

**Canutillo Independent School District**  
**Reyes Elementary School**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

The mission of Congressman Silvestre & Carolina Reyes Elementary School is to provide high quality, 21st century educational experiences that will inspire and prepare students to apply the knowledge and skills necessary to become effective leaders and productive citizens.

## Vision

The vision of Congressman Silvestre & Carolina Reyes Elementary School is to be a premier school that provides 21st century learning opportunities and prepares students to excel in college, careers, their communities, and life.

## Core Beliefs

High Expectations

Culture of Excellence

Transparency

Student Centered

Accountability

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# Comprehensive Needs Assessment

## Needs Assessment Overview

# Demographics

## Demographics Summary

Reyes Elementary School is a new campus that opened in the 2015-2016 school year. Currently, there are 240 male students and 212 female students, accounting for 452 in all.

Ethnic backgrounds are as follows: 5 (1.11%) Asian , 9 (1.99%) African American , 370 (81.86%) Hispanic/Latino , 61 (13.50%) White , and 7 (1.55%) students are two or more races.

Sub populations are as follows: 115 (25.44%) Limited English Proficient (LEP) students, 5 (1.11%) English as a Second Language (ESL) students, 173 (38.27%) Bilingual students, 28 (6.19%) Gifted students, 39 (8.63%) Special Education students, and 1 (.22%) migrant student.

209 (46.24%) students are economically disadvantaged with eligibility for free/reduced meals, 71 (15.71%) students are military affiliated, and 4 students are homeless as well as 4 unaccompanied youth.

Of the 452 students, 235 (51.99%) have been identified as "at-risk" and of those students, 52 are enrolled in Pre-Kindergarten.

All data above was found in the Total Education Administrative Management Solution (TEAMS) report as of January 22, 2016.

The attendance rate for 2015-16 as of October 31st, 2015 is 96.77% , the campus goal for 2015-2016 is 98%.

Staff demographics are as follows:

- 1.5 Pre-K Teacher - 1 morning monolingual class; 1 afternoon monolingual class and 1 morning dual language (One Way) classroom.
- 5 Kindergarten Teachers (3 Kinder Two-Way Dual Language Classes and 2 monolingual classes)
- 4 First Grade Teachers (2 two-way dual language, 2 monolingual)
- 3 Second Grade Teachers (1 two-way dual language, 2 monolingual)
- 3 Third Grade Teachers (2 monolingual, 1 two-way dual language)
- 4 Fourth Grade Teachers (3 monolingual, 1 two-way dual language)
- 3 Fifth Grade Teachers (2 monolingual, 1 two-way dual language)
- 1 Music Teacher
- 1 PE Teacher
- 2 PE Aides
- .5 Response to Intervention (RTI) Teachers
- .5 Advanced Academics Teacher

- 2 At-Risk Aides
- 1 Resource SPED Teacher
- 1 Preschool Programs for Children with Disabilities(PPCD) Teacher
- 2 SPED Aides
- 1 Librarian
- 1 Library Aide
- .5 Receptionist
- 1 Office Manager
- 1 Attendance Clerk
- 1 Nurse
- .5 Parent Liaison
- .5 Bilingual Aide
- 5 custodians
- 8 cafeteria staff members
- 2 (.5)part-time crossing guards
- 1 Principal
- 1 Assistant Principal

A total of 61 staff members, consisting of 54 female and 7 male, 8 of which are part-time staff and 53 full-time staff members.

## **Demographics Strengths**

Demographic Focus Committee identified several strengths:

- A part-time Parent Liaison on campus that is connecting and coordinating volunteer activities. In addition, she assists with building relationships between campus and home.
- A part-time Language Proficiency Assessment Committee (LPAC) paraprofessional is beneficial to provide the necessary support for our bilingual population and our Dual Language program.
- As determined by data, the utilization of 2 academic tutors is valuable to student learning.
- Our Advanced Academics/Gifted and Talented program is successful based on the number of students participating in the program.
- The availability of campus programming such as Response to Intervention and Special Education programs.

## Demographics Needs

Demographic Focus Committee identified several needs:

- A full-time parent liaison would ensure that all activities and support to students and families are provided to increase the strong presence of parent involvement.
- A full-time LPAC paraprofessional will benefit our students to ensure services within a timely manner.
- Planning time for teachers is a priority to ensure that students are supported through targeted lessons based on data.
- An Instructional Coach has been identified as a need to provide the necessary instructional support for teachers and students.
- Professional Development in core content areas.
- Academic tutors to assist our students that are struggling.
- Celebrations for teachers and students to recognize reaching our attendance goals.

In summation, we have begun to establish various programs to support our diverse community. We will be able to maintain some of the current initiatives if we are able to acquire the full-time staff positions that are needed.

**Student Achievement**

**Student Achievement Summary**



Reyes Elementary School is comprised of many students who attended other campuses within the district in previous years. It is also comprised of students who previously attended other public and private institutions in the local area and in other parts of the nation. Teachers are currently working to collect baseline data for student achievement which this year's State of Texas Assessment of Academic Readiness (STAAR) will provide. Out of our 452 student population, 235 (51.99%) have been identified as "at-risk"; therefore, it's crucial to develop a plan of action on how to proceed for the 15-16 school year. Only limited student data was available at the beginning of the year due to the fact that not all 3rd-5th grade students attended Texas public schools in the preceding school year. Data revealed the following:

- In STAAR Math (English) 94.87 % of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance, 20.51% achieved advanced level performance.
  - In STAAR Math (Spanish) 85.71% of 3rd grade students assessed(now in 4th grade) achieved satisfactory performance, 28.57% achieved advanced level performance.
  - In STAAR Reading (English) 92.31% of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance, 28.21% achieved advanced level performance.
  - In STAAR Reading (Spanish) 85.71% of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance,28.57% achieved advanced level performance.
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- In 5th grade, STAAR Reading (English) data points revealed that 80% of students assessed (at 4th grade) achieved satisfactory performance, 23.33% achieved advanced level performance.
  - In 5th grade, STAAR Reading (Spanish) data points revealed that 75% of students assessed (at 4th grade) achieved satisfactory performance, 25% achieved advanced level performance.
  - In 5th grade, STAAR Math (English) data points revealed that 73.33% of students assessed (at 4th grade) achieved satisfactory performance, 13.33% achieved advanced level performance.
  - In 5th grade, STAAR Math (Spanish) data points revealed that 50% of students assessed (at 4th grade) achieved satisfactory performance, 0% achieved advanced level performance.

ISTation's Indicator of Progress(ISIP) Reading assessment data points at the beginning of the year (BOY) revealed the following:

- In Pre-Kindergarten, 55% of students were performing at Tier I level (at or above grade level), 16% were performing at Tier II level (moderately below grade level and in need of intervention), and 29% were performing at Tier III level (seriously below grade level and in need of intensive intervention).
- In Kindergarten, 39% of students were performing at Tier I, 26% were performing at Tier II level, and 35% were performing at Tier III level.
- In 1st grade, 58% of students were performing at Tier I, 29% were at Tier II, and 14% were at Tier III.
- In 2nd grade 60% of students were at Tier I, 26% were at Tier II, and 14% were at Tier III.

- In 3rd grade, 66% of students were at Tier I, 17% were at Tier II, and 17% were at Tier III.
- In 4th grade, 63% were at Tier I, 27% were at Tier II, and 10% were at Tier III.
- In 5th grade, 65% of students were performing at Tier I, 14% were at Tier II, and 22% were at Tier III.

As we continue through the year, we will be monitoring and analyzing data utilizing common assessments, benchmarks, mock testing and other indicators to focus on students' academic needs.

### **Student Achievement Strengths**

The Student Achievement Focus Committee identified several strengths:

- Through data teachers determined that there are high student achievers among the population. A key indicator is that students reading at Tier II have made gains utilizing the IStation reading program.
- Professional Learning Communities (PLC's) are working and will continue to work together by identifying students' strengths and weaknesses through common assessments, benchmarks, and individual student marks from previous grades at other campuses.
- Data shows that student attendance is a strength that is positively impacting student achievement.

### **Student Achievement Needs**

Teachers have been utilizing historical student data from previous campuses.

The Student Achievement Focus Committee identified several needs:

- A need for additional Spanish resources, to target for an "at-risk" curriculum.
- Utilizing academic tutors to support students performing at Tier II and Tier III in the IStation reading program.
- Math and Reading resources that will support instruction to include Professional Development for effective use.
- Planning time utilizing Professional Learning Communities (PLC's) effectively.
- After school tutoring that will support the following:
  - \* students performing at Tier II and Tier III.
  - \* students that did not meet standards according to STAAR assessments.

## **School Culture and Climate**

### **School Culture and Climate Summary**

The School Culture and Climate Focus Committee has determined that the campus is comprised of many students who previously attended other campuses within the district, the El Paso county area, and in other parts of the nation. The campus is working to build its culture and climate within this newly established campus community. Professional Learning Communities (PLC's) will be established to ensure collaboration and team-building in order to meet the needs of the students and staff. Recognition activities will be announced throughout the school year as a proactive strategy to support staff and student behavior that is fostered through academic and social gains in a positive school environment.

### **School Culture and Climate Strengths**

The School Culture and Climate Focus Committee has noted the following strengths:

- High expectations for student achievement as part of the campus culture.
- High level of parental involvement and support.
- Campus celebrations and organized events throughout the school year.
- Professional Learning Communities are effective and high-functioning.
- Strong, supportive, and organized campus administration.
- An effective group of support staff.

