

**Canutillo Independent School District**  
**Reyes Elementary School**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Top 25% Student Progress  
Postsecondary Readiness



# 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

High Expectations

Culture of Excellence

Transparency

Student Centered

Accountability

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

According to the 2016-2017 PEIMS Report, Reyes Elementary School is comprised of 570 students. Of these, 296 (51.93%) are females and 274 (48.07%) are males;

#### Ethnicity

Hispanic-Latino 475 83.33%

#### Race

American Indian - Alaskan Native 1 0.18%

Asian 8 1.40%

Black - African American 10 1.75%

Native Hawaiian - Pacific Islander 0 0.00%

White 66 11.58%

Two-or-More 10 1.75%

#### Student by Program (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

Bilingual 219 38.42%

English as a Second Language (ESL) 10 1.75%

Career and Technical Education (CTE) 0 0.00%

Free Lunch Participation 187 32.81%

Reduced Lunch Participation 62 10.88%

Other Economically Disadvantaged 0 0.00%

Gifted & Talented 48 8.42%

Special Education (SPED) 47 8.25%

Title 1 Participation 570 100.00%

Dyslexia 0 0.00%

Homeless Statuses

Homeless Status Total 0 0.00%

#### Special Services (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

### Top Primary Disabilities

Speech impairment 28 (59.00%)

Learning disability 12 (25.00%)

Other health impairment 4 (8.00%)

Auditory impairment 2 (4.00%)

### Instructional Settings

Speech Therapy code (00) 28 59.57%

### Other Student Information (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

At-Risk 306 53.68%

Economically Disadvantaged 249 43.68%

Title I Homeless(\*Special Notes\*) 0 0.00%

Immigrant 12 2.11%

Limited English Proficient (LEP) 170 29.82%

Migrant 0 0.00%

Military Connected 66 11.58%

Foster Care 0 0.00%

CTE Single Parent/Pregnant Teen 0 0.00%

Section 504 (No Section 504 File for 2017) 0 0.00%

### Demographics Strengths

Growing number of students; young families; continuous growth of the student population and staff population; Parental Involvement is high; There's a balance in gender; The campus "Met Standard" and achieved "Top 25% Student Progress", a Texas Education Agency Distinction Designation.

There is a balanced, fair teacher-student ratio and classes have a 1:24 or smaller ratio.

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 a 97% Teacher retention rate, 3% turnover. 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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Due to the rapid growth, there is a need for additional classrooms, staff, and funding for general supplies and instructional resources.

**Root Cause:** The campus is situated in a high-growth neighborhood.

**Problem Statement 2:** Teachers believe that an Instructional Coach is needed to provide modeling of best practices. **Root Cause:** 27.3% of Reyes Teachers have between 1 and 5 years of professional experience and need a professional staff member who is available to provide coaching and modeling of best practices.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

As a new school, currently we only have 1 year of data and more longitudinal data is needed. English Language Learners & Economically Disadvantaged Students are showing achievement gaps. We need to increase Science and Writing scores and continue to increase Math and Reading scores although these are the areas of highest performance. Parents would like more information how to be involved in academic programs such as Accelerated Reader. Additionally, teachers need more professional development on how ESTAR/MSTAR data points can be utilized to inform instruction. On the 2017 STAAR Assessment,

72% Of our 4th grade students passed the Writing STAAR Assessment in English.

90% of the female students passed the writing assessment compared to only 54% of the boys.

78% of 3rd Grade Students passed the Reading STAAR.

88% of 3rd Grade Students passed the Math STAAR.

84% of 4th Grade Student passed the Reading STAAR

85% of 4th Grade Students passed the Math STAAR.

90% of 5th Grade Students passed the Reading STAAR.

90% of 5th Grade Students passed the Math STAAR.

86% of 4th Grade Students passed the Science STAAR.

### **Student Academic Achievement Strengths**

Star Honor School/Top 25% Student Progress – we are closing achievement gaps.

2. This year RES grew by over 100 students – people are hearing the good things about our school.

3. 5th grade students made tremendous gains. In 2016, 81% of this cohort passed Reading. This year 90% passed. Last year, 78% of them passed math, this year 90% passed.

4. 100% of Accountability Systems Safeguards were achieved for all subjects and sub populations for the second year in a row.
5. Science scores were 10 points higher than they were last year. What gets monitored gets done. We used grant money to hire a science lab aide, ensured teachers were going to the lab, and teaching science each day. 5th grade teachers spent a lot of time teaching the science TEKS with the depth and complexity of the standards.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** In September of 2016, 65% of students were performing at Tier I in I Station, 15% were at Tier II and 21% were at Tier III.

