to parents using various forms of media during the 2020-2021 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The staff at RBB will provide virtual training to all parents for various character development topics, state and local assessments, identification of special needs, STEM topics, internet safety and cyberbullying, drug and alcohol abuse, bullying, how to conduct a good science fair experiment, counseling services for children, career and education opportunities, crisis prevention, and drug prevention and awareness. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,3,4,5,6,7)	ARD Committee, Attendance Staff, Bilingual Department, Campus Administrators, Counselors, Instructional Aides, Parents, PTO, Teachers	August 2020-May 2021		Summative - Schedules, sign-in, participation, agendas for each meetings/workshop  10/06/20 - Some Progress
2. Campus will send home monthly calendars, utilize the school call-out system for reminders of important events, update the school webpage with calendars and announcements for important events,a campus newsletter in print and online, and conduct parent meetings. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: All) (CSFs: 1,3,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020-May 2021		Criteria: agendas, sign in sheets and schedules, copy of newsletters and Webmaster schedule  10/02/20 - On Track
3. Parents will be invited and encouraged to participate in campus committees and in campus events. Volunteer opportunities to increase participation in the school and in the classrooms will be announced through the newsletters, classroom memos and the school webpage. Campus events and opportunities for parental involvement will be posted to the RBB PTO FB page and/or other media site. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: All) (CSFs: 1,3,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, PTO, Teachers	August 2020-May 2021		Criteria: Agenda, calendar, sign-in sheets, participation, Climate Survey  10/02/20 - Pending
4. Partner with the City of Del Rio, Del Rio Chamber of Commerce, Hispanic Chamber of Commerce, Boy's and Girl's Club, Council for the Arts and the Amistad National Park Service to provide virtual educational and intramural	Campus Administrators, Counselors, PTO, Teachers	August 2020-May 2021		Criteria: Schedule of field trips, student participation and community events.  Summative - Schedule of field

# ROBERTO BOBBY BARRERA EL STEM MAGNET

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

**Objective 1.** RBB Elementary STEM Magnet will regularly provide communication to parents using various forms of media during the 2020-2021 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
opportunities for students and parent involvement as allowable due to CDC guidelines. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,5,6)				trips, student participation and community events.  10/06/20 - Pending
5. RBB Elementary STEM Magnet will designate at a minimum a staff member to serve as the school's Webmaster to update and maintain the school's district webpage. (Title I SW Elements: 1.1,2.1,2.3) (Target Group: All) (CSFs: 5,6)	Campus Administrators, Teachers	August 2020-May 2021		Criteria: Webmaster schedule and posting of updates  10/02/20 - On Track

# **Roberto “Bobby” Barrera Elementary STEM Magnet School**

## **ESSA Parent and Family Engagement Policy 2019-2020**

### **Our Mission:**

Our STEM school provides the foundation to encourage students to become curious and critical thinkers that will engage in developing multiple solutions to real world problems to benefit society and their future.

### **Our Beliefs:**

- Student achievement is our highest priority and core principle for all decisions that impact the district.
- We will engage high-yield and research based instructional strategies and STEM integration, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.
- We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing citizen.
- We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic achievement and student success, we will create and implement programs and processes that address the needs of students and staff.
- We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.
- We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.
- We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.
- We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

- We believe all students learn best in a safe, supportive, and secure environment.
- We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.

Laughlin Elementary agrees to implement the following statutory requirements:

- A. **Involve parents and family members** in jointly developing the local educational agency's Title I, Part A plan under section 1112, and the development of school support and improvement plans under section 1111(d). An annual meeting will be held, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation and the right of parents to be involved. PL 114-95 Section 1116 (c)(1).
  - Fall Open House
  - Campus Site Based Meetings
  - Campus Parent Nights/Meetings
  - Spring Open House
- B. **Provide the coordination, technical assistance, and other support necessary** to assist and build the capacity of Laughlin Elementary in planning and implementing effective parent and family involvement activities. These activities must improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. **Coordinate and integrate** parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- D. **Conduct**, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
  - Barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - Strategies to support successful school and family interactions;

- E. **Laughlin Elementary affirms** that the school will offer a flexible number of meetings, such as morning and evening, and may provide: transportation, child care, or home visits, as such services relate to parental involvement.
- F. **Laughlin Elementary will provide** all parents:
- Timely information about programs:
    - (A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;
    - (B) frequent reports to parents on their children's progress;
    - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
    - (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
  - Description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
  - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- G. **Use the findings of such evaluation** to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- H. **Involve parents in the activities of the school**, which will include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served to adequately represent the needs of the population. This advisory board will help develop, revise, and review the parent and family engagement policy.
- I. **If the schoolwide program plan** is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- J. **Building capacity for involvement** – To ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement, each school in coordination with the district —

- (1) shall provide assistance to parents of children served by Laughlin Elementary, as appropriate, in understanding such topics the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- (3) shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

**Roberto Bobby Barrera Elementary STEM Magnet School**  
**Student/Teacher/Parent Compact**

Date 8/26/2020 \_

This compact was designed by a representative body of parents and school staff to serve as a tool by which the school, parents, and students will develop and build a partnership to help children achieve the State's high content and performance standards:

**AS A PARENT/GUARDIAN, I WILL ENCOURAGE MY CHILD'S LEARNING BY:**

- monitoring their attendance and grades
- making sure they complete their assignments and homework
- serving, as much as possible as a school volunteer, on committees such as the Planning and Decision-Making Committee, and other special committees as needed
- monitoring and promoting their involvement in extracurricular activities that they are interested in
- participating in parent-teacher and/or parent-counselor conferences
- assuring that they come to school on time and are picked up on time

Parent/Guardian Signature\_\_\_\_\_

**AS A STUDENT, I WILL BECOME AN ACTIVE PARTNER IN MY OWN LEARNING BY:**

- attending school regularly
- being on time for classes
- completing my assignments
- cooperating with parents and teachers
- respecting the personal rights and property of others

Student Signature\_\_\_\_\_

**AS A TEACHER, I WILL ENCOURAGE AND SUPPORT STUDENT'S LEARNING BY:**

- getting to know the needs and strengths of my students
- providing instruction in a supportive and effective learning environment for all
- serving the needs of students so that they meet the State's student performance standards
- providing parents with frequent reports on their child's progress
- welcoming the participation of parents in the classroom and their support in helping their child
- enabling them to set and achieve educational goals
- providing two-way communication in a language that parents understand

Teacher Signature\_\_\_\_\_

**AS A PRINCIPAL, I SUPPORT THIS SCHOOL-PARENT COMPACT AND SHALL STRIVE TO DO THE FOLLOWING:**

- provide an environment that allows for positive communication between the teacher, parent, and student
- provide a quality curriculum that integrates STEM activities and instructional practices that will allow students to become effective global citizens
- provide opportunities for parents to be involved in the school and in their child's education
- be accessible to parents
- involve parents in an organized, ongoing and timely way in planning, review, implementation of the Compact at least annually

Principal Signature **Mrs. Maria L Hudgins**