Canutillo Independent School District

Reyes Elementary School

2020-2021 Campus Improvement Plan

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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Demographics Summary

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

Count Percent
Student Total 550 100%
Early Education Grade 4 0.73%
Pre-Kindergarten Grade 43 7.82%
Kindergarten Grade 88 16%
1st Grade 88 16%
2nd Grade 81 14.73%
3rd Grade 95 17.27%
4th Grade 74 13.45%
5th Grade 77 14.69%

Student Demographics (2018 - 2019 Fall PEIMS 12/4/18)
Gender
Female 295 53.64%
Male 255 46.36%
Ethnicity
Hispanic-Latino 457 83.09%
Race
American Indian - Alaskan Native 0 0.00%
Asian 11 2%
Black - African American 14 2.55%
Native Hawaiian - Pacific Islander 0 0.00%
White 58 10.55%
Two-or-More 10 1.82%

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

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

This year Reyes Elementary had as many as 550 students enrolled. We have grown by 100 students per year. For the 16-17 school year, Reyes achieved two Texas Education

Agency Distinction Designations: Top 25% Student Progress and Postsecondary Readiness. The campus was also recognized as being a Star Honor Roll from the Education Results Partnership (2nd Year in a Row). This honor is awarded to schools with data demonstrating high achievement and closing achievement gaps among students. The year 2018-2019 Reyes Elementary earned a grade A in the Texas Accountability Sytem.

Demographics Strengths

Growing number of students; young families; continuous growth of the student population and staff population; Parental Involvement is high; The campus "Met Standard" and achieved "Top 25% Comparative Closing the Gaps", Texas Education Agency Distinction Designations. Due to COVID-19, our letter grade for ademics continues to be A.

Reyes opened it's doors in 2015 to 450 students and as of the 2019-2020 school year the student enrollment numbers have increased to 585 students which is a slight increase from 551 students in 2018-2019. Boundary changes occurred for the 2018-2019 school year to ease the overpopulation of Reyes however the population rebounded. The school is expected to see continued growth as a new apartment complex recently opened and is at capacity with over 196 2 and 3 bedroom units. In addition to apartment units, the city provided information on the recent housing development which when completed will have over 3,000 new homes that will be zoned for Reyes Elem (Canutillo ISD). Domain ratings from the 2018-2019 School report card show an overall rating of 94%, up from 92% in 2017-2018. Student achievement is 91% up from 88% in 2017-2018. School progress remained the same at 83%; and closing the gaps also remained the same at 100% (met standard in all domains).

STAAR Reading results for the school comparing 2017, 2018 and 2019 are as follows (see bar graphs below): Approaching grade level 2017 84%; 2018 89%; 2019 92%. Meets grade level 2017 57%; 2018 57%; 2019 65%. Masters grade level 2017 36%; 2018 31%; 2019 41%. STAAR Math results for the school comparing 2017, 2018 and 2019 are as follows (see bar graphs below): Approaching grade level 2017 88%; 2018 91%; 2019 92%. Meets grade level 2017 61%; 2018 65%; 2019 69%. Masters grade level 2017 35%; 2018 37%; 2019 47%. Gains by Ethnicity: all subjects Approaches 2017 85%; 2018 88%; 2019 91% (Hispanic students had a 2% gain from 2018 to 2019; White students had 5% gain and Econ Disad remained the same).

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. Academic Tutors are assigned based on data and student performance. There are several Professional Development opportunities throughout the school year. The iterative process of T-TESS Goal-setting, observations, walkthroughs and summatives provides opportunities for professional growth.

Parent/Teacher conference day is now all day which provides parents and teachers the opportunity to have meaningful conversations.
Attendance incentives are provided to give all students the opportunity to earn rewards. POP Attendance is a campus initiative and it is rewarded to classes who meet perfect attendance for the 9 weeks. The attendance rate for 2017-2018 was 96.7% and decreased to 96.3% during 2018-2019. Mentor Liaison to new teacher's program continues, currently working with our new teachers. This provides new teachers with additional support to learn processes and training for classroom management, along with training for classroom instruction and assessment.

This year the PE coaches have integrated health into the classes. This has provided the student with awareness of healthy lifestyle choices.

PE added the Drum Fit program this year which will minimize absences and increase academics as students are eager to attend school.

The Robotics program is in its 4th year and provides students with extracurricular incentives to attend school every day and to maintain good academic standing.

Parental involvement is high and we have a well established Parent-Teacher Organization. There are many programs and activities at the campus.

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

Enrollment continues to inrease due to the influx of new homes being built in the area.