**Problem Statement 2:** 74% of Students passed the writing assessment. **Root Cause:** 75% of the STAAR assessment focused on revising and editing and students need additional support in revising and editing skills in order to be successful on the STAAR writing assessment.



## School Processes & Programs

### School Processes & Programs Summary

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

### School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Processes: There are multiple processes in place for Curriculum, Instruction & Assessment including but not limited to Guided Reading and Guided Math, PLC Meetings, Common Assessments, STEM Materials/Initiatives, Lessons in Eduphoria , Student programs – Science Fair, Spelling Bee, Robotics, and STEM Expo.

Staff Recruitment and Retention Processes: There are processes in place to recruit new staff.

School Context & Organization: There are multiple systems in place for communication to occur within and outside of the organization.

Technology: A variety of Technology is available for staff and students..

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Although there is a variety of technology available, there is a shortage in the quantities of available technology. **Root Cause:** The

student population has increased dramatically since current

## Perceptions

### Perceptions Summary

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, The Hour of Code, College Station, Behavior and Academic Expectations are Clear.

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:** There is a need for additional computers to make computer science activities and web based programs more accessible to students.

**Root Cause:** The increase in enrollment has decreased the ratio of students to computers in classrooms.

**Problem Statement 2:** There is a need for staff support in the STEM Lab to facilitate activities. **Root Cause:** Funding is unavailable for a Science Lab Aide.

**Problem Statement 3:** There is a need to increase the levels of communication between home and school. **Root Cause:** The Parent Liaison works part-time and this diminishes opportunities for home-school connections.

# 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

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey 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
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals


## Goal 1: Provide a Safe and Secure Environment

**Performance Objective 1:** By May 2018 CISD safe environment will increase to 96% from 94% as indicated by a district survey.

**Evaluation Data Source(s) 1:** Annual discipline data reports and district survey results.

### Summative Evaluation 1:

Strategy Description	Title I	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.		Principal and Assistant Principal	Sign in sheets from staff trainings, fire drill/lock down forms submitted after drills.				
2) Parents will be informed concerning campus EOP procedures.		Principal, Parent Liaison	Meeting Sign-in Sheets, Agendas, and Meeting Minutes				
3) 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.	2	Principal, Assistant Principal	Staff will sign to document receipt of the emergency kits.				
4) 2 meetings per semester will be held with Emergency Operations Procedures Team to revise and plan		Principal, Assistant Principal, Emergency Operations Team, Teacher and Staff	Meeting documentation, implementation of plan campus safety plan				
5) 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				
6) Red Ribbon week activities and student rally will be conducted during the National Red Ribbon Week.		Counselor	Photos and Parent Letters				
7) Staff and students will practice a minimum of 2 lock down drills during the 2017-2018 school year.		Administration	Submission of classroom lock down forms.				
8) Parent meetings will be held to discuss Emergency Operations Procedures.		Administration, Parent Liaisons	Sign-in sheets, agendas				
9) RES will develop systems to inform parents regarding emergency incidents.		Administration, Parent Liaison					

10) RES nurse will have all necessary material required to provide services in order to meet the medical needs of all students.		Nurse					
11) RES staff will conduct campus wide Coordinated School Health activities (SHAC) .	2, 10						
							




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

**Performance Objective 2:** By May 2018 with the assistance of the CISD facilities department safety and security team will conduct a full assessment to create processes and procedures to meet 100% of safety and security standards.

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

**Summative Evaluation 2:**

Strategy Description	Title I	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.		Principal, Assistant Principal, EOP Team	Campus EOP document, EOP team meeting Agendas, Sign-In Sheets, and Minutes.				
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.		Principal, Assistant Principal, PBIS/NPFH Team, Teachers and Staff	Training Documents, PBIS strategy implementation				
3) No Place for Hate Resolution of Respect will be signed by all RES students		Principal, Assistant Principal, Counselor	Resolution of Respect Posters				
4) RES School Counselor will deliver three targeted anti-bullying lessons to identify students/grade levels through discipline data.		Principal, Assistant Principal, Counselor	Decrease bullying incidents as indicated by data				
5) RES School Counselor will conduct yearly training for faculty and staff on district response procedures to child abuse.		Counselor	Sign-sheet Training documentation				
							

