

# ROBERTO BOBBY BARRERA EL STEM MAGNET

## Campus Improvement Plan

### 2019/2020

*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.*

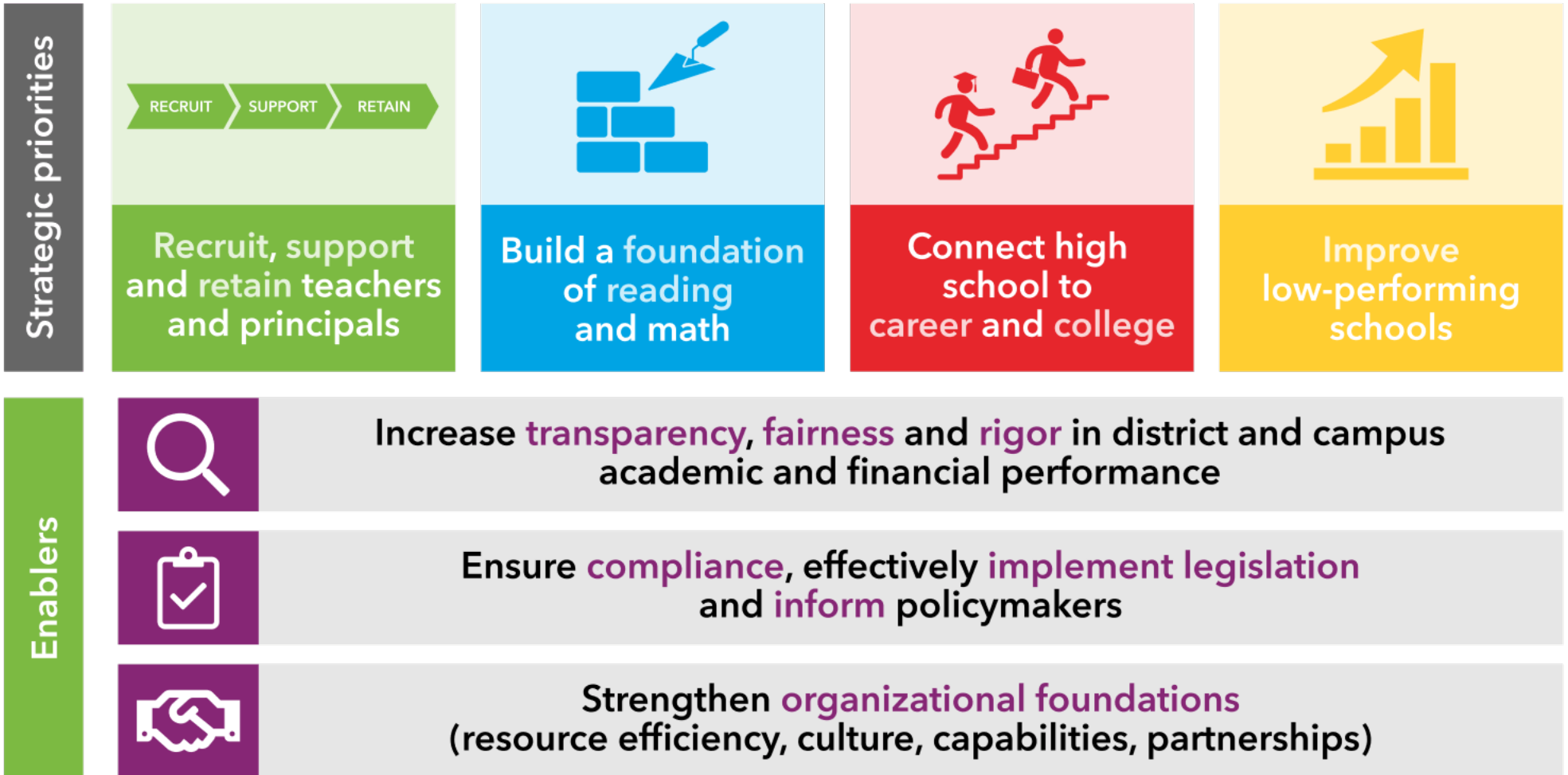
## **Vision**

*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.