Special populations of students are served to accommodate their needs.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The lack of hiring 2 tutors to support students on TEKS/Student Expectations to ensure academic success for students identified RTI/At-Risk/SPED and 504 students. **Root Cause:** Other needs were identified and it was reduced to 1 tutor. Committee identified other needs that are now district guarantees. This allows the campus to utilize the funds to support students with academic needs and in the process of being identified RTI/At-Risk/SPED/504. One tutor will be hired in the Fall 2020 and an additional will be hired in Spring 2021.

Problem Statement 2 (Prioritized): The lack of a full parent liaison and librarian aide as a support system to communicate and establish positive relationships beneficial to the student. Moreover, to mantain a systemic way to check out books, technology and meet the needs of our students and community. **Root Cause:** Loss of funding based on our numbers, coding and boundary changes.

Student Learning

Student Learning Summary

RES continues to excel in academics as shown in the campus report card.

Domain ratings: overall 94; student achievement 91; school progress 83; closing the gaps 100 (met standard in all domains). STAAR Reading results for the school comparing 2017, 2018 and 2019 are as follows (see bar graphs below): Approaching grade level 2017 84%; 2018 89%; 2019 92%. Meets grade level 2017 57%; 2018 57%; 2019 65%. Masters grade level 2017 36%; 2018 31%; 2019 41%. STAAR Math results for the school comparing 2017, 2018 and 2019 are as follows (see bar graphs below): Approaching grade level 2017 88%; 2018 91%; 2019 92%. Meets grade level 2017 61%; 2018 65%; 2019 69%. Masters grade level 2017 35%; 2018 37%; 2019 47%. Gains by Ethnicity: all subjects Approaches 2017 85%; 2018 88%; 2019 91% (Hispanic students had a 2% gain from 2018 to 2019; White students had 5% gain and Econ Disadvantaged remained the same).

Student Learning Strengths

Students made gains in STAAR in meets and approaches. As students continue to make progress the campus is meeting index goals for student achievement, student progress and closing the gaps.

Students who scored masters will continue to grow and stay at the masters level. These student will maintain the masters level and continue to grow each year.

Professional Development: Teachers are provided with relevant professional development to the areas they are seeking to improve. Teachers were provided with guided reading PD to ensure all students show growth in reading comprehension and fluency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The lack of consistent, effective and research based math, reading and science supplemental instructional programs that support at-risk/rti/SPED/504 students to review and assess TEKS mastery and student expectations. **Root Cause:** Students increased their academic standing and performance once they started tracking their progress using those instructional programs. Committee identified instructional programs that were effective and research based.

Problem Statement 2: The need of additional at-risk teacher to support identified At-Risk/Response To Intervention students. **Root Cause:** The influx of growing community has established a need of an additional At-Risk Teacher to support identified At-Risk/RTI students.

Problem Statement 3: The lack of additional At-risk/Response to Intervention aides to provide specific and targeted interventions in the classroom throughout the school year. **Root Cause:** Funding was invested in other areas of need such as the following instructional programs: imagine math, mentoring minds.

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 continue to be rated a high performance campus rated A. Additionally, the campus continues to exceed state expectatons in all indeces.

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

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

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

Technology Resources: These include but are not limited to iPads, Chromebooks, Teacher Laptops, Student Desktops, Computer Lab, Classroom Projectors, Mimios, Document Cameras, Google Calendar, Google Drive, STEM Focus. This school year, Canutillo ISD has evolved to an Apple district.

Our campus excels in closing performance gaps. There is a strong curriculum and strong administrative support. There is an intervention schedule to provide support for students at all grade levels throughout the school day. R.I.S.E. (Red hawks, Interventions, Skills-building, Extension) time is a well-organized and established intervention time targeted for Response to Intervention/At Risk Students in order to increase student achievement. PLC's are effective and include planning, ELPS integration, and accountability. Campus administrators highly encourage teacher growth and best instructional 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. Teachers attend Staff Development targeted to support At-Risk/Response to Intervention students. RES is a model school for STEM education, best instructional practices, parental engagement and community involvement. RES has a strong support system for ELL's. Teachers receive training on implementation of the ELPS in order to communicate language and content objectives. RES has a strong teacher support system in place which includes a new teacher academy and mentor liaison to address the needs of new teachers.

School Processes & Programs Strengths

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

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RES is a model school for STEM education, best instructional practices, parental engagement and community involvment. 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.