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

**Performance Objective 3:** By June 2018 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	Title I	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.		Assistant Principal, Counselor	No Place for Hate forms such as intent form and activity forms.				
2) By June 2018, 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	Staff Annual Online Training Reports				
3) The RES Counselor will conduct annual training for faculty and staff on district suicide prevention procedures.		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.		Counselor, Administration	Meeting Sign-In Sheets, Agendas				
<p><b>Critical Success Factors</b> CSF 3</p> <p>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.</p>		Counselor, Administration	Training documentation, individualized student plans, meeting logs				

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

**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%, from 52 referrals to 47 referrals for the 2017-2018 school year.

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

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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><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 curriculum to educate students in grades: 3rd, 4th, 5th		Administration, Student Support Services	5th grade classroom lessons				
<p><b>Critical Success Factors</b> CSF 6</p> 5) By June 2018 RES teachers and staff will participate in professional development on Positive Behavior Interventions and Supports.		Administration	Sign-in sheets, agendas				
Funding Sources: 199-Local Funds - \$0.00, 211-Title I-Part A - \$0.00							


## Goal 2: Increase Student Academic Achievement

**Performance Objective 1:** By May 2018, RES English Language Learner (ELL) student scores increase from 76% average to 80% average for all subjects including math, reading, writing, and science.

**Evaluation Data Source(s) 1:** STAAR Data

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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>		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 2017-2018 school year, based on disaggregated assessments and TELPAS/STAAR data.</p>		Teachers, Administration	TELPAS and STAAR Assessment Data				
<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>4) By May 2018, all RES bilingual teachers will participate in professional development on effective teaching strategies, improving reading comprehension, and curriculum alignment.</p>		Teachers, Administration	sign in sheets, agendas				



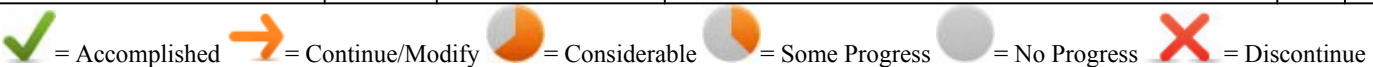
✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 2:** By May 2018, RES students in Special Education taking the STAAR or STAAR-Online test will continue to meet 100% of federal system safeguards.

**Evaluation Data Source(s) 2:** STAAR Data

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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, 9	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)				
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)				
4) 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)				
							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 3:** By May 2018, 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.

**Evaluation Data Source(s) 3:** STAAR Data

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) 100% of RES teachers and staff will receive professional development in order to improve instructional quality and to increase their abilities to provide the strategies needed to positively impact student learning.</p>		Teachers, Administration	TELPAS, STAAR Assessment Data				
<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% RES Special Education students tested utilizing mandated state assessments will meet or exceed performance expectations during the 2017-2018 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>		Teachers, RtI Teacher, At-Risk Teacher, Administration	STAAR Assessment, I Station Data				

5) 80% of Advanced Academics students will receive a challenging curriculum and will attain advanced level performance on STAAR in all areas assessed during the 2017-2018 school year.		Advanced Academics Teacher, Classroom Teaches, Administration	STAAR Assessment Data				
6) 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.	1, 8, 9	Teachers, Administration	Student Performance/Progress Reporting Data/ STAAR and TELPAS Assessment Data				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 7 7) 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 Special Education or 504 as appropriate, and ensure that identified/eligible students receive a continuum of services as needed, provided by appropriate programs.	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 such as after school tutoring.	1, 2, 9, 10	Teachers, Administration	Student Performance Indicators/Progress Reporting Indicators				
9) 100% of Reyes teachers, paraprofessionals, administrators, and staff including: office, custodial, dietary, library, counseling, and cross guards will have the needed instructional resources, supplies, and materials to ensure high quality instruction and learning environments.		Teachers, Librarian, Administration					
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				
11) 100% of RES students will set individual progress goals every 9 weeks period and monitor their progress throughout the 2017-2018 school year in their individual academic data binders.		Teachers, Administration					
<b>Critical Success Factors</b> CSF 1 12) 100% of RES teachers will participate in professional development to increase effectiveness in writing instruction.	2, 4	Teachers, Administration	Student Performance Indicators				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue




**Goal 2:** Increase Student Academic Achievement

**Performance Objective 4:** By the end of June 2018, 1st grade students' fluency average will increase from 74 to 80 words per minute (recommended average is 60-90 wpm) and 2nd students' fluency average will increase from 100 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	9	Teachers, Administration	Increases in student fluency rate averages by individual student, classroom, and grade level				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> 2) Reyes 1st and 2nd grade teachers will engage in fluency checks and utilize fluency probes to monitor the progress of students' fluency rates.	2, 8, 9	Teachers, Administration	Increases in student fluency rate averages by individual student, classroom, and grade level.				
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.	6	Teachers, Administration	Increases in student fluency rate averages by individual student, classroom, and grade level				
<p><b>Critical Success Factors</b> CSF 2</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.	2, 4, 8, 10	Teachers, Administration, ALS Department	I station scores, TELPAS				
5) All RES Students will participate in the Accelerated Reader program; goals will be set for each student based on the students' particular levels of performance.	2, 9	Teachers	Star Assessments, Goal setting charts, data				
Funding Sources: 185-State Compensatory Education - \$0.00							
6) All RES Students will participate in the Accelerated Reader program and goals will be set for each student based on the students' particular levels of performance.	2, 9	Teachers	Star Assessments, Goal setting charts, data				
<p><b>Critical Success Factors</b> CSF 1</p> 7) RES Teachers will receive training in Guided Reading in order to support students in the area of reading.	2, 3, 4, 9	Teachers, Administration	STAAR Assessments, I Station				







8) RES Teachers will receive materials needed to engage students in Guided Reading Instruction.	2						
Funding Sources: 211-Title I-Part A - \$0.00							
							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 5:** By May 2018, 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Reyes will provide a minimum of one orientation meeting for students and parents to transition from Head Start into Pre-Kindergarten.</p>	6	Administration	Sign-in sheets				
<p>2) Reyes counselor will organize a field trip to support 5th grade students' transition from elementary into middle school (AMS).</p>	6, 7	Counselor, Administration	Student Registration Completed Packets, Field trip documentation				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							


**Goal 2:** Increase Student Academic Achievement

**Performance Objective 6:** By the end of May 2018, all 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.

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

**Summative Evaluation 6:**

Strategy Description	Title I	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.	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 - \$0.00, 199-Local Funds - \$0.00							
5) By May 2018, 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.	3, 4	Teachers, Administration	Walkthroughs, observations.				
6) By the end of May 2018, all 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.	3, 4, 9	Teachers, Administration	Sign in sheets, agenda				

7) By May 2018, cumulative student performance in math, reading, writing and science will increase by 1%, from 84% to 85%.	2, 3	Teachers, Administration	results of assessments				
8) By May, 2018, 85% of all first and second grade students will be reading on grade level.	2, 3, 9	Teachers, Administration	Fluency reports				
			Problem Statements: Student Academic Achievement 1				
							

**Performance Objective 6 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> In September of 2016, 65% of students were performing at Tier I in I Station, 15% were at Tier II and 21% were at Tier III.

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 7:** By May 2018, 100% of all special education and 504 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 ARD committees.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All RES regular education and special education teachers and support personnel and administrators will participate in ARD's and 504 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 made during the ARD and/or 504 meeting.	2, 6, 7, 8, 9	Teachers, Special Education Teachers, Administration, School Nurse	Student IEP's, Goals, Progress Monitoring Reports				

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 8:** By June 2018, 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>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 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, I Station, fluency rates, Beginning, Middle, and End of year assessments.				
<p>Funding Sources: 255-Title II-Part A Teacher/Principal - \$0.00, 185-State Compensatory Education - \$0.00, 211-Title I-Part A - \$0.00</p>							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 9:** By January 2018, RES will implement a K-2 Rubric as developed by the ALS department to benchmark state proficiency standards for the dual language program.

**Evaluation Data Source(s) 9:**

**Summative Evaluation 9:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.				
				Funding Sources: 185-State Compensatory Education - \$0.00, 211-Title I-Part A - \$0.00			
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				
							









**Goal 2:** Increase Student Academic Achievement

**Performance Objective 10:** By June 2018, RES will have student attendance rate from 96.44% to 98%.

**Evaluation Data Source(s) 10:** Attendance Reports

**Summative Evaluation 10:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) 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.</p>	1, 6, 9	Administration, Teachers, Attendance Clerk	Student Attendance Data, Student Recognition Events throughout the school year.				
<p>2) Parents will receive information regarding attendance expectations and Texas Attendance Laws.</p>	6	Administration, Attendance Clerk, District Prevention Specialists	Student Attendance Data				
<p>3) By June 2018 RES will implement a Truancy Intervention Plan for students with 3 or more unexcused absences.</p>		Administration, Attendance Clerk, Teachers, District Prevention Specialists	Student attendance binder, student data binders, Pre-K Parenting Classes Sign in sheets and admission forms.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 11:** By May 2018, RES staff attendance will increase from 89% to 95%.

