

Canutillo Independent School District
Reyes Elementary School
2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: September 24, 2019

Mission Statement

To ensure high-level learning for all!

Vision

To be a premier school that provides 21st century learning experiences that prepare students to excel in college, careers, communities, and life.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2018 - 2019 Fall PEIMS 12/4/18)

Count Percent

Student Total 550 100%

Early Education Grade 4 0.73%

Pre-Kindergarten Grade 43 7.82%

Kindergarten Grade 88 16%

1st Grade 88 16%

2nd Grade 81 14.73%

3rd Grade 95 17.27%

4th Grade 74 13.45%

5th Grade 77 14.69%

Student Demographics (2018 - 2019 Fall PEIMS 12/4/18)

Gender

Female 295 53.64%

Male 255 46.36%

Ethnicity

Hispanic-Latino 457 83.09%

Race

American Indian - Alaskan Native 0 0.00%

Asian 11 2%

Black - African American 14 2.55%

Native Hawaiian - Pacific Islander 0 0.00%

White 58 10.55%

Two-or-More 10 1.82%

Student by Program (2018 - 2019 Fall PEIMS 12/4/18)

LEP 200 36.36%
Immigrant 7 1.27%
Economically Disadvantage 164 29.82%
Military Connected 61 11.09%
Gifted and Talented 69 12.55%

This year Reyes Elementary had as many as 550 students enrolled. We have grown by 100 students per year. For the 16-17 school year, Reyes achieved two Texas Education Agency Distinction Designations: Top 25% Student Progress and Postsecondary Readiness. The campus was also recognized as being a Star Honor Roll from the Education Results Partnership (2nd Year in a Row). This honor is awarded to schools with data demonstrating high achievement and closing achievement gaps among students. The year 2018-2019 Reyes Elementary earned a grade A in the Texas Accountability System.

Demographics Strengths

Growing number of students; young families; continuous growth of the student population and staff population; Parental Involvement is high; The campus “Met Standard” and achieved “Top 25% Comparative Closing the Gaps”, Texas Education Agency Distinction Designations.

Staff Quality Comprehensive Needs Assessment indicates that Reyes employs highly qualified teachers, Paraprofessionals are qualified and have the required college credit hours, The T-TESS (Evaluation) Process and feedback is valued by teachers. UTEP Pre-Service Teachers allows opportunities for teacher leadership, modeling of best practices, and professional growth. There is high Teacher retention rate. Academic Tutors are assigned based on data. There are Professional Development opportunities. The iterative process of T-TESS Goal-setting, observations, walkthroughs and summatives provides opportunities for professional growth.

Parental involvement is high. There is an established Parent-Teacher Organization.

There are many programs and activities at the campus.

There are strong committees such as Language Proficiency Assessment Committee (LPAC), Attendance Review Committee (ARC) and Positive Behavior Intervention and Supports (PBIS).

The attendance rate is high. Enrollment continues to increase due to the influx of new homes being built in the area.

Special populations of students are served to accommodate their needs.

There is a high retention rate of teachers due to a positive, supportive environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The lack of a consistent, effective and research based math program that supports at-risk/rti students to review and assess TEKS and student expectations. **Root Cause:** The need wasn't identified as other options were considered and committee was not able to find an effective and research based program.

Problem Statement 2: The lack of hiring 2 tutors to support students on TEKS/Student Expectations to ensure academic success for students identified RTI/At-Risk students. **Root Cause:** Other needs were identified and it was reduced to 1 tutor. Committee identified other needs such as istation, Eduphoria, Reinassance Learning. This is now a district guarantee and it allows the campus to utilize the funds to support identified and in the process of being identified RTI/At-Risk students.

Problem Statement 3: The lack of a full time parent liaison to support our at-risk/RTI student population. **Root Cause:** Loss of funding based on our numbers, coding and boundary changes.

Student Academic Achievement

Student Academic Achievement Summary

As a whole Reyes students scored higher than the district and state. Students were successful this year at a rate of 91% for all students, all tests in STAAR. This an over all increase of 4% compared to the 2017-2018 school year STAAR performance. ELL's outperformed other ELL's at the state and district level. Economically disadvantaged students during the 2018-2019 school year demonstrated a closing of achievement gaps for all assessments. The lowest performance area for economically disadvantaged was 86% compared to 91% of all students achieving at the approaches level in reading. RES earned two distinctions this school year in Closing Achievement Gaps and Science.

In Reading 92% achieved at the approaches level; 65% met grade level standards and 41% achieved at the masters level.

In Math 92% achieved at the approaches level; 69% met grade level standards and 47% achieved grade level mastery.

In Writing 82% achieved at the approaches level; 49% met grade level standards and 13% performed at the masters level. This is an increase of 4% compared to last year's writing cohort in which no students achieved at the mastery level and 74% achieved at the approaches level.

In Science 86% achieved at the approaches level, 69% performed at grade level standards and 44% achieved at the mastery level.

Many interventions are in place and students appear to be motivated to achieve at high levels. Based on the number of at-risk students (29%), we are in need of at-risk paraprofessionals and an At-Risk teacher in order to help all students to meet or master grade level standards.

Student Academic Achievement Strengths

As a whole Reyes students scored higher than the district and state.

2018-2019 Domain ratings: Overall 94%. Student Achievement 91%, School Progress 88%, Closing the Achievement Gaps 100%. Met Standard.

Students were successful this year at a rate of 91% for all students, all tests in STAAR. This an over all increase of 4% compared to the 2018-2019 school year STAAR performance.

In Reading 92% achieved at the approaches level; 65% met grade level standards and 47% achieved at the masters level.

In Math 92% achieved at the approaches level; 69% met grade level standards and 47% achieved grade level mastery.

In Writing 82% achieved at the approaches level; 49% met grade level standards and 13% performed at the masters level. This is an increase of 4%

compared to last year's writing cohort in which no students achieved at the mastery level.

In Science 88% achieved at the approaches level, 70% performed at grade level standards and 45% achieved at the mastery level.

Reading and Math performance is the highest area of achievement as a campus. Common assessments and Interim assessments were close indicators of student performance.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The need of additional at-risk teacher to support identified At-Risk/Response To Intervention students. **Root Cause:** The influx of growing community has established a need of an additional At-Risk Teacher to support identified At-Risk/RTI students.

Problem Statement 2: The lack of additional At-risk/Response to Intervention aides to provide specific and targeted interventions in the classroom throughout the school year. **Root Cause:** Funding was invested in other areas of need such as the following instructional programs: istation, Eduphoria and Reinassance Learning. Programs have transformed to district guarantees.