Reyes Elementary has worked diligently to reduce amounts of bullying incidents. Staff has implemented PBIS expectations and the students have used them efficiently. R.I.S.E. (Red Hawks, Interventions, Skills-building, Extension) time has been more successful and efficient this year. It is more structured and organized in order to increase student achievement. Professional development has been utilized by all grade levels in order to improve student achievement as well. Parents would like to see what the STAAR test entails so they can help their children at home. We would like to get our Ft. Bliss Battalion to help with student achievement and behavior. Parents can learn how to address misbehavior through workshops or an education coalition. We can involve students from the Early College/High School to increase student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of training for teachers to implement innovative lessons with the new Apple technology. **Root Cause:** Due to COVID-19, the district became an Apple district. Teachers need time to plan lessons and learn how to use the devices.

Perceptions

Perceptions Summary

Reyes Elementary recognizes the importance and value of a strong home-school connection between our students, their families, our community, teachers, suppot staff, and administration. It is imperative that we foster and promote parent ad 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.

Our students attend school on a daily basis. Teachers feel that attendance is good but can continue to improve. The attendance rate has increased on campus and we had a higher attendance rate than other elementary schools in the district. The attendance rate has also remained high due to the campus and classroom attendance incentives, such as POP Attendance in which classrooms that spell "PERFECT ATTENDANCE" every nine weeks receive popcorn. The attendance rate is 96.7% for the 2nd 9 weeks compared to the 2018-2019 school year where we ended the year at 96.3%. Pre-K and K were the lowest attendance percentage for the campus. Full day Pre-K students are doing well being at school all day.

Due to COVID-19 our attendance will look different with remote learning and face to face. However, we will continue providing high quality instruction and expectations.

Perceptions Strengths

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

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

- PBIS/NPFH strategies are set in place. These strategies reduce the threat of bullying and other discipline behaviors. Strategies are included our PBIS TIER I and TIER 2 interventions and other presentations that are conducted by our counselor. This has significantly decreased our disciplinary cases and there has been only one incident of bullying on campus this year. The PBIS committee has increased in membership since last year and activities are provided to students to keep them engaged. The counselor has presented different topics to students regarding anti-bullying, and processes and routines. Aliviane and Life skills presentations are provided for 3rd - 5th graders to teach positive social skills for students.

- Teacher retention rates are high.

- Parents feel welcomed and enjoy bringing their children to Reyes Elementary. Parents are welcomed to join their children for breakfast and lunch which makes parents feel welcome on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of a military liaison that can support our military population and high mobility. Reyes has a high number of active duty military. **Root Cause:** There is no military liaison in the district that can help the school on a daily basis.

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

Priority Problem Statements

Problem Statement 1: The lack of hiring 2 tutors to support students on TEKS/Student Expectations to ensure academic success for students identified RTI/At-Risk/SPED and 504 students.

Root Cause 1: Other needs were identified and it was reduced to 1 tutor. Committee identified other needs that are now district guarantees. This allows the campus to utilize the funds to support students with academic needs and in the process of being identified RTI/At-Risk/SPED/504. One tutor will be hired in the Fall 2020 and an additional will be hired in Spring 2021.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The lack of a full parent liaison and librarian aide as a support system to communicate and establish positive relationships beneficial to the student. Moreover, to mantain a systemic way to check out books, technology and meet the needs of our students and community.

Root Cause 2: Loss of funding based on our numbers, coding and boundary changes.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The lack of consistent, effective and research based math, reading and science supplemental instructional programs that support at-risk/rti/SPED/504 students to review and assess TEKS mastery and student expectations.

Root Cause 3: Students increased their academic standing and performance once they started tracking their progress using those instructional programs. Committee identified instructional programs that were effective and research based.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of training for teachers to implement innovative lessons with the new Apple technology.

Root Cause 4: Due to COVID-19, the district became an Apple district. Teachers need time to plan lessons and learn how to use the devices.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lack of a military liaison that can support our military population and high mobility. Reyes has a high number of active duty military.

Root Cause 5: There is no military liaison in the district that can help the school on a daily basis.

Problem Statement 5 Areas: Perceptions

Goals

Revised/Approved: September 22, 2020

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

Performance Objective 1: By May of 2021 RES will receive Emergency Operation Planning (EOP) training covering all areas of emergency protocol, with an emphasis on reunification and PBIS.

Evaluation Data Sources: Campus Survey , Sign-in Sheets, Professional Learning Committees

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Red Ribbon week activities and student rally will be conducted during the National Red Ribbon Week (due to COVID-19 this strategy will be in a virtual setting)	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Photos and Parent Letters will document that the events took place and these will positively impact students' social and emotional learning. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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

Performance Objective 2: By May 2021 RES with the assistance of the CISD facilities, safety and security team will take a proactive approach on implementing a safe and learning environment utilizing technology effectively.

