

RUBEN CHAVIRA ELEMENTARY

Campus Improvement Plan

2023/2024

*Este plan de mejoramiento del campus está disponible en español a pedido.
Por favor, póngase en contacto con la oficina de la escuela.*

Carol Ramos Sunderland, Principal

*Ruben Chavira Elementary
We are Better Together*

Carol Ramos Sunderland
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RUBEN CHAVIRA ELEMENTARY

Mission

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

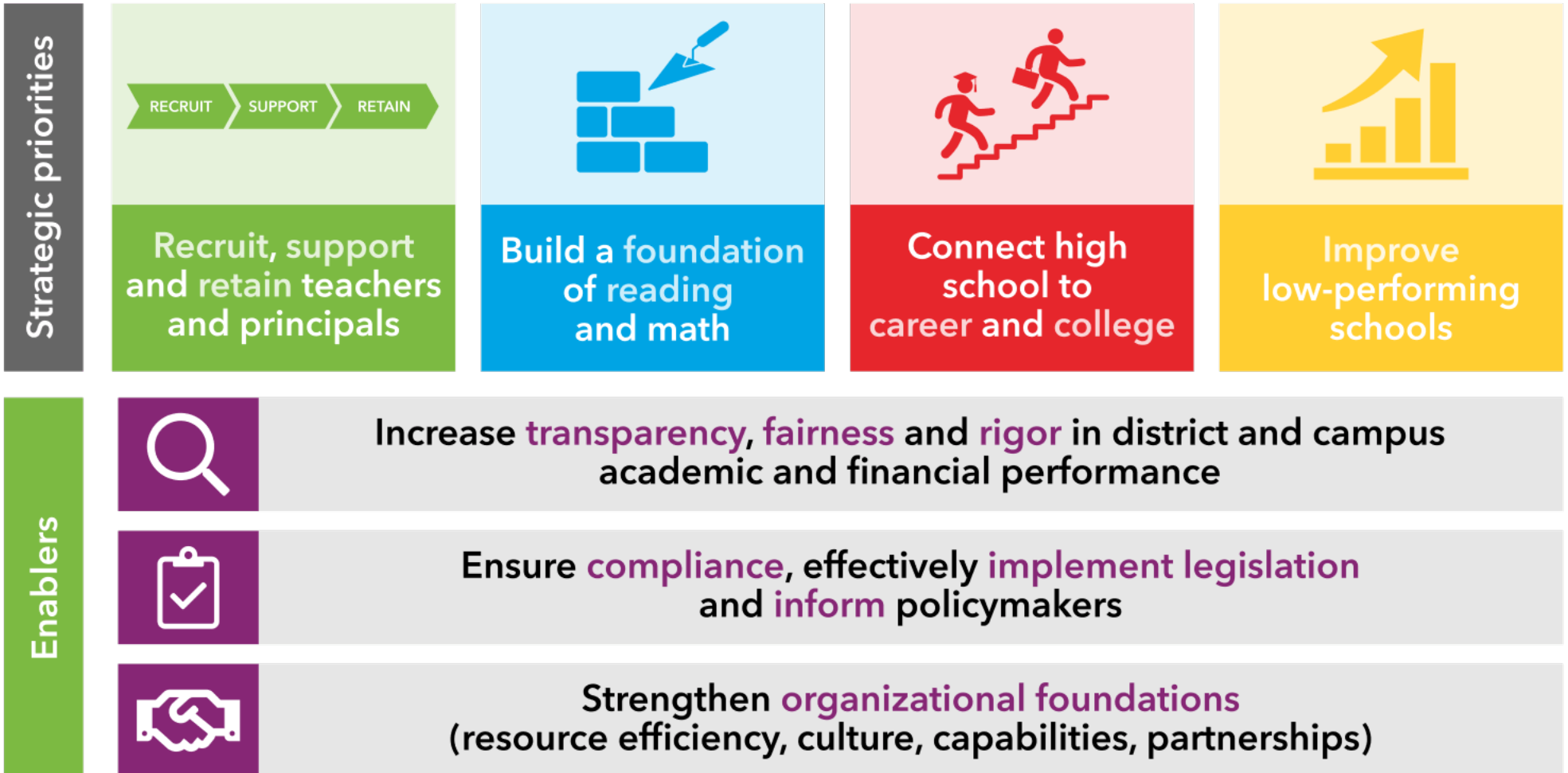
Vision

Creating leaders one child at a time.