Problem Statement 3: The lack of a full time or part time parent liaison as our school has very active and involved parents. **Root Cause:** Loss of funding based on our numbers, coding and boundary changes.

School Processes & Programs

School Processes & Programs Summary

Overall, Reyes is a high-performing, STEM focused campus that is experiencing exponential growth. This growth has presented multiple challenges including instructional, physical, and financial limitations. Despite these challenges, RES received one distinction designations: Top 25% Closing Achievement Gaps. Additionally, the campus continues to exceed state expectatons in all indeces.

Curriculum, Instruction & Assessment Processes include Guided Reading and Guided Math, PLC Meetings, Common Assessments, STEM Materials/Initiatives, Lessons in Eduphoria , Student programs – Science Fair, Spelling Bee, Robotic and STEM Expo.

Staff Recruitment and Retention Processes include but are not limited to partnerships with UTEP and our New Teacher Mentoring Programming. This partnership helps us to identify talented aspiring teachers and train them. We also advertise on the web.

School Context & Organization: A Weekly newsletter called The Bird’s Eye View (sent to staff), Monthly Calendar, Remind 101, Google Drive, School Messenger System, Organized/Flexible/Collaborative Scheduling, PLC’s, PLC Notes, Academic/At-Risk Tutors, After School Tutoring , Supplemental and STAAR Materials, CIC, Dual Language, Technology Training & PBIS Teams. These provide communication and operation structures within the organization. School Messenger and Social Media outlets such as Facebook, Twitter and Remind 101 , are all methods used to communicate within the organization and within the community.

Technology Resources: These include but are not limited to iPads, Chromebooks, Teacher Laptops, Student Desktops, Computer Lab, Classroom Projectors, Mimios, Document Cameras, Google Calendar, Google Drive, STEM Focus. This year, a new computer lab and chrome books will be new additions to our campus.

School Processes & Programs Strengths

Our campus excels in closing performance gaps. There is a strong curriculum and strong administrative support. There is an intervention schedule to provide support for students at all grade levels throughout the school day. R.I.S.E. (Red hawks, Interventions, Skills-building, Extension) time is a well-organized and established intervention time targeted for Response To Intervention/At Risk Students in order to increase student achievement.

PLC's are effective and include planning, ELPS integration, and accountability.

Campus administrators highly encourage teacher growth and best instructional pracitices through walkthroughs and observations. Teachers have mulitple sources of data such as Eduphoria that allows them to make research-based instructional decisions in order to increase student achievement. Teachers attend Staff Development targeted to support At-Risk/Response to Intervention students.

RES is a model school for STEM education, best instructional practices, parental engagement and community involvement. RES has a strong support system for ELL's. Teachers receive training on implementation of the ELPS in order to communicate language and content objectives. RES has a strong teacher support system in place which includes a new teacher academy and mentor liaison to address the needs of new teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: At-Risk Teacher attendance to all identified response to intervention students preventing from spending more time servicing at-risk/response to intervention students. There is a need for another At-Risk Teacher or At-Risk Aide. **Root Cause:** The number of at-risk/response to intervention students has increased due to increase in enrollment.

Problem Statement 2: The lack of 2 academic tutors that will support all our identified/at-risk students throughout the year. **Root Cause:** Loss of funding and other needs identified in the past.

Problem Statement 3: English Language Proficiency Standards Training for all instructional aides in order to support our At-Risk/Response to Intervention students. **Root Cause:** Aides provide support and targeted interventions in the classroom. Training for them needs to be more specific and targeted as they work with at-risk/response to intervention students.

Perceptions

Perceptions Summary

Reyes Elementary recognizes the importance and value of a strong home-school connection between our students, their families, our community, teachers, support staff, and administration. It is imperative that we foster and promote parent and community involvement in order for students to experience academic success. Our support of events such as the fall carnival, winter concerts, wellness Wednesdays, College Readiness, Dr. Seuss Week, district parade, PTO activities, field day and many other activities are because of the importance placed on school-community connectedness.

At Reyes Elementary, staff students and parents value extracurricular activities and community and parental engagement. Currently, there is a partnership between the campus and the University of Texas at El Paso, which allows for multiple learning opportunities for students and teachers. Extracurricular activities allow students the opportunities to participate in enrichment programs beyond and during the school day.

Perceptions Strengths

There are multiple activities before and after school, Red Ribbon Week/Drug Free initiatives, PJ Day, NPFH, Safety Patrols, Choir, GT, Student Council, Birthday Announcements, chess Club, Robotics Club, Fruitiki Friday, Parent Nights, Parades, Cat in the Hat Day, College Week, Art Classes, STEM Expo, College Station, Literacy Nights, PTO breakfast, Hug Our School, Veterans Day, Grandparents Day, Peter Piper Night, Chick Fil A Night, movie nights, fall carnival

There are multiple opportunities for parental engagement through a variety of campus activities, very involved parents, PTO, Watch DOGS (Dads of Great Students), Social Media (Facebook, Twitter), Remind App used by teachers and school; Monthly Calendar in English and Spanish, Parent Volunteers, School Messenger, At Risk Teach an At-Risk Aides

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of connection with the military population. Reyes has a high number of active duty military. **Root Cause:** Our campus does not have a high percentage of economically disadvantaged students.

Problem Statement 2: Our campus does not have a full or part time parent liaison to assist with parent needs and support establishing positive relationships with the community. **Root Cause:** Loss of funding due to not having a high percentage of economically disadvantaged students.

Priority Problem Statements

Problem Statement 1: The lack of a consistent, effective and research based math program that supports at-risk/rti students to review and assess TEKS and student expectations.

Root Cause 1: The need wasn't identified as other options were considered and committee was not able to find an effective and research based program.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The lack of additional At-risk/Response to Intervention aides to provide specific and targeted interventions in the classroom throughout the school year.

Root Cause 2: Funding was invested in other areas of need such as the following instructional programs: istation, Eduphoria and Reinassance Learning. Programs have transformed to district guarantees.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 1: By May of 2020 RES will receive Emergency Operation Planning (EOP) training covering all areas of emergency protocol, with an emphasis on reunification and PBIS.

Evaluation Data Source(s) 1: Campus Survey , Sign-in Sheets, Professional Learning Committees

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All staff will be trained on EOP procedures such as fire drills, lock downs, and severe weather procedures having two meetings per semester.	2.6	Principal and Assistant Principal	Staff and students participated in drills are prepared in case of emergencies.				
2) Red Ribbon week activities and student rally will be conducted during the National Red Ribbon Week.	2.5, 2.6	Counselor	Photos and Parent Letters will document that the events took place and these will positively impact students' social and emotional learning.				
3) RES staff will conduct campus wide Coordinated School Health activities (SHAC) .	2.4	Administration	Impact will promote health and positively impact student attendance rates and positively impact student learning and performance outcomes. .				


= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 2: By May 2020 with the assistance of the CISD facilities, safety and security team will conduct a full assessment to create processes and procedures for traffic control to meet 100% of safety and security standards.

Evaluation Data Source(s) 2: Annual Safety and Security Audit

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The EOP Team will coordinate with district safety officials to optimize and to develop the most efficient and effective EOP for the RES campus.	2.4, 2.5	Principal, Assistant Principal, EOP Team	This coordination between campus and district staff will with staff and students' participation in drills will help to ensure campus preparedness in case of emergencies.				
2) 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.	2.4, 2.5, 2.6	Principal, Assistant Principal, PBIS/NPFH Team, Teachers and Staff	Result in positively impacting campus culture. This will help to ensure that we provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes				
3) No Place for Hate Resolution of Respect will be signed by all RES students	2.6	Principal, Assistant Principal, Counselor	positively impact campus culture, student attendance rates, and performance outcomes.				
4) RES School Counselor will deliver three targeted anti-bullying lessons to identify students/grade levels through discipline data.	2.5, 2.6	Principal, Assistant Principal, Counselor	Ant-bullying lessons will help to ensure that we provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.				
5) RES School Counselor will conduct yearly training for faculty and staff on district response procedures to child abuse.	2.6	Counselor	Ensuring that staff understands responsibilities regarding reporting of abuse and neglect will help in ensuring the safety of our students.				
							

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 3: By June 2020 Reyes Assistant Principal will be trained to provide formal training to 100% of staff to accurately identify and report bullying in accordance with the Texas Anti-bullying law.

Evaluation Data Source(s) 3: sign in sheets, agendas, minutes, district safety surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES will implement the district's No Place for Hate/Anti-Bullying Initiative.	2.6	Assistant Principal, Counselor	provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.				
2) RES staff will be trained on prevention strategies to accurately identify and report bullying in accordance with the Texas Anti-Bullying Law.		Principal, Assistant Principal	provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.				
3) The RES Counselor will conduct annual training for faculty and staff on district suicide prevention procedures.		Counselor, Principal	Increase teacher awareness and to recognize signs.				
4) The RES Counselor will conduct annual training for faculty and staff on district procedures to respond to child abuse situations.		Counselor, Administration	Staff appropriate response to child abuse procedures will help in ensuring the safety and well-being of students.				


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 4: Reyes Elementary will implement positive discipline strategies to decrease office referrals and in-school suspensions and out-of-school suspension by 10%, for the 2019-2020 school year.

Evaluation Data Source(s) 4: PBIS and discipline data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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	Assistant Principal	Implementation of the PBIS model will help to ensure that we provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.				
2) 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.	2.5, 2.6	Administration	Minimizing suspension of students as a method of consequence/discipline will help to ensure that we provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.				
3) Through Student Support Division, the campus will implement a science based substance abuse and violence prevention curriculum to educate students in 3rd, 4th, and 5th grades.	2.6	Administration, Student Support Services	5th grade classroom lessons				
4) Campus wide use of Think Sheets PK-2nd grade and 3rd-5th grade in order for students to reflect on their own behavior.	2.4	Administration PBIS Team	Students to take ownership of their own behavior. PBIS data to monitor student behavior.				
							


Goal 2: Increase Student Academic Achievement

Performance Objective 1: By May 2020, RES English Language Learner (ELL) current and monitored students' composite score for all subjects including math, reading, writing, and science will increase from 87% to 90%.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) RES Teachers, instructional aides and counselor will receive staff development on best instructional practices for ELL's, such as SIOP and ELPS and LPAC training.	2.4, 2.6	Administration Counselor Teachers	TELPAS and STAAR Assessment Data				
2) 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.		LPAC aide, teachers, administration	TELPAS Assessment Data				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) 100% of RES Teachers will obtain the English as a Second Language and/or bilingual certification in order to meet the needs of all our at-risk/response to intervention students.	2.4, 2.6	Administration	STAAR and TELPAS assessment data.				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue


Goal 2: Increase Student Academic Achievement


Performance Objective 2: By May 2020, RES students in Special Education taking the STAAR or STAAR-Online test will continue to meet 100% growth and success rate.


Evaluation Data Source(s) 2: STAAR Data


Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES Special Education Teachers and aides will receive professional development.	2.6	Special Education Teachers, Administration	to provide optimal instruction for students in Special Education.				
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.	2.4, 2.5, 2.6	Special Education Teachers, Administration	Student performance indicators such as but not limited to I Station, TELPAS and STAAR Assessment Data will provide evidence of a positive impact on student performance outcomes as a result of monitoring the progress of our special education students throughout the school year.				
3) RES teachers will have access to reading and instructional materials and supplies to support Special Education students' success and achievement.		Administration, Teachers, Special Education Teachers	STAAR Assessment Data, Individual Education Plans (IEP's)				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 2: Increase Student Academic Achievement


Performance Objective 3: By May 2020, RES percentage of students achieving at approaches or above will increase from 91% to 96% and the percentage of students demonstrating meets and mastery of grade level standards (post secondary readiness performance) will increase from 58% to 65% in all assessed grade levels (3rd, 4th, & 5th) and subjects.

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 100% of RES teachers will implement the TEKS Resource System/Curriculum and follow the YAG, IFD's, and VAD .		Teachers, Administration	ensure student learning, and students' academic performance, according to the state mandated curriculum				
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) 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>		Teachers, RtI Teacher, At-Risk Teacher, Administration	STAAR Assessment, I Station Data				
Funding Sources: 185-State Compensatory Education - 292.63							
3) 80% of Advanced Academics students will receive a challenging curriculum and will attain advanced level performance on STAAR in all areas assessed.		Advanced Academics Teacher, Classroom Teaches, Administration	STAAR Assessment Data				
4) PLC's will evaluate student performance data, instructional programs, common assessment data and intervention services weekly and every reporting period to improve student performance data and increase student achievement.	2.4, 2.6	Teachers, Administration	Student performance indicators such as but not limited to I Station, TELPAS and STAAR Assessment Data will provide evidence of a positive impact on student performance outcomes as a result of PLC's evaluating and monitoring student performance data.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Reyes will identify 100% of students who are exhibiting weaknesses in the areas of math, reading, and writing. Reyes will utilize the RtI process, ARDs, and 504 meetings to include parents in decision making processes, meet the needs of students, determine eligibility for the migrant program, Tier I and Tier II interventions, RtI, Special Education or 504 as appropriate.	2.4, 2.5, 2.6	Teachers, At-Risk Teacher, Administration, RtI Teacher	positive impact on student performance				
6) 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 such as after school tutoring.		Teachers, Administration	Student Performance Indicators/Progress Reporting Indicators				
7) 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.	2.4, 2.5	Teachers, Administration	positive impact on student performance				



100% = Accomplished
➔ = Continue/Modify
0% = No Progress
✗ = Discontinue

Goal 2: Increase Student Academic Achievement





Performance Objective 4: By the end of June 2020, 1st grade students' fluency average will increase to 80 words per minute (recommended average is 60-90 wpm) and 2nd students' fluency average will increase to 105 words per minute (recommended average is 80-120 wpm).