Evaluation Data Sources: Annual Safety and Security Audit

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, EOP Team **Title I Schoolwide Elements:** 2.4, 2.5	Nov	Jan	Mar	June
	85%	100%	100%	

Strategy 2: RES School Counselor will deliver three targeted anti-bullying lessons to identify students/grade levels through discipline data.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Title I Schoolwide Elements:** 2.5, 2.6	Nov	Jan	Mar	June
	5%	65%		

Strategy 3: RES School Counselor will conduct yearly training for faculty and staff on district response procedures to child abuse and trauma.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Ensuring that staff understands responsibilities regarding reporting of abuse and neglect will help in ensuring the safety of our students. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June
	100%	100%	100%	

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: By June 2021 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 Sources: sign in sheets, agendas, minutes, district safety surveys

 Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: RES will implement the district's No Place for Hate/Anti-Bullying Initiative.	Reviews			
Strategy's Expected Result/Impact: provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.	Formative			Summative
Staff Responsible for Monitoring: Assistant Principal, Counselor **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June
	55%	85%		

Strategy 2: The RES Counselor will conduct annual training for faculty and staff on district suicide prevention procedures.	Reviews			
Strategy's Expected Result/Impact: Increase teacher awareness and to recognize signs.	Formative			Summative
Staff Responsible for Monitoring: Counselor, Principal	Nov	Jan	Mar	June
	100%	100%	100%	

Strategy 3: The RES Counselor will conduct annual training for faculty and staff on district procedures to respond to child abuse situations.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Staff appropriate response to child abuse procedures will help in ensuring the safety and well-being of students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor, Administration	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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

Performance Objective 4: Reyes Elementary will implement positive discipline strategies to decrease office referrals from 2019-2020 51 referrals to 49 office referrals (-10%) for the 2020-2021 school year.

    Evaluation Data Sources: PBIS and discipline data

	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.5, 2.6	**Nov** 45%	**Jan** 75%	**Mar**	**June**
Strategy 2: 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 5th grade classroom lessons **Staff Responsible for Monitoring:** Administration, Student Support Services **Title I Schoolwide Elements:** 2.6	**Nov** 5%	**Jan** 40%	**Mar**	**June**
Strategy 3: Campus wide use of Think Sheets PK-2nd grade and 3rd-5th grade in order for students to reflect on their own behavior.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students to take ownership of their own behavior. PBIS data to monitor student behavior. **Staff Responsible for Monitoring:** Administration PBIS Team **Title I Schoolwide Elements:** 2.4	**Nov** 55%	**Jan** 85%	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 1: By May 2021, RES English Language Learner (ELL) current and monitored students' composite score for TELPAS will increase to 10% of the population to Advance High.

> **HB3 Goal**

> **Evaluation Data Sources:** STAAR Data

Strategy 1: RES Teachers, instructional aides and counselor will receive staff development on best instructional practices for ELL's, such as LPAC processes and procedures and ELPS.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: TELPAS and STAAR Assessment Data	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Counselor Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	10%	50%		

Strategy 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. Effective accommodations will be provided to students based on data collection and student progress.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: TELPAS Assessment Data	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: LPAC aide, teachers, administration	50%	80%		

Strategy 3: 100% of RES Teachers will obtain the English as a Second Language and/or bilingual certification in order to meet the needs of all our at-risk/response to intervention students.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: STAAR and TELPAS assessment data.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	60%	80%		

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

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Goal 2: Increase Student Academic Achievement

Performance Objective 2: By May 2021, RES students in Special Education taking the STAAR or STAAR-Online test will continue to meet 100% growth and success rate.

HB3 Goal

Evaluation Data Sources: STAAR Data

Strategy 1: 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Special Education Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	40%	75%		

Strategy 2: RES teachers will have access to reading and instructional materials and supplies to support Special Education students' success and achievement.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: STAAR Assessment Data, Individual Education Plans (IEP's) **Staff Responsible for Monitoring:** Administration, Teachers, Special Education Teachers	**Nov**	**Jan**	**Mar**	**June**
	35%	65%		

Strategy 3: Reyes Elementary Teachers, Instructional Aides, 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 high quality learning environments.	Reviews			
	Formative			**Summative**
Staff Responsible for Monitoring: Administration	**Nov**	**Jan**	**Mar**	**June**
	0%	60%		

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

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By May 2021, RES percentage of students achieving at approaches or above will increase from 91% to 96% and the percentage of students demonstrating meets and mastery of grade level standards (post secondary readiness performance) will increase from 58% to 65% in all assessed grade levels (3rd, 4th, & 5th) and subjects.

