

Roma Independent School District
Rafaela T. Barrera Elementary (RTB)
2021-2022 Campus Improvement Plan



EAGLES

The word "EAGLES" is rendered in large, bold, yellow 3D block letters with blue shadows. The letters are set against a background illustration of an eagle's head and neck, showing brown feathers, a white beak, and a red wattle.

Mission Statement

Graduate every student college, career and/or military ready.

Vision

Roma I.S.D., a dynamic community committed to the achievement of student excellence.

Campus Mission & Vision

Vision Statement:

Rafaela T. Barrera Elementary School is a learning community where everyone is nurtured, respected and challenged. All individuals are encouraged to be compassionate towards each other, to be creative, to be productive and to be successful life-long learners.

Mission Statement:

The mission of Rafaela T. Barrera Elementary School is to provide a safe, positive, and challenging environment which will promote a desire for life-long learning and will meet the intellectual, physical, social, and emotional needs of each child. This will be accomplished through a team effort of parental, teacher, administrative, and community support and will ensure that all students reach their full potential as productive members of society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Per the 2019-2020 TAPR Report, the most recent report available, 99.2% of our students are hispanic and 0.8% are white. Our teachers are 100% Hispanic. 84.6% of our teachers are female and 15.4% are male.

The 6.8% mobility rate is below the district average of 10.6%. The campus is a rural school serving students from different surrounding communities and ranches including but not limited to El Sauz, Las Escobas, Santa Elena, San Jose, Garceno and part of the Escobares area. Rafaela T. Barrera Elementary student groups include 82.2% English Learners, 82.8% At-risk, 86.9% Economically Disadvantaged, 10.2% Gifted and Talented, and 6.8% Special Education.

Demographics Strengths

1. The experience of our faculty; Average years of experience for teachers is 16.4 years (3.2 years above the district average).
2. The high percentage of Hispanic and Bilingually Certified Teachers (100%) across all grade levels, allows our students to have a high quality and true bilingual experience in every classroom with the necessary support.
3. An increase in attendance rate from the last two TAPR reported percentages from a 96.8% to a 97%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 3rd grade EL'S increased their state Reading assessment performance from 81% to 85%, however they are still underperforming the 2021 campus projection by 5%. **Root Cause:** Lack of Reading practice time.

Problem Statement 2 (Prioritized): 4th grade economically disadvantaged students increased their state writing assessment performance from 84% to 92%, however they are still underperforming the 2021 campus projection by 2%. **Root Cause:** Underdeveloped vocabulary Lack of fluency and pre-requisite skills

Problem Statement 3 (Prioritized): 5th grade at-risk population increased their state Science assessment performance from 69% to 91%, however they are still underperforming the 2021 campus projection by 4%. **Root Cause:** Not enough opportunities with hands on activities/experiments. Limited pre-requisite skills.

Problem Statement 4 (Prioritized): In grades pre-kindergarten through 5th we anticipate learning gaps in all core areas. **Root Cause:** Virtual learning and lack of educational opportunities for some students

Problem Statement 5: Special education students in grades 3rd through 5th had a 65% passing rate for all subjects at approaches grade level or above on state assessments

underperforming district, campus and state percentages. **Root Cause:** Sudden transition from face to face to virtual instruction and inconsistency of connection from some of the students from this specific population.

Problem Statement 6: The attendance rate for our special education population as per the latest TAPR report is at 92.3% which is under the state, district and campus overall attendance rate. **Root Cause:** A possible root cause is the fact that many of these students have more medical conditions as compared to other populations and tend to be absent more often.

Student Learning

Student Learning Summary

During the pandemic school year, RT Barrera Elementary students in grades 1st and 2nd had a 19% increase in the proficiency based on assessment data. For grades 3rd through 5th in all subjects as per their latest TAPR report, our students scored at 92% at approaches grade level or above. On the school progress domain the academic growth score for all grades (3-5th) Reading and Math, our students scored at an 80%.

Student Learning Strengths

Available support programs for student learning

In Reading: sequence of events, character traits

Problem Statements Identifying Student Learning Needs

Problem Statement 1: English learners in 1st and 2nd grade did not meet the campus projected growth during the school year 2020-2021. **Root Cause:** Virtual learning that did not allow ample opportunities for academic success.

Problem Statement 2: 3rd through 5th grade students had an academic growth score for Reading and Math of 80% surpassing the state percentage of 69%, but still underperforming the campus projection by 15%. **Root Cause:** Lack of vocabulary skills Lack of fluency and comprehension

Problem Statement 3: Special education students in grades 3rd through 5th had a 65% passing rate for all subjects at approaches grade level or above on state assessments underperforming district, campus and state percentages. **Root Cause:** Sudden transition from face to face to virtual instruction and inconsistency of connection from some of the students from this specific population.

Problem Statement 4: The attendance rate for our special education population as per the latest TAPR report is at 92.3% which is under the state, district and campus overall attendance rate. **Root Cause:** A possible root cause is the fact that many of these students have more medical conditions as compared to other populations and tend to be absent more often.