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

# ROBERTO BOBBY BARRERA EL STEM MAGNET Site Base

Name	Position
Doyle, Julia	Second Grade Teacher
Duncan, Joanna	Fourth Grade Teacher
Hughes, Donna	Community Member
Ibarra, Edith	Counselor
Ibarra, Oriana	Paraprofessional
James, Vanessa	Fifth Grade Teacher
Jimenez, Esther	Parent
Martinez, Roxanna	Business Member
Mendez, Danyelle	Paraprofessional
Milender, Libana	Principal
Nunez, Sheila	Pre-Kinder Teacher
Ojeda, Silvia	Parent
Reed, Andrea	Teacher
Rodarte, Marisol	Paraprofessional
Scott, Priscilla	Third Grade Teacher
Weatherly, Kelley	Kinder Teacher

## Comprehensive Needs Assessment Summary – Roberto Bobby Barrera Elementary STEM Magnet 2019-2020

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

DMAC Six Weeks and Benchmark	2018 STAAR Data	Grades
STAR Renaissance	Student assessment data	Staff Development
Teacher Attendance	T-TESS Data	Teacher Concerns
Discipline Report	Title I Parent Survey	School Safety Survey
GT enrollment-recommendations	STAAR results(pending)	Benchmark results
Extracurricular enrollment/opportunities	Parent Meeting sign-in	Survey results
School Parent teacher compact	Website and communication	Demographic reports
Discipline and Attendance reports	Technology and Maintenance tickets	Parent input

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>Many students are on level</p> <p>Large number of students are on the honor roll</p> <p>Most students are scoring as ready for the next grade level</p> <p>Number of students referred for Dyslexia and Sp. Ed or 504 designation-Child Studies</p>	<p>3. STAR Renaissance inconsistent data technology availability and reliability-need a mobile computer center</p> <p>The students in Tier II need reading assistance beyond regular intervention methods-need an aide</p> <p>Needs/deficiencies of students coming from other states or education systems are not being met</p> <p>Larger numbers of dyslexia referrals than anticipated</p> <p>2. There is a need for another Instructional Aide and an Academic Support staff(Molina)</p> <p>1. Need for Dyslexia and Speech Therapist</p>	<p>Need for a dedicated Single Dyslexia Therapist and Special Needs Aide</p> <p>Reading Intervention programs/training such as Comprehension Toolkit</p> <p>Furnishing the school library with chapter books and higher reading materials/novels</p> <p>Mobile iPad Computer Center (30 tablets) for remediation and acceleration and Launch Curriculum implementation</p> <p>Need for an instructional aide to help with students that need reading intervention</p>
<b>Staff Quality</b>	<p>Teachers attend required trainings</p> <p>Grade level teachers are PLTW Launch Trained, 2 day initial</p> <p>Attendance is good</p> <p>Students are given the appropriate district assessments with good results</p> <p>The TEKS are being taught</p> <p>Good Instructional strategies are evident from almost all staff</p>	<p>Instructional staff needed to support students with high needs</p> <p>Staffing is very tight when there is staff development during the instructional day or testing (pull out)</p> <p>2. The Art/Music teacher and any new hires needs Launch training</p> <p>Support for self-contained staff in grades 3-5</p> <p>2. Refresher training on PLTW Launch for all</p> <p>1. Substitues with LAFB access</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 3-5th (PP with other selfcontained staff)</p> <p>HR support in getting substitutes for both teachers and paras with base access or willingness to come to LAFB</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>School Climate/ Safe &amp; Healthy Schools</b>	<p>No major discipline infractions such as fighting or illegal substances</p> <p>Most discipline is handled in the classroom</p> <p>Parents are informed of minor issues by Apps</p> <p>LAFB is a safe location</p> <p>Most of the staff is satisfied with working conditions</p>	<p>1. Need for a crossing guard &amp; increase monitoring of playground or parent volunteers</p> <p>2. Need for a common App-students from same family in multiple grades, Common classroom management such as a Behavior Clip Chart</p> <p>4. Grounds are full of sticker burrs and washouts under the buildings and around playground-injury and flat tires are frequent</p> <p>2BCampus Discipline Plan and Committee</p> <p>3. Clearer communication between staff and admin on needs and events</p> <p>4. Cleaning procedures to reduce spreading diseases-Custodian DLP, grounds keeping</p>	<p>Crossing Guard/Teacher Aide needed for safety and support</p> <p>Campus Discipline Plan /Committee/ Behavior Chart and Incentives</p> <p>Communication-face to face fro specific issues and with App for general information, weekly staff newsletter and monthly parent newsletter</p> <p>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/ Graduation/ Dropout Reducation</b>	<p>All extracurricular competitive events were offered to students</p> <p>A variety of clubs were available</p> <p>Several students were recommended for GT testing</p> <p>Benchmark results indicated that most students would reach the CPO goals of 85% passing and 78% growth</p>	<p>1. Increase number of participants in upper grades in UIL and Robotics</p> <p>2. Increase staff participation in sponsorship of clubs and activities(back-up needed)</p> <p>4. . Increased screening of students that may be GT</p> <p>3. Support for those students that may not meet growth in 4th grade-child studies and RTI</p> <p>4.GT differentiation in lessons in the classroom</p> <p>5. STEM Club activities throughout the year to show that this campus is STEM-focused</p>	<p>Increase the number of students participating in extracurricular and their choices</p> <p>all activites need to have a back-up sponsor</p> <p>Support is needed next years' 4th graders that had child studies and are in need of RTI</p> <p>GT differentiation and 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>