HB3 Goal

Evaluation Data Sources: STAAR Data

Strategy 1: 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. Assessment data and progress monitoring systems will be utilized and discussed in Student Study Team Meetings, Section 504 meetings and PLC meetings BOY, MOY and EOY phases of the school year.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: STAAR Assessment, I Station Data **Staff Responsible for Monitoring:** Teachers, RtI Teacher, At-Risk Teacher, Administration **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Problem Statements:** Student Learning 1 **Funding Sources:** Region 19 training Reading program - 185-State Compensatory Education - $100	35%	70%		

Strategy 2: 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.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.6	30%	50%		

Strategy 3: Reyes will identify 100% of students who are exhibiting weaknesses in the areas of math, reading, and writing. Reyes Elementary Teachers 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.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: positive impact on student performance **Staff Responsible for Monitoring:** Teachers, At-Risk Teacher, Administration, RtI Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	25%	60%		

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The lack of consistent, effective and research based math, reading and science supplemental instructional programs that support at-risk/rti/SPED/504 students to review and assess TEKS mastery and student expectations. **Root Cause**: Students increased their academic standing and performance once they started tracking their progress using those instructional programs. Committee identified instructional programs that were effective and research based.

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By the end of June 2021, 1st grade students' fluency average will increase to 80 words per minute (recommended average is 60-90 wpm) and 2nd students' fluency average will increase to 105 words per minute (recommended average is 80-120 wpm).

HB3 Goal

Evaluation Data Sources: Running Records, I Station, DRA

Strategy 1: Reyes Elementary Teachers will monitor student fluency rates (PK-5th) and report enter progress in the learning profile sheets every nine weeks.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**
	30%	55%		

Strategy 2: All RES Students will participate in the use of supplemental programs such as but not limited to Accelerated Reader, MyON, Imagine Math. These data points will provide a baseline to identify student progress based on the students' particular levels of performance.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	50%	70%		

Strategy 3: RES Teachers will receive training in Guided Reading, Guided Math and Scholastic Leveled Reader bookroom and other content-based instructional professional development in order to support students development in math, reading, writing and science.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Jan**	**Mar**	**June**
	40%	70%		

Strategy 4: Scholastic Leveled bookroom and at-risk/response to intervention room will be centralized to create a smooth and organized way to check out books. Intervention room will allow uniformity across the grade levels.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Fluency rates will increase. TELPAS and STAAR Assessment Data **Staff Responsible for Monitoring:** Administration At-Risk Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	50%	70%		

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By May 2021, 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).

    Targeted or ESF High Priority

    Evaluation Data Sources: Student Enrollment Data

Strategy 1: Reyes will provide a minimum of one orientation meeting for students and parents to transition from Head Start into Pre-Kindergarten.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: The transition meeting will promote school readiness for Pre-K and Kindergarten students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration **Title I Schoolwide Elements:** 2.4, 2.6	30%	60%		

Strategy 2: Reyes counselor will organize a field trip to support 5th grade students' transition from elementary into middle school (AMS and CMS). The purpose is to encourage our students to continue attending Canutillo ISD schools and to provide a safe and effective transition.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Transition process will promote middle school readiness for elementary students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor, Administration **Title I Schoolwide Elements:** 2.6	20%	60%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 6: By the end of May 2021, 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 Sources: Sign in sheets, agendas, minutes

Strategy 1: RES staff will coordinate with the Special Education Department to initiate the RtI process that will be followed at Reyes. RES teachers will receive professional development on RtI processes and intervention strategies.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.5, 2.6	Nov	Jan	Mar	June
	45%	65%		

Strategy 2: RES teachers will monitor student achievement and document student information in data binders to include at risk students (inclusive of BOY, MOY, and EOY performance data for ISIP, state assessments, and attendance) to ensure vertical alignment and student readiness for subsequent grade level.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.6	Nov	Jan	Mar	June
	25%	55%		

Strategy 3: 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.6	Nov	Jan	Mar	June
	30%	60%		

Strategy 4: 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 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 **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June
	25%	60%		

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

Goal 2: Increase Student Academic Achievement

Performance Objective 7: By June 2021, 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 Sources: sign in sheets, agendas, minutes, STAAR and I Station Data

Strategy 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.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	20%	50%		

Strategy 2: 100% of RES teachers and instructional aides will participate in professional development on the SST/RTI process, Section 504 process and SPED process.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and instructional aides will understand the importance of the identification process and progress monitoring of At-Risk/Response to Intervention students. **Staff Responsible for Monitoring:** Administration At-Risk Teacher Special Education Teacher Speech Therapist Diagnostician **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	25%	65%		

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

Goal 2: Increase Student Academic Achievement

Performance Objective 8: By January 2021, 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 Sources: TELPAS
    TTESS walkthrough data
    EL Progress Monitoring Tools
    Language Proficiency Assessment Committee