Nondiscrimination Notice

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

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



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

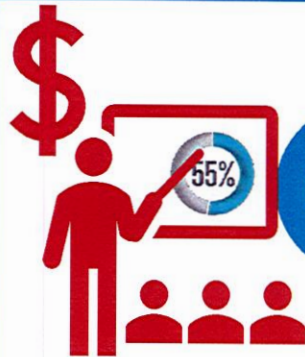
State Compensatory Education Program

STATE FUNDS

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

ANALYSIS

of the school's CNA - to identify the priority needs and direction for the SCE program



GOAL-

Target funds to close the achievement gap.



PURPOSE -

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



TEC, §29.081

TEC, §48.104



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**adapted from TEA State Compensatory Education*

RUBEN CHAVIRA ELEMENTARY Site Base

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

RUBEN CHAVIRA ELEMENTARY

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

Objective 1. By May 2024, STAAR Math scores for 4th & 5th grade will show growth for 80% of our HB 4545 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze campus data for continued improvement in student achievement and instructional decision-making using DMAC as resources including state assessment data (STAAR) and TELPAS and district assessments. (Title I SW: 1,2,3,6,8) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - May	(F)Title I	Criteria: Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
2. Schedule at-risk and Tier 2 and Tier 3 students an additional 30-60 minutes of: small group instruction, independent instruction, and targeted tutoring during school. Using HB4545 guidelines, 4th & 5th grade students will receive required interventions of a minimum of 30 minutes per week per subject. (Title I SW: 2,3) (Target Group: All,AtRisk,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Strategists, Teachers	August - May	(F)Title I, (S)Local Funds	Criteria: Report cards, progress reports, formative and summative assessments, iStation reports, DMAC reports, STAAR scores 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
3. Provide supplemental STAAR materials for 4th & 5th grades in all STAAR academic subjects for improvement in student achievement. (Lonestar Math and Reading, Countdown to STAAR, Fast Focus, Brainpop, Edmentum-Reading Eggs.) (Title I SW: 3,9,10) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Teachers	August - May	(F)Title V RLIS, (S)State Compensatory - \$1,152	Criteria: Lesson Plans, Intervention Plans, Formatives and Summative, Increase in STAAR performance. 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
4. Continued implementation the curriculum with vertical and horizontal alignment in place in all subject areas. (Title I SW: 2,3,10) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists, Teachers	August - May	(F)Title I, (S)Local Funds	Criteria: Lesson Plans District Curriculum Committee Cluster Meeting Notes Walk-Throughs Student Performance Results STAAR 06/12/24 - Significant Progress (S) 02/27/24 - On Track 11/17/23 - Some Progress
5. Monitor students in special populations	Campus Administrators,	August - May	(F)Title IV SSAEP, (S)State	Criteria: Analyze DMAC and other

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 1.** By May 2024, STAAR Math scores for 4th & 5th grade will show growth for 80% of our HB 4545 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STAAR, Summit K-12, TXKEA and TPRI. Instructional staff, counselors and administration will implement district programs and initiatives such as Balanced Literacy, RTI, GT, Special Education, 504, Dyslexia with training, student testing, homebound services to identify and support students including students with special needs. (NCS Pearson, Pro Ed, Lexia Learning Systems) (Title I SW: 3,4,5,8,9) (Target Group: Migrant, EB, SPED, GT, AtRisk, Dys) (Strategic Priorities: 2)	Cluster/Department Leaders, Strategists, Teachers		Compensatory - \$1,149.68	relevant reports. 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
6. Provide job-embedded professional development in math for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Target Group: 4th,5th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments, T-TESS 06/12/24 - Completed (S) 02/27/24 - On Track 02/27/24 - On Track 11/17/23 - On Track
7. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2023- June 2024	(S)State Compensatory	Criteria: Payroll/HR Documentation 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By May 2024, STAAR Reading scores will show growth for 75% of our HB 4545 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the Accelerated Reader program in grades K-5 to motivate students to read, increase student reading endurance, comprehension, fluency, and performance on assessments (Renaissance Learning) (Title I SW: 3,9,10) (Target Group: All) (Strategic Priorities: 2)	Librarian, Teachers	August - May	(S)State Compensatory - \$13,007.82	Criteria: AR Reports, Increase in student STAAR Reading performance 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
2. Provide focused intervention and remediation in reading for identified students on a regular basis with structured support and materials. HB4545 students will receive a minimum of 30 minutes of interventions per week. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - May	(F)Title I	Criteria: Improved cycle grades, growth on summative, increase in AR levels. 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
3. Provide job-embedded professional development in reading for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Strategists	August - May	(F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By June 2024, STAAR Science scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide hands on lab experiments during science instruction. (Title I SW Elements: 1.1,2.5) (Target Group: All,SPED) (Strategic Priorities: 3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(F)Title I, (S)Local Funds	Criteria: Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504) 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
2. Differentiate lab activities to address the needs of special education students in science. (Title I SW: 1,2,3,8,10) (Target Group: SPED) (Strategic Priorities: 3)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Instructional Coaches, Teachers	August - May	(F)Title I, (S)Local Funds	Criteria: STAAR Test Summatives Comparative grades per 6 weeks 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
3. Build academic science vocabulary throughout all grade levels by writing regular science journals. (Title I SW Elements: 1.1,2.5) (Target Group: SPED) (Strategic Priorities: 2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(F)Title I, (O)Local Districts	Criteria: Science journals, Formatives, Summatives, Benchmarks and STAAR 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
4. Provide inclusion for special education students during science instruction in the classrooms/labs to provide support by special ed teacher. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: SPED) (Strategic Priorities: 2,3)	ARD Committee, Campus Administrators, Teachers	August - May	(F)IDEA Special Education, (S)Local Funds	Criteria: Formatives, Summatives, Benchmarks and STAAR 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - Significant Progress
5. Provide job-embedded professional development in science for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,5,8,9,10) (Title I TA: 3,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Strategists	August - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Planning protocol Summative: Local assessments 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track