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>Family and Community Involvement</b>	<p>More than 60% of parents answered surveys</p> <p>Beginning of year parent meetings were well attended</p> <p>Positive survey responses</p> <p>Parent Teacher Organization has held activities and fundraisers to buy items for our campus</p>	<p>2. More frequent and timely communication from school to parents , update school webpage (webmaster)</p> <p>1. Relationship with LAFB STEM organizations</p> <p>2. Weekly newsletter for staff (electronic)</p> <p>2. Monthly newsletter for parents and Dojo reminders, electronic</p> <p>1. Programs/showcase at parent meetings involving students with varying meeting times</p> <p>1. Increase the number of volunteering opportunities for parents in the classroom/campus events</p>	<p>Build relationships with the LAFB departments for STEM resources, presentations, and field trips</p> <p>More timely, frequent communication with families and parents both written and electronic</p> <p>Programs/Showcases involving students at parent meetings with varying times</p> <p>Information about district resources to parents and families via trainings and meetings</p> <p>Increase the number of volunteer opportunities for parents and LAFB residents at the school and school events</p> <p>Utilize LAFB resources and facilities for school events to increase community involvement</p>
<b>District/Campus Commitments</b>	<p>Low class size-high passing rates on STAAR and grade promotion</p> <p>Most students live above the poverty level</p> <p>Most instructional materials are provided</p> <p>Representation on District Committees</p> <p>Teachers are trained on the district initiatives</p> <p>Teachers meet with other planning protocol groups in the district</p>	<p>1. Technology and Maintenance is slow to respond- need more techs with LAFB access</p> <p>4. Better alignment of PP schedules so that RBB teachers can attend in grades 3-5</p> <p>2. Mobile computer lab with iPads for testing and curriculum integration- student computers are not enough</p> <p>Reading and wrting training-Balanced Literacy Approach</p> <p>3. Campus training on technology-iPEVO, iPads and Launch</p> <p>1. STEM 2025-need to have staff continually trained in STEM integration</p>	<p>Mobile iPad/computer lab for STEM implementation, Renaissance, AR and testing</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>

**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.

**Roberto Bobby Barrera Elementary STEM Magnet  
Comprehensive Needs Assessments Committee 2018-2019**

Member	Role	Signature
Hughes, Donna <i>drdonnabh@yahoo.com</i>	Community	<i>Donna Hughes</i>
Martinez, Roxanna	Business	<i>Roxanna Martinez</i>
Ojeda, Sylvia <i>Sylvia</i>	Parent	<i>Sylvia Ojeda</i>
Jimenez, Esther	Parent	<i>Esther Jimenez</i>
Nunez, Sheila	Teacher	<i>Sheila Nunez</i>
Weatherly, Kelley	Teacher	<i>Kelley Weatherly</i>
Ortiz, Lisa	Teacher	<i>L. Ortiz</i>
Doyle, Julia	Teacher	<i>Julia Doyle</i>
Scott, Priscilla	Teacher	<i>Priscilla Scott</i>
Duncan, Joanna	Teacher	<i>Joanna Duncan</i>
James-Hjelmstad, Vanessa	Teacher	<i>Vanessa James-Hjelmstad</i>
Reed, Andrea	Teacher	<i>Andrea Reed</i>
Ibarra, Oriana	Paraprofessional	<i>Oriana Ibarra 1/24/19</i>
Heller, Rachel	Paraprofessional	
Mendez, Danyelle	Paraprofessional	<i>D. Mendez 1/24/19</i>
Rodarte, Marisol	Paraprofessional	<i>Marisol Rodarte</i>
Gomez, Priscilla	Paraprofessional	
Ibarra, Edith Y.	Counselor	<i>Edith Ibarra</i>
Milender, Libana	Administrator	<i>Libana Milender</i>