Strategy 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.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Student performance indicators such as but not limited to TELPAS will provide evidence of student increases across listening, speaking, reading, and writing domains. **Staff Responsible for Monitoring:** LPAC Aide, ALS Department, Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.6	**Nov**	**Jan**	**Mar**	**June**
	25%	60%		

Strategy 2: English Language Learner and Spanish Language Learner students participating in the Dual Language program will be monitored for progress in second language acquisition.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** LPAC Aide, ALS Department, Teachers, Administration	**Nov**	**Jan**	**Mar**	**June**
	20%	60%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 9: During the school year 2020-2021, Reyes Elementary School will increase the monthly attendance rate of 97.4% to 99%. Attendance rates and incentives will look different this year based on COVID-19. However, we will continue working together to make progress and improve attendance.

    Evaluation Data Sources: Attendance Reports

Strategy 1: Reyes will provide interventions, PBIS supports, and attendance incentives (certificates and other motivators) to promote attendance and punctuality. Students will be recognized for attendance accomplishments.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administration, Teachers, Attendance Clerk **Title I Schoolwide Elements:** 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	25%	40%		

Strategy 2: Parents will receive information regarding attendance expectations and Texas Attendance Laws.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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 **Staff Responsible for Monitoring:** Administration, Attendance Clerk, District Prevention Specialists	**Nov**	**Jan**	**Mar**	**June**
	10%	45%		

Strategy 3: RES will implement a Truancy Intervention Plan for students with 3 or more unexcused absences. This strategy will be adjusted due to COVID-19.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administration, Attendance Clerk, Teachers, District Prevention Specialists	**Nov**	**Jan**	**Mar**	**June**
	35%	45%		

Strategy 4: The Attendance Review Committee will train all teachers and staff on the Truany Action Plan and the implementation process. This strategy will be adjusted due to COVID-19.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase student learning	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Attendance Review Committee Teachers and Staff **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	30%	55%		

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

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By May 2021, RES staff attendance will increase from 89% to 95%. Due to COVID-19 we will continue working together to make progress and improve attendance.

    Evaluation Data Sources: Attendance Reports

Goal 2: Increase Student Academic Achievement

Performance Objective 11: By June 2021, 100% of RES teachers and administrators will utilize the Virtual T-TESS Virtual Instruction Rubric to align expectations during walkthroughs. RES Elementary School aims to capture best practice as a means to allow teachers and teacher appraisers to determine and reflect on a teacher's pedagogical strengths and areas for growth.

Evaluation Data Sources: TTESS/Eduphoria Reports

Strategy 1: 100% RES teachers will receive constructive and ongoing feedback concerning T-TESS goals, virtual instruction rubric, lesson plans, and effective instructional practices utilizing data shared during pre-conferences, classroom walkthroughs, observations, reflection documents and post-conferences.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 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 receivng feedback concerning TTESS elements. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	35%	60%		
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 12: By May 2021 technology will be implemented by 100% of teachers and administrators and used to increase the effectiveness of teaching practices for remote and in-person instruction.

  Evaluation Data Sources: T-TESS Walkthroughs and Observation Data

Strategy 1: RES teachers will receive training and support in implementing the use of available technology in daily classroom instruction. Teachers will receive ongoing training on Apple tools and applications to support their daily instruction.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student performance indicators such as IStation, TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research-based instructional practices in technology applications being learned and implemented. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 185-State Compensatory Education - $649.86	20%	45%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 12 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of training for teachers to implement innovative lessons with the new Apple technology. **Root Cause**: Due to COVID-19, the district became an Apple district. Teachers need time to plan lessons and learn how to use the devices.

Goal 2: Increase Student Academic Achievement

Performance Objective 13: By May 2021, RES students will complete at least 2 projects 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 Sources: STEM Expo, TTESS walkthrough data

Strategy 1: 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Student participation in STEM instruction, field trips, and activities. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June
	40%	65%		

Strategy 2: RES teachers and administrators will receive professional development on STEM instruction and best practices for STEM education.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Student participation in STEM instruction, field trips, and activities will positively impact college and career readiness as well as student assessment performance outcomes. **Staff Responsible for Monitoring:** Teachers, administrators **Title I Schoolwide Elements:** 2.5	Nov	Jan	Mar	June
	25%	40%		

Strategy 3: RES will host a virtual and limited in-person (limited in-person due to COVID-19 pandemic) STEM Expo which will engage the community in enriching students learning experiences through the integration of STEM/PBL education.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Student participation in STEM instruction, field trips, and activities will positively impact college and career readiness as well as student assessment performance outcomes. **Staff Responsible for Monitoring:** Teachers, Counselor, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June
	30%	45%		