RUBEN CHAVIRA ELEMENTARY

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

Objective 4. By June 2024, the percentage of students achieving LEVEL III STAAR scores will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase academic performance of GT students on all STAAR assessments to include 100% distinguished performance in grades 3-5 through staff development. (Title I SW: 3,8,9) (Target Group: GT) (Strategic Priorities: 1,2,3)	Campus Administrators, Teachers	August - May	(F)Title I, (O)Local Districts	Criteria: STAAR Scores, Summatives 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - Some Progress

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 5.** By the end of the 2023-2024 school year, Ruben Chavira Elementary will have a sound initiative in the education and prevention of bullying for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RCE staff will implement classroom management plans and a campus wide management plan to monitor classroom and campus management. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Counselors, Teachers	August - May	(S)Local Funds	Criteria: Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - Some Progress
2. Provide Del Rio Cares guidance lessons consistently weekly and based on grade level needs which include the teaching of the Six Pillars of Character in grades K-5. (Title I SW: 3,10) (Target Group: All) (Strategic Priorities: 3)	Counselors, Teachers	August - May	(F)Title V RLIS, (S)Local Funds	Criteria: Formative - Guidance Lessons Schedule Counselor Schedules Lesson Plans Walk Throughs 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
3. Provide training to parents on identifying and dealing with bullying during an in-person meeting. (Title I SW: 1,3) (Title I SW Elements: 2.1) (Target Group: All)	Parental Aides	One per Semester	(F)Title I	Criteria: Meeting agenda and sign in sheets. 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - Some Progress
4. RCE Staff will continue to utilize the Raptor Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the Raptor system. (Title I SW: 1,6,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,3)	Attendance Staff, Campus Administrators, Parental Aides	August - May	(O)Local Districts	Criteria: KeepNTrack Reports Visibility of badges on campus 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track
5. Provide targeted instruction to students identified in need of intervention with small group instruction, after school tutorials and in-school tutorials. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August - May	(F)Title I, (S)Local Funds	Criteria: Summative scores, AR level 06/12/24 - Completed (S) 02/27/24 - On Track

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe enviornment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 5.** By the end of the 2023-2024 school year, Ruben Chavira Elementary will have a sound initiative in the education and prevention of bullying for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				11/17/23 - Significant Progress

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** By the end of 2023-2024, the school's organization shall involve the recruitment and retention of 100% highly qualified staff (professional and paraprofessionals.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development and support for new teachers via mentor and/or cluster leader and planning protocol. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - May	(F)Title IIA Principal and Teacher Improvement	Criteria: Planning protocol DMAC (Forworks for CWT) T-TESS and local assessment Mentoring meetings - sign in 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track