### **School Culture and Climate Needs**

The School Culture and Climate Committee has identified the following needs:

- The large number of outside doors increases the risk of intruders entering the campus without clearing through the front office.
- Lack of exterior lights around the campus.
- The kindergarten play area is small and becomes a safety concern when large numbers of students are at recess.
- More adult supervision for safety during lunchtime and restroom breaks.
- Additional support for Pre-K students during the morning breakfast times.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Reyes Elementary is developing a process to collect data and to develop practices concerning staff quality, recruitment, and retention. The Staff Quality, Recruitment, and Retention Focus Committee has determined that all staff members are highly qualified. Still some positions remain vacant due to budgetary constraints which affects hiring additional staff in needed areas. Professional development is needed for both teachers and paraprofessional staff members.

### **Staff Quality, Recruitment, and Retention Strengths**

The Staff Quality, Recruitment, and Retention Committee has identified the following strengths:

- The staff-student ratio is good.
- There is an inclusive environment for Special Education students.
- Professional development opportunities are provided for all staff members.
- All teachers are highly qualified for the areas in which they teach.
- All teachers have completed Gifted and Talented (G.T.) Certification requirements.

### **Staff Quality, Recruitment, and Retention Needs**

The Staff Quality, Recruitment, and Retention Committee has identified the following campus needs:

- A certified P.E. Coach in addition to the one full time P.E. Coach that is currently on staff.
- A full-time receptionist, parent liaison, and instructional coach.
- Special Education and Science Lab paraprofessional.
- Continual professional development is needed for all staff members.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The Curriculum, Instruction, and Assessment Committee has determined a need for professional development in order to meet or to exceed state proficiency standards. Professional development is needed in the areas of curriculum, instruction, and technology. There is a need for increased access to Spanish resources that is equitable to the quantity of available resources in English. In the lower grades, teachers need time to integrate and scaffold technology skills into their instruction. The committee indicates that academic tutors are essential to the support of at-risk students. Funds can be effectively used for academic tutors and the continuation of tutoring to meet the needs of struggling students.

### **Curriculum, Instruction, and Assessment Strengths**

The Curriculum, Instruction, and Assessment Committee has identified strengths:

- The Texas Essential Knowledge and Skills (TEKS) Resource center is a useful tool which contains statewide curriculum documents that teachers follow throughout the year including the Year-at-a-Glance and the Instructional Focus Documents (IFD's) to ensure effective lessons.
- Teachers utilize available technology to enhance instruction.
- Teachers utilize effective instructional practices including but not limited to re-teaching difficult concepts, engaging in formative and summative assessment processes, scaffolding instruction, pre-teaching vocabulary, and utilizing data for instructional decision-making.
- Academic tutors support students whom have been identified as at-risk

### **Curriculum, Instruction, and Assessment Needs**

The Curriculum, Instruction, and Assessment Focus Committee has identified the following needs:

- Professional development in the area of technology.
- Dual language teachers need additional Spanish materials and resources.
- Kindergarten students need to obtain technology skills to integrate with classroom instruction.
- Effective use of academic tutors.
- After-school tutoring for at-risk students.
- Increase Response to Intervention (RtI) training for teachers.

- To ensure that effective instruction is provided utilizing resources and personnel.
- Professional development to support teachers in providing high-quality, research-based instructional practices.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

The Family and Community Involvement Focus Committee has determined that the school has begun to offer a variety of programs and services. However, there is a need to educate parents about the available programs and services. The campus hosts various events and meetings for the community and parents to help build a bridge between school and home in order to create a positive atmosphere for family engagement.

### **Family and Community Involvement Strengths**

The Family and Community Involvement Focus Committee identified strengths:

- Some activities that parents participated were Red Ribbon Week Walk, Thanksgiving lunches, fine arts programs, and volunteering in classrooms.
- Parents attend monthly Parent Advisory Committee (PAC) meetings.
- Attendance for Parent-Teacher Conference nights are high.
- Parents participate on Campus Needs Assessment(CNA) Focus Committees.
- Parents are involved in campus-based decision making through the Campus Improvement Committee (CIC) and the Language Proficiency Assessment Committee (LPAC).
- Pre-K parents attended mandatory parenting classes.
- The Academic Counselor and Parent Liaison are available for families in need of assistance.
- There are multiple communication pathways that are in effect. These include social media, school messenger, parent letters, and monthly calendars that are sent in both English and Spanish. The face-book and twitter pages are updated regularly with posts (at least weekly),and many parents also use the Canutillo App or the campus web page, which is also updated regularly.
- Many programs are offered in the campus such as Advanced Academics/Gifted and Talented, Response to Intervention (RtI), Special Education, Dual Language, S.T.E.M., UIL, Migrant Program, YWCA, and migrant program.

### **Family and Community Involvement Needs**

The following needs have been identified:

- A Parent Teacher Organization (PTO) is needed and is in the process of being established.
- The committee would like to see a Watch D.O.G. (Dads of Great Students) begin.
- Increase after school/evening events such as math and reading nights, movie nights, weekly walks, etc.



- Increase support services that are available to the community to include English Language Learners.
- Parent representation on the School Health Advisory Committee (SHAC)
- Provide information about Accelerated Reader and IStation in order to assist parents in providing additional support for their children, particularly struggling readers.
- A full-time Parent Liaison.

## **School Context and Organization**

### **School Context and Organization Summary**

Reyes Elementary is in the early stages of developing processes, structures, decision-making, and overall leadership aspects of the campus which impacts teaching and learning. The School Context and Organization Focus Committee identified strengths in the campus' progress toward developing structures with multiple communication pathways. Campus needs that were identified, centered upon planning and professional development opportunities for teachers.

### **School Context and Organization Strengths**

The School Context and Organization Committee has identified the following strengths:

- Communication is excellent within the organization.
- Multiple communication pathways are in effect such as the Bird's Eye View that is sent out weekly for staff and the Remind 101 app that is used whenever a reminder or an emergency message needs to be sent out for staff members.
- Parent letters and calendars are distributed in English and Spanish.
- The campus Facebook, Twitter, and district web pages are utilized by staff, students, and parents.
- The school is organized and there is access to information that is needed.
- Teams meet collectively on a weekly basis as Professional Learning Communities(PLC's).
- There is a high level of parental involvement at the campus.
- There are high expectations and standards for staff and students that have been communicated and are becoming embedded in this developing school culture.

### **School Context and Organization Needs**

The School Context and Organization Focus Committee has identified the following needs in order to adequately develop various processes and aspects of the organization. These needs include the following:

- PLC planning time for teachers needs to be continually safeguarded.

- There continues to be a need for professional development for teachers.
- Continual communication among parents and staff needs to continue and grow.
- Continue to monitor processes and procedures that have been established to ensure student safety, by developing and implementing standards and operating procedures of the campus daily functions.

# Technology

## Technology Summary

Reyes Elementary is currently in the early stages of developing the pathways that are needed to model and to apply digital tools for students, staff, and other stakeholders in order to advance teaching and learning. Connecting to real-world experiences and including post-secondary opportunities is a priority for our campus.

## Technology Strengths

Reyes Elementary endeavors to be a Science Technology Engineering and Mathematics (STEM) school. The Technology Focus Committee has identified several strengths:

- Desktop computers in all classrooms for student use.
- Storage mini-carts with Chrome books.
- iPad mini's are available throughout the campus.
- Access to multiple instructional resources such as IStation, STEMscopes, and Accelerated Reader (AR).
- Teachers have laptops on a 1:1 ratio.
- Students demonstrate computer literacy skills.

## Technology Needs

The Technology Focus Committee identified the following needs:

- Increase access points throughout the campus to ensure reliable internet connection.
- DVD players are needed for instruction.
- Carts for iPads and projectors are necessary to have the flexibility for teacher to checkout in the library.
- With support from Instructional Technology (IT), additional computer drops in the library will benefit our students.
- Professional development in the area of technology software programs such as Brainpop, BookFlix, Jiji, Reading A-Z and Tumblebooks.
- Increase access to e-books.
- Create a Technology Committee to assess campus needs.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

**Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Other additional data

# Goals


## Goal 1: Provide a Safe and Secure Environment

**Performance Objective 1:** By May 2016 CISD safe environment will increase to 96% from 94% as indicated by the employee opinion survey.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES is a new campus. We will develop an EOP team to develop and implement EOP procedures to ensure student safety and security.	1, 5, 10	Principal and Assistant Principal	EOP Team Meeting Agenda & Sign In Sheets				
2) All staff will be trained on EOP procedures such as fire drills, lock downs, and severe weather procedures.		Principal and Assistant Principal	Sign in sheets from staff trainings, fire drill/lock down forms submitted after drills.				
3) Parents will be informed concerning campus EOP procedures.	6	Principal, Parent Liaison	Meeting Sign-in Sheets, Agendas, and Meeting Minutes				
4) Emergency kits will be purchased to ensure staff and students have the adequate resources that may be needed during any campus emergency and staff will be trained on the use of these kits.		Principal, Assistant Principal	Staff will sign to document receipt of the emergency kits.				
5) 2 meetings per semester will be held with Emergency Operations Procedures Team to revise and plan	1, 4	Principal, Assistant Principal, Emergency Operations Team, Teacher and Staff	Meeting documentation, implementation of plan campus safety plan				
6) Monthly fire drills will be conducted to practice and monitor adherence to safety plan.		Principal, Assistant Principal, Emergency Operations Teams, Teachers and Staff	Drill Emergency Form				
7) Red Ribbon week activities and student rally will be conducted during the National Red Ribbon Week.	6	Counselor	Photos and Parent Letters				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** Provide a Safe and Secure Environment