Strategy 4: By June 2021, RES teachers will receive professional development in technology and training on how to use existing technology, and applications, e-books, and Google drive, SeeSaw and Apple tools.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June
	40%	60%		

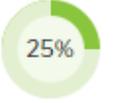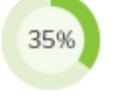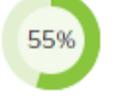| **Strategy 5:** By June 2019 RES parents will receive training on the use of technological tools and applications available to monitor students' progress. Due to the new adoption of Apple devices, parents will be guided to effectively navigate SeeSaw and Google Classroom.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Parent Liaison, Administration **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2	45%	60%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

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

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

    Evaluation Data Sources: Counselor Lesson Plans, PBIS Data, Student Discipline Data

Strategy 1: RES will recognize all students displaying Character Counts traits. Students will be recognized every nine weeks (COVID-19 virtual).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administration and Counselor **Title I Schoolwide Elements:** 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	25%	50%		

Strategy 2: Counselor will attend training opportunities that will enhance the counseling program by staying current on latest research, best practices and knowledgeable of strategies to help the development of students.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administration and Counselor **Title I Schoolwide Elements:** 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	35%	60%		

Strategy 3: Counselor will develop character counts and etiquette lessons for PK-5th grade classroom presentations and will coordinate with district prevention specialist to support life skills development in 5th grade.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	35%	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: By Spring 2021, 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 Sources: Counselor lesson plans, student discipline data, PBIS data

Strategy 1: RES students will have the opportunity to go on virtual educational field trips that are aligned to instruction as detailed in the Texas Essential Knowledge and Skills (TEKS).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administration, Counselor and Teachers. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	45%	65%		

Strategy 2: RES students will participate in PBIS strategies such as School Wide "Caught Being Good" program for face to face instruction students that rewards students for following school wide expectations.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administration, Counselor, Teachers, PBIS Team and Staff. **Title I Schoolwide Elements:** 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	15%	40%		

Strategy 3: RES students in grades 3-5 will have the opportunity to participate in Robotics, Chess, and Tennis (Due to COVID-19 it will be virtual during Spring semester)	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administration, Librarian and Physical Education Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	20%	45%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 3: By May 2021, RES will provide a safe, positive and secure environment by maintaining or increasing 5% in the Positive Behavior Interventions and supports (PBIS) utilizing the Tiered Fidelity Inventory assessment instrument.

    Evaluation Data Sources: PBIS Data, Discipline Data, Attendance Data

Strategy 1: PBIS Team will receive professional development on best and research based practices to maintain a safe and positive environment.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Attendance data	**Nov**	**Jan**	**Mar**	**June**
Discipline data				
Staff Responsible for Monitoring: Principal	30%	50%		
Assistant Principal				
Counselor				
Title I Schoolwide Elements: 2.5				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: By June 2021, RES will hold an Entitlement and Parent Compact meeting for all stakeholders (morning and evening). Parent compact will be finalized after receiving feedback from parents, teachers, students, administrators and staff with the purpose to establish expectations in home school connection.

Evaluation Data Sources: Sign in Sheets, Agendas, Minutes

Strategy 1: RES will hold virtual Parent Advisory Committee meetings and monthly "Chat with the Principal" to provide updates, important information regarding instructional programs and campus procedures due to COVID-19.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: provide parents with information that is integrated with other content to address the improvement of students' literacy skills and overall academic performance. **Staff Responsible for Monitoring:** Parent Liaison, Administration	**Nov**	**Jan**	**Mar**	**June**
	10%	30%		

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

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

Performance Objective 2: By June 2021, RES will collect baseline parental engagement data to include but not limited to Google Forms sign-in sheet, Zoom screenshots and recordings.

Evaluation Data Sources: Parent Surveys, Visitor Sign-In Sheets information entered in database

Strategy 1: RES will provide multiple parent and community involvement activities/events to include but not limited to a Virtual Open House Night, Virtual Parent Teacher Conference Days, Virtual STEM Expo, Virtual PTO Meetings, Virtual Chat with the Principal and STEM Literacy Power Night to encourage parent participation and to establish a positive and conducive learning environment.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: positive impact on student performance outcomes as a result of parent and community involvement in campus activities. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2	20%	45%		

Strategy 2: 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.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents' participation as partners will positively impact the learning environment by increasing parental engagement opportunities. **Staff Responsible for Monitoring:** Parent Liaison, Administration **Title I Schoolwide Elements:** 3.1, 3.2	40%	60%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: By June 2021, RES staff will develop weekly internal and external communication pathways and promotional strategies to enhance public awareness of its students, staff, programs, and community such as school messenger, Parent Portal and post to social media outlets.