RUBEN CHAVIRA ELEMENTARY

- Goal 2.** The District shall be a steward of the community's resources - financial, human, facilities- and explore new opportunities for organizational efficiency and effectiveness.
- Objective 1.** Continue to impart high-quality professional development for all teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue with implementation of planning protocol (job embedded professional development) and participation in subject-specific collaborative planning for horizontal and vertical alignment at the campus and district level. Planning Protocol will happen during the day 3 hours per week per subject (math & ELA). (Title I SW: 1,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators, Directors, Strategists	August - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative-Documentation of teacher walk throughs, sign in logs, planning guides or planning protocol documents. 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - Significant Progress
2. Training for teachers on the Texas Teacher Evaluation and Support System-TTESS. This training will correlate with NIET initiatives. (Title I SW: 4,5) (Target Group: All)	Campus Administrators	August - May	(F)Title IIA Principal and Teacher Improvement, (F)Title V RLIS	Criteria: Meeting agendas, sign in sheets. 06/12/24 - Completed (S) 02/27/24 - Some Progress 11/17/23 - Some Progress
3. Provide early literacy training for upper grade bilingual teachers. (Title I SW: 2,3,5) (Target Group: ESL,EB)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Directors, Strategists, Title I Coordinator	August - May	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Training agenda, sign in sheets. 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - Some Progress
4. Provide opportunities for teachers to receive training on classroom management and discipline techniques for children who require tier 3 behavior interventions. (Title I SW: 3,4,9) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Counselors	August - May	(F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Formative-Discipline referrals, Child Study documentation and grades. 06/12/24 - No Progress (S) 02/27/24 - No Progress 11/17/23 - No Progress

RUBEN CHAVIRA ELEMENTARY

- Goal 2.** The District shall be a steward of the community's resources - financial, human, facilities- and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** By the end of 2023-2024, 90%, of all federal, state, and local funds will be reviewed for optimal results regarding parental involvement activities, instructional programs and materials, professional development, and campus-wide reform strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that funds are expended on the activities identified in the campus improvement plan, such as resource room/library supplies, books and subscriptions, custodial supplies, technology supplies, and postage. (Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Counselors, Teachers	August - June	(F)Title I, (O)Local Districts	<p>Criteria: Summative-Review campus improvement plan (CIP) with CPDM quarterly. Maintain documentation of CPDM meetings (agenda, sign in log, and minutes)</p> <p>Archived purchase orders.</p> <p>06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track</p>

RUBEN CHAVIRA ELEMENTARY

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

Objective 1. At the end of the 2023-2024 school year, the attendance rate at Ruben Chavira Elementary will be at 92% or better via daily monitoring of attendance records, positive behavior support, enforcement of the compulsory attendance law, and accurate record keeping.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ruben Chavira Elementary Attendance Committee will monitor and meet as necessary to review and establish intervention plans for students with excessive absences. (Title I SW: 1,2,6,9) (Target Group: All,AtRisk)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August - May	(F)Title I, (S)Local Funds	06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - Some Progress
2. Teachers will work with families to promote the importance of attendance. They will use phone calls, Class Dojo messages, emails, etc. to communicate with parents about attendance and help as needed. (Title I SW: 1,2,8,9) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators	August - May	(F)Title I, (O)Local Districts	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services. 06/12/24 - Completed (S) 02/27/24 - On Track 11/17/23 - On Track

RUBEN CHAVIRA ELEMENTARY

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

Objective 2. By May 2024, parent participation at Ruben Chavira Elementary will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ruben Chavira Elementary will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as but not limited to: Meet the Teacher Orientations, Open House, and activities, Library-AR Nights, holiday celebrations, Career Day, Awards Assemblies, 5th Grade Promotion, Kinder Promotion, Art Night, PE Night, Musical events. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, Teachers	August - May	(F)Title I, (S)Local Funds	Criteria: Sign in sheets 06/12/24 - Completed (S) 02/27/24 - On Track
2. Provide ongoing communication to parents to relay information about events, activities, school functions, presentations and trainings via banners, brochures, newsletters, calendars, updated campus webpage, etc. in English and Spanish. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides	August - May	(S)Local Funds	Criteria: Copies of documents sent out. Calendar dates of when items went to parents. 06/12/24 - Completed (S) 02/27/24 - On Track
3. Provide training for parents to properly utilize Skyward as a means to periodically check student progress. (Target Group: All)	Campus Administrators, Parental Aides, Teachers	One per Semester and As requested	(F)Title I, (S)Local Funds	Criteria: Sign in sheets 06/12/24 - Completed (S) 02/27/24 - On Track
4. Provide parents and community the opportunity to volunteer at Ruben Chavira Elementary via VIP Club (Very Important Parents). (Title I SW: 1,6,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Librarian, Parental Aides, Strategists, Teachers	August - May	(F)Title I, (S)Local Funds	Criteria: Visitor sign in sheet (paper or virtual). 06/12/24 - Completed (S) 02/27/24 - On Track

RUBEN CHAVIRA ELEMENTARY

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

Objective 3. Throughout the 2023-2024 school year, Ruben Chavira Elementary will provide opportunities for partnerships with civic, social and educational organizations for the educational enrichment of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with different entities in the local area to provide guest speakers and events from grade levels K-5. (Title I SW: 6,9,10) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Parents	August - May	(F)Title I, (S)Local Funds	Criteria: Calendar of events, sign in sheets 06/12/24 - Completed (S) 02/27/24 - On Track
2. Partner with Amistad National Park Service: Series of Educational Seminars emphasizing the Sciences. (science labs and equipment) (Title I SW: 3,10) (Target Group: All,2nd,3rd,4th,5th)	Campus Administrators, Teachers	August - May	(S)Local Funds	Criteria: Lab schedule (if scheduled in the future), or online schedule 06/12/24 - Completed (S) 02/27/24 - On Track