**Performance Objective 2:** By May 2016 with the assistance of the CISD facilities department safety and security team will conduct a full assessment to create processes and procedures to meet the needs of the campus.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Emergency Operations Plan (EOP) Team will conduct a minimum of two meetings to implement and revise campus EOP.		Assistant Principal, EOP Team	Meeting Agendas, Minutes, and Sign-In Sheets	✓	✓	✓	✓
2) The Emergency Operations Plan (EOP) Team will coordinate with district safety officials to optimize and to develop the most efficient, effective, EOP for the RES campus.		Principal, Assistant Principal, EOP Team	Campus EOP document, EOP team meeting Agendas, Sign-In Sheets, and Minutes.	✓	✓	✓	✓
3) RES will implement the School Wide Positive Behavior Intervention Support for establishing the school culture and behavioral supports needed for a school to be an effective learning environment for all students conducting PBIS meetings. Meetings will be held the second Tuesday of every month.	1, 4, 10	Principal, Assistant Principal, PBIS/NPFH Team, Teachers and Staff	Training Documents, PBIS strategy implementation	✓	✓	✓	✓
4) No Place for Hate Resolution of Respect will be signed by all RES students	1, 5	Principal, Assistant Principal, Counselor	Resolution of Respect Posters	✓			
5) RES will implement and monitor CISD's No Place for Hate Anti-Bullying program to include a minimum of three campus wide activities.		Principal, Assistant Principal, Counselor	Photos of bulletin boards displaying student work.	✓	✓	✓	✓
6) RES School Counselor will deliver three targeted anti-bullying lessons to identified students/grade levels through discipline data.		Principal, Assistant Principal, Counselor	Decrease in bullying incidents as indicated by data	✓	✓	✓	✓
7) RES School Counselor will conduct yearly training for faculty and staff on district response procedures to child abuse.	4	Counselor	Sign-sheet Training documentation	✓	✓	✓	✓
							



**Goal 1:** Provide a Safe and Secure Environment

**Performance Objective 3:** By June 2016 100% Reyes Assistant Principal will be trained to provide formal training to staff to accurately identify and report bullying in accordance with the Texas Anti-bullying law.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES will implement the district's No Place for Hate/Anti-Bullying Initiative.	1, 2, 6, 10	Assistant Principal, Counselor	No Place for Hate forms such as intent form and activity forms.				
2) By June 2016, RES staff will be trained on prevention strategies to accurately identify and report bullying in accordance with the Texas Anti-Bullying Law.	4	Principal, Assistant Principal	Staff Annual Online Training Reports				
3) The RES Counselor will conduct annual training for faculty and staff on district suicide prevention procedures.	4	Counselor, Principal	Meeting Sign-In Sheets, Agendas				
4) The RES Counselor will conduct annual training for faculty and staff on district procedures to respond to child abuse situations.	4	Counselor, Administration	Meeting Sign-In Sheets, Agendas				
5) The RES Counselor will attend training to provide faculty and staff with strategies to support the academic success of students who have experienced abusive home-life situations.	2, 4	Counselor, Administration	Training documentation, individualized student plans, meeting logs				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 1:** Provide a Safe and Secure Environment

**Performance Objective 4:** Reyes Elementary will implement positive discipline strategies to minimize in-school suspensions and out-of-school suspensions.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) A PBIS team will be formed to help students meet standards by positively impacting school wide culture through positive behavior implementation.	1, 5, 10	Assistant Principal	Staff will sign up for the committee and will sign in prior to meetings to document their participation on the committee.	✓	✓	✓	✓
2) The PBIS team will implement the PBIS model, including meeting every six weeks to plan, analyze data, and target campus needs through the implementation of evidence-based best practices.	2, 6, 8	Assistant Principal	Agendas, meeting minutes, and sign in sheets.	✓	✓	✓	✓
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 3</p> 3) The RES campus will monitor both in-school and out-of-school suspensions and through professional development, will seek out positive behavior supports as alternatives.	9	Administration	Monthly discipline report documenting actions taken to address disciplinary infractions.	✓	✓	✓	✓
4) Through Student Support Division, the campus will implement a science based substance abuse and violence prevention curriculums to educate students in grades: 5th		Administration, Student Support Services	5th grade classroom lessons	○	○	○	✓










**Goal 1:** Provide a Safe and Secure Environment

**Performance Objective 5:** By May 2016 Reyes Elementary will ensure that the nurse has obtains necessary materials to provide care, maintain staff and student health, and promote health

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The RES nurse will receive all materials and products to support all students and staff by promoting and providing health care to campus.		Nurse / Administration	list of products and materials				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** Provide a Safe and Secure Environment

**Performance Objective 6:** By May 2016 Reyes Elementary will develop and implement a Coordinated School Health (CSH) program and/or School Health Advisory Committee (SHAC) for the 2015-16 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) RES will establish a coordinated health team for 15-16 following Goal 3 objective 2</p>	1, 6	Nurse/ PE Coaches, Administration	meetings /agendas				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

## Goal 2: Increase Student Academic Achievement

**Performance Objective 1:** By May 2016, RES ELL student scores will be within 10% of all student groups.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) RES Dual Language teachers will receive staff development on best instructional practices for ELL's, such as SIOP and ELPS training.</p>	3, 4, 8, 10	Dual language teachers; Administration	TELPAS and STAAR Assessment Data				
<p><b>Critical Success Factors</b> CSF 2 CSF 4 CSF 7</p> <p>2) 100% of English Language Learners will be provided targeted instruction by teachers throughout the 2015-2016 school year, based on disaggregated assessments and TELPAS/STAAR data.</p>	2, 8, 9	Teachers, Administration	TELPAS and STAAR Assessment Data				
Funding Sources: 185-State Compensatory Education - \$61.98							
<p>3) Language Proficiency Assessment Committee (LPAC) will monitor the progress of 100% of ELL's throughout the school year in order to ensure that students make gains throughout the school year.</p>	9, 10	LPAC aide, teachers, Administration	TELPAS Assessment Data				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 2:** By May 2016, RES students in Special Education taking the STAAR or STAAR-A test will meet state average.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES Special Education Teachers and aides will receive professional development in order to ensure their abilities to provide optimal instruction for students in Special Education.	4, 8	Special Education Teachers, Administration	STAAR Assessment Data, Individual Education Plans (IEP's)				
<b>Critical Success Factors</b> CSF 2 2) RES Special Education Teachers will monitor the progress of 100% of Special Education students in order to ensure that students make gains throughout the school year.		Special Education Teachers, Administration	STAAR Assessment Data, Individual Education Plans (IEP's)				
	Funding Sources: 185-State Compensatory Education - \$53.80						
3) 100% of RES Special Education students will receive appropriate instruction according to their Individual Education Plans, including students in inclusion and resource classrooms.		Teachers, Special Education Teachers, Administration	STAAR Assessment Data, Individual Education Plans (IEP's)				
	Funding Sources: 185-State Compensatory Education - \$217.08						
= Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 3:** By May 2016, RES percentage of students reaching Level 3 Advanced in STAAR will increase in Reading to 18% from, 15%; to 6% from 4% in Writing; to 12% from 9% in Science.














Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) 100% of RES teachers and staff will receive staff development in order to improve instructional quality and to increase their abilities to provide the strategies needed to positively impact student learning.</p>	1, 2, 4, 8, 10	Teachers, Administration	TELPAS, STAAR Assessment Data				
Funding Sources: 185-State Compensatory Education - \$1596.00, 185-State Compensatory Education - \$303.83, 211-Title I-Part A - \$53.16, 199-Local Funds - \$47.48							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) 100% of RES teachers will implement the TEKS Resource System/Curriculum and follow the YAG, IFD's, and VAD in order to ensure student learning, and students' academic performance, according to the state mandated curriculum.</p>	8, 10	Teachers, Administration	TELPAS, STAAR Assessment Data				
<p>3) 80% of RES Special Education students tested utilizing mandated state assessments will meet or exceed performance expectations during the 2015-2016 school year.</p>		Teachers, Special Education Teachers, Administration	STAAR Assessment Data				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Intervention plans will be created so that interventions and strategies will be provided for Tier II and Tier III students in such ways that best practices will be evident in Math, Reading, Writing/Language Arts, Science and Social Studies according to assessment data and progress monitoring systems utilized in Student Study Team Meetings and 504 meetings at BOY, MOY and EOY phases of the school year.</p>	1, 2, 4, 9, 10	Teachers, RtI Teacher, At-Risk Teacher, Administration	STAAR Assessment, I Station Data				
Funding Sources: 211-Title I-Part A - \$132.00							
<p>5) 100% of Advanced Academics students will receive a challenging curriculum and will attain advanced level performance on STAAR in all areas assessed during the 2015-2016 school year.</p>		Advanced Academics Teacher, Classroom Teaches, Administration	STAAR Assessment Data				
<p>6) PLC's will evaluate student performance data, instructional programs, and intervention services weekly and every reporting period to improve student performance data and increase student achievement.</p>	1, 8, 9	Teachers, Administration	Student Performance/Progress Reporting Data/ STAAR and TELPAS Assessment Data				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 7</p> <p>7) Reyes will identify 100% of students who are exhibiting weaknesses in the areas of math, reading, and writing and utilize the RtI process, ARDs, and 504 meetings to include parents in decision making processes, meet the needs of students, determine eligibility for Special Education or 504 as appropriate, and ensure that identified/eligible students receive a continuum of services as needed, provided by appropriate programs.</p>	8, 9	Teachers, At-Risk Teacher, Administration, RtI Teacher	Progress Monitoring Data, STAAR Assessment Data				
8) Funds for Extra Duty Pay will be allocated in order to provide the opportunity for teachers to provide additional, targeted instruction in a small group setting.	1, 2, 9, 10	Teachers, Administration	Student Performance Indicators/Progress Reporting Indicators				
9) 100% of Reyes teachers and staff will have the needed instructional resources, supplies and materials to ensure high quality instruction and high quality learning environments.	9	Teachers, Librarian, Administration	Funding Sources: 185-State Compensatory Education - \$569.80, 199-Local Funds - \$518.00, 185-State Compensatory Education - \$5008.61, 211-Title I-Part A - \$5008.61, 185-State Compensatory Education - \$1588.22, 211-Title I-Part A - \$838.50, 199-Local Funds - \$559.00, 211-Title I-Part A - \$1871.80, 199-Local Funds - \$1871.80				
10) Reyes teachers and students will have opportunities to compete in academic related activities beyond the classroom to increase their performance in language arts, reading, math, and science.		Teachers, Administration		Student Performance Indicators			
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							