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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 1.** By May 2020, 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 2019-May 2020		Criteria: District Assessments and STAAR Results disaggregated at RTI/Data Days  Summative - District Assessments and STAAR Results disaggregated at RTI/Data Days  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. (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 2019-May 2020		Criteria: Review district assessments and STAAR results  Summative - Review district assessments and STAAR results  01/08/20 - On Track
3. Teachers will receive training on using the 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 2019-March 2020		Criteria: increase in use the dashboard, DMAC reports monitored at RTI/Data Days and student achievement  Formative - increase in use the dashboard, DMAC reports monitored at RTI/Data Days and student achievement
4. Teachers will receive training on best practices in STEM, Math, Reading, Science, Social Studies, Technology and Writing from faculty members, Curriculum and Instruction, Learning Walks, book studies and after school training on a monthly basis as part of the staff meeting. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,6,7)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers	August 2019-May 2020		Criteria: Walkthrough data  Formative - Walkthrough data

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All teachers will be provided with materials to support reading and math intervention programs within the structure of their class time based on the needs of students and grade level. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4)	Campus Administrators, Teachers	August 2019-March 2020		Criteria: RTI/Data information Formative - RTI/Data information
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). (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 2019-May 2020		Criteria: End of year results on Reading Renaissance and STAAR Reading and Math Summative - End of year results on Reading Renaissance and STAAR Reading and Math
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 and technology needs such as Chromebooks and iPads at a 1:4 iPad to student ratio in grades PK4-5th. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,6,7)	Campus Administrators, Chief Instructional Officers, Directors, Instructional Aides, Teachers	August 2019-May 2020		Summative - Students in every grade level will have successfully completed one PLTW Launch Module and Teachers will be eligible to attend Core Training in the Summer of 2020 pending district funding 01/08/20 - On Track
8. Teachers 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 2019-May 2020		Criteria: Teachers eligible to attend Lead Teacher Training at PLTW in the summer. Summative - Teachers eligible to attend Lead Teacher Training at PLTW in the summer.
9. Instructional staff and administration will	ARD Committee, Campus	August 2019-May		Criteria: Walkthrough Data,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>implement District programs and initiatives such as Balanced Literacy, STEM 2025, RTI, GT, Special Education, 504, and the Writing Initiative with training to support student needs and identification of students with special needs. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)</p>	<p>Administrators, Counselors, Curriculum Coordinators, Dyslexia Teacher, Special Ed Teacher, Teachers</p>	<p>2020</p>		<p>RTI/Data Day meetings, end of year reports and number of good referrals for testing</p> <p>Summative - Walkthrough Data, RTI/Data Day meetings, end of year reports and number of good referrals for testing</p> <p>01/08/20 - On Track</p>
<p>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)</p>	<p>Campus Administrators, Curriculum Coordinators</p>	<p>August 2019-December 2019</p>		<p>Criteria: All classroom teachers will complete the 30 hrs of initial training or complete the needed 6 hours of annual GT training</p> <p>Summative - All classroom teachers will complete the 30 hrs of initial training or complete the needed 6 hours of annual GT training</p> <p>01/08/20 - Significant Progress</p>
<p>11. The Counselor will have weekly lessons with all grade levels on character development and students in 3rd-5th grade will keep track own 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)</p>	<p>Campus Administrators, Counselors</p>	<p>August 2019-May 2020</p>		<p>Criteria: Counselor will check on students that need intervention</p> <p>Formative - Counselor will check on students that need intervention</p>
<p>12. The students will be provided learning experiences outside of the classroom with field trips to the various groups at Laughlin AFB to support the TEKS and STEM for their grade level. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,5,6,7)</p>	<p>Campus Administrators, Counselors</p>	<p>August 2019-May 2020</p>		<p>Criteria: Number of activities and participation</p> <p>Summative - Number of activities and participation</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>13. 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. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 4,5,6)</p>	<p>Campus Administrators, Counselors, Instructional Aides, Teachers</p>	<p>August 2019-May 2020</p>		<p>Criteria: Activity agendas, scheduling of events/visits and sign-in sheets of participation</p> <p>Summative - Activity agendas, scheduling of events/visits and sign-in sheets of participation</p>
<p>14. The teachers and students will utilize the 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)</p>	<p>Campus Administrators, Directors, Instructional Aides, Teachers</p>	<p>August 2019-May 2020</p>		<p>Criteria: Walkthroughs and Lesson plans</p> <p>Formative - Walkthroughs and Lesson plans</p>
<p>15. 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)</p>	<p>Campus Administrators, Counselors, Instructional Aides, Teachers</p>	<p>August 2019-2020</p>		<p>Criteria: Schedules and lessons</p> <p>Formative - Schedules and lessons</p> <p>01/08/20 - On Track</p>
<p>16. 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)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2019-May 2020</p>		<p>Criteria: Six Weeks assessments, Reading Renaissance and STAAR Assessments</p> <p>Summative - Six Weeks assessments, Reading Renaissance and STAAR Assessments</p>

