

Canutillo Independent School District

Reyes Elementary School

2018-2019 Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: September 25, 2018

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

Revised/Approved: February 27, 2018

Demographics

Demographics Summary

School Population (2017 - 2018 Fall PEIMS file loaded 05/05/2018)

Count Percent

Student Total 667 100%
Early Education Grade 4 0.60%
Pre-Kindergarten Grade 58 8.70%
Kindergarten Grade 106 15.89%
1st Grade 113 16.94%
2nd Grade 125 18.74%
3rd Grade 93 13.94%
4th Grade 90 13.49%
5th Grade 78 11.69%

Student Demographics (2017 - 2018 Fall PEIMS file loaded 05/05/2018) Count Percent

Gender

Female 347 52.02%
Male 320 47.98%

Ethnicity

Hispanic-Latino 557 83.51%

Race

American Indian - Alaskan Native 0 0.00%
Asian 12 1.80%
Black - African American 17 2.55%
Native Hawaiian - Pacific Islander 0 0.00%
White 70 10.49%
Two-or-More 11 1.65%

Special Services (2017 - 2018 Fall PEIMS file loaded 05/05/2018) Count Percent

Top Primary Disabilities

Speech impairment 40 65.00%
Learning disability 12 19.00%
Other health impairment 5 8.00%
Autism 2 3.00%

Instructional Settings

Speech Therapy code (00) 41 67.21%
Homebound code (01) 0 0.00%
Hospital Class code (02) 0 0.00%
Mainstream code (40) 5 8.20%
Resource Room codes (41,42) 14 22.95%
VAC code (08) 0 0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98) 0 0.00%
State School code (30) 0 0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89) 0 0.00%
Self-Contained codes (43,44) 1 1.64%
Full-Time Early Childhood code (45) 0 0.00%

Student by Program (2017 - 2018 Fall PEIMS file loaded 05/05/2018) Count Percent

Bilingual 274 41.08%
English as a Second Language (ESL) 19 2.85%
Career and Technical Education (CTE) 0 0.00%
Free Lunch Participation 92 13.79%
Reduced Lunch Participation 89 13.34%
Other Economically Disadvantaged 0 0.00%
Gifted & Talented 62 9.30%
Special Education (SPED) 61 9.15%
Title 1 Participation 667 100.00%
Dyslexia 0 0.00%
Homeless Statuses
Homeless Status Total 11 1.65%
Shelter 0 %
Doubled Up 11 1.65%
Unsheltered 0 0.00%
Hotel/Motel 0 0.00%

Other Student Information (2017 - 2018 Fall PEIMS file loaded 05/05/2018) Count Percent

At-Risk 396 59.37%
Economically Disadvantaged 181 27.14%
Title I Homeless(*Special Notes*) 0 0.00%
Immigrant 8 1.20%
Limited English Proficient (LEP) 220 32.98%
Migrant 0 0.00%
Military Connected 75 11.24%
Foster Care 0 0.00%
CTE Single Parent/Pregnant Teen 0 0.00%
Section 504 (No Section 504 File for 2018) 0 0.00%

This year Reyes Elementary had as many as 670 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.

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% Student Progress”, 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 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.

Parental involvement is high. There is an established Parent-Teacher Organization and this year we were able to hire and retain a Parent Liaison.

There are many programs and activities at the campus.

There are strong committees such as Language Proficiency Assessment Committee (LPAC) and Attendance Review Committee (ARC).

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

: 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.

Problem Statement 3: 59.37% of the student population are considered to be at risk. **Root Cause:** There are multiple criteria for students to be identified as at-risk including but not limited to failing reading assessments. Therefore the At-Risk teacher and paraprofessionals are needed to continuously identify and support the high number of at-risk students.

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 87% for all students, all tests in STAAR. This an over all increase of 3% compared to the 2016-2017 school year STAAR performance. ELL's outperformed other ELL's at the state and district level. Economically disadvantaged students during the 2017-2018 school year demonstrated a closing of achievement gaps for all assessments. The lowest performance area for economically disadvantaged was 80% compared to 87% of all students achieving at the approaches level in reading.

In Reading 87% achieved at the approaches level; 56% met grade level standards and 30% achieved at the masters level.

In Math 90% achieved at the approaches level; 63% met grade level standards and 36% achieved grade level mastery.