**Goal 2:** Increase Student Academic Achievement

**Performance Objective 4:** By January 2016, RES will create a Transition Action Plan for Early Childhood students transitioning into Pre-K and 5th grade students transitioning to 6th grade (Middle School).

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Reyes will provide a minimum of one orientation meeting for students and parents to transition from Head Start into Pre-Kindergarten.	6, 7	Administration	Sign-in sheets				
2) Reyes counselor will organize a field trip to support 5th grade students' transition from elementary into middle school (AMS).	6, 7	Counselor, Administration	Student Registration Completed Packets, Field trip documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 5:** By May 2016, RES teachers will utilize Learning Goals and Proficiency Scales uploaded to the TEKS resource system by Curriculum and Instruction, which will support the instructional framework in Social Studies and Science.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) RES teachers will receive professional development on learning goals, proficiency scales, and the TEKS resources system to support the instructional framework in Social Studies and Science.</p>	2, 4, 10	Teachers, Administration	STAAR Data, District Assessment Data				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							










**Goal 2:** Increase Student Academic Achievement

**Performance Objective 6:** By the end of May 2016, Reyes teachers, administrators, and instructional support staff will receive training by the C&I department on a differentiated-tier support model and the RTI process for all students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES staff will coordinate with the Special Education Department to initiate the RtI process that will be followed at Reyes.	9	Teachers, Administration	Teacher knowledge of the RtI process				
<p><b>Critical Success Factors</b> CSF 2</p> 2) RES teachers will receive professional development on RtI processes and intervention strategies.	1, 4, 9, 10	Teachers, Administration	Teacher implementation of the RtI process				
3) RES teachers will monitor student achievement and document student information in data binders (inclusive of BOY, MOY, and EOY performance data for ISIP, state assessments, and attendance) to ensure vertical alignment and student readiness for subsequent grade level.		Teachers, Administration	Student Profiles, Data Binders				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> 4) RES teachers will receive resources through reading materials, manipulatives and/or software programs to provide effective intervention for struggling students in math, science, reading and social studies.	1, 2, 8, 9, 10	Teachers/ Administration	Student Profiles, assessments				
Funding Sources: 185-State Compensatory Education - \$1765.00, 185-State Compensatory Education - \$6912.11, 185-State Compensatory Education - \$895.14, 185-State Compensatory Education - \$879.04, 185-State Compensatory Education - \$643.50, 185-State Compensatory Education - \$394.40, 185-State Compensatory Education - \$4992.30, 185-State Compensatory Education - \$1215.50, 199-Local Funds - \$1470.00, 185-State Compensatory Education - \$3911.05, 185-State Compensatory Education - \$1424.25							
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							










**Goal 2:** Increase Student Academic Achievement

**Performance Objective 7:** By May 2016, 100% of all special education students identified will be screened and placed in programs that fit their academic, physical, emotional and behavioral needs according to the decision of their ARD committees.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES regular education and special education teachers and support personnel and administrators will participate in ARD meetings along with parents to ensure that students are screened and placed in programs that fit their academic, physical, emotional, and behavioral needs according to the decisions of their ARD committees.		Teachers, Special Education Teachers, Administration	Student IEP's, Goals, Progress Monitoring Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










**Goal 2:** Increase Student Academic Achievement

**Performance Objective 8:** By June 2016, 100% of RES teachers and administrators will be given professional development opportunities that support content, curriculum development , the instructional framework, the work of professional learning communities ,and special populations in order to improve student achievement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) 100% of RES teachers and administrators will participate in professional development opportunities on campus, within the Region 19 area, or out of town, which supports content, curriculum development, the instructional framework, and special populations, in order to improve student achievement.</p>	1, 4, 10	Teachers, Administration	Professional Development Sign In Sheets, STAAR Data, TELPAS Data				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							














**Goal 2:** Increase Student Academic Achievement

**Performance Objective 9:** By May 2016, all RES bilingual teachers will participate in professional development on effective teaching strategies, improving reading comprehension, and curriculum alignment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) RES bilingual teachers will receive professional development that will provide them with training needed to demonstrate effective teaching strategies which will result in students' improved reading comprehension and curriculum alignment.</p>	1, 2, 4, 5, 8	Teachers, Administration	TELPAS scores, I Staton Data				
		Funding Sources: 211-Title I-Part A - \$26.58					
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 10:** By January 2016, RES will implement a K-2 Rubric as developed by the ALS department to benchmark state proficiency standards for the dual language program.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES students will demonstrate one year's growth as assessed by the Texas English Language Proficiency Assessment System in Listening, Reading, Speaking, and Writing.	3, 8	LPAC Aide, ALS Department, Teachers, Administration	TELPAS Results.				
2) Students participating in the Dual Language program will be monitored for progress in second language acquisition.		LPAC Aide, ALS Department, Teachers, Administration	TELPAS Results, LPAC documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2: Increase Student Academic Achievement**














**Performance Objective 11:** By the end of June 2016, 1st grade students will acquire the state-recommended fluency rate of 60-90 wpm and 2nd grade students will acquire the state-recommended fluency rate of 80-120 wpm.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Reyes 1st and 2nd grade teachers will monitor student fluency rates and report these every six weeks to show increases in students' overall fluency rates.	8, 9	Teachers, Administration	Increases in student fluency rate averages by individual student, classroom, and grade level				
Funding Sources: 211-Title I-Part A - \$137.50							
<b>Critical Success Factors</b> CSF 1 CSF 2	2, 8, 9	Teachers, Administration	Increases in student fluency rate averages by individual student, classroom, and grade level.				
2) Reyes 1st and 2nd grade teachers will engage in fluency checks and utilize fluency probes to monitor the progress of students' fluency rates.	Funding Sources: 211-Title I-Part A - \$754.05						
3) Reyes 1st and 2nd grade teachers will send home fluency probes that parents may use in order to help their children to increase their fluency rates.		Teachers, Administration	Increases in student fluency rate averages by individual student, classroom, and grade level				
<b>Critical Success Factors</b> CSF 2	2, 4, 8, 10	Teachers, Administration, ALS Department	I station scores, TELPAS				
4) Dual language teachers will receive and participate in professional development on effective instructional practices and strategies to improve reading comprehension and increase fluency rates, limited to TABE and SIOP.							
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							



**Goal 2:** Increase Student Academic Achievement

**Performance Objective 12:** By the end of 2016, all RES new teachers will have opportunities to participate in the new teacher induction program.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) New Teachers will participate in monthly training's with C&I to develop instructional strategies.	4, 5	Principal/ C&I	sign in sheet / substitute if applicable				
2) Reyes will develop a campus level plan for supporting new teachers.	1, 5	Teachers, Administration	Low attrition rates for new teachers.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 13:** By June 2016, RES will have an attendance rate of at least 96.3%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All stakeholders will monitor and encourage student attendance and implement systems to ensure an attendance rate of at least 96.3%	9	Administration, Teachers, Attendance Clerk	Student Attendance Data				
<p><b>Critical Success Factors</b> CSF 1</p> 2) Reyes will provide interventions and PBIS supports and attendance incentives (certificates and other motivators) to promote attendance and punctuality. Students will be recognized individually and whole classrooms and classroom teachers will be recognized for attendance accomplishments.	1, 6, 9	Administration, Teachers, Attendance Clerk	Student Attendance Data, Student Recognition Events throughout the school year.				
3) Parents will receive information regarding attendance expectations and Texas Attendance Laws.	6	Administration, Attendance Clerk, District Prevention Specialists	Student Attendance Data				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							