**Evaluation Data Source(s) 11:** Attendance Reports

**Summative Evaluation 11:**







Strategy Description	Title I	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.	1	Teachers, Administration	Staff attendance rate of at least 97%, team-building during wellness activities.				
							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 12:** By June 2018, 100% of RES teachers and administrators will utilize TTESS Observations and Walkthroughs to monitor effective instruction and utilize Student Learning Objectives as a pilot for student learning.

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

**Summative Evaluation 12:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3</p> <p>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.</p>	8	Teachers, Administration	Eduphoria Templates such as pre-classroom walkthroughs, observations, and reflection documents				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 13:** By the end of 2018, 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

**Summative Evaluation 13:**


Strategy Description	Title I	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, 9	Advanced Academics Teacher, Administration	Advanced Academics Student Performance Standards/Indicators				
							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 14:** By June 2018 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) During the 2017-2018 school year, the RES technology team will meet to discuss technology needs and to initiate the development of the technology plan.	2	Teachers, Administration	Technology committee sign-in sheets				
2) RES teachers will receive training and support in implementing the use of available technology in daily classroom instruction.		Administration	Walk-throughs and observation data				
3) RES will purchase additional technology resources to meet the needs of the growing population in order to increase students' access to available technology and enhance instruction and student learning.	1, 2	Administration. Librarian	PO's Computer inventory				
							







**Goal 2:** Increase Student Academic Achievement

**Performance Objective 15:** By June 2018, RES students will complete at least 2 projects or modules as a result of professional development teachers have received on Science, Technology & Mathematics (STEM) and Project Based Learning (PBL) instructional methodologies and approaches to enhance student learning.

**Evaluation Data Source(s) 15:**

**Summative Evaluation 15:**

Strategy Description	Title I	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.	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 - \$0.00, 185-State Compensatory Education - \$0.00							
<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				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) By June 2018, RES teachers will receive professional development in technology and training on how to use existing technology, and applications, e-books, and Google drive.</p>	2, 3, 4, 5	Teachers, Administration	Sign in sheets, agendas.				


<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) By June 2018 RES parents will receive training on the use of technological tools and applications available to monitor students' progress.</p>	6, 9	Parent Liaison, Administration	Sign-in sheets, agendas				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

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

**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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Counselor will purchase reading and other materials to be used during individual and group counseling sessions, to help promote social/emotional healthy children.	2	Counselor	Individual and group counseling as needed with students throughout the school year.				
2) Recognition of Character Counts students of the nine weeks.		Administration and Counselor	Incentives and student pictures every nine weeks.				
3) 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				
4) Character Counts components will be utilized in each classroom to reinforce leadership strategies.	2	Administration, Counselor and Teachers	Morning Announcements and use of Hallway visual of the 7 habits, student data binders.				
5) 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	Counselor	Classroom presentations every nine weeks.				
6) Counselor will make use of community agencies as needed.	2	Counselor	Community agencies used as needed.				
7) Counselor will utilize the American School Counseling Association model 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.	2	Teachers, Counselor, Administration	Counselor planning guide/calendar/schedule				
							




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

**Performance Objective 2:** By Spring 2018, 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	Title I	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).	1	Administration, Counselor and Teachers.	Field trips				
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	Administration, Counselor and Teachers.	Active participation of student and staff.				
3) RES students will participate in 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, announce weekly "caught being good" student of the week. Parent post card mail outs.				
4) By May 2018, RES staff will publicly recognize and reward students with A , A/B Honor Roll and Perfect Attendance for each nine week period.	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 6) RES students in grades 3-5 will have the opportunity to participate in Robotics, Chess, and Tennis.	1, 5, 6	Administration, Librarian and Physical Education Coach	Team meetings.				
							

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

**Performance Objective 1:** By June 2018, RES will provide at least one parent academic information night during each Nine Week period.