School Processes & Programs

School Processes & Programs Summary

The processes and programs implemented at Rafaela T. Barrera Elementary School have been adopted in an effort to provide quality education to all students in all core areas ensuring that support services are included and extra curricular activities are made available to challenge students as well. Response to intervention is available for all students and some of the programs utilized to provide that additional support to students are tutorials, individualized counseling, resource class, one to one instruction to name a few. Differentiated instruction using best teaching practices are used in all classrooms.

School Processes & Programs Strengths

Variety of support programs

Parent support in implementation of processes and programs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Special education students in grades 3rd through 5th had a 65% passing rate for all subjects at approaches grade level or above on state assessments underperforming district, campus and state percentages. **Root Cause:** Sudden transition from face to face to virtual instruction and inconsistency of connection from some of the students from this specific population.

Problem Statement 2: The attendance rate for our special education population as per the latest TAPR report is at 92.3% which is under the state, district and campus overall attendance rate. **Root Cause:** A possible root cause is the fact that many of these students have more medical conditions as compared to other populations and tend to be absent more often.

Perceptions

Perceptions Summary

Rafaela T. Barrera Elementary School is known to be composed of a very strong and experienced group of educators that work diligently to ensure all students receive high quality education. The overall campus rating by teachers is 4.91 which is at the high range of scores. Students surveys conducted in previous years also indicate that they are satisfied with their school and education overall. Parents that participated on the latest campus surveys conducted stated the following: "The campus environment is always positive and welcoming for everyone." They also mentioned that teachers are approachable and that some of the campus strengths include communication, education and community.

Perceptions Strengths

Positive school culture/climate

Parent support

The majority of our professional staff have between 11-20 years of teaching experience.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Focused and intensive professional development sessions need to be implemented to ensure all teachers continue working collaboratively.

Root Cause: All the new initiatives including Reading Academies, TIA and HB 4545. Reopening of school after pandemic.

Problem Statement 2 (Prioritized): Technology infrastructure overall at the campus needs to be updated in all classrooms, laboratories, library and offices; including an updated security system. **Root Cause:** Due to the fact that our campus was built in 2001, most technology infrastructure needs updating .

Priority Problem Statements

Problem Statement 1: 3rd grade EL'S increased their state Reading assessment performance from 81% to 85%, however they are still underperforming the 2021 campus projection by 5%.

Root Cause 1: Lack of Reading practice time.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 4th grade economically disadvantaged students increased their state writing assessment performance from 84% to 92%, however they are still underperforming the 2021 campus projection by 2%.

Root Cause 2: Underdeveloped vocabulary Lack of fluency and pre-requisite skills

Problem Statement 2 Areas: Demographics

Problem Statement 3: 5th grade at-risk population increased their state Science assessment performance from 69% to 91%, however they are still underperforming the 2021 campus projection by 4%.

Root Cause 3: Not enough opportunities with hands on activities/experiments. Limited pre-requisite skills.

Problem Statement 3 Areas: Demographics

Problem Statement 4: In grades pre-kindergarten through 5th we anticipate learning gaps in all core areas.

Root Cause 4: Virtual learning and lack of educational opportunities for some students

Problem Statement 4 Areas: Demographics

Problem Statement 5: Technology infrastructure overall at the campus needs to be updated in all classrooms, laboratories, library and offices; including an updated security system.

Root Cause 5: Due to the fact that our campus was built in 2001, most technology infrastructure needs updating .

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Focused and intensive professional development sessions need to be implemented to ensure all teachers continue working collaboratively.

Root Cause 6: All the new initiatives including Reading Academies, TIA and HB 4545. Reopening of school after pandemic.

Problem Statement 6 Areas: Perceptions

Goals





Goal 1: SAFETY AND WELLNESS

Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

Performance Objective 1: From August 2021 to May 2022, 100% of students and staff will take steps to ensure a safe and secure facility conducting scheduled drills on a monthly basis.

Targeted or ESF High Priority

Evaluation Data Sources: Scheduled EOP drills

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Practice monthly emergency drills and modify as necessary through debriefing.</p> <p>Strategy's Expected Result/Impact: Students and staff will have a clear understanding of the steps to be followed for each emergency drill.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Administrators Teachers Support Staff</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Mar	June
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Goal 2: STUDENT LEARNING





Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 1: From August 2021 to May 2022, 90.5% of our early childhood students will master the taught and targeted literacy skills.

HB3 Goal

Evaluation Data Sources: CLI- Circle Assessments
 Kinder Entry Assessments
 TPRI

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All kinder through 3rd grade teachers will complete the Science of Teaching Reading Academies over the next two years. Strategy's Expected Result/Impact: Teachers will be able to deliver higher quality and targeted Reading /Literacy instruction for all students. Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Research new or alternate programs to meet character education and curriculum needs for our population (students and staff) from August 2021 through May 2022. Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote the character education program on a daily basis for all students. Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: From August 2021 through May 2022 provide opportunities for all students to participate in career awareness activities. Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Mar	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: From August 2021 through May 2022, we will continue to implement pre-kinder-5th Read Naturally campus wide for our different student populations.</p> <p>Strategy's Expected Result/Impact: This strategy will help students build on their reading fluency and comprehension.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: From September 2021 through May 2022, students will be provided with an opportunity to participate in enrichment classes and tutorial classes.</p> <p>Strategy's Expected Result/Impact: Improvement in student performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Rafaela T. Barrera Elementary School will provide all necessary supplies, materials and resources to ensure that this performance objective is fulfilled.</p> <p>Strategy's Expected Result/Impact: All students will master the taught and targeted literacy skills.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 2: 90.5% of pre-k through second grade students will be developed by May 2022 as measured by the Math district post-assessments.