**Goal 2:** Increase Student Academic Achievement

**Performance Objective 14:** By May 2016, RES teachers will have an attendance rate of at least 92%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Participation in staff wellness program and activities will be encouraged to increase staff physical, mental, emotional, and social well-being.	1	Teachers, Administration	Staff attendance rat of at least 92%				
2) Reyes staff members will follow the district policy concerning staff attendance requirements.		Administration	Staff attendance data				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							










**Goal 2:** Increase Student Academic Achievement

**Performance Objective 15:** By June 2016, RES will refine the new TTESS performance management system linked to measuring learning outcomes by enhancing student success.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Administration and teachers will receive training on TTESS.	4, 5	Administration, Teachers, Central Office Staff	TTESS Sign In Sheets, Administration's TTESS Evaluator Certificates				
<p><b>Critical Success Factors</b> CSF 3</p> <p>2) RES teachers will receive feedback concerning effective instructional practices via data received during pre-conferences, classroom walkthroughs, observations, reflection documents and post-conferences.</p>	8	Teachers, Administration	Eduphoria Templates such as pre-classroom walkthroughs, observations, and reflection documents				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 16:** By the end of 2016, RES will demonstrate 64% adherence to rubric standards as defined in the Texas Association of Gifted and Talented program guidelines.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 100% of RES Advanced Academics students will receive a course of study which meets their individual needs and ensures adherence to rubric standards.		Advanced Academics Teacher, Administration	Advanced Academics Student Performance Standards/Indicators				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 17:** By June 2016 technology will be implemented and used to increase the effectiveness of teaching and to enhance student learning, instructional management, staff development, and administration.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) During the 2015-2016 school year RES will develop a Technology Plan.	1, 8, 10	Teachers, Administration	Completion of technology plan				
2) During the 2015-2016 school year, RES will identify individuals who will participate on the technology committee.	1	Teachers, Administration	Staff committee sign-up roster				
3) During the 2015-2016 school year, the RES technology will meet to discuss technology needs and to initiate the development of the technology plan.	8, 10	Teachers, Administration	Technology committee sign-in sheets				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 18:** By June 2016, RES will begin to expose teachers and students Science, Technology, & Mathematics (STEM) and Project Based Learning (PBL) instructional methodologies and approaches to enhance student learning.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES teachers will collaborate with the University of Texas at El Paso to receive professional development in the area of STEM/PBL education to increase student engagement and achievement.	1, 2, 4, 8, 10	Teachers, Administration	Staff sign-in sheets, professional development evaluations.				
2) RES students will participate in STEM instruction, STEM related field trips and STEM activities in order to increase their knowledge of STEM fields and STEM careers.	1, 2, 4, 8, 10	Teachers, Administration	Student participation in STEM instruction, field trips, and activities.				
<p><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>3) RES teachers and administrators will receive professional development on STEM instruction and best practices for STEM education.</p>	4	Teachers, administrators	staff development sign in sheets, certificates of attendance to professional development				
Funding Sources: 211-Title I-Part A - \$1330.90							
<p><b>Critical Success Factors</b> CSF 3</p> <p>4) RES will host a STEM Expo which will engage the community in enriching students learning experiences through the integration of STEM/PBL education</p>	1, 6	Teachers, Counselor, Administration	Event Sign In Sheets, Letters, Announcements, Agendas				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

### Goal 3: Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 1:** Using the American School counseling Association (ASCA) model, RES counselor will begin to develop the personal/social domain of the comprehensive guidance and counseling program for Pre-k through 5th grade, to include character, etiquette, student communication, and utilization of community agencies.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Counselor will be available to all students in order to provide guidance in academic, personal-social and career education.		Counselor	Guidance lessons to all grade levels throughout the school year.				
2) The Counselor will purchase reading and other materials to be used during individual and group counseling sessions, to help promote social/emotional healthy children.		Counselor	Individual and group counseling as needed with students throughout the school year.				
3) Recognition of Character Counts students of the six weeks.		Administration and Counselor	Incentives and student pictures every six weeks.				
4) Counselor will attend conferences and training that will enhance the counseling program by staying current on latest research, best practices and knowledgeable of strategies to help the development of students.	4	Administration and Counselor	Professional Development attended				
5) The 7 Habits of Happy Kids will be utilized in each classroom to reinforce the Leader in Me strategies.		Administration, Counselor and Teachers	Morning Announcements and use of Hallway visual of the 7 habits.				
6) Counselor will develop character counts and etiquette lessons for classroom presentations.		Counselor	Classroom presentations every six weeks.				
7) Counselor will make use of community agencies as needed.	6	Counselor	Community agencies used as needed.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							



**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 2:** By the end of May 2016, RES will establish a Coordinated School Health Team to address the eight components and benchmark data utilizing quarterly reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES will establish a Coordinated School Health Team.	1, 6	Nurse, Physical Education Coach and Administration.	Meeting agenda				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 3:** By Fall 2015, RES will provide opportunities for students to participate in programs, field trips and events supporting character, education, social skills development and behavior management.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES students will have the opportunity to go on field trips that will support learning in the classroom.	1	Administration, Counselor and Teachers.	Field trips				
2) RES students will participate on activities to develop their social skills such as fire prevention month, red ribbon week, Veteran's Day, Career Day, and College Week.		Administration, Counselor and Teachers.	Active participation of student and staff.				
Funding Sources: 211-Title I-Part A - \$337.50							
3) School Wide "Caught Being Good" program that rewards students for following school wide expectations.	1, 6	Administration, Counselor, Teachers, PBIS Team and Staff.	Coins are given for good behavior.				
4) Recognition of students with A , A/B Honor Roll and Perfect Attendance.	1, 5, 6	Administration and Counselor	Students will receive and incentive from various local restaurants.				
5) Maintain No Place for Hate student coalition to provide students with opportunities in activities that promote good character and student communication.	6	PBIS Team	No Place for Hate Student Coalition Participation.				
<b>Critical Success Factors</b> CSF 6	1, 5, 6	Administration and Physical Education Coach	Team meetings.				
6) RES will develop a Robotics Team for grades 3-5.							
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 4:** During the 2015-2016 school year, CSC Reyes will initiate the implementation of Positive Behavior Interventions and Supports and No Place for Hate (NPFH). The PBIS/NPFH team will attend trainings at the district and regional level in order to learn strategies for school wide implementation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) The Positive Behavior Intervention and Support (PBIS) Team will be provided with professional development throughout the 2015-2016 school year.</p>	1, 4, 6, 10	Administration and PBIS Team	Professional development attended will be utilized to support the PBIS and NPFH programs.				
<p>2) Three scheduled activities during the school year will support the implementation of No Place for Hate to promote a safe and violence free environment conducive to learning of all students.</p>		Administration, Counselor, Teachers and Staff.	Student participation of activities.				
<p>3) The Positive Behavior Intervention and Support Team along with the No Place for Hate Coalition will look at data to identify areas of concerns and implement school wide expected behaviors.</p>	1, 6, 10	Administration and Staff.	Less number of office referrals				
<p>4) Reyes will institute a No Place for Hate Student Coalition.</p>		PBIS/ NPFH Team	Participation of students in various activities throughout the school year.				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

# Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 1:** By June 2016, RES will provide at least one parent academic information night.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) RES will host a family literacy night to provide parents with information on improving students' literacy skills and overall academic performance.</p>	1, 6, 8, 9	Teachers, Administration, Parent Liaison	Sign In Sheets, Agendas, Minutes				
<p>2) RES will utilize Parent Advisory Committee meetings - scheduled in monthly morning and evening sessions to provide parents with information that is integrated along with other content, to address the improvement of students' literacy skills and overall academic performance.</p>	1, 6, 10	Parent Liaison, Administration	Sign In Sheets, Agendas, Minutes				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							










**Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education**

**Performance Objective 2:** By June 2016, RES will promote parental engagement and begin collecting data on parent participation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) During the 2015-2016 school year, RES will provide multiple parent and community involvement activities/events to include, Grand Opening, Open House Night, Parent Teacher Conference Days, STEM Expo, PAC Meetings, and Literacy Nights, to encourage parent participation and to support student learning.</p>	1, 6	Administration	Sign In Sheets				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) During the 2015-2016 school year, RES will host an Entitlement Review meeting in September in order to inform parents about Title I and other entitlements, the requirements for program participation, and how their children may benefit from such programs.</p>	1, 6	Parent Liaison, Administration					
<p>3) By May 2016 RES will have a minimum of 5 events to celebrate and recognize students for their successes including end of year award ceremonies and Rising Red Hawks, which recognizes students for Honor Roll and Perfect Attendance.</p>	6	Teachers, Administration	Documentation of Events				
<p>4) RES will seek out parents for participation on committees and develop Partners In Education to support campus initiatives, participate on CIC, and enrich the student learning environment.</p>	1, 6	Parent Liaison, Administration	Documentation of Events, Participation and Donation Logs, Letters				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							










**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 3:** By June 2016, RES staff will participate in Professional Learning Communities which will be developed for all office and support staff members to focus on customer service and creating family-oriented schools.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Professional Learning Communities will be established to support teachers/students and community members.		Administration	Documentation of meetings through meeting minutes.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 4:** By June 2016, RES will have at least 4 performances showcasing students' musical, visual, and performing arts.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES will provide opportunities for student performances throughout the year that may include but not limited to choir, school programs and other science /math events.	6	Administration/Music Teacher	Documentation on number of events and programs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 1:** By May 2016, RES staff will be trained on how to effectively utilize website contact management system, school messenger, Parent Portal and the Canutillo app in order to add weekly posts to social media outlets and improve communication between the campus and all stakeholders.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES staff will coordinate and receive training on how to utilize school messenger, parent portal, social media and the Canutillo app and will provide parents with information on how to access these media in order to improve campus/parent communication.	6	Parent Liaison, Administration	Use of such media to provide information				
	Funding Sources: 211-Title I-Part A - \$323.80						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							