Comprehensive Needs Assessment Summary – Ruben Chavira 2023-2024

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

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	One-to-one technology, students self-tracking academic progress in math, reading, and AR	Collaboration between classroom teachers and special ed/dyslexia to foster crossover of strategies, expectations, and goals	
	Vertically aligned curriculum for reading K-2/3-5 and math K-5, Planning Protocol	Increase of vertical planning would impact achievement by promoting the use of common techniques, strategies, and language	Vertical planning
	Leadership meetings that allow teachers to have a voice and collaborate with school administration	Parental trainings to support academic areas	Parental trainings to support academic areas

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?
	<p>Summatives, benchmarks, TPRI and AR data fosters more purposeful planning</p> <p>Inclusion for special education students provides more meaningful classroom experiences</p> <p>The counselor informing staff of child study process and facilitating decisions that encourage the early identification of academic issues</p>	<p>Explicitly taught social-emotional strategies to address the whole learner</p> <p>A math curriculum that is aligned to our needs and edited</p> <p>Math curriculum adjustment to reflect the needs of our campus and the state's expectations and be revised to reflect correct language and grammar</p>	<p>SEL strategies</p>
Staff Quality	<p>Interview process of including the cluster leader to interview candidates and training for new teachers.</p> <p>Having mentors for new teachers.</p> <p>Planning Protocol, unpacking TEKS, all the new trainings and new material learned this year.</p> <p>Administrative support through planning, surveys, open door policy and availability</p>	<p>More vertical alignment for collaboration between grades in planning</p> <p>Training for new and current paraprofessionals (small groups, and student needs)</p> <p>Training for teachers working with special needs students and for situational situations (strategies)</p> <p>Minimize movement of teachers to different grade levels to master TEKS</p>	<p>Training for paraprofessionals that includes expectations of the job</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?
	Counseling support, especially having two counselors on campus for social-emotional support		
School Climate/ Safe & Healthy Schools	Spirit Week/Monthly Activities	Re-establish the after-school activities for students from all grade levels(Dexters, Science Club, Art Club)	Re-establishing after-school activities
	Weekly guidance lessons provided by counselors	Transportation for after-school programs (Many students cannot join the after-school programs due to transportation limitations)	
	Healthy Eating/Weight loss challenge for staff	An increase of parental involvement that is purposeful continues to be a problem on campus.	

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?
College & Career Readiness/ Graduation/ Dropout Reducation	<p>Students proceed through their academic careers at the primary level with a sense of wonder and awareness of various vocational opportunities. Throughout the year Ruben Chavira Elementary leverages various event-based instructional opportunities to inform students of potential futures as a result of continued academic pursuits through high school and beyond. Events include the following, the Annual Veteran's Day program, Career-day Fair, in addition to various visits from community members i.e. Del Rio Gas Company.</p> <p>Parent involvement in school (volunteers) Raffles and incentives for good grades and attendance.</p> <p>Track student improvement or lack of and create a plan to help them get back on track (HB4545, after-school program)</p> <p>Career Fair, Counselors, TTESS feedback for teacher improvement</p> <p>Students accountability (Students self-tracking/goal setting)</p>	<p>Grade appropriate college day presentations for students, college shirt day to build future goal setting</p> <p>Have CTE more involved at the elementary level</p>	<p>College presentations and information for students</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?
Family and Community Involvement	<p>Parental involvement and AR nights</p> <p>At RCE, a mentor program with military personnel/community helpers will be provided to students to implement a positive role model in the academic achievements</p> <p>Cougar closet provided assistance to critical families in need with a food bag, hygiene products, backpacks, school supplies, and various winter essential clothing items</p>	<p>All students will have Chromebook available to them during instruction time, especially students entering the academic school year late</p> <p>Maintaining Cougar closet by sending reminders to all staff and parents. Clothing drives can be held throughout the year to gather donations</p> <p>Encouraging parents to be a part of campus programs such as parent volunteers and to have a voice for feedback and suggestions</p> <p>Updating and promoting school website frequently</p> <p>Providing times and opportunities for teachers to have parent conferences/open house</p> <p>Using a variety of methods for better communication with parents in regards to campus and student needs</p>	<p>Maintaining the Cougar Closet for families in need</p> <p>Parental volunteers on a regular basis</p> <p>Keeping website up-to-date and useful to all stakeholders</p> <p>Scheduled Open Houses 2 x a year</p>
	<p>Suitable transportation for students to and from school</p>	<p>Preventative maintenance and cyber security needed for student Chromebooks to ensure safety.</p>	<p>Proactive cyber security for students' Chromebooks.</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>All Students provided free breakfast and free lunch.-Tardy procedures in place for students to obtain breakfast</p> <p>Instructional resources are available with processes in place for check-out and check-in to run smoothly-Inventory is taken care of through bar code system through the library</p> <p>Ensuring strategies for homeless students initiated by the McKinney-Vento federal law are being followed to meet students' needs. Students who are homeless along with low income students have educational resources, transportation, clothing, food (Cougar Closet).</p> <p>Safety Monitor and District Officer are assigned to campus to ensure safety of all staff and students</p> <p>Chromebooks have been assigned to all students on campus to promote blended learning.</p>	<p>PTO is needed to assist in the representation of underrepresented families and increase parent involvement.</p> <p>Implement a process for intra and inter-district transfers to help with the transition of all students</p>	Establish a PTO