Strategy 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.		Reviews		
		Formative		Summative
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: will enhance family and public awareness of campus programs and events and increase school-community engagement and connections.
    Staff Responsible for Monitoring: Administration
    Title I Schoolwide Elements: 2.5, 3.1, 3.2
		50%	80%		

Strategy 2: RES will coordinate and publicize (through social media) and other venues, staff appreciation events and culture building activities.		Reviews		
		Formative		Summative
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: will improve staff morale and positive perception of the workplace
    Staff Responsible for Monitoring: Administration
    Title I Schoolwide Elements: 3.1
		50%	65%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: By June 2021, RES will have at least 2 new Partners in Education to promote academic success and motivation for our students.

Strategy 1: The RES Virtual STEM Expo and Career Day will host community business and partners in education to expose students to all educational opportunities in our region.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: will encourage and will involve parent participation and community partner participation **Staff Responsible for Monitoring:** Administration, Counselor, Parent Liaison **Title I Schoolwide Elements:** 2.4, 2.5	**Nov**	**Jan**	**Mar**	**June**
	50%	70%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 3: By May 2021, 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 (2019-2020) in order to meet student academic goals.

Evaluation Data Sources: Budget Reports

Strategy 1: RES Principal and Office Manager will attend district finance trainings to adhere to budget expenditure procedures, requirements, and deadlines.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Financial Statements, Budget Reports	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration				
Title I Schoolwide Elements: 2.6	50%	65%		

Strategy 2: 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Effective use of funds	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	75%	90%		

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Reyes Elementary School

Account Code	Account Title	Budget
6100 Payroll Costs		
185.11.6117.05.106.24	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$4,134.00
185.11.6119.35.106.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$56,680.00
185.11.6126.03.106.24	6126 Part Time Support Personnel - Locally Defined	$17,184.00
185.11.6129.35.106.24	6129 Salaries or Wages for Support Personnel	$57,934.00
185.11.6141.03.106.24	6141 Social Security/Medicare	$250.00
185.11.6141.05.1106.24	6141 Social Security/Medicare	$59.00
185.11.6141.35.106.24	6141 Social Security/Medicare	$1,662.00
185.11.6142.35.106.24	6142 Group Health and Life Insurance	$29,948.00
185.11.6143.03.106.24	6143 Workers' Compensation	$1.00
185.11.6143.05.106.24	6143 Workers' Compensation	$10.00
185.11.6143.35.106.24	6143 Workers' Compensation	$539.00
185.11.6145.03.106.24	6145 Unemployment Compensation	$16.00
185.11.6145.05.106.24	6145 Unemployment Compensation	$5.00
185.11.6145.35.106.24	6145 Unemployment Compensation	$105.00
185.11.6146.05.106.24	6146 Teacher Retirement/TRS Care	$31.00
185.11.6146.35.106.24	6146 Teacher Retirement/TRS Care	$1,447.00
185.11.6149.05.106.24	6149 Employee Benefits	$61.00
185.11.6149.35.106.24	6149 Employee Benefits	$1,709.00
	6100 Subtotal:	**$171,775.00**
6200 Professional and Contracted Services		
185.11.6299.00.106.24	6299 Miscellaneous Contracted Services	$18,000.00
	6200 Subtotal:	**$18,000.00**

Account Code	Account Title	Budget
6400 Other Operating Costs		
185.13.6411.00.106.24	6411 Employee Travel	$1,000.00
	6400 Subtotal:	**$1,000.00**

Personnel for Reyes Elementary School

Name	Position	Program	FTE
Annette Gonzalez	At- Risk Teacher	Intervention Program	100
Christy Villareal	At-Risk Aide	Intervention Program	100
Julianne Perez	At Risk- Aide	Intervention Program	100
Olga Terrones	At- Risk Aide	Intervention Program	100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

The Campus Improvement Plan is shared in the school's website for our community to know and be aware of the our goals as a campus and the strategies we will be implementing this school year. Moreover, teachers and staff have access to our google drive in which we also have the CIP uploaded. Teachers are aware and revisit our campus goals when ordering any materials as every purchase must be aligned to our goals. The utilization of our funding is based on our campus needs identified in our needs assessments and campus goals. Reyes Elementary Teachers provide ongoing feedback to the principal during CIC meetings or just in regular conversations. This is key as the CIP cannot be a document is created once and never looked at again.

2.2: Regular monitoring and revision

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

review and analysis of student data

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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

Parent University

Chat with the Principal

Parent-Teacher Conference

PTO meetings

Parent Advisory Committee

Volunteer Appreciation