In Writing 78% achieved at the approaches level; 44% met grade level standards and 19% performed at the masters level. This is an increase of 19% 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 87% achieved at the approaches level, 45% performed at grade level standards and 13% 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 (59%), 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. Students were successful this year at a rate of 87% for all students, all tests in STAAR. This an over all increase of 3% compared to the 2016-2017 school year STAAR performance.

In Reading 87% achieved at the approaches level; 56% met grade level standards and 30% achieved at the masters level.

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In Writing 78% achieved at the approaches level; 44% met grade level standards and 19% performed at the masters level. This is an increase of 19% 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 87% achieved at the approaches level, 45% performed at grade level standards and 13% achieved at the mastery level.

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

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 80% 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.

Problem Statement 2: 88% of students passed the science assessment however only 46% achieved at approaches or above level performance. **Root Cause:** Dual Language class was not part of the science rotation/instruction monolingual classes experienced

Problem Statement 3: 88% of students passed the science assessment however only 14% achieved grade level mastery. **Root Cause:** Access to the STEM lab was limited due to the lack of building space and the need to use the STEM lab as a classroom.

Problem Statement 4: Of our Special Education students 50% passed math, 40% passed writing, 14% passed science and 41% passed reading **Root Cause** : There were 24 special education students who received resource and inclusion with two special education staff members including one teacher and one paraprofessional who need professional development, resources, materials, and strategies to support SPED students.

Problem Statement 5: Of all students 89% achieved approaches or above grade level performance in reading and 91% achieved at approaches or above grade level performance in math **Root Cause:** Only 47% of Special Education students passed reading and 53% of Special Education students passed math.

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 two distinction designations: Top 25% student progress and Postsecondary Readiness. Additionally, the campus continues to exceed state expectations in all indices.

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

Our campus excels in closing performance gaps and post secondary readiness. 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. PLC's are effective and include planning, ELPS integration, and accountability.

Campus administrators highly encourage teacher growth and best instructional practices through walkthroughs and observations. Teachers have multiple sources of data such as Eduphoria that allows them to make research-based instructional decisions in order to increase student achievement.

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: 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 and there is a greater need for additional technological tools and resources to be available for all students and teachers.

Problem Statement 2: Campus growth projections were deficient producing an urgent need for instructional space, teachers, and supplies. **Root Cause:** The area is growing at a rapid pace and additional funding is needed to meet the needs of a growing and diverse population of students.

Problem Statement 3: There is an increase in the population of Special Education students and SPED only 41% of SPED students passed reading; 40% of SPED students passed writing; 53% of SPED students passed math and 14% of SPED students passed science. **Root Cause:** The increase in the population of Special Education students is due to rapid increase in enrollment and there is a need for professional development, materials, and resources to support special education 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,

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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.

Problem Statement 2: Students identified as at-risk and students who qualify for 504 and Special Education are not performing as well as the general population. **Root Cause:** Accommodations and Individual Education Plans must be reviewed and monitored throughout the year to ensure strategies and resources utilized are resulting in the success of the students who are identified as at risk, and those who qualify for 504 and SPED services.

Problem Statement 3: Discipline data may not be accurate since some students are using alternative support strategies such as Truancy Intervention Plans (TIPS), Behavior Intervention Plans (BIPS) and Positive Behavior Interventions and Supports (PBIS) and not all incidents are entered in TEAMS. **Root Cause:** For some students that are in SPED discipline referrals are not completed for all behavior related incidents and staff needs more training to deal with extreme behavioral concerns of students in both SPED and regular education.

Priority Problem Statements

Problem Statement 1: There is a need to increase the levels of communication between home and school.

Root Cause 1: The Parent Liaison works part-time and this diminishes opportunities for home-school connections.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: 59.37% of the student population are considered to be at risk.

Root Cause 2: There are multiple criteria for students to be identified as at -risk including but not limited to failing reading assessments. Therefore the At-Risk teacher and paraprofessionals are needed to continuously identify and support the high number of at-risk students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Of our Special Education students 50% passed math, 40% passed writing, 14% passed science and 41% passed reading

Root Cause 3: There were 24 special education students who received resource and inclusion with two special education staff members including one teacher and one paraprofessional who need professional development, resources, materials, and strategies to support SPED students.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: There is an increase in the population of Special Education students and SPED only 41% of SPED students passed reading; 40% of SPED students passed writing; 53% of SPED students passed math and 14% of SPED students passed science.

Root Cause 4: The increase in the population of Special Education students is due to rapid increase in enrollment and there is a need for professional development, materials, and resources to support special education students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students identified as at-risk and students who qualify for 504 and Special Education are not performing as well as the general population.