HB3 Goal

Evaluation Data Sources: Math post-assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement IXL to help students master all taught Math learning objectives.</p> <p>Strategy's Expected Result/Impact: The percent of early childhood students that score on grade level or above in Math will increase by May 2022.</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 3: From August 2021 to May 2022, different strategies will be implemented to improve the level of student performance for all populations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will encourage attendance through meetings, phone calls to parents, rewards and incentives (i.e., bulletin boards, stickers) for students.</p> <p>Strategy's Expected Result/Impact: Improvement in the level of student performance for all populations.</p> <p>Staff Responsible for Monitoring: Teachers Paraprofessionals Administrators</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Emphasize importance of student's attendance through Parental Compact and Attendance Policy:</p> <ul style="list-style-type: none"> *Meet the Teacher Day * Parent Meetings * Phone Calls * Open House * Encourage Positive School/ Home Relations <p>Strategy's Expected Result/Impact: Improvement in student attendance and academic performance and strengthening of parent-teacher relationships.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Facilitator Attendance Clerk Teachers</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the Success Maker Program to introduce, target and spiral Math and Reading skills and objectives.</p> <p>Strategy's Expected Result/Impact: Improvement in Math and Reading skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Lab Proctor</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Mar	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement a Robotics club for students in an effort to enhance and promote critical thinking, problem-solving and student engagement in science, technology, engineering and mathematics (STEM) subject areas and promote a well-rounded education for our students.</p> <p>Strategy's Expected Result/Impact: Improvement of reading and comprehension skills while also building enthusiasm for reading.</p> <p>Staff Responsible for Monitoring: Robotics Sponsors Administrators</p>	Formative		
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: From August 2021 through May 2022 Rafaela T. Barrera Elementary will continuously provide all staff members with the necessary professional development sessions that will bring about student success.





Evaluation Data Sources: Agendas
Sign-ins

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide research based staff development sessions for all teachers on differentiated instruction and best teaching practices on all core areas. Strategy's Expected Result/Impact: Student improvement in all subject areas. Staff Responsible for Monitoring: Campus administrators	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development on T-TESS implementation and monitoring. Strategy's Expected Result/Impact: Improvement in lesson delivery and instruction Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development sessions on the implementation of the Sharon Wells Mathematics Program for teachers in grades 2nd though 5th. Strategy's Expected Result/Impact: Improvement in mathematics skills and scores Staff Responsible for Monitoring: Campus administrators	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: From August 2021 through May 2022 Rafaela T. Barrera Elementary will continuously provide learning and engagement opportunities for all stakeholders in an effort to develop positive, collaborative relationships and community partnerships.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: From August 2021 through May 2022 parents will be provided with training opportunities in areas such as the gifted and talented program, bilingual program, Title 1 Program and other workshop opportunities to help them strengthen their knowledge and parenting skills.</p> <p>Strategy's Expected Result/Impact: Parents will become knowledgeable about all support programs available at their child's school and will gain skills to better assist their children with homework and other assigned projects.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct monthly parental meeting on topics such as but not limited to:</p> <ul style="list-style-type: none"> *How to help their child at home with homework *Bullying *Parent Strategies *Balancing your diet * Oral hygiene and Food Safety *Rodeo Dental/Texas Health Plan Fair 	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 1: From August 2021 through May 2022 Rafaela T. Barrera Elementary will continuously ensure effective management of campus resources and operations in an effort to maximize opportunities for all students and staff.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: From August 2021 through May 2022, provide guidance lessons for all students on topics such as violence prevention, drug prevention and disruptive behavior.</p> <p>Strategy's Expected Result/Impact: All students will have a clear understanding of behavior and prevention expectations at their school.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide activities promoting self-confidence and self-awareness such as but not limited to:</p> <ul style="list-style-type: none"> * Extra-curricular activities * Jump Rope for Heart * Awards Assemblies * Trophies/Medals/Certificates * UIL * AR Celebrations * Summer Program Celebrations <p>Strategy's Expected Result/Impact: This strategy will help us promote student self-confidence, self-awareness and motivation for continuous academic growth.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: From August 2021 through May 2022, purchase research-based instructional materials and resources.</p> <p>Strategy's Expected Result/Impact: Maximize opportunities for teachers and students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide activities promoting fine-arts and creativity through the implementation of Art on the Move Outreach Program- "Self-Expressions Through Art"</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to learn about new art techniques using their creativity and self-expression.</p> <p>Staff Responsible for Monitoring: Counselor Artist</p>	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Addendums