**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 2:** By June 2016, RES will develop internal and external communication and promotional strategies to enhance public awareness of its students, staff, programs, and community.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES will utilize school messenger, e-mails, website, social media, parent letters, parent portal, the Canutillo app and other communication media to develop both internal and external methods of communicating information concerning students, staff, programs, and the community.	6	Administration	Documentation of number of Individuals reached using social media data				
<p><b>Critical Success Factors</b> CSF 6</p> 2) By June 2016 RES will improve staff morale and positive perception of the work place by coordinating and publicizing (through social media) staff appreciation events and culture-building activities in order to improve employee morale and to build collegiality among staff members.	1, 5, 10	Administration	Organizational Health Inventory				
3) By June 2016 RES will improve parent volunteer morale and perception by coordinating and publicizing (through social media) volunteer appreciation events and campus culture building activities.		Administration	Facebook news feed				
<p><b>Critical Success Factors</b> CSF 5</p> 4) RES will conduct Grand Opening and Time Capsule activities and involve students in the process of collecting artifacts about the school's first year, to share with staff, students, and community.	6	Administration	Facebook news feed				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							














**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 3:** As a new campus, RES will ensure that staff is trained during the 2015-2016 school year to provide weekly updates to the campus website.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) RES will schedule training with Central Office to ensure the ability to provide weekly updates to the campus website.	5, 6	Administration	Site that is updated weekly				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 4:** By June 2016, RES will have at least 2 new partnerships.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) RES will seek out community partners to support campus initiatives and the student learning environment</p>		Administration, Parent Liaison	Letters, E-mails/MOU's/documents confirming partner participation				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) The RES STEM Expo and Career Day will encourage and will involve parent participation and community partner participation</p>	6	Administration, Counselor, Parent Liaison	Sign In Sheets, Letters, Confirmation of Participation				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 5:** By June 2016, RES will spend a minimum of 95% of federal allocated budget in order to accomplish campus goals and comply with federal guidelines.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) RES will involve CIC and utilize CNA documents for guidance concerning campus needs and will participate in budget reviews to ensure accomplishment of campus goals and compliance with federal guidelines.</p>	1, 6	Administration	Budget Review Document, Budget Reports				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 6:** By May 2016, RES will meet the minimum expenditure requirements for Special Education, Compensatory Education, Bilingual Education, Gifted and Talented Programs, as listed in the TEA Summary of Finances (2014-2015) in order to meet student academic goals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Budget will be monitored by principal and office manager not to exceed the allotted funds.		Administration	Financial Statements, Budget Reports				
2) RES Principal and Office Manager will attend district finance trainings to adhere to budget expenditure procedures, requirements, and deadlines.	4	Administration	Financial Statements, Budget Reports				
3) All special program and regular program will be provided with the necessary resources and supplements needed for special education, compensatory education, bilingual education, gifted and talented programs.	10	Teachers, Administration	Student Achievement Data, OHI Reports				
<b>Critical Success Factors</b> CSF 4 4) By June 2016, all RES teachers will integrate technology with high quality instruction.	4	Administration, Teachers	Star Chart Data				
<b>Critical Success Factors</b> CSF 4 5) RES teachers will have the necessary instructional tools and supplemental materials to support instruction and to facilitate effective practices.	2, 8, 9	Teachers, Administration	Student Achievement Data				
6) RES custodial staff will have the necessary custodial and maintenance materials needed to maintain a safe, orderly environment conducive to students learning and achievement.		Custodial Staff, Administration	Facilities Audits/Reviews				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

# State Compensatory

## Budget for Reyes Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
185.11.6112.13.106.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,486.00
185.11.6118.05.106.24	6118 Extra Duty Stipend - Locally Defined	\$15,128.00
185.11.6118.40.106.24	6118 Extra Duty Stipend - Locally Defined	\$3,479.00
185.11.6126.03.106.24	6126 Part Time Support Personnel - Locally Defined	\$15,184.00
185.11.6128.05.106.24	6128 Overtime Pay - Locally Defined	\$1,154.00
185.11.6128.40.106.24	6128 Overtime Pay - Locally Defined	\$317.00
185.11.6129.00.106.24	6129 Salaries or Wages for Support Personnel	\$34,984.00
185.11.6141.00.106.24	6141 Social Security/Medicare	\$507.00
185.11.6141.03.106.24	6141 Social Security/Medicare	\$221.00
185.11.6141.05.106.24	6141 Social Security/Medicare	\$237.00
185.11.6141.13.106.24	6141 Social Security/Medicare	\$22.00
185.11.6141.40.106.24	6141 Social Security/Medicare	\$56.00
185.11.6142.00.106.24	6142 Group Health and Life Insurance	\$11,038.00
185.11.6143.00.106.24	6143 Workers' Compensation	\$1,515.00
185.11.6143.03.106.24	6143 Workers' Compensation	\$89.00
185.11.6143.05.106.24	6143 Workers' Compensation	\$95.00
185.11.6143.13.106.24	6143 Workers' Compensation	\$9.00
185.11.6143.40.106.24	6143 Workers' Compensation	\$23.00
185.11.6145.00.106.24	6145 Unemployment Compensation	\$41.00
185.11.6145.03.106.24	6145 Unemployment Compensation	\$18.00
185.11.6145.05.106.24	6145 Unemployment Compensation	\$20.00

185.11.6145.13.106.24	6145 Unemployment Compensation	\$2.00
185.11.6145.40.106.24	6145 Unemployment Compensation	\$6.00
185.11.6146.00.106.24	6146 Teacher Retirement/TRS Care	\$192.00
185.11.6146.05.106.24	6146 Teacher Retirement/TRS Care	\$91.00
185.11.6146.40.106.24	6146 Teacher Retirement/TRS Care	\$22.00
185.11.6149.05.106.24	6149 Employee Benefits	\$246.00
185.11.6149.40.106.24	6149 Employee Benefits	\$58.00
185.11.6149.00.106.24	6149 Employee Benefits	\$525.00
<b>6100 Subtotal:</b>		<b>\$86,765.00</b>
<b>6200 Professional and Contracted Services</b>		
185.13.6299.00.106.24	6299 Miscellaneous Contracted Services	\$660.00
<b>6200 Subtotal:</b>		<b>\$660.00</b>
<b>6300 Supplies and Services</b>		
185.11.6329.00.106.24	6329 Reading Materials	\$5,281.00
185.12.6329.00.106.24	6329 Reading Materials	\$3,914.00
185.11.6339.00.106.24	6339 Testing Materials	\$4,621.00
185.11.6399.00.106.24	6399 General Supplies	\$16,714.00
<b>6300 Subtotal:</b>		<b>\$30,530.00</b>
<b>6400 Other Operating Costs</b>		
185.13.6411.00.106.24	6411 Employee Travel	\$1,980.00
<b>6400 Subtotal:</b>		<b>\$1,980.00</b>

**Personnel for Reyes Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annette Gonzales	RtI Teacher	Intervention Program	.5
Claudia Mendoza	At-Risk Teacher	Intervention Program	1.0
Elisabet Galan	At-Risk Aide	Intervention	1.0
Olga M. Terrones	At-Risk Aide	Intervention Program	1.0



# Title I

## Schoolwide Program Plan

Reyes Elementary School is a new campus that opened in the 2015-2016 school year. Currently, there are 240 male students and 212 female students, accounting for 452 in all.

Ethnic backgrounds are as follows: 5(1.11%) Asian , 9(1.99%)African American , 370(81.86%) Hispanic/Latino , 61(13.50%)White , and 7(1.55%)students are two or more races.

Sub populations are as follows: 115 (25.44%) Limited English Proficient (LEP) students, 5 (1.11%) English as a Second Language (ESL) students, 173 (38.27%) Bilingual students, 28 (6.19%) Gifted students, 39 (8.63%) Special Education students, and 1 migrant student (.22%).

Students in Special Education students receive services in accordance to their Individualized Educational Plans (IEP), which may include the following: Speech Therapy, Occupational and Physical Therapy, in addition to instructional services which may be rendered in an Inclusion setting or in a Resource Classroom. Currently, there are have 10 students that are in a full time setting for early childhood education Pre-School Program for Children with Disabilities (PPCD).

209 (46.24%) students are currently eligible for free/reduced meals due to economic disadvantages, 71 (15.71%) students are military affiliated, and we have identified 4 students as homeless as well as 4 unaccompanied youth.

Of the 452 students, 235 (51.99%) have been identified as "at-risk" and of those students 52 are enrolled in Pre-Kindergarten.