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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 2020, 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 2019-May 2020		Criteria: ADA reports and Daily Attendance Logs  Summative - ADA reports and Daily Attendance Logs
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 2019-May 2020		Criteria: Daily Attendance reports and Parent contact logs  Summative - Daily Attendance reports and Parent contact logs
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 2019-April 2020		Criteria: Monthly Attendance Reports  Summative - Monthly Attendance Reports
4. Attendance will be monitored using the District's Skyward program and calls will be made home daily between 8:05AM and 8:30AM. Teachers will post official attendance at 10AM 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 2019-May 2020		Criteria: Daily attendance folder monitoring and teacher attendance posting.  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 2019-May 2020		Criteria: Meeting agendas, sign-in sheets and notes  Summative - Meeting agendas, sign-in sheets and notes
6. There will monthly training for parents on	Campus Administrators,	August 2019-May		Criteria: Agenda, sign-in sheets

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**Objective 2.** By May 2020, the student attendance rate will be at an average of 98%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attendance policies, documentation and regulations during the 1st semester of the school year and as needed from parent 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)	Counselors, Parental Aides, Parents, PTO, Teachers	2020		and newsletters  Summative - Agenda, sign-in sheets and newsletters
7. Teachers will be given incentives for maintaining perfect attendance each grading period. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,6,7)	Attendance Staff, Campus Administrators	September 2019-May 2020		Criteria: Grading Period Teacher Attendance Report(AESOP)  Summative - Grading Period Teacher Attendance Report(AESOP)

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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 May 2020, 70% of the student population will participate in extracurricular activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (CSFs: 5,6)</p>	<p>Campus Administrators, Counselors, Instructional Aides, PTO, Teachers</p>	<p>August 2019-May 2020</p>		<p>Criteria: Schedules, sign-up sheets and activity participation</p> <p>Summative - Schedules, sign-up sheets and activity participation</p>
<p>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)</p>	<p>Campus Administrators, Instructional Aides, Parents, PTO, Teachers</p>	<p>October 2019-May 2020</p>		<p>Criteria: Sign-up lists, promotional materials and participation lists</p> <p>Summative - Sign-up lists, promotional materials and participation lists</p>
<p>3. Students will be given the opportunity to create clubs and organizations in special interests to them with the approval of the Principal and a Teacher Sponsor. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (CSFs: 4,5,6)</p>	<p>Campus Administrators, Counselors, Instructional Aides, PTO, Teachers</p>	<p>August 2019-May 2020</p>		<p>Criteria: Sign-up lists, participation lists</p> <p>Summative - Sign-up lists, participation lists</p>