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

What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan (CIP) and Comprehensive Needs Assessment.

Jointly Developed

Parents, students, and staff work together and share ideas to develop each School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meetings.
- The campus School-Parent Compact ensures that all students are provided with the best opportunity for academic achievement by the school and family working together.

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Keep an eye for flyers and information located on our school and district website. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

Communication is Key

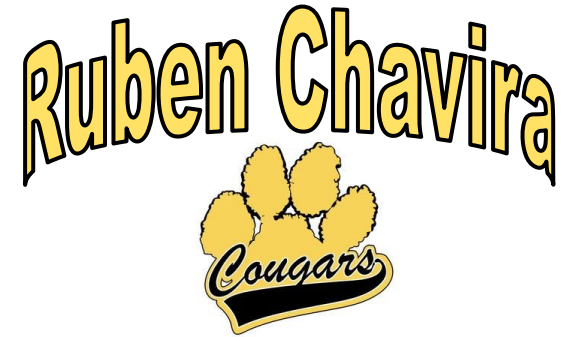
We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDRCS District and School Website

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

RUBEN CHAVIRA

**School-Teacher
Parent-Student
Compact
2023-2024**



**EMPOWERING
CHILDREN TO
REACH THEIR
FULL POTENTIAL**

**Ms. Carol Sunderland
PRINCIPAL**

2253 US-277

Del Rio, Texas 78840

830-778-4660

GOALS FOR STUDENT ACHIEVEMENT– School, Teachers, Parents, Students

SFDRICISD District Vision

San Felipe Del Rio CISD, in partnership with our families and community, empowers every student to excel through a culture of collaboration, innovation, and achievement.

SFDRICISD District Mission

San Felipe Del Rio provides a high-quality, innovative curriculum with engaging, relevant instruction. We meet the individual needs of students and staff in a safe, nurturing, and collaborative environment which encourages development and growth.

SFDRICISD Shared Beliefs

We believe:

- Communication and collaboration among families, community, and educators are vital.
- In equity by providing the resources, support, and motivation necessary to differentiate instruction.
- All students should be equipped with a strong foundation of knowledge, including 21st century skills, so they are life-long learners prepared to be successful after high school.

School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide a quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

Teacher Agreement

As a teacher, I agree to:

- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at my school.

Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children by posting on school website, distributing during Open House, have hard copies available in our front office.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