Evaluation Data Source(s) 4: Running Records, I Station, DRA

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Reyes 1st and 2nd grade teachers will monitor student fluency rates and report these every nine weeks to show increases in students' overall fluency rates.</p>	2.4, 2.5, 2.6	Teachers, Administration	Increases in student fluency rate averages by individual student, classroom, and grade level will positively impact a variety of student performance indicators and ensure readiness for the next grade level and college readiness.				
<p>TEA Priorities Build a foundation of reading and math 2) Reyes 1st and 2nd grade teachers will engage in fluency checks and utilize fluency probes to monitor the progress of students' fluency rates.</p>		Teachers, Administration	Increases in student fluency rate averages by individual student, classroom, and grade level will positively impact a variety of student performance indicators and ensure readiness for the next grade level and college readiness.				
<p>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.</p>		Teachers, Administration	Increases in student fluency rate averages by individual student, classroom, and grade level will positively impact a variety of student performance indicators and ensure readiness for the next grade level and college readiness.				
<p>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.</p>		Teachers, Administration, ALS Department	Student performance indicators such as but not limited to TELPAS and STAAR Assessment Data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research-based instructional practices being learned and implemented.				
<p>5) All RES Students will participate in the use of supplemental programs such as but not limited to Accelerated Reader program; goals will be set for each student based on the students' particular levels of performance.</p>	2.4, 2.5, 2.6	Teachers	Use of supplemental resources and programs such as as Accelerated Reader will positively impact a variety of student performance indicators and ensure readiness for the next grade level and college readiness.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 6) RES Teachers will receive training in Guided Reading, Guided Math and Scholastic Leveled Reader bookroom and other content-based instructional professional development in order to support students development in math, reading, writing and science.	2.4, 2.5, 2.6	Teachers, Administration	Student performance indicators such as but not limited to I Station, TELPAS, and STAAR Assessment Data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research-based instructional practices being learned and implemented.				
7) Scholastic Leveled bookroom and at-risk/response to intervention room will be centralized to create a smooth and organized way to check out books. Intervention room will allow uniformity across the grade levels.	2.4, 2.5, 2.6	Administration At-Risk Teacher	Fluency rates will increase. TELPAS and STAAR Assessment Data				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


Goal 2: Increase Student Academic Achievement


Performance Objective 5: By May 2020, RES will complete a Transition Action Plan for Early Childhood students transitioning into Pre-K and 100% 5th grade students transitioning to 6th grade (Middle School).


Evaluation Data Source(s) 5: Student Enrollment Data


Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.	2.4, 2.6	Administration	The transition meeting will promote school readiness for Pre-K and Kindergarten students.				
2) Reyes counselor will organize a field trip to support 5th grade students' transition from elementary into middle school (AMS).	2.6	Counselor, Administration	Transition process will promote middle school readiness for elementary students.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 2: Increase Student Academic Achievement

Performance Objective 6: By the end of May 2020, all Reyes teachers, administrators, and instructional support staff will receive training on a differentiated-tier support model and the RtI process for all students.

Evaluation Data Source(s) 6: Sign in sheets, agendas, minutes

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.	2.5, 2.6	Teachers, Administration	Teacher knowledge of the RtI process will positively impact student performance outcomes by ensuring students receive timely and appropriate interventions to meet their varied needs.				
2) RES teachers will receive professional development on RtI processes and intervention strategies.		Teachers, Administration	Student performance indicators such as but not limited to I Station, TELPAS, and STAAR Assessment Data will provide evidence of a positive impact on student performance outcomes as a result of teacher implementation of the RtI process by ensuring students receive timely and appropriate interventions to meet their varied needs.				
3) RES teachers will monitor student achievement and document student information in data binders to include at risk students (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.	2.4, 2.6	Teachers, Administration	Student performance indicators such as but not limited to I Station, TELPAS, and STAAR Assessment Data will provide evidence of a positive impact on student performance outcomes as a result of teacher monitoring student achievement through the use of student Profiles and data binders.				
Funding Sources: 185-State Compensatory Education - 398.88							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	2.4, 2.6	Teachers/ Administration	Student performance indicators such as but not limited to I Station, TELPAS, and STAAR Assessment Data will provide evidence of a positive impact on student performance outcomes as a result of teachers having the appropriate required and supplemental instructional resources.				
Funding Sources: 185-State Compensatory Education - 0.00							
5) 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.	2.4, 2.6	Teachers, Administration	Student performance indicators such as but not limited to I Station, TELPAS, and STAAR Assessment Data will provide evidence of a positive impact on student performance outcomes as a result of teacher use of learning goals and proficiency scales.				
TEA Priorities Recruit, support, retain teachers and principals 6) 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.	2.4, 2.6	Teachers, Administration	Teacher knowledge of the RtI process will positively impact student performance outcomes by ensuring students receive timely and appropriate interventions to meet their varied needs. Sign in sheets, agenda				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 7: By May 2020, 100% of all special education, 504, and At Risk students identified will be screened and placed in programs that fit their academic, physical, emotional, medical, and behavioral needs according to the decision of their committees.

Evaluation Data Source(s) 7: STAAR Assessment, I Station

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All Special Education, 504, and At Risk students will receive academic support during intervention blocks throughout the school day.	2.4, 2.5, 2.6	Administrators & Teachers	Use of intervention periods provided throughout the instructional day will positively impact student performance outcomes by ensuring students receive timely and appropriate interventions to meet their varied needs.				


Goal 2: Increase Student Academic Achievement

Performance Objective 8: By June 2020, 100% of RES teachers, nurse, librarian, counselor, and administrators will be given professional development opportunities that support content, curriculum development, the instructional framework, the work of professional learning communities, and special education population in order to improve student achievement.