# 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 be introduced to and trained in character development principles during the 2019-2020 school year and will begin to take on leadership roles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The School Counselor will conduct weekly classroom lessons for students in bullying, respecting others and character development in each grade level. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (CSFs: 1,4,6)	Campus Administrators, Counselors, Teachers	August 2019-May 2020		Criteria: Lesson plans and schedule  01/09/20 - On Track
2. Students will participate in Red Ribbon Week, Cybersecurity Week-Robotics Round-Up, Celebrity Reader, Career Day, Science Fair, GT Fair, and Elementary STEM Week and be given leadership opportunities. (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 2019-May 2020		Criteria: Agendas, schedules, sign-in sheets, participation  Agendas, schedules, sign-in sheets, participation
3. The Campus Leadership Team will assist the Principal in forming committees and organizing functions for students and parents on campus. (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	July 2019-June 2020		Criteria: Meeting notes, sign-in sheets, agendas, Climate Survey  Meeting notes, sign-in sheets, agendas, Climate Survey



# 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.** Prior to the beginning of the 2019-2020 School Year, in the month of August, 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
<p>1. We will use a communication tool such as DOJO or Class Remind 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)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers</p>	<p>August 2019</p>		<p>Criteria: Plan implementation and decreased serious discipline issues</p> <p>Summative - Plan implementation and decreased serious discipline issues</p>
<p>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)</p>	<p>Campus Administrators, Counselors, Directors, Mental Health &amp; Disabilities</p>	<p>August 2019-December 2019</p>		<p>Criteria: Certificates of Completion CORE Crisis Team meeting agendas and meetings</p> <p>Summative - Certificates of Completion CORE Crisis Team meeting agendas and meetings</p>
<p>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)</p>	<p>Campus Administrators, Counselors</p>	<p>August 2019-May 2020</p>		<p>Criteria: Drill training dates and drill schedule</p> <p>Summative - Drill training dates and drill schedule</p>
<p>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)</p>	<p>Campus Administrators, Counselors, Teachers</p>	<p>August 2019-May 2020</p>		<p>Criteria: Documentation and certification of Core Crisis Team members</p> <p>Summative - Documentation and certification of Core Crisis Team members</p>

# 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 2020, 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 2019-June 2020	(S)Local Funds	Criteria: Evaluation from district finance department-Accounting and Budgeting  Summative - Evaluation from district finance department-Accounting and Budgeting
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. (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 2019-June 2020		Criteria: Budget proposals and evaluation from the Accounting Department  Summative - Budget proposals and evaluation from the Accounting Department
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 2019-May 2020		Criteria: Master Schedule utilized  Summative - Master Schedule utilized  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 school in August 2019, 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	July-August 2019		Criteria: Schedule and sign-in sheets  Summative - Schedule and sign-in sheets
2. The Kindergarten teacher from RBB Elementary will attend the Kinder Orientation at Irene Cardwell Elementary in May 2019. (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 2019-June 2019		Criteria: Attendance to Kinder Transition and Planning meeting  Summative - Attendance to Kinder Transition and Planning meeting

# 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 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The staff at RBB will provide 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)</p>	<p>ARD Committee, Attendance Staff, Bilingual Department, Campus Administrators, Counselors, Instructional Aides, Parents, PTO, Teachers</p>	<p>August 2019-May 2020</p>		<p>Summative - Schedules, sign-in, participation, agendas for each meetings/workshop</p>
<p>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)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers</p>	<p>August 2019-May 2020</p>		<p>Criteria: agendas, sign in sheets and schedules, copy of newsletters and Webmaster schedule</p> <p>Summative - agendas, sign in sheets and schedules, copy of newsletters and Webmaster schedule</p>
<p>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)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Instructional Aides, PTO, Teachers</p>	<p>August 2019-May 2020</p>		<p>Criteria: Agenda, calendar, sign-in sheets, participation, Climate Survey</p> <p>Summative - Agenda, calendar, sign-in sheets, participation, Climate Survey</p>
<p>4. Partner with the City of Del Rio, Del Rio Chamber of Commerce, Hispanic Chamber of</p>	<p>Campus Administrators, Counselors, PTO, Teachers</p>	<p>August 2019-May 2020</p>		<p>Criteria: Schedule of field trips, student participation and</p>

# 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 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Commerce, Boy's and Girl's Club, Council for the Arts and the Amistad National Park Service to provide educational and intramural opportunities for students and parent involvement. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,5,6)				community events.  Summative - Schedule of field trips, student participation and community events.
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 2019-May 2020		Criteria: Webmaster schedule and posting of updates  Summative - Webmaster schedule and posting of updates

# **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:** \_\_\_\_\_

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. Libana Z. Milender*