Ruben Chavira Elementary

Title I

Parental Liaison

Ixel Lira

830-778-4673

Ixel.lira@sfdrcisd.org



2023

JUNTA ANUAL DE PADRES TITULO 1



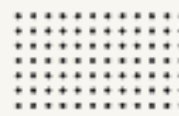
12 DE SEPT. 2023

4:30 - 5PM
CAFETERIA DE RCE



**CAROL
SUNDERLAND**

PRESENTADORA





2023

JUNTA ANUAL DE PADRES TITULO 1



19 DE SEPT. 2023

10:45 AM
BIBLIOTECA DE RCE



**CAROL
SUNDERLAND**

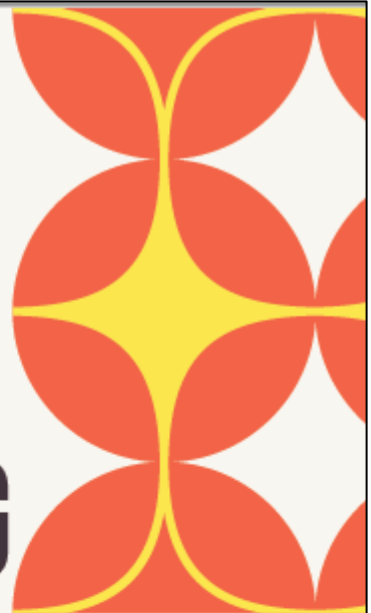
PRESENTADORA





2023

TITLE 1 ANNUAL PARENT MEETING



SEPT. 19, 2023

10:45 AM
RCE LIBRARY



**CAROL
SUNDERLAND**

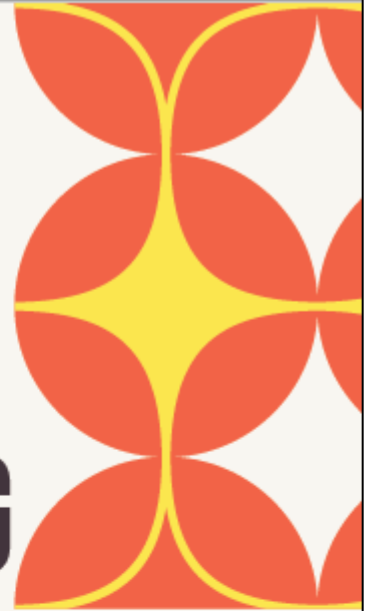
PRESENTADORA





2023

TITLE 1 ANNUAL PARENT MEETING



SEPT. 12TH, 2023

4:30 - 5PM
RCE CAFETERIA



**CAROL
SUNDERLAND**

SPEAKER



Tuesday, Sept. 12th, 2023 @ 4:30pm

Title 1 annual parent meeting

- Greet parents
- Parents sign in
- Welcome/ Introduction
- Ms. Sunderland gives presentation
- Questions?
- Meeting dismissed

Tuesday, Sept. 19th, 2023 @ 10:45 AM

Title 1 annual parent meeting

- Greet parents
- Parents sign in
- Welcome/ Introduction
- Ms. Sunderland gives presentation
- Questions?
- Meeting dismissed

Minutes

Title 1 Annual Parent Meeting 09/12/2023

Ruben Chavira Elementary

- Parents were greeted at the door
- Parents signed in
- Parents received a parent-student compact
- Ms. Sunderland introduced herself and parental liaison
- Ms. Sunderland went over Title 1 presentation
- Questions?
- Spoke about future events that we have going on at our campus
- Spoke about volunteering as a parent
- Thanked parents for coming
- Meeting dismissed

Minutes

Title 1 Annual Parent Meeting 09/19/2023

Ruben Chavira Elementary

- Parents were greeted at the door
- Parents signed in
- Parents received a parent-student compact
- Ms. Sunderland introduced herself and parental liaison
- Ms. Sunderland went over Title 1 presentation
- Questions?
- Spoke about future events that we have going on at our campus
- Spoke about volunteering as a parent
- Thanked parents for coming
- Meeting dismissed

Sign-In Sheet

Campus

Date _____

[illegible]

Staff Member's Name	Position

Title I Parent Training Sign-In Sheet

Ruben Chavira

Campus

09/19/2023

Date _____

[illegible]

Staff Member's Name	Position

RUBEN CHAVIRA
PARENT AND FAMILY ENGAGEMENT POLICY
2023-2024
STATEMENT OF PURPOSE

- I. Ruben Chavira administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the school improvement plan process.

The school values the role parents play as their children's first teacher and the influence of their continued support toward enabling their children to meet the state's student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School District.

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

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

SCHOOL - PARENT COMPACT

The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The campuses' capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Campus Improvement Plan (CIP) and Campus Comprehensive Needs Assessment (CNA), Language Proficiency Assessment Committee (LPAC), committees and trainings, Title I parent meetings and trainings. In addition, parent skills workshops, campus volunteers, school readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement. The campus will involve parents in school activities including meetings, trainings, awards ceremonies, student performances, special events and parent-student conferences. (AR Nights, Family Literacy Nights, Monthly parent meetings, award ceremonies).

STAFF AND PARENT COMMUNICATION

- V. **Ruben Chavira**: will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the Campus Parent and Family Engagement Policy and practices. They will also consider:
- Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCSISD Federal and State Programs Department at 830-778-4153.

RESERVATION OF FUNDS

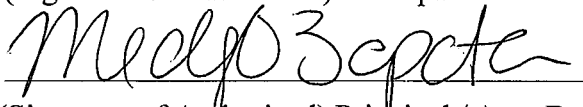
- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Ruben Chavira** on 09/12 and will be in effect for the period of 2022-2023. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.