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

### Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) RES will host a family literacy night to provide parents with information on improving students' literacy skills and overall academic performance.	1, 6, 8, 9	Teachers, Administration, Parent Liaison	Sign In Sheets, Agendas, Minutes				
	Funding Sources: 211-Title I-Part A - \$0.00						
2) RES will utilize Parent Advisory Committee meetings - scheduled in monthly morning and evening sessions to provide parents with information that is integrated with other content to address the improvement of students' literacy skills and overall academic performance.	1, 6, 10	Parent Liaison, Administration	Sign In Sheets, Agendas, Minutes				
	Funding Sources: 211-Title I-Part A - \$0.00						

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

**Performance Objective 2:** By June 2018, 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) During the 2017-2018 school year, RES will provide multiple parent and community involvement activities/events to include, Open House Night, Parent Teacher Conference Days, STEM Expo, PTO Meetings, and Literacy Nights, to encourage parent participation and to support student learning.</p>	2, 6	Administration	Sign In Sheets				
Funding Sources: 211-Title I-Part A - \$0.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) During the 2017-2018 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>	6, 9, 10	Parent Liaison, Administration					
<p>3) By May 2018 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, Perfect Attendance, as well as AR recognition</p>		Teachers, Administration	Documentation of Events				
<p>4) 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.</p>	1, 6	Parent Liaison, Administration	Documentation of Events, Participation and Donation Logs, Letters				
<p>5) RES will conduct 2 parent surveys including digital and print formats in both English and Spanish to assess needs of the school.</p>	6	Campus Improvement Committee, Administration	Completion of surveys, survey results.				
							

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

**Performance Objective 3:** By June 2018, 100% 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.

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

**Summative Evaluation 3:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional Learning Communities will be established to support teachers/students and community members.	2, 3, 4	Administration	Documentation of meetings through meeting minutes.				

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

**Performance Objective 4:** By June 2018, 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	Title I	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.	6	Administration/Music Teacher	Documentation on number of events and programs				
							

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

**Performance Objective 5:** By June 2018 RES will have at least 2 academic showcases.

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

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES will provide opportunities to showcase outstanding academic achievement throughout the year including but not limited to Science Fair, Spelling Bee, and other events.	2	Administration, Teacher Event Sponsors.	Sign in sheets, documentation of events, calendar of events, number of showcases.				
							

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

**Performance Objective 6:** By June 2018, RES will provide at least 6 parent newsletters outlining important school information.

**Evaluation Data Source(s) 6:** HB 5, community engagement survey

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES will hire a Parent Liaison to collect baseline data and provide reports on Parental Engagement.	6	Administration, Parent Liaison	FTE				







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

**Performance Objective 1:** By May 2018, 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:** HB 5, community engagement survey

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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 & improve communication between the campus and all stakeholders.	4, 6	Principal, Assistant Principal	Professional development sign-in sheet.				
2) RES will develop internal and external communication and promotional strategies to enhance public awareness of its students, staff, programs, and community.	6	Principal, Assistant Principal,	district climate surveys, frequent updates.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue









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

**Performance Objective 2:** By June 2018, 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:** HB 5, community engagement survey

**Summative Evaluation 2:**

Strategy Description	Title I	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.	6	Administration	Documentation of the number of individuals reached using social media data				
2) By June 2018 RES will improve parent volunteer morale and perception by coordinating and publicizing (through social media) volunteer appreciation events and campus culture building activities.	6	Administration	Facebook news feed				
3) By June 2018, RES will improve staff morale and positive perception of the workplace by coordinating and publicizing (through social media) and other venues, staff appreciation events and culture building activities in order to improve employee morale and to build collegiality among staff members.	2, 6	Administration	Organizational Health Inventory Report, District Employee Survey				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue







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

**Performance Objective 3:** By June 2018, RES will have at least 2 new partnerships.

**Evaluation Data Source(s) 3:** HB 5, community engagement survey

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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>	6	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>	2, 6, 10	Administration, Counselor, Parent Liaison	Sign In Sheets, Letters, Confirmation of Participation				


 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

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

**Performance Objective 4:** By June 2018, 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RES Staff will follow CISD Finance Department calendar and deadlines in purchasing instructional materials and programs.	10	Principal, Office Manager.	Financial statements, budget reports				
							

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

**Performance Objective 5:** By May 2018, 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 (2017-2018) in order to meet student academic goals.