Evaluation Data Source(s) 8: sign in sheets, agendas, minutes, STAAR and I Station Data

Summative Evaluation 8:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 100% of RES teachers, nurse, counselor, librarian, and administrators will participate in professional development opportunities on campus, within the Region 19 area, or out of town. This supports content, curriculum, the instructional framework, and special populations, in order to improve student achievement.	2.4, 2.5, 2.6	Teachers, Administration	Student performance indicators such as but not limited to TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research-based instructional practices being learned and implemented.				
2) 100% of RES teachers and instructional aides will participate in professional development on the SST/RTI process, Section 504 process and SPED process.	2.4, 2.5, 2.6	Administration At-Risk Teacher Special Education Teacher Speech Therapist Diagnostician	Teachers and instructional aides will understand the importance of the identification process and progress monitoring of At-Risk/Response to Intervention students.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 9: By January 2020, RES will implement processes to ensure language learners are meeting or exceeding proficiency standards of advanced and advanced high on the Texas English Language Proficiency Assessment System.

Evaluation Data Source(s) 9: TELPAS


TTESS walkthrough data

EL Progress Monitoring Tools

Language Proficiency Assessment Committee

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES English Language Learner students will demonstrate one year's growth as assessed by the Texas English Language Proficiency Assessment System in Listening, Reading, Speaking, and Writing.	2.4, 2.6	LPAC Aide, ALS Department, Teachers, Administration	Student performance indicators such as but not limited to TELPAS will provide evidence of student increases across listening, speaking, reading, and writing domains.				
2) English Language Learner and Spanish Language Learner students participating in the Dual Language program will be monitored for progress in second language acquisition.		LPAC Aide, ALS Department, Teachers, Administration	Student performance indicators such as but not limited to TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of progress monitoring in second language acquisition.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue





Goal 2: Increase Student Academic Achievement

Performance Objective 10: By June 2020, RES will have student attendance rate from 96.44% to 97.4%.

Evaluation Data Source(s) 10: Attendance Reports

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reyes will provide interventions, 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.	2.5, 2.6	Administration, Teachers, Attendance Clerk	Student performance indicators such as but not limited to TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of providing interventions, PBIS supports and attendance incentives to promote attendance and punctuality.				
2) Parents will receive information regarding attendance expectations and Texas Attendance Laws.		Administration, Attendance Clerk, District Prevention Specialists	Student performance indicators such as but not limited to TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research-based instructional practices being learned and implemented. Student Attendance Data				
3) RES will implement a Truancy Intervention Plan for students with 3 or more unexcused absences.		Administration, Attendance Clerk, Teachers, District Prevention Specialists	Student performance indicators such as but not limited to attendance, TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of implementation of implementation of Truancy Intervention Plans to monitor students' absences.				
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>4) The Attendance Review Committee will train all teachers and staff on the Truancy Action Plan and the implementation process.</p>	2.4	Principal Assistant Principal Attendance Review Committee Teachers and Staff	Increase student learning				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 5) The Attendance Review Committee will train all teachers and staff on the Truany Action Plan and the implementation process.	2.4	Principal Assistant Principal Attendance Review Committee Teachers and Staff	Increase Student Learning				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


Goal 2: Increase Student Academic Achievement

Performance Objective 11: By May 2020, RES staff attendance will increase from 89% to 95%.

Evaluation Data Source(s) 11: Attendance Reports

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.	2.5, 2.6	Teachers, Administration	Staff attendance, team-building and wellness activities, will result in staff having the needed physical, mental, emotional, and social well-being that is central to providing a positive campus culture that is conducive to student learning.				




100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 12: By June 2020, 100% of RES teachers and administrators will utilize TTESS Observations and Walkthroughs to monitor effective instruction and utilize Student Learning Objectives for student learning.

Evaluation Data Source(s) 12: TTESS/Eduphoria Reports

Summative Evaluation 12:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 100% RES teachers will receive feedback concerning T-TESS goals, lesson plans, and effective instructional practices via data received during pre-conferences, classroom walkthroughs, observations, reflection documents and post-conferences.	2.4, 2.5, 2.6	Teachers, Administration	Student performance indicators such as but not limited to attendance, TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of teachers receiving feedback concerning TTESS elements.				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 13: By the end of 2020, RES will demonstrate 100% adherence to rubric standards as defined in the Texas Association of Gifted and Talented program guidelines.

Evaluation Data Source(s) 13: Advanced Academics Summary Reports, T-TESS walkthrough data

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 based on the Texas Performance Standards.	2.4, 2.6	Advanced Academics Teacher, Administration	Advanced Academics Student Performance Standards/Indicators will provide evidence of a positive impact on student performance outcomes as a result of RES Advanced Academics students receiving instruction that meets their academic needs.				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 14: By May 2020 technology will be implemented by 100% of teachers and used to increase the effectiveness of teaching and to enhance student learning, instructional management, staff development, and administration.

Evaluation Data Source(s) 14: T-TESS Walkthroughs and Observation Data

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES teachers will receive training and support in implementing the use of available technology in daily classroom instruction.	2.4, 2.5, 2.6	Administration	Student performance indicators such as IStation, TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research-based instructional practices in technology applications being learned and implemented.				

Goal 2: Increase Student Academic Achievement

Performance Objective 15: By May 2020, RES students will complete at least 2 projects or modules as a result of professional development teachers have received in the areas of Science, Technology & Mathematics (STEM) and Project Based Learning (PBL) instructional methodologies and approaches to enhance student learning.

Evaluation Data Source(s) 15: STEM Expo, TTESS walkthrough data

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.	2.4, 2.5, 2.6	Teachers, Administration	Student performance indicators such as but not limited to IStation, TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research-based instructional practices in STEM and Project Based Learning implemented in daily instruction.				
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.	2.4, 2.5, 2.6	Teachers, Administration	Student participation in STEM instruction, field trips, and activities.				
3) RES teachers and administrators will receive professional development on STEM instruction and best practices for STEM education.	2.5	Teachers, administrators	Student participation in STEM instruction, field trips, and activities will positively impact college and career readiness as well as student assessment performance outcomes.				
4) RES will host a STEM Expo which will engage the community in enriching students learning experiences through the integration of STEM/PBL education	2.4, 2.5, 2.6	Teachers, Counselor, Administration	Student participation in STEM instruction, field trips, and activities will positively impact college and career readiness as well as student assessment performance outcomes.				
5) By June 2019, RES teachers will receive professional development in technology and training on how to use existing technology, and applications, e-books, and Google drive.	2.4, 2.5, 2.6	Teachers, Administration	Student performance indicators such as but not limited to IStation, TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research-based instructional practices in technology applications being learned and implemented.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) By June 2019 RES parents will receive training on the use of technological tools and applications available to monitor students' progress.	2.4, 2.6, 3.1, 3.2	Parent Liaison, Administration	Student performance indicators such as but not limited to IStation, TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of parents receiving training on technological tools available to monitor students' progress.				


Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.


Performance Objective 1: 100% of RES Classrooms will receive instruction on character development to promote social/emotional development.


Evaluation Data Source(s) 1: Counselor Lesson Plans, PBIS Data, Student Discipline Data


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recognition of Character Counts students of the nine weeks.	2.5, 2.6	Administration and Counselor	will enhance students' life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning, and prepare students for colleges and careers.				
2) 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.	2.5, 2.6	Administration and Counselor	Professional Development attended by the counselor will provide the counselor with strategies needed to enhance students' life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning, and prepare students for colleges and careers.				
3) Counselor will develop character counts and etiquette lessons for PK-5th grade classroom presentations and will coordinate with district prevention specialist to support life skills development in 5th grade.	2.5, 2.6	Counselor	Development of Character Counts and etiquette lessons will enhance students' life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning, and prepare students for colleges and careers.				
4) Counselor will utilize the American School Counseling Association model for Pre-K through 5th grade, to include character, etiquette, student communication, and utilization of community agencies.		Teachers, Counselor, Administration	to develop the personal/social domain of the comprehensive guidance and counseling program				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 2: By Spring 2020, RES will provide a minimum of 3 opportunities for students to participate in programs and events supporting character, education, social skills development and behavior management.

Evaluation Data Source(s) 2: Counselor lesson plans, student discipline data, PBIS data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES students will have the opportunity to go on educational field trips that are aligned to instruction as detailed in the Texas Essential Knowledge and Skills (TEKS).	2.4, 2.5, 2.6	Administration, Counselor and Teachers.	Opportunities for students to participate in field trips will enhance students' life skills and experiences, provide a whole child/well-rounded educational approach, foster a positive, engaging environment conducive to learning, and prepare students for colleges and careers.				
2) RES students will participate in activities to develop their social skills such as fire prevention month, red ribbon week, Veteran's Day, Career Day, and College Week.	2.5, 2.6	Administration, Counselor and Teachers.	Students participation in activities to develop their social skills will enhance students' life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning, and prepare students for colleges and careers.				
3) RES students will participate in PBIS strategies such as School Wide "Caught Being Good" program that rewards students for following school wide expectations.	2.5, 2.6	Administration, Counselor, Teachers, PBIS Team and Staff.	Students participation in PBIS strategies will enhance students' life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning, and prepare students for colleges and careers.				
4) Maintain No Place for Hate student coalition to provide students with opportunities in activities that promote good character and student communication.		PBIS Team	Students participation in No Place for Hate will enhance students' life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning, and prepare students for colleges and careers.				
5) RES students in grades 3-5 will have the opportunity to participate in Robotics, Chess, and Tennis.	2.4, 2.5, 2.6	Administration, Librarian and Physical Education Coach	Providing students with opportunities to participate in activities such as robotics, chess, and tennis will enhance students' life skills, provide a whole child/well-rounded educational approach, foster a positive, engaging environment conducive to learning, and prepare students for colleges and careers.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June


Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.


Performance Objective 3: By May 2020, RES will provide a safe, positive and secure environment by maintaining or increasing 5% in the Positive Behavior Interventions and supports (PBIS) utilizing the Tiered Fidelity Inventory assessment instrument.


Evaluation Data Source(s) 3: PBIS Data, Discipline Data, Attendance Data


Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PBIS Team will receive professional development on best and research based practices to maintain a safe and positive environment.	2.5	Principal Assistant Principal Counselor	Attendance data Discipline data				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 4: By May 2020, RES will provide professional development to support all classroom teachers that focus on building relationships an effective classroom management strategies to include a bully prevention framework.

Evaluation Data Source(s) 4: PBIS Data, Attendance Data, Discipline Data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES teachers and staff will be trained in the restructuring of bully prevention framework based on legislative updates such as but not limited to David's Law .	2.5	Principal Assistant Principal Counselor PBIS committee	Bullying incidents will be eliminated				
							

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

Performance Objective 1: By June 2020, RES will provide at least one parent academic information night.

Evaluation Data Source(s) 1: Sign in Sheets, Agendas, Minutes

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES will host a family STEM Literacy Power Night to provide parents with information.	2.6, 3.1, 3.2	Teachers, Administration, Parent Liaison	improving students' literacy skills and overall academic performance.				
2) RES will utilize Parent Advisory Committee meetings - scheduled in monthly morning and evening sessions.		Parent Liaison, Administration	provide parents with information that is integrated with other content to address the improvement of students' literacy skills and overall academic performance.				

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

Performance Objective 2: By June 2020, RES will collect baseline parental engagement data to monitor parent participation.

Evaluation Data Source(s) 2: Parent Surveys, Visitor Sign-In Sheets information entered in database

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES will provide multiple parent and community involvement activities/events to include, Open House Night, Parent Teacher Conference Days, STEM Expo, PTO Meetings, Coffee with the Principal and STEM Literacy Power Night to encourage parent participation and to support student learning.	2.4, 2.5, 2.6, 3.1, 3.2	Administration	positive impact on student performance outcomes as a result of parent and community involvement in campus activities.				
2) 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.	2.6, 3.1, 3.2	Parent Liaison, Administration	will improve parental engagement and communication among all stakeholders concerning campus financial needs associated with student learning outcomes				
3) RES will work with the PTO to 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.	3.1, 3.2	Parent Liaison, Administration	Parents' participation as partners will positively impact the learning environment by increasing parental engagement opportunities.				
4) By May 2019, RES will have a minimum of 3 events to celebrate and recognize students		Teachers, Administration	Celebrate their successes including end of year award ceremonies and Rising Red Hawks, which recognizes students for Honor Roll, Perfect Attendance, as well as AR recognition.				
5) 1) RES will provide opportunities to showcase outstanding academic achievement	2.4, 2.5, 2.6	Principal Assistant Principal Sign-in sheets	Increase Parental support				
							


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

Performance Objective 3: By June 2020, 100% RES staff will participate in Professional Learning Communities which will be developed to ensure all staff members receive the training and support needed to improve employee performance and increase student achievement.


Evaluation Data Source(s) 3: sign in sheets, agendas, minutes, customer service surveys

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional Learning Communities will be established to support teachers and ensure student achievement.	2.4, 2.6	Administration	evidence of a positive impact on student performance outcomes as a result of the cooperative efforts of Professional Learning Communities.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 4: By June 2020, RES will have at least 4 performances showcasing students' musical, visual, and performing arts.