Root Cause 5: Accommodations and Individual Education Plans must be reviewed and monitored throughout the year to ensure strategies and resources utilized are resulting in the success of the students who are identified as at risk, and those who qualify for 504 and SPED services.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Discipline data may not be accurate since some students are using alternative support strategies such as Truancy Intervention Plans (TIPS), Behavior Intervention Plans (BIPS) and Positive Behavior Interventions and Supports (PBIS) and not all incidents are entered in TEAMS.

Root Cause 6: For some students that are in SPED discipline referrals are not completed for all behavior related incidents and staff needs more training to deal with extreme behavioral concerns of students in both SPED and regular education.

Problem Statement 6 Areas: Perceptions

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

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate's degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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
- Other additional data

Goals

Revised/Approved: September 25, 2018

Goal 1: Provide a Safe and Secure Environment

Performance Objective 1: By May 2019 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: Met Performance Objective

Next Year's Recommendation 1: Continue having EOP meetings throughout the year

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 6 1) All staff will be trained on EOP procedures such as fire drills, lock downs, and severe weather procedures. | 2.6 | Principal and Assistant Principal | Sign in sheets from staff trainings, fire drill/lock down forms submitted after drills will provide documentation that staff and students participated in drills and are prepared in case of emergencies. | | | | |
| Problem Statements: Perceptions 1, 3 | | | | | | | |
| Critical Success Factors CSF 6 2) Two meetings per semester will be held with Emergency Operations Procedures Team to revise and plan for effective responses to emergency situations. | 2.6 | Principal, Assistant Principal, Emergency Operations Team, Teacher and Staff | Meeting documentation, implementation of plan campus safety plan will provide documentation that staff and students participated in drills and are prepared in case of emergencies. | | | | |
| Problem Statements: Perceptions 1 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 6 3) Monthly fire drills will be conducted to practice and monitor adherence to safety plan. | 2.6 | Principal, Assistant Principal, Emergency Operations Teams, Teachers and Staff | Meeting documentation, implementation of plan campus safety plan will provide documentation that staff and students participated in drills and are prepared in case of emergencies. | | | | |
| Critical Success Factors CSF 6 4) 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. | | | | |
| 5) RES staff will conduct campus wide Coordinated School Health activities (SHAC) . | | | Impact will promote health and positively impact student attendance rates and positively impact student learning and performance outcomes. . | | | | |
| 6) 6) RES Nurse will have all the necessary materials required to provide services in order to meet the medical needs of all students. | | Nurse | Impact will promote health and safety and positively impact student attendance rates and student learning and performance outcomes. | | | | |
| 7) 7)RES Custodial Department will be able to purchase supplies and materials necessary for repairs, maintenance/operations in order to provide a clean, safe, school environment. | | Custodial Department | The building will be clean and maintained throughout the year and will positively promote student learning outcomes through having a clean, safe orderly learning environment. | | | | |

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| Problem Statement 1: There is a need to increase the levels of communication between home and school. Root Cause 1: The Parent Liaison works part-time and this diminishes opportunities for home-school connections. |
| Problem Statement 3: Discipline data may not be accurate since some students are using alternative support strategies such as Truancy Intervention Plans (TIPS), Behavior Intervention Plans (BIPS) and Positive Behavior Interventions and Supports (PBIS) and not all incidents are entered in TEAMS. Root Cause 3: For some students that are in SPED discipline referrals are not completed for all behavior related incidents and staff needs more training to deal with extreme behavioral concerns of students in both SPED and regular education. |

Goal 1: Provide a Safe and Secure Environment

Performance Objective 2: By May 2019 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: Exceeded Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 6</p> <p>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.</p> | 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. | | | | |
| <p>Critical Success Factors CSF 4 CSF 6</p> <p>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.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, PBIS/NPFH Team, Teachers and Staff | Training Documents, PBIS strategy implementation will provide evidence that these activities took place which will 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 and increase PBIS Quality Benchmarks by 1% | | | | |
| <p>Critical Success Factors CSF 6</p> <p>3) No Place for Hate Resolution of Respect will be signed by all RES students</p> | 2.6 | Principal, Assistant Principal, Counselor | Resolution of Respect Posters will help to ensure that we provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes. | | | | |
| <p>Critical Success Factors CSF 6</p> <p>4) RES School Counselor will deliver three targeted anti-bullying lessons to identify students/grade levels through discipline data.</p> | 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. | | | | |
| Problem Statements: Perceptions 3 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-----------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 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. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Performance Objective 2 Problem Statements:















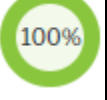





| Perceptions |
|--|
| <p>Problem Statement 3: Discipline data may not be accurate since some students are using alternative support strategies such as Truancy Intervention Plans (TIPS), Behavior Intervention Plans (BIPS) and Positive Behavior Interventions and Supports (PBIS) and not all incidents are entered in TEAMS. Root Cause 3: For some students that are in SPED discipline referrals are not completed for all behavior related incidents and staff needs more training to deal with extreme behavioral concerns of students in both SPED and regular education.</p> |

Goal 1: Provide a Safe and Secure Environment

Performance Objective 3: By June 2019 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: Met Performance Objective

| 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 | Implementation of this anti-bullying initiative 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) 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 | Bully prevention strategies 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) 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 | 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: 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%, for the 2018-2019 school year.

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

Summative Evaluation 4: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 6</p> <p>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.</p> | 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. | | | | |
| Problem Statements: Perceptions 3 | | | | | | | |
| <p>Critical Success Factors CSF 4 CSF 6</p> <p>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.</p> | 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. | | | | |
| <p>Critical Success Factors CSF 6</p> <p>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.</p> | 2.6 | Administration, Student Support Services | 5th grade classroom lessons | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 3: Discipline data may not be accurate since some students are using alternative support strategies such as Truancy Intervention Plans (TIPS), Behavior Intervention Plans (BIPS) and Positive Behavior Interventions and Supports (PBIS) and not all incidents are entered in TEAMS. **Root Cause 3:** For some students that are in SPED discipline referrals are not completed for all behavior related incidents and staff needs more training to deal with extreme behavioral concerns of students in both SPED and regular education.

Goal 2: Increase Student Academic Achievement

Performance Objective 1: By May 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Critical Success Factors CSF 1 CSF 7</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> | 2.4, 2.6 | Dual language teachers; administration | TELPAS and STAAR Assessment Data | | | | |
| <p>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.</p> | | LPAC aide, teachers, administration | TELPAS Assessment Data | | | | |
| Funding Sources: 185-State Compensatory Education - 261.20 | | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Increase Student Academic Achievement

Performance Objective 2: By May 2019, 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: Met Performance Objective

| 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 in order to ensure their abilities to provide optimal instruction for students in Special Education. | 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 professional development and research-based instructional practices being learned and implemented. | | | | |
| Problem Statements: School Processes & Programs 3 | | | | | | | |
| Critical Success Factors 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. | 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. | | | | |
| Problem Statements: School Processes & Programs 3 - Perceptions 2 | | | | | | | |
| 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) | | | | |
| Funding Sources: 185-State Compensatory Education - 2802.85 | | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 3: There is an increase in the population of Special Education students and SPED only 41% of SPED students passed reading; 40% of SPED students passed writing; 53% of SPED students passed math and 14% of SPED students passed science. **Root Cause 3:** The increase in the population of Special Education students is due to rapid increase in enrollment and there is a need for professional development, materials, and resources to support special education students.

Perceptions

Problem Statement 2: Students identified as at-risk and students who qualify for 504 and Special Education are not performing as well as the general population. **Root Cause 2:** Accommodations and Individual Education Plans must be reviewed and monitored throughout the year to ensure strategies and resources utilized are resulting in the success of the students who are identified as at risk, and those who qualify for 504 and SPED services.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By May 2019, RES percentage of students achieving at approaches or above will increase from 88% to 90% and the percentage of students demonstrating meets and mastery of grade level standards (post secondary readiness performance) will increase from 57% to 70% in all assessed grade levels (3rd, 4th, & 5th) and subjects.

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3: Met Performance Objective

| 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 in order to ensure student learning, and students' academic performance, according to the state mandated curriculum. | | Teachers, Administration | TELPAS, STAAR Assessment Data | | | | |
| Funding Sources: 185-State Compensatory Education - 13931.03, 211-Title I-Part A - 8536.50 | | | | | | | |
| <p>TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 2</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 - 130098.00 | | | | | | | |
| 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 | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>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.</p> | 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. | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>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, and ensure that identified/eligible students receive a continuum of services as needed, provided by appropriate programs.</p> | 2.4, 2.5, 2.6 | Teachers, At-Risk Teacher, Administration, RtI Teacher | 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 utilization of RtI, 504 and ARD processes to include parents in the decision making about their students. | | | | |
| <p>Problem Statements: Student Academic Achievement 4 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: 185-State Compensatory Education - 1907.86</p> | | | | | | | |
| 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 | 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. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 8) 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 | Student Performance/Progress Reporting Data, I Station Data | | | | |
| Funding Sources: 211-Title I-Part A - 15804.19 | | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Performance Objective 3 Problem Statements:

| Student Academic Achievement |
|---|
| Problem Statement 4: Of our Special Education students 50% passed math, 40% passed writing, 14% passed science and 41% passed reading Root Cause 4: There were 24 special education students who received resource and inclusion with two special education staff members including one teacher and one paraprofessional who need professional development, resources, materials, and strategies to support SPED students. |
| School Processes & Programs |
| Problem Statement 3: There is an increase in the population of Special Education students and SPED only 41% of SPED students passed reading; 40% of SPED students passed writing; 53% of SPED students passed math and 14% of SPED students passed science. Root Cause 3: The increase in the population of Special Education students is due to rapid increase in enrollment and there is a need for professional development, materials, and resources to support special education students. |
| Perceptions |
| Problem Statement 2: Students identified as at-risk and students who qualify for 504 and Special Education are not performing as well as the general population. Root Cause 2: Accommodations and Individual Education Plans must be reviewed and monitored throughout the year to ensure strategies and resources utilized are resulting in the success of the students who are identified as at risk, and those who qualify for 504 and SPED services. |

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By the end of June 2019, 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: Met Performance Objective

| 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</p> <p>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. | | | | |
| Problem Statements: Demographics 3 - School Processes & Programs 3 - Perceptions 2 | | | | | | | |
| <p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 2</p> <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.</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>Critical Success Factors CSF 2</p> <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. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 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. | 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. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>Critical Success Factors CSF 1</p> <p>6) RES Teachers will receive training in Guided Reading, Guided Math and other content-based instructional professional development in order to support students development in math, reading, writing and science.</p> | 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. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Performance Objective 4 Problem Statements:

| Demographics |
|---|
| Problem Statement 3: 59.37% of the student population are considered to be at risk. Root Cause 3: There are multiple criteria for students to be identified as at -risk including but not limited to failing reading assessments. Therefore the At-Risk teacher and paraprofessionals are needed to continuously identify and support the high number of at-risk students. |
| School Processes & Programs |
| Problem Statement 3: There is an increase in the population of Special Education students and SPED only 41% of SPED students passed reading; 40% of SPED students passed writing; 53% of SPED students passed math and 14% of SPED students passed science. Root Cause 3: The increase in the population of Special Education students is due to rapid increase in enrollment and there is a need for professional development, materials, and resources to support special education students. |
| Perceptions |
| Problem Statement 2: Students identified as at-risk and students who qualify for 504 and Special Education are not performing as well as the general population. Root Cause 2: Accommodations and Individual Education Plans must be reviewed and monitored throughout the year to ensure strategies and resources utilized are resulting in the success of the students who are identified as at risk, and those who qualify for 504 and SPED services. |

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By May 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 5 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 2019, 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: Met Performance Objective

| 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. | | | | |
| Problem Statements: School Processes & Programs 3 - Perceptions 2 | | | | | | | |
| Critical Success Factors CSF 2 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 (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. | | | | |

| 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 - 1500.00 | | | | | | | |
| 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. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>Critical Success Factors CSF 3 CSF 7</p> | 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 | | | | |
| 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. | Problem Statements: School Processes & Programs 3 - Perceptions 2 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Performance Objective 6 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 3: There is an increase in the population of Special Education students and SPED only 41% of SPED students passed reading; 40% of SPED students passed writing; 53% of SPED students passed math and 14% of SPED students passed science. Root Cause 3: The increase in the population of Special Education students is due to rapid increase in enrollment and there is a need for professional development, materials, and resources to support special education students.</p> |

Perceptions

Problem Statement 2: Students identified as at-risk and students who qualify for 504 and Special Education are not performing as well as the general population. **Root Cause 2:** Accommodations and Individual Education Plans must be reviewed and monitored throughout the year to ensure strategies and resources utilized are resulting in the success of the students who are identified as at risk, and those who qualify for 504 and SPED services.