**Evaluation Data Source(s) 5:** Budget Reports

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Budget will be monitored by principal and office manager not to exceed the allotted funds.	10	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.	10	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				
<p><b>Critical Success Factors</b> CSF 4</p> 4) RES teachers will have the necessary professional development, instructional tools and supplemental materials to support instruction and to facilitate effective practices.	3, 4	Teachers, Administration	Student Achievement Data				
5) RES will strive for a high level of financial transparency by preparing reports for stakeholders detailing expenditures of revenue acquired through fund-raising activities during the 2017-2018 school year.	10	Campus Improvement Committee, Principal	Financial statements, budget reports.				

# State Compensatory

## Budget for Reyes Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
185.11.6112.13.106.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,898.00
185.11.6117.05.106.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$14,368.00
185.11.6117.40.106.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$897.00
185.11.6118.35.106.30	6118 Extra Duty Stipend - Locally Defined	\$1,999.00
185.11.6119.00.106.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$97,750.00
185.11.6119.35.106.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$53,100.00
185.11.6126.03.106.30	6126 Part Time Support Personnel - Locally Defined	\$24,498.00
185.11.6129.00.106.30	6129 Salaries or Wages for Support Personnel	\$36,316.00
185.11.6141.00.106.30	6141 Social Security/Medicare	\$1,944.00
185.11.6141.03.106.30	6141 Social Security/Medicare	\$356.00
185.11.6141.05.106.30	6141 Social Security/Medicare	\$209.00
185.11.6141.13.106.30	6141 Social Security/Medicare	\$72.00
185.11.6141.35.106.30	6141 Social Security/Medicare	\$799.00
185.11.6141.40.106.30	6141 Social Security/Medicare	\$13.00
185.11.6142.00.106.30	6142 Group Health and Life Insurance	\$29,948.00
185.11.6142.35.106.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.13.106.30	6143 Workers' Compensation	\$25.00
185.11.6143.35.106.30	6143 Workers' Compensation	\$259.00
185.11.6143.40.106.30	6143 Workers' Compensation	\$5.00
185.11.6143.00.106.30	6143 Workers' Compensation	\$1,930.00
185.11.6143.03.106.30	6143 Workers' Compensation	\$123.00

185.11.6143.05.106.30	6143 Workers' Compensation	\$72.00
185.11.6145.35.106.30	6145 Unemployment Compensation	\$51.00
185.11.6145.40.106.30	6145 Unemployment Compensation	\$1.00
185.11.6145.00.106.30	6145 Unemployment Compensation	\$123.00
185.11.6145.03.106.30	6145 Unemployment Compensation	\$23.00
185.11.6145.05.106.30	6145 Unemployment Compensation	\$14.00
185.11.6145.13.106.30	6145 Unemployment Compensation	\$5.00
185.11.6146.00.106.30	6146 Teacher Retirement/TRS Care	\$2,182.00
185.11.6146.05.106.30	6146 Teacher Retirement/TRS Care	\$1,121.00
185.11.6146.35.106.30	6146 Teacher Retirement/TRS Care	\$692.00
185.11.6146.40.106.30	6146 Teacher Retirement/TRS Care	\$70.00
185.11.6149.00.106.30	6149 Employee Benefits	\$1,206.00
185.11.6149.05.106.30	6149 Employee Benefits	\$216.00
185.11.6149.35.106.30	6149 Employee Benefits	\$741.00
185.11.6149.40.106.30	6149 Employee Benefits	\$14.00
<b>6100 Subtotal:</b>		<b>\$283,527.00</b>
<b>6200 Professional and Contracted Services</b>		
185.11.6299.00.106.30	6299 Miscellaneous Contracted Services	\$20,336.00
<b>6200 Subtotal:</b>		<b>\$20,336.00</b>
<b>6300 Supplies and Services</b>		
185.12.6329.00.106.30	6329 Reading Materials	\$2,500.00
185.11.6399.00.106.30	6399 General Supplies	\$5,000.00
<b>6300 Subtotal:</b>		<b>\$7,500.00</b>
<b>6400 Other Operating Costs</b>		
185.11.6499.00.106.30	6499 Miscellaneous Operating Costs	\$1,000.00

185.13.6499.00.106.30	6499 Miscellaneous Operating Costs	\$2,500.00
		<b>6400 Subtotal: \$3,500.00</b>

**Personnel for Reyes Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Ramos	2nd grade teacher	Targeted Instruction	1.00
Annette Gonzalez	At Risk Teacher	Intervention Program	1.00
Claudia Mendoza	2nd grade teacher	Targeted Instruction	1.00
Elisabet Galan	At-Risk Aide	Intervention Program	1.00
Olga M. Terrones	At-Risk Aide	Intervention Program	1.00