Other demographic information is as follows:

Reyes Elementary School is comprised of many students who attended other campuses within the district in previous years. It is also comprised of students who previously attended other public and private institutions in the local area and in other parts of the nation. Teachers are currently working to collect baseline data for student achievement which this year's State of Texas Assessment of Academic Readiness (STAAR) will provide. Out of our 452 student population, 235 (51.99%) have been identified as "at-risk"; therefore, it's crucial to develop a plan of action on how to proceed for the 15-16 school year. Only limited student data was available at the beginning of the year due to the fact that not all 3rd-5th grade students attended Texas public schools in the preceding school year. Data revealed the following:

- In STAAR Math (English) 94.87 % of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance, 20.51% achieved advanced level performance.
  - In STAAR Math (Spanish) 85.71% of 3rd grade students assessed(now in 4th grade) achieved satisfactory performance, 28.57% achieved advanced level performance.
  - In STAAR Reading (English) 92.31% of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance, 28.21% achieved advanced level performance.
  - In STAAR Reading (Spanish) 85.71% of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance,28.57% achieved advanced level performance.
- 
- In 5th grade, STAAR Reading (English) data points revealed that 80% of students assessed (at 4th grade) achieved satisfactory performance, 23.33% achieved advanced level performance.

- In 5th grade, STAAR Reading (Spanish) data points revealed that 75% of students assessed (at 4th grade) achieved satisfactory performance, 25% achieved advanced level performance.
- In 5th grade, STAAR Math (English) data points revealed that 73.33% of students assessed (at 4th grade) achieved satisfactory performance, 13.33% achieved advanced level performance.
- In 5th grade, STAAR Math (Spanish) data points revealed that 50% of students assessed (at 4th grade) achieved satisfactory performance, 0% achieved advanced level performance.

ISation's Indicator of Progress(ISIP) Reading assessment data points at the beginning of the year (BOY) revealed the following:

- In Pre-Kindergarten, 55% of students were performing at Tier I level (at or above grade level), 16% were performing at Tier II level (moderately below grade level and in need of intervention), and 29% were performing at Tier III level (seriously below grade level and in need of intensive intervention).
- In Kindergarten, 39% of students were performing at Tier I, 26% were performing at Tier II level, and 35% were performing at Tier III level.
- In 1st grade, 58% of students were performing at Tier I, 29% were at Tier II, and 14% were at Tier III.
- In 2nd grade 60% of students were at Tier I, 26% were at Tier II, and 14% were at Tier III.
- In 3rd grade, 66% of students were at tier I, 17% were at Tier II, and 17% were at Tier III.
- In 4th grade, 63% were at Tier I, 27% were at Tier II, and 10% were at Tier III.
- In 5th grade, 65% of students were performing at Tier I, 14% were at Tier II, and 22% were at Tier III.

As we continue through the year, we will be monitoring and analyzing data utilizing common assessments, benchmarks, mock testing and other indicators to focus on students' academic needs.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

STAAR and TELPAS data revealed the following:

- 94.87 % of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance/met standard on STAAR Math (English), 20.51% achieved advanced level performance;
- 85.71% of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance/met standard on the STAAR Math (Spanish), 28.57% achieved advanced level performance;
- 92.31% of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance/met standard in STAAR Reading (English), 28.21% achieved advanced level performance;
- 85.71% of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance/met standard on STAAR Reading (Spanish), 28.57% achieved advanced level performance;
- 80% of 5th grade students assessed in 4th grade, achieved satisfactory performance/met standard in STAAR Reading (English), 23.33% achieved advanced level performance;
- 50% of 5th grade students assessed in 4th grade, achieved satisfactory performance/met standard in STAAR Math (Spanish), 0% achieved advanced level performance;
- 73.33% of 5th grade students assessed in 4th grade, achieved satisfactory performance/met standard in STAAR Math (English), 13.33% achieved advanced level performance;
- 75% of 5th grade students assessed in 4th grade, achieved satisfactory performance/met standard in STAAR Reading (Spanish), 25% achieved advanced level performance;

ISIP Reading assessment data points at the beginning of the year (BOY, September) revealed the following:

- In Pre-K, 55% students were performing at Tier I level (at or above grade level), 16% at Tier II level( moderately below grade level and in need of intervention) and 29% were performing at Tier III level (seriously below grade level and in need of intensive intervention);
- In Kindergarten, 39% of students were performing at Tier I, 26% were performing at Tier II level, and 35% were performing at Tier III level;
- In 1st grade, 58% of students were performing at Tier I, 29% were at Tier II, and 14% were at Tier III;
- In 2nd grade 60% of students were at Tier I, 26% were at Tier II, and 14% were at Tier III;
- In 3rd grade, 66% of students were at tier I, 17% were at Tier II, and 17% were at Tier III;
- In 4th grade, 63% were at Tier I, 27% were at Tier II, and 10% were at Tier III;
- In 5th grade, 65% of students were performing at Tier I, 14% were at Tier II, and 22% were at Tier III.

A plan of action was developed based on these initial data points.

Planning Process	Date	Comments
Leadership training for Purpose and Process of Comprehensive Needs Assessment (CNA).	July 2015	Leadership training provided steps and processes for CNA's and Campus Improvement Plans (CIPs) creating a schoolwide profile.
Campus Administrators met with Central Office to plan for the 15-16 school year to discuss requirements for school to be eligible for Title 1, Part A schoolwide.	August 2015	Campus was provided with information from TEA on transitioning to a schoolwide initiating process and procedures at new campus.
Campus Administrator creates and establishes a Campus Improvement Committee (CIC) represented by teachers and parents. Requirements for eligibility were discussed to transition Reyes Elementary into a schoolwide Title 1 Part A campus.	by September 2015	Teachers, parents, community members form the CIC. Monthly meetings are scheduled throughout the year.
Process and procedures are established during the monthly CIC meeting by collecting student data and monitoring student progress.	monthly/weekly	Professional Learning Communities (PLC) meet weekly to collect student data as we proceed through the year to ensure early identification for intervention.
CIC and PLC team collect student data as students enroll from various campuses.	September 2015	Reyes is a new organization that is receiving students from various campuses throughout the district

CIC and PLC team identify research based strategies that will address students needs based on data.	September 2015	Campus identifies strategies in core content areas.
Reyes Elementary faculty and staff are trained for process and purpose of the Comprehensive Needs Assessment (CNA).	November 2015	Central Office met with faculty and staff for CNA's.
CIC team and other committees analyze data addressing the CNA components.	December 2015	Committees gather and address all components in CNA- to progress monitor and establish needs of the students.
Leadership training for specific questions on the CNA process.	January 2016	
Based on identified needs, committee and /or PLC's targeted instructional programs to ensure student learning.	March 2016	
PLC's focus on data using various programs utilizing best practices addressing specific area of need.	March 2016	
Based on final data analysis CIC /PLC's develops a plan addressing the 10 schoolwide components aligned to District/ campus objectives/strategies.	June 2016	Campus develops a plan using the 10 components and gathers data throughout the year to evaluate the program based on student progress.

## 2: Schoolwide Reform Strategies

School wide reform strategies for Reyes Elementary are based on students' standardized assessment data from the previous school year such as TELPAS and STAAR, for students who attended Texas schools. I-station data was utilized for students at all grade levels, Pre-K through 5th.

At Reyes Elementary instructional resources and strategies are utilized to help student's meet standards. Teachers utilized research-based instructional practices aligned to the Texas Essential Knowledge and Skills (TEKS). In order to accomplish this, teachers engage in professional development in order to learn strategies to support students who are having difficulty meeting state standards. This includes learning methods to assist English Language Learners, economically disadvantaged students, and students who have demonstrated low achievement in reading, writing, mathematics and science.

Instructional Framework is the focus our campus will work towards with the support from "The Art of Science in Teaching". Professional development is core, bringing a new campus of educators to collaborate working with Professional Learning Communities (PLC) and utilizing programs and initiatives such as:

- I-station/ISIP Progress Monitoring and cycle analysis
- Kagan Strategies
- Use TEKS Resource System effectively to support explicit instruction and specificity
- Navigate the Texas Education Agency website for additional resources
- Empowering writers lessons, techniques and methodology to support writing instruction
- CPQ-Comprehension Purpose Question
- Sheltered Instruction to support English Language Learners and At-Risk population
- Math strategies supported by ESTAR/MSTAR data analysis
- Science strategies to support student inquiry process and critical thinking
- Specifically with programs that will assist to move RES in becoming a STEM school
- Summer Professional Development Training: Foundations of Dual Language, Gramatica Basica en Espanol, The Essential 5: Starting Point for Kagan Cooperative Learning

### **3: Instruction by highly qualified professional teachers**

Measures were taken at the district and campus level to ensure that highly qualified teachers are recruited and hired to provide classroom instruction. Once teachers are hired, we provide the support teachers need to maintain certification requirements through professional development. This includes teachers obtaining the following certifications;

- Advanced Academics;
- Gifted and Talented;
- English as a Second Language;
- Bilingual Endorsement required to serve English Language Learners.

This also includes utilizing needs assessment data to ensure teachers receive the necessary professional development to provide instructional support for students of diverse ability levels, on demographics and educational backgrounds.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Our goal is to ensure and maintain the highly qualified status of educators, including professionals and paraprofessionals through the provision of on-going professional development. To accomplish this, all staff engages in extensive, robust trainings throughout the year in order to improve their practices. These trainings may occur at the campus, central office, Region 19, out of town and at other locations within the region.

To participate in these trainings the campus has identified a need in substitutes which are required to cover classrooms. For staff development that is not provided at the campus or central office level, the campus provides support through registration, lodging and transportation for specific trainings that are content focused areas. We ensure that all stakeholders participate in staff development including administrators, office staff, counselor, teachers, coaches, paraprofessional, cafeteria and custodial staff.