Goal 2: Increase Student Academic Achievement

Performance Objective 7: By May 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|---------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) All Special Education, 504, and At Risk students will receive academic support during intervention blocks throughout the school day.</p> | 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. | | | | |
| <p>Problem Statements: Demographics 3 Funding Sources: 185-State Compensatory Education - 25000.00</p> | | | | | | | |
| <p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p> | | | | | | | |

Performance Objective 7 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 3: 59.37% of the student population are considered to be at risk. Root Cause 3: There are multiple criteria for students to be identified as at-risk including but not limited to failing reading assessments. Therefore the At-Risk teacher and paraprofessionals are needed to continuously identify and support the high number of at-risk students.</p> |

Goal 2: Increase Student Academic Achievement

Performance Objective 8: By June 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 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. | | | | |
| | Funding Sources: 255-Title II-Part A Teacher/Principal - 2314.00, 185-State Compensatory Education - 2390.00, 211-Title I-Part A - 600.00 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Increase Student Academic Achievement

Performance Objective 9: By January 2019, 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: Met Performance Objective

| 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. | | | | |
| Critical Success Factors CSF 1 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. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By June 2019, RES will have student attendance rate from 96.44% to 98%.

Evaluation Data Source(s) 10: Attendance Reports

Summative Evaluation 10: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>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.</p> | 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. | | | | |
| <p>2) Parents will receive information regarding attendance expectations and Texas Attendance Laws.</p> | | 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 | | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) RES will implement a Truancy Intervention Plan for students with 3 or more unexcused absences.</p> | | 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. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Increase Student Academic Achievement

Performance Objective 11: By May 2019, RES staff attendance will increase from 89% to 95%.

Evaluation Data Source(s) 11: Attendance Reports

Summative Evaluation 11: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Participation in staff wellness program and activities will be encouraged to increase staff physical, mental, emotional, and social well-being.</p> | 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. | | | | |
| <p> = Accomplished = Continue/Modify = No Progress = Discontinue </p> | | | | | | | |

Goal 2: Increase Student Academic Achievement

Performance Objective 12: By June 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 7 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. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Increase Student Academic Achievement

Performance Objective 13: By the end of 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 1 CSF 6 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. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Increase Student Academic Achievement

Performance Objective 14: By June 2019 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) RES teachers will receive training and support in implementing the use of available technology in daily classroom instruction.</p> | 2.4, 2.5, 2.6 | 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. | | | | |
| Funding Sources: 185-State Compensatory Education - 3090.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) 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.</p> | 2.4, 2.5, 2.6 | Administration. Librarian | PO's Computer inventory | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Increase Student Academic Achievement

Performance Objective 15: By June 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|-------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>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.</p> | 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. | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>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.</p> | 2.4, 2.5, 2.6 | Teachers, Administration | Student participation in STEM instruction, field trips, and activities. | | | | |
| <p>Critical Success Factors 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> | 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. | | | | |
| <p>Critical Success Factors CSF 3 CSF 6</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> | 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. | | | | |

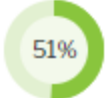




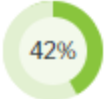




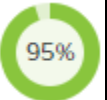









| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--------------------|--------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 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. | | | | |
| Critical Success Factors CSF 1 CSF 2 CSF 5 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. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |









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: Exceeded Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 1 CSF 4 1) Recognition of Character Counts students of the nine weeks. | 2.5, 2.6 | Administration and Counselor | Participation in Character Counts activities 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. |  |  |  |  |
| Critical Success Factors CSF 1 CSF 4 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) Character Counts components will be utilized in each classroom to reinforce leadership strategies. | | Administration, Counselor and Teachers | Morning Announcements and use of Hallway visual of the 7 habits, student data binders. |  |  |  |  |
| Critical Success Factors CSF 6 4) 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. |  |  |  |  |
| 5) Counselor will make use of community agencies as needed. | | Counselor | Community agencies used as needed. |  |  |  |  |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-------------------------------------|--|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 6) 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. | | Teachers, Counselor, Administration | Counselor planning guide/calendar/schedule |  |  |  |  |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | | |

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

Performance Objective 2: By Spring 2019, 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: Exceeded Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>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).</p> | 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. | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>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.</p> | 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. | | | | |
| <p>Critical Success Factors CSF 4 CSF 6</p> <p>3) RES students will participate in PBIS strategies such as School Wide "Caught Being Good" program that rewards students for following school wide expectations.</p> | 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. | | | | |
| <p>4) Maintain No Place for Hate student coalition to provide students with opportunities in activities that promote good character and student communication.</p> | | 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. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 1 CSF 4 CSF 6 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. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