Evaluation Data Source(s) 4: HB 5, community engagement survey

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.	2.4, 2.5, 2.6, 3.1	Administration/Music Teacher	Student performances will provide opportunities to demonstrate their learning connected to the Fine Arts TEKS.				


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


Performance Objective 1: By May 2020, RES staff will provide weekly updates to website contact management system, school messenger, Parent Portal and add weekly posts to social media outlets and improve communication between the campus and all stakeholders.


Evaluation Data Source(s) 1:


Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES will develop internal and external communication and promotional strategies to enhance public awareness of its students, staff, programs, and community.		Principal, Assistant Principal,	Increase community participation				
2) RES Teachers will update their teacher pages. RES Administration and Office Staff will maintain school's website and social media in order to maintain the community informed.	3.1, 3.2	Administration	Maintain transparency at the campus and district level. Community members will be informed.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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

Performance Objective 2: By June 2020, RES will develop weekly internal and external communication pathways and promotional strategies to enhance public awareness of its students, staff, programs, and community.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES will utilize school messenger, e-mails, website, social media, parent letters, parent portal, the Canutillo app, Remind 101 and other communication media to develop both internal and external methods of communicating information concerning students, staff, programs, and the community.	2.5, 3.1, 3.2	Administration	will enhance family and public awareness of campus programs and events and increase school-community engagement and connections.				
2) RES will coordinate and publicize (through social media) and other venues, staff appreciation events and culture building activities	3.1	Administration	will improve staff morale and positive perception of the workplace				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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

Performance Objective 3: By June 2020, RES will have at least 2 new Partners in Education.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES will seek out community partners	2.5, 2.6	Administration, Parent Liaison	To support campus initiatives and the student learning environment				
2) The RES STEM Expo and Career Day	2.4, 2.5	Administration, Counselor, Parent Liaison	will encourage and will involve parent participation and community partner participation				

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

Performance Objective 4: By May 2020, RES will spend a minimum of 95% of federal allocated budget in order to accomplish campus goals and comply with federal guidelines.

Evaluation Data Source(s) 4: Budget Reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All expenditures will be aligned to the Campus Needs Assessment and Campus Improvement Plan goals, objectives, and strategies as explained at Entitlement Review parent and staff meetings.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators	Effective use of funds				


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

Performance Objective 5: By May 2020, RES will meet the minimum expenditure requirements 85% for Special Education, Compensatory Education, Bilingual Education, Gifted and Talented Programs, as listed in the TEA Summary of Finances (2018-2019) in order to meet student academic goals.


Evaluation Data Source(s) 5: Budget Reports

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES Principal and Office Manager will attend district finance trainings to adhere to budget expenditure procedures, requirements, and deadlines.	2.6	Administration	Financial Statements, Budget Reports				
2) RES teachers and administrators will have the necessary professional development, instructional tools and supplemental materials to support instruction and to facilitate effective practices.	2.4, 2.5, 2.6	Teachers, Administration	Increase Admin and teachers knowledge of curriculum and best strategies.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Budget for Reyes Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.106.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,956.00
185.11.6112.96.106.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,467.00
185.11.6117.05.106.24	6117 Career Ladder - Locally Defined	\$3,426.00
185.11.6119.35.106.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,550.00
185.11.6126.03.106.24	6126 Part Time Support Personnel - Locally Defined	\$21,536.00
185.11.6128.05.106.24	6128 Overtime Pay - Locally Defined	\$17,350.00
185.11.6129.35.106.24	6129 Salaries or Wages for Support Personnel	\$47,856.00
185.11.6141.03.106.24	6141 Social Security/Medicare	\$313.00
185.11.6141.05.106.24	6141 Social Security/Medicare	\$50.00
185.11.6141.13.106.24	6141 Social Security/Medicare	\$29.00
185.11.6141.35.106.24	6141 Social Security/Medicare	\$1,499.00
185.11.6141.96.106.24	6141 Social Security/Medicare	\$22.00
185.11.6142.35.106.24	6142 Group Health and Life Insurance	\$29,948.00
185.11.6143.03.106.24	6143 Workers' Compensation	\$125.00
185.11.6143.05.106.24	6143 Workers' Compensation	\$20.00
185.11.6143.13.106.24	6143 Workers' Compensation	\$12.00
185.11.6143.35.106.24	6143 Workers' Compensation	\$486.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6143.96.106.24	6143 Workers' Compensation	\$9.00
185.11.6145.03.106.24	6145 Unemployment Compensation	\$26.00
185.11.6145.05.106.24	6145 Unemployment Compensation	\$4.00
185.11.6145.13.106.24	6145 Unemployment Compensation	\$3.00
185.11.6145.35.106.24	6145 Unemployment Compensation	\$95.00
185.11.6145.96.106.24	6145 Unemployment Compensation	\$2.00
185.11.6146.35.106.24	6146 Teacher Retirement/TRS Care	\$799.00
185.11.6149.35.106.24	6149 Employee Benefits	\$1,546.00
6100 Subtotal:		\$184,129.00
6200 Professional and Contracted Services		
185.11.6299.00.106.24	6299 Miscellaneous Contracted Services	\$15,000.00
6200 Subtotal:		\$15,000.00
6300 Supplies and Services		
185.12.6329.00.106.24	6329 Reading Materials	\$2,000.00
185.13.6329.00.106.24	6329 Reading Materials	\$1,000.00
185.11.6399.00.106.24	6399 General Supplies	\$9,824.00
6300 Subtotal:		\$12,824.00
6400 Other Operating Costs		
185.13.6499.00.106.24	6499 Miscellaneous Operating Costs	\$3,000.00
6400 Subtotal:		\$3,000.00

Personnel for Reyes Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annette Gonzales	At Risk Teacher	Intervention Program	100%
Julianne Perez	At Risk Aide	Intervention Program	100%
Olga Miriam Terrones	At Risk Aide	Intervention Program	100%
Vacant	At Risk Aide	Intervention Program	100%

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is designed so that all stakeholders have an opportunity to not only analyze data but to provide feedback on what areas we need to focus this school year. All teachers and parents in the committees have an opportunity to share their thoughts and brainstorm ideas. Transparency is key when developing CNA's as a campus. Data is always available to ensure our needs are based on targeted and intentional areas that our students are struggling in. The rotation schedule the principal creates in preparation to the meetings allows all staff members to provide unique and important feedback. Moreover, different parents are invited throughout the day as we value their feedback and overall input. Based on all the feedback we receive during these meetings, we are able to create S.M.A.R.T goals. Thus, we are able to come together to write our Campus Improvement Plan. The Campus Improvement Plan is an ongoing document that we revisit as a team during our Campus Improvement Committee. This committee meets once a month. Feedback is added to the notes to make sure everyone has an opportunity to share out. Each CNA committee has a facilitator that makes the process effective and purposeful. The facilitator ensures all documents are filled out and valuable questions are asked during meeting times.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

After Campus Needs Assessments we collaborate as a school to determine our goals for the school year. This is how our Campus Improvement Plan is created. We meet once a month as a campus for CIC Campus Improvement Committee to revisit our goals. The CIP is an ongoing document, this is not something we develop once and never revisit. We come together to share thoughts and to add any important information we might of missed.