(Signature of Authorized) Principal

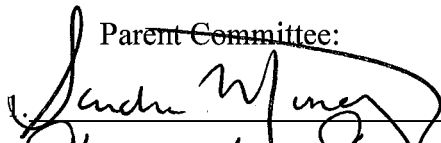
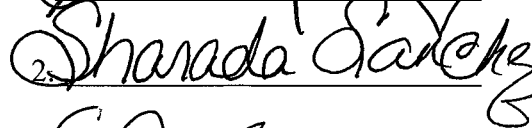



(Signature of Authorized) Principal / Asst. Designee

11-29-23

(Date)

Parent Committee:

1. 
2. 
3. 




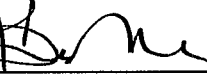


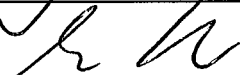
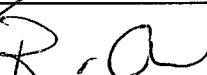

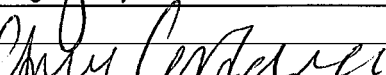
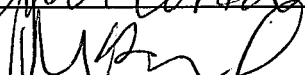
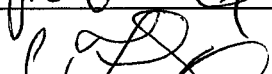


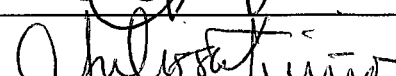
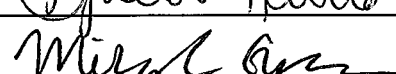
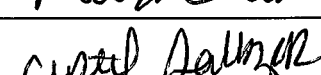
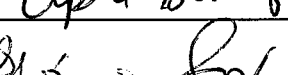
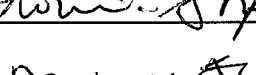
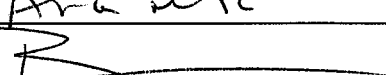
**McKinney-Vento/Families in Transition
Foster Care/Value of Parent Engagement Staff Training**

RUBEN CHAVIRA

11/06 @3:30PM

Campus

Date/Time

Staff Name	Position	Signature
Victoria Rodriguez	Teacher	
Sarah Salazar	Teacher	
Julie Diaz	Teacher	
Bernice Medina	Teacher	
Balamos	Teacher	
Clan S. J.	Teacher	
Guadalupe Rees	Teacher	
Ron Quambride	Teacher	
Orlana Ibarra	Teacher	
America Cordova	Teacher	
Patricia Buravida	Teacher	
Christine Flores	Teacher	
Brenda Holt	Teacher	
Gynthia Jalcido	Temp Teacher	
Yulissa Trevino	Teacher	
Miranda Graves	Guerero/sub	
Crystal Salazar	Teacher	
Monica Soto	Teacher	
Ana Martinez	Aide	
Raquel Cordens	St	


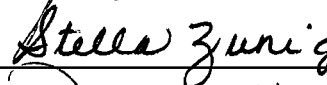
McKinney-Vento/Families in Transition Foster Care/Value of Parent Engagement Staff Training

RUBEN CHAVIRA

11/06 @3:30PM

Campus

Date/Time

Staff Name	Position	Signature
Debra Escamilla	Cambor	
Mia Smith	Counselor	
Rosa Ortega	Aide	
Yolanda Sandoval	Aide	
Christine Holz	Aide	
Bertha Aguirre	3rd Grade	
Alma Zulaica	Aide	
Christine Hernandez	Ed. Diag	
Liberty Valdez	5th	
Brenda Holz	Aide	
Jessie Wilson	Nurse	
Joanna Baca	Aide	
Stella Zuniga	Aide	
Patricia Hernandez	Teacher	
Marisa Ekan	speech	
Keel Lerca	Parental	

McKinney-Vento/Families in Transition Foster Care/Value of Parent Engagement Staff Training

RUBEN CHAVIRA

11/06 @3:30PM

Campus

Date/Time

[illegible]

McKinney-Vento/Families in Transition Foster Care/Value of Parent Engagement Staff Training

RUBEN CHAVIRA

11/06 @3:30PM

Campus

Date/Time

[illegible]

RUBEN CHAVIRA

McKinney Vento-Foster Care

Staff Training (NOVEMBER 6, 2023 @3:30PM)

AGENDA

- I. Welcome
- II. McKinney-Vento Act Guidelines
- III. Local Education Agency (LEA) Requirements
- IV. Parent and Student Warning Signs
- V. Foster Care and Student Success
- VI. Foster Care Guidelines
- VII. Abuse and Neglect
- VIII. Helping our students succeed
- IX. Community Resources
- X. Questions/Concerns/Discussion
- XI. ESSA Title I requirements
- XII. What is Parent and Family Engagement?
- XIII. Benefits
- XIV. Barriers
- XV. Reflection
- XVI. Questions/Concerns/Discussion



FOSTER CARE