New teachers are provided with mentors and training in order to minimize attrition rates. Central office provides support to the campus by monitoring the quality of professional development and in providing documentation concerning the status and areas of staff educator certifications to ensure these are consistently updated according to state requirements.

Staff members receive annual evaluations and teachers are evaluated through the state-developed T-TESS instrument, which consists of teacher goal setting and monitoring, discussions,

feedback, walk-throughs, evaluations, artifacts, and data that is collected throughout the school year. Teachers participate in weekly Professional Learning Community meetings to collaborate and desegregate data, plan for instruction, share strategies, and monitor the progress of at-risk students.

Teachers are expected to observe master teachers in practice and to attend professional development locally and out-of-town. The campus invites experts in the field, including central office staff to explain the use of materials, programs, and strategies. The campus has collaborated with the University of Texas at El Paso, and Boeing to provide S.T.E.M professional development for teachers.

## **5: Strategies to attract highly qualified teachers**

At Reyes Elementary, we utilize strategies to attract highly qualified teachers in order to ensure optimal instruction for our students. Central office supports this by regularly ensuring that salaries remain competitive and this information is publicized through the district's Public Information Officer.

Central office publishes vacant positions on the district's website "Jobline" in the Teams system. Professional development is a key component to attract and maintain highly qualified teachers. Our campus Facebook and Twitter pages publicize the many ways in which staff is supported and provided with professional development opportunities, such as STEM trainings.

Events and creation of campus committees are addressed to focus on various paths to attract and maintain highly qualified teachers within our campus.

Examples of committees are as follows:

- Positive Behavior Intervention Support (PBIS);
- Emergency Operation Plan (EOP);
- Instructional Leadership Team (ILT);
- Campus Improvement Committee (CIC).

Programs and events that build a strong foundation supporting all populations are recognized through the campus Facebook and Twitter pages, Remind 101, the campus website, parent meetings, or community events.

## **6: Strategies to increase parental involvement**

The campus has created a process for a collaborative effort to encourage parent involvement opportunities. The Parent Advisory Committee has been established and meets monthly to share information of campus activities and events.

The campus will focus on creating a Parent Teacher Organization(PTO) that will provide support to campus programs and student learning giving opportunities for growth. We engage in multiple practices in order to increase parental involvement. We currently have a part time Parent Liaison, she works with other staff to coordinate many of the parental engagement activities. This includes but is not limited to coordinating parent volunteers, planning monthly Parent Advisory Committee (PAC) meetings, welcoming parents for breakfast and lunch, Open House, Parent-Teacher Conference Events, Thanksgiving Luncheon, The Book Fair, Family Literacy Night, Pre-K, Kinder and 5th grade transition meetings.

The campus engages in a variety of activities to ensure a home-school connection.

To keep parents informed, we utilize parent letters, our campus web page, and School Messenger as well as social media outlets including Facebook, Twitter and Remind 101.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

At Reyes Elementary, transitioning activities occur throughout the year to ensure that students coming from Preschool into Pre-k and Kinder have a smooth transition into their home school. Students in Head Start are provided the opportunity to tour our school prior to enrollment and meet all Kinder teachers. Collaboration between Head Start and Kindergarten teachers provide important insight regarding student learning and instruction during their preschool year.

Transitioning activities takes place from 5th to 6th grade as we plan entry into Middle School.

Since Reyes Elementary is a new campus, various activities and events will take place to provide a smooth transition from other campuses.

Building a positive culture and achieving high expectations will be an emphasis throughout the year as we move forward to transition and establish a strong organizational structure to support our students and families.

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Reyes Elementary has established a process and procedure for initiating Professional Learning Communities that provide opportunities for teachers to collaborate, analyze and develop a plan of action when determining best instructional strategies that would benefit all students for academic achievement.

PLC's are met on a regular basis to determine common assessments, benchmarks, teacher observations, performance assessments and implementation of interventions throughout the year to monitor students growth and understanding of concepts. Teachers collaborate to identify power standards and weaknesses to achieve student success.

Focus for campus is based on teacher input and programs that would best serve Reyes Elementary School(RES):

- STEM: PK-5th grade STEM Education (Science, Technology, Engineering and Math) to encourage students to take an interest in STEM subjects at an early age.
- Project Based Learning: a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge.
- Stem-scopes: is an on-line, comprehensive, and hands-on science curriculum for PK-12th grade.
- I-station: is a computer-adaptive program which assesses students to immediately place students on personalized instructional paths unique to their needs.
- Mentoring Minds: Mentoring Minds is a national educational publisher of instructional materials from kindergarten through 12th grade that encourages critical thinking for life.
- Renaissance Learning/Accelerated Reader: is software for schools kindergarten through 12th grade to monitor the practice of reading.
- ESTAR/MSTAR: is a formative assessment system administered to students in grades 2nd through 8th grade to support instructional decisions based on algebra-readiness skills as identified in the Texas Response to Curriculum Focal Points.
- Empowering Writers: Writing strategies, lessons, techniques and methodology that provides individualized support to meet students' needs.

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Using initial data points (BOY, September) data revealed the following:

- In STAAR Math (English) 94.87 % of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance, 20.51% achieved advanced level performance.
- In STAAR Math (Spanish) 85.71% of 3rd grade students assessed(now in 4th grade) achieved satisfactory performance, 28.57% achieved advanced level performance.
- In STAAR Reading (English) 92.31% of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance, 28.21% achieved advanced level performance.
- In STAAR Reading (Spanish) 85.71% of 3rd grade students assessed (now in 4th grade) achieved satisfactory performance,28.57% achieved advanced level performance.

- In 5th grade, STAAR Reading (English) data points revealed that 80% of students assessed (at 4th grade) achieved satisfactory performance, 23.33% achieved advanced level performance.
- In 5th grade, STAAR Reading (Spanish) data points revealed that 75% of students assessed (at 4th grade) achieved satisfactory performance, 25% achieved advanced level performance.
- In 5th grade, STAAR Math (English) data points revealed that 73.33% of students assessed (at 4th grade) achieved satisfactory performance, 13.33% achieved advanced level performance.
- In 5th grade, STAAR Math (Spanish) data points revealed that 50% of students assessed (at 4th grade) achieved satisfactory performance, 0% achieved advanced level performance.

A plan of action was developed based on these initial data points. Reyes Elementary created a system to provide effective Tier I (classroom) instruction and to take a proactive role to support students that are struggling to master the content within a timely manner.

A plan of action for monitoring the progress of and providing intensive interventions for students performing at levels II and III was developed in order to ensure students' continual academic progression. Students are monitored weekly and are provided with early intervention through tutoring, extra assistance after school and other resources that will assist students to master their content. Response to Intervention is a key component process to assist students effectively and timely ensuring student growth.

Professional Development will be provided to ensure the best practices are utilized in the classroom to ensure that every student are instructed through effective use of differentiated instruction. Moreover, our school counselor is a vital component as parents need guidance, resources for counseling services, out-reach programs and community agencies.

## **10: Coordination and integration of federal, state and local services and programs**



At Reyes we have worked to ensure coordination and integration of federal, state, and local services and programs by coordinating our efforts with the regular education school programs.

Our Positive Behavior Intervention Support(PBIS) team are working to ensure that students understand how attendance and discipline are important in their education. We ensure that we underscore the importance of attendance and its correlation to student achievement. We maintain student attendance and discipline data to drive our actions in support of student achievement. Students receive additional support services whenever there are attendance issues. We provide tutoring services for students who demonstrate the need, in addition, we implement PBIS strategies to encourage student attendance and achievement. Our school counselor has a schedule for visiting classes and providing PBIS and Character Counts lessons. These supports will provide students' opportunities for success in the classroom and the world beyond the classroom. We continue to seek out best practices and methodologies for supporting our students of which 51.99% have been classified as at-risk.

Science, Technology, Engineering, and Mathematics (STEM), Project/Problem-based learning, aligned to our curriculum and instruction provide all students additional pathways for achievement. For this reason, we have partnered with Boeing and the University of Texas at El Paso to provide resources and professional development for teachers. Furthermore, the extracurricular activities that we offer such as robotics, chess, tennis, art, Chamber Choir, and the YWCA program provide students with after school programs and opportunities to learn.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Olivas, Araceli	Library Aide	Title I	100%
Pastran, Mary Ann	Parent Liaison	Title I	50%

## 2015-2016 Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jessica Carrillo	Assistant Principal
Administrator	Dr. Debra Kerney	Prncipal
Business Representative	Dr. David Carrejo	Partner/ UTEP
Business Representative	Dr. Elsa Villa	Partner/ UTEP
Classroom Teacher	Celia Apodaca	4th grade teacher
Classroom Teacher	Virginia Bernal	1st grade teacher
Classroom Teacher	Gabriela Espinoza	2nd grade teacher
Classroom Teacher	Paige Hatfield	5th grade teacher
Classroom Teacher	Valeria Marivani	3rd grade teacher
Classroom Teacher	Kelsey Stephens	Kindergarten teacher
Community Representative	Pastor Ryan Smith	Community member/ Parent
District-level Professional	Mary Alice Rios	Human Resources
Non-classroom Professional	Michelle Escobedo	Counselor
Paraprofessional	Elisabet Galan	At risk aide
Parent	Christy Dumas	Parent