The Campus Improvement Plan is shared in the school's website for our community to know and be aware of the our goals as a campus and the strategies we will be implementing this school year. Moreover, teachers and staff have access to our google drive in which we also have the CIP uploaded. Teachers are aware and revisit our campus goals when ordering any materials as every purchase must be aligned to our goals. The utilization of our funding is based

on our campus needs identified in our needs assessments and campus goals. Reyes Elementary Teachers provide ongoing feedback to the principal during CIC meetings or just in regular conversations. This is key as the CIP cannot be a document is created once and never looked at again.

2.2: Regular monitoring and revision

The Campus Improvement Committee meets regularly to revise the Campus Improvement Plan and campus goals. We meet on the last Monday of the month. Moreover, my teachers regularly print copies of the latest Campus Improvement Plan and add notes they feel need to be added. The principal highly encourages active participation and values any feedback provided.

During Professional Learning Community meetings teachers provide questions and suggestions to relay to the CIC. Committee members update their Professional Learning Communities with information from Campus Improvement Committee meetings. Professional Learning Communities review and discuss Campus Improvement Committee suggestions and notes, and either approve Campus Improvement Committee goals or submit Professional Learning Committee meeting notes to ask further questions or make suggestions for changes to goals.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available for all stakeholders on the school website. The website provides information in both English and Spanish regarding upcoming events, and important announcements. The use of social media to inform parents of upcoming meetings is provided in English and Spanish. All written communication sent home is provided in English and Spanish. The monthly chat with the principal, Parent University, Parent-Teacher Organization meetings, Parent advisory committee meetings, and volunteer meetings are held in English and Spanish. In addition to written communication, website information and social media, the school uses school messenger to call all parents to notify of important events, and messages and delivered in English and Spanish. School administration and office personnel speak English and Spanish and are able to communicate with parents in person.

2.4: Opportunities for all children to meet State standards

At Reyes Elementary all students have the same opportunities to excel and be successful. Teachers follow the TEKS designed by the Texas Education Agency, provide tutoring and have an intervention block built into their daily schedule. Teachers review and analyze student data to determine instructional skills that need to be addressed, differentiate instruction base on student data and group students by the ability to ensure all students are provided the opportunity to meet state standards. Students in dual language classes receive instruction in English and Spanish. Students whose first language is other than English receive instruction from English as Second Language certified teachers, highly qualified teachers, who implement the English Language Proficiency Standards and Sheltered Instruction Observation Protocol strategies to ensure all students meet state standards.

2.5: Increased learning time and well-rounded education

RISE Time is an intervention block that has been built into teachers' daily schedule that allows all our students to have more one on one instruction with the teacher and other staff members. The intervention instruction is based on student needs, and progress is monitored by both the classroom teacher and intervention teacher/team. Student data is reviewed and analyzed to provide the best instruction for student needs, to group by ability and instruction is directed toward students for specific areas needing attention. Student are also provided a computer lab, science lab, and library class to supplement instruction and offer students different opportunities for learning. After School Tutoring is offered twice a week, and instruction is developed through review and analysis of student data

2.6: Address needs of all students, particularly at-risk

Teachers target instruction for students through the use of student data to ensure that all students' needs are met. The at-risk teachers provide interventions and accommodation sheets for students in Response to Intervention and Section 504 to ensure teachers have individual information to provide students with the best instructional strategies. Teachers and at-risk teacher communicate and collaborate regarding all students, student growth, and make necessary changes in instructional methods. All students, receive small group and individual instruction when needed or as required. All teachers are required to review the cumulative records of each student or any data that might become available if the student is new to the campus. Administration and At-Risk Team shares important information on students such as at-risk codes, student progress, teacher observations, and other important data. All lesson planning evolves around the needs of our students based on student data. Goals are intentional and purposeful in order to meet the need of all our students. Professional development opportunities that are intentional, target and improve instruction for at-risk students is provided to all teachers. Reyes teachers are familiar with the coding and the expectations to track their progress. We believe that all students can be successful and growth can be achieved. All students are monitored and no one goes backward.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

During our PTO/Chat with the Principal meetings, the principal shares the parent and family engagement, parent compact and CIP. Meetings are offered at different times of the day and week to ensure all parents have the opportunity to attend meetings. Information regarding meetings is sent home to parents in English and Spanish, and information is also sent through school messenger in English and Spanish. Parents provide feedback to ensure their thoughts are included in the goals for the year.

3.2: Offer flexible number of parent involvement meetings

Several parent involvement meetings are held monthly and provide different topics for parents about the school budget, bullying, helping students with homework, and how parents can help their students at home. Meetings include discussions and feedback from parents regarding programs and instructional materials. The following are some of the meetings held by the principal:

Parent University

Chat with the Principal

Parent-Teacher Conference

PTO meetings

Parent Advisory Committee

Volunteer Appreciation

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Jessica Melendez-Carrillo	Principal
Administrator	Maria Alarcon	Assistant Principal
Administrator	Michelle Escobedo	Counselor
Office Manager	Martha Favela	Office Business Manager
Administrator	Grace Carbajal	Nurse
Librarian	Robert Quinones	Librarian
Classroom Teacher	Annette Gonzalez	At-Risk Teacher
Classroom Teacher	Maria Castro	Pre-Kinder Teacher
Classroom Teacher	Leticia Morgan	Kinder Teachers
Classroom Teacher	Marina Rubio	1st Grade Teacher
Classroom Teacher	Teresa Gutierrez	2nd Grade Teacher
Classroom Teacher	Valeria Marivani	3rd Grade Teacher
Classroom Teacher	Cynthia Guerrero	4th Grade Teacher
Classroom Teacher	Page Hatfield	5th Grade Teacher
Paraprofessional	Margarita Deragowski	PE Aide
Parent	Allison Marquez	PTO President