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

Performance Objective 1: By June 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 5 CSF 6 1) RES will host a family literacy night to provide parents with information on improving students' literacy skills and overall academic performance. | 2.6, 3.1, 3.2 | Teachers, Administration, Parent Liaison | Student performance indicators such as but not limited to School Climate Surveys, IStation, TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of a focus on students' literacy skills at family literacy night. | | | | |
| | | Parent Liaison, Administration | Sign In Sheets, Agendas, Minutes | | | | |
| 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. | Funding Sources: 211-Title I-Part A - 171.20 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

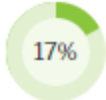







Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 2: By June 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|--------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) 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> | 2.4, 2.5, 2.6, 3.1, 3.2 | Administration | Student performance indicators such as but not limited to School Climate Surveys IStation, TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of parent and community involvement in campus activities. | | | | |
| Funding Sources: 211-Title I-Part A - 729.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 5</p> <p>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.</p> | 2.6, 3.1, 3.2 | Parent Liaison, Administration | Parents' receiving information concerning entitlements will improve parental engagement and communication among all stakeholders concerning campus financial needs associated with student learning outcomes | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>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.</p> | 3.1, 3.2 | Parent Liaison, Administration | Parents' participation as partners will positively impact the learning environment by increasing parental engagement opportunities. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--------------------------|-----------------------------------|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 4) By May 2019, 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. | | Teachers, Administration | Documentation of Events |  |  |  |  |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | | |

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

Performance Objective 3: By June 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|----------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) Professional Learning Communities will be established to support teachers and ensure student achievement. | 2.4, 2.6 | 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 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 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--------------------|------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>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.</p> | 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. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

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

Performance Objective 5: By June 2019 RES will have at least 2 academic showcases.

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

Summative Evaluation 5: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>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.</p> | 2.4, 2.5, 2.6 | Administration, Teacher Event Sponsors. | Student performances will provide opportunities to demonstrate their learning connected to students' participation in various activities, competitions and events | | | | |
| <p> = Accomplished = Continue/Modify = No Progress = Discontinue </p> | | | | | | | |

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

Performance Objective 6: By June 2019, 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: Met Performance Objective

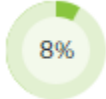





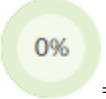

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 1 CSF 5 CSF 6 1) RES will hire a Parent Liaison to collect baseline data and provide reports on Parental Engagement. | 2.6, 3.1, 3.2 | Administration, Parent Liaison | Having a Parent Liaison will enhance family and community engagement opportunities and provide students with home and school connection and support. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

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

Performance Objective 1: By May 2019, 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: Met Performance Objective

| 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, | district climate surveys, frequent updates. |  |  |  |  |
|  = 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 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|----------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>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.</p> | 2.5, 3.1, 3.2 | Administration | Use of communication pathways will enhance family and public awareness of campus programs and events and increase school-community engagement and connections. | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>2) 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.</p> | 3.1 | Administration | Organizational Health Inventory Report, District Employee Survey | | | | |
| <p> = Accomplished = Continue/Modify = No Progress = Discontinue </p> | | | | | | | |

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

Performance Objective 3: By June 2019, RES will have at least 2 new partnerships.

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

Summative Evaluation 3: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 5 CSF 6 1) RES will seek out community partners to support campus initiatives and the student learning environment | 2.5, 2.6 | Administration, Parent Liaison | Letters, E-mails/MOU's/documents confirming partner participation | | | | |
| Critical Success Factors CSF 5 CSF 6 2) The RES STEM Expo and Career Day will encourage and will involve parent participation and community partner participation | 2.4, 2.5 | Administration, Counselor, Parent Liaison | Sign In Sheets, Letters, Confirmation of Participation | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

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

Performance Objective 4: By June 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-------------------------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 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 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

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

Performance Objective 5: By May 2019, 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Budget will be monitored by principal and office manager not to exceed the allotted funds.</p> | 2.4, 2.5, 2.6 | Administration | Monitoring the campus budget will positively impact student performance outcomes as indicated by multiple data points including but not limited to I Station, STAAR, and TELPAS. | | | | |
| <p>Critical Success Factors CSF 6</p> <p>2) RES Principal and Office Manager will attend district finance trainings to adhere to budget expenditure procedures, requirements, and deadlines.</p> | 2.6 | Administration | Financial Statements, Budget Reports | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) All special programs and regular programs will be provided with the necessary resources and supplements needed for special education, compensatory education, bilingual education, gifted and talented programs.</p> | 2.4, 2.6 | Teachers, Administration | Student Achievement Data, OHI Reports | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) RES teachers and administrators will have the necessary professional development, instructional tools and supplemental materials to support instruction and to facilitate effective practices.</p> | 2.4, 2.5, 2.6 | Teachers, Administration | Student Achievement Data | | | | |
| <p>Funding Sources: 211-Title I-Part A - 495.00</p> | | | | | | | |

