

**Canutillo Independent School District
Congressman Silvestre & Carolina Reyes Elementary
2021-2022 Campus Improvement Plan**



Mission Statement

DREAM BIG, BELIEVE & ACHIEVE

WE ARE A PURPLE STAR CAMPUS (TEXAS EDUCATION AGENCY DESIGNATION)

The Purple Star Campus Designation recognizes Texas schools that show their support and commitment to meeting the unique needs of military-connected students and their families.

Vision

Congressman Silvestre and Carolina Reyes School believes student learning is the top priority. We are committed to create a rigorous, inclusive and student-centered environment conducive to learning. We want students to walk these halls with great pride for their school and to continue to Dream Big every single day of their lives.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Comprehensive Needs Assessment

Demographics

Demographics Summary

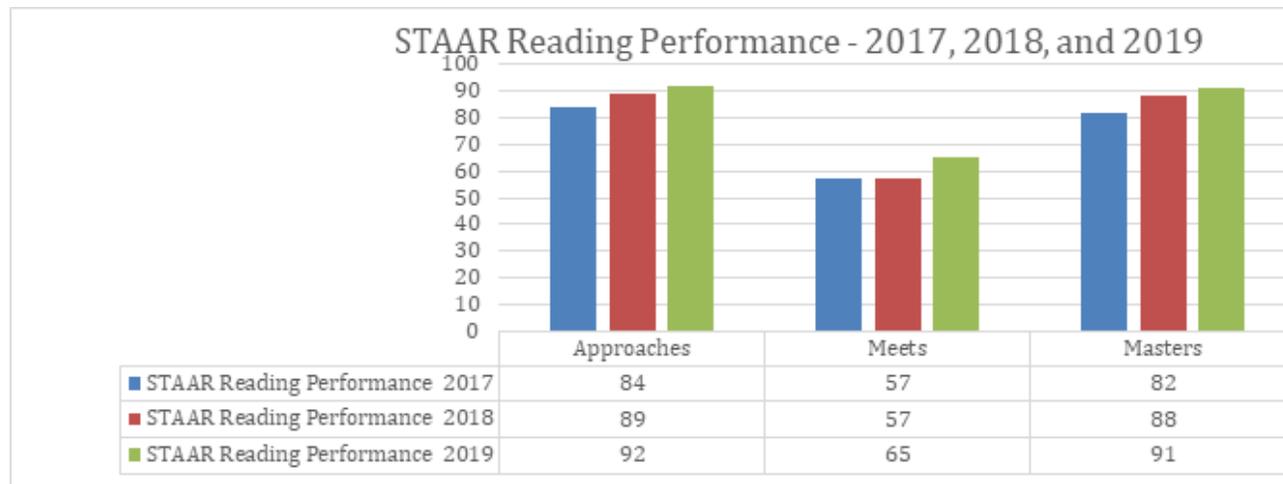
Reyes opened its doors in 2015 to 450 students and as of the 2020-2021 school year the student enrollment numbers have increased to 608 students which is a slight increase from 585 students in 2019-2020. Boundary changes occurred for the 2018-2019 school year to ease the overpopulation of Reyes however 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). Due to the Covid-19 pandemic in 2020, Texas schools did not receive a School Report card for 2019-2020 school year.

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

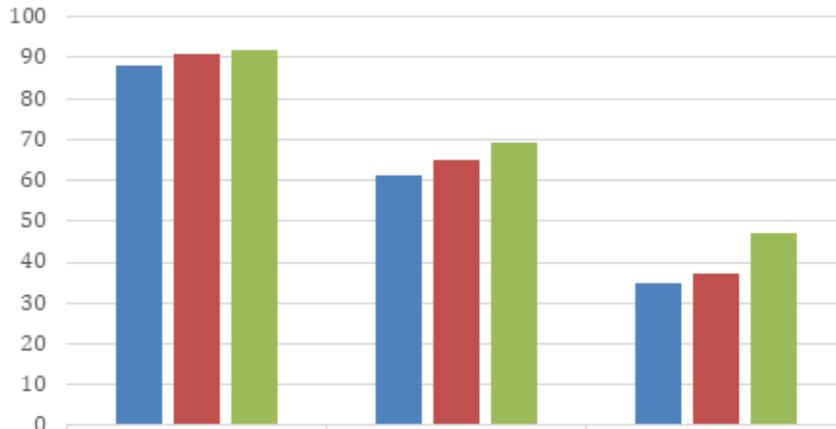
STAAR Reading results for the school comparing 2017, 2018 and 2019 are as follows (see bar graphs below): Approaching grade level 2017 84%; 2018 89%; 2019 92%. Meets grade level 2017 57%; 2018 57%; 2019 65%. Masters grade level 2017 36%; 2018 31%; 2019 41%. STAAR Math results for the school comparing 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). Due to the Covid-19 pandemic in 2020, Texas schools did not take the STAAR Assessment for 2019-2020 school year.

Our campus earned the Attendance Award for the year 2020-2021 with the highest attendance across the district.