# Title I

## Schoolwide Program Plan

According to the 2016-2017 PEIMS Report, Reyes Elementary School is comprised of 570 students. Of these, 296 (51.93%) are females and 274 (48.07%) are males;

### Ethnicity

Hispanic-Latino 475 83.33%

### Race

American Indian - Alaskan Native 1 0.18%

Asian 8 1.40%

Black - African American 10 1.75%

Native Hawaiian - Pacific Islander 0 0.00%

White 66 11.58%

Two-or-More 10 1.75%

### Student by Program (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

Bilingual 219 38.42%

English as a Second Language (ESL) 10 1.75%

Career and Technical Education (CTE) 0 0.00%

Free Lunch Participation 187 32.81%

Reduced Lunch Participation 62 10.88%

Other Economically Disadvantaged 0 0.00%

Gifted & Talented 48 8.42%

Special Education (SPED) 47 8.25%

Title 1 Participation 570 100.00%

Dyslexia 0 0.00%

Homeless Statuses

Homeless Status Total 0 0.00%

### Special Services (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

#### Top Primary Disabilities

Speech impairment 28 (59.00%)

Learning disability 12 (25.00%)

Other health impairment 4 (8.00%)

Auditory impairment 2 (4.00%)

Instructional Settings  
Speech Therapy code (00) 28 59.57%

Other Student Information (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

At-Risk 306 53.68%

Economically Disadvantaged 249 43.68%

Title I Homeless(\*Special Notes\*) 0 0.00%

Immigrant 12 2.11%

Limited English Proficient (LEP) 170 29.82%

Migrant 0 0.00%

Military Connected 66 11.58%

Foster Care 0 0.00%

CTE Single Parent/Pregnant Teen 0 0.00%

Section 504 (No Section 504 File for 2017) 0 0.00%

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 570 student population, 53.68% have been identified as "at-risk"; therefore, it's crucial to develop a plan of action on how to proceed for the 17-18 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.

2017 STAAR Assessment Data revealed the following:

- In STAAR Math 88% of 3rd grade students assessed achieved satisfactory performance.
- In STAAR Reading 78% of 3rd grade students assessed achieved satisfactory performance.
- In STAAR Math 85% of 4th grade students assessed achieved satisfactory performance.
- In STAAR Reading 84% of 4th grade students assessed achieved satisfactory performance.
- Writing, 74% of 4th grade students assessed achieved satisfactory performance.
- In STAAR Math 90% of 5th grade students assessed achieved satisfactory performance.
- In STAAR Science, 90% of 5th grade students assessed achieved satisfactory performance.

As we continue through the year, we will be monitoring and analyzing data utilizing common formative assessments, benchmarks, mock testing, and other indicators to focus on students' academic needs and ensure timely interventions occur when students are failing or are in danger of failing.

## Ten Schoolwide Components

### 1: Schoolwide Reform Strategies

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 disadvantage 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

## **2: 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.

The state-developed evaluative instrument Texas Teacher Evaluation Support System (T-TESS) is utilized to promote teacher growth and to ensure high quality classroom instruction.

### **3: 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.

### **4: 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);
- 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.

## **5: 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.

## **6: 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.

### **7: 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.

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

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. During the 2017-2018 school year, we will implement RISE -Red Hawks, Interventions, Skills and Enrichment in which interventions and supports are provided at intervention blocks at each grade level throughout the school day in order to provide the most timely support for students.

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.

### **9: 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>
Araceli Olivas	Library Aide	Title I	1.00
Vacant	Parent Liaison	Title I	.50



## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Debra Kerney	Principal
Administrator	Jessica Carrillo	Assistant Principal
Office Manager	Martha Favela	Office Manager
Non-classroom Professional	Julia Hoy	Librarian
Parent	Ryan Smith	Parent
Classroom Teacher	Celia Apodaca	4th Grade Teacher
Classroom Teacher	Gabriela Espinoza	2nd Grade Teacher
Classroom Teacher	Kellsey Graden	Kindergarten Grade Teacher
Non-classroom Professional	Michelle Escobedo	Counselor
Classroom Teacher	Page Hatfield	5th Grade Teacher
Classroom Teacher	Valeria Marivani	3rd Grade Teacher
Classroom Teacher	Virginia Bernal	1st Grade Teacher