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

State Compensatory

Budget for Reyes Elementary School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|---|--------------------|
| 6100 Payroll Costs | | |
| 185.11.6112.13.106.30 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$2,935.00 |
| 185.11.6117.05.106.30 | 6117 Supplemental Pay/Extra Duty Pay - Locally Defined | \$5,381.00 |
| 185.11.6126.03.106.30 | 6126 Part Time Support Personnel - Locally Defined | \$25,452.00 |
| 185.11.6141.03.106.30 | 6141 Social Security/Medicare | \$370.00 |
| 185.11.6141.05.106.30 | 6141 Social Security/Medicare | \$79.00 |
| 185.11.6141.13.106.30 | 6141 Social Security/Medicare | \$43.00 |
| 185.11.6143.03.106.30 | 6143 Workers' Compensation | \$148.00 |
| 185.11.6143.05.106.30 | 6143 Workers' Compensation | \$32.00 |
| 185.11.6143.13.106.30 | 6143 Workers' Compensation | \$18.00 |
| 185.11.6145.03.106.30 | 6145 Unemployment Compensation | \$30.00 |
| 185.11.6145.05.106.30 | 6145 Unemployment Compensation | \$7.00 |
| 185.11.6145.13.106.30 | 6145 Unemployment Compensation | \$4.00 |
| 185.11.6146.05.106.30 | 6146 Teacher Retirement/TRS Care | \$420.00 |
| 185.11.6149.05.106.30 | 6149 Employee Benefits | \$81.00 |
| | 6100 Subtotal: | \$35,000.00 |
| 6200 Professional and Contracted Services | | |
| 185.11.6299.00.106.30 | 6299 Miscellaneous Contracted Services | \$16,001.00 |

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|------------------------------------|--------------------|
| 6200 Subtotal: | | \$16,001.00 |
| 6300 Supplies and Services | | |
| 185.12.6329.00.106.30 | 6329 Reading Materials | \$2,000.00 |
| 185.13.6329.00.106.30 | 6329 Reading Materials | \$1,000.00 |
| 185.11.6399.00.106.30 | 6399 General Supplies | \$19,816.00 |
| 6300 Subtotal: | | \$22,816.00 |
| 6400 Other Operating Costs | | |
| 185.13.6499.00.106.30 | 6499 Miscellaneous Operating Costs | \$5,000.00 |
| 6400 Subtotal: | | \$5,000.00 |

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% |
| Aracely Olivas | At Risk Aide | Intervention Program | .50% |
| Olga Miriam Terrones | At Risk Aide | Intervention Program | 100% |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|-----------------|----------------|------------|
| Aracely Olivas | Library Aide | Library | 50% |

2018-2019 Campus Site-Based Committee

| Committee Role | Name | Position |
|----------------------------|-------------------|---|
| Classroom Teacher | Page Hatfield | 5th Grade Teacher |
| Non-classroom Professional | Michelle Escobedo | Counselor |
| Office Manager | Martha Favela | Office Business Manager |
| Classroom Teacher | Valeria Marivani | 3rd Grade Teacher |
| Administrator | Maria Alarcon | Elementary Assistant Principal |
| Non-classroom Professional | Grace Carbajal | School Nurse |
| Non-classroom Professional | Robert Quinonez | School Librarian |
| Paraprofessional | Araceli Olivas | Library Aide and At Risk Paraprofessional |
| Classroom Teacher | Audrie Stewart | Special Education Teacher |
| Classroom Teacher | Julia Melendez | Pre-K Teacher |
| Classroom Teacher | Leticia Morgan | Kindergarten Teacher |
| Classroom Teacher | Marina Rubio | 1st Grade Teacher |
| Classroom Teacher | Moises Moreno | 2nd Grade Teacher |
| Classroom Teacher | Deborah Harris | 4th Grade Teacher |
| Classroom Teacher | Alma Ramos | 3rd Grade Teacher |
| Parent | Jennifer Predny | PTO President |