**2020-21 Fall Interim Assessment Data RES achieved higher than the district mean ALL GRADES in Reading English and Spanish

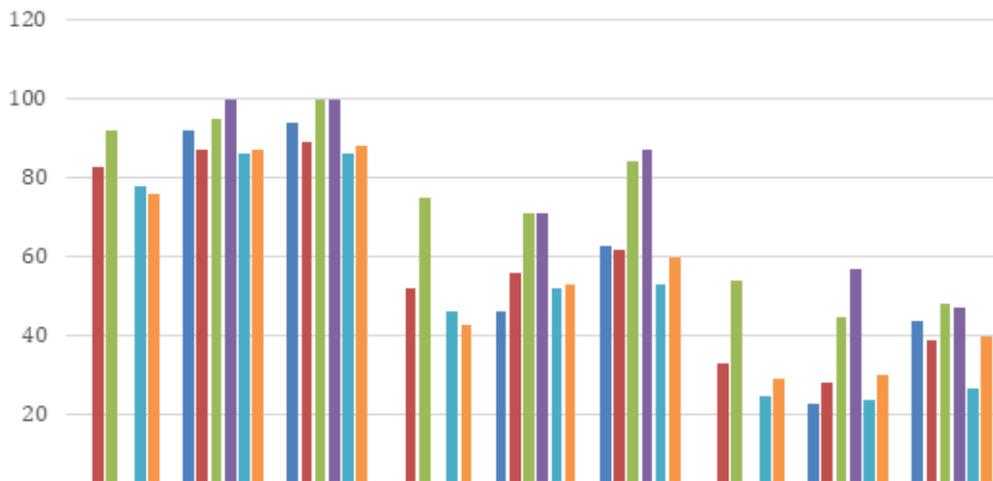


STAAR Math Performance 2017, 2018, and 2019



	Approaches	Meets	Masters
■ STAAR Math Performance 2017	88	61	35
■ STAAR Math Performance 2018	91	65	37
■ STAAR Math Performance 2019	92	69	47

STAAR Performance by Demographic



	Approach 2017	Approach 2018	Approach 2019	Meets 2017	Meets 2018	Meets 2019	Masters 2017	Masters 2018	Masters 2019
African Americans		92	94		46	63		23	44
Hispanic	83	87	89	52	56	62	33	28	39
White	92	95	100	75	71	84	54	45	48
Asian		100	100		71	87		57	47
Econ Dis	78	86	86	46	52	53	25	24	27
ELs	76	87	88	43	53	60	29	30	40

■ African Americans
 ■ Hispanic
 ■ White
 ■ Asian
 ■ Econ Dis
 ■ ELs

We will continue to push for more incentives to increase the attendance rate. The attendance committee needs help from teachers in making phone calls to parents to remind them to send absence notices. The attendance rate for our school will continue to increase due to the influx of new home construction in our school area. RES is struggling to meet student's needs due to the increase of student enrollment. There are 585 students enrolled in which 281 students are considered at-risk students. RES has three at risk aides and three academic tutors for all the students that need assistance. The campus does not receive Title I Funding; therefore, materials, resources and technology for students has decreased. The teacher and staff retainment rate are in good standing.

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 academics continues to be A.

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

The campus set up a quick and efficient way of ensuring all students had a device and assisted families with internet and wi-fi services at the onset of the Covid 19 pandemic. Attendance incentives are provided to give all students the opportunity to earn rewards. Students were given a dance for perfect attendance at the end of the Fall semester. Reyes has maintained 97.68% or higher attendance during the 2020-2021 school year. Reyes continues to lead the district Elementary schools in attendance.

PE continued with the Drum Fit program every Thursday. Coaches have had live and remote lessons. PE Coaches have incorporated Covid lessons on procedures and protocols in and out of school in their in person and remote classes.

The Attendance Review Committee meets regularly and contacts parents of students with absences. They are monitoring absences with reports and the committee will reach out to parents depending on the level.

Teachers and Administrators keep effective communication with families regarding academics, absences and COVID protocols, procedures and cases using different platforms.

Principal scheduled monthly meetings with parents called "Chat with the Principal." The level of participation increased from 5% to 50% parents attending meetings. Meetings were publicized in social media outlets such as Facebook, Twitter, Remind and SeeSaw.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers would like a Spanish reading/phonics program. Teachers and students, especially ELs would benefit from the Esperanza program. Due to Covid and remote learning many of the ELs did not get exposure to English in order to show growth in language acquisition **Root Cause:** The loss of Title 1 funding reduces the availability to purchase additional programs. The campus must decide on which programs to purchase, continue and which will be lost

Problem Statement 2 (Prioritized): School year 2020-2021 was challenging to maintain a systematic process to check out and check in books throughout the day without jeopardizing the time needed for library lessons. **Root Cause:** The influx of students coming into the school more students are checking out books, and students and teachers need additional support for technology. The librarian is the individual responsible for the upkeep and smooth flow of the library along with helping with devices and with the check out devices. Whenever the librarian is out or unavailable the library is closed which limits time during t

Problem Statement 3 (Prioritized): The effective utilization of instructional programs such as STEMScopes, Mentoring Minds (paper version for all grade levels), Brain POP and Learning AZ, etc. **Root Cause:** The loss of Title 1 funding reducing our availability to continue all the programs.

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).

**2020-21 Fall Interim Assessment Data RES achieved higher than the district mean ALL GRADES in Reading English and Spanish

Reading Interim Assessment		
Elementary		
Opp.1 English Fall- 2020		
	Scale Score	Goal
Grade 3	3rd Grade (Approaches cut score 1345)	
	322 students tested- District mean 1366	
RES Mean	1420	1420
Grade 4	4th Grade (Approaches cut score 1434)	
	368 students tested - District Mean 1423	
RES Mean	1464	1464
Grade 5	5th Grade (Approaches cut score 1470)	
	411 students tested- District Mean 1502	
RES Mean	1560	1560

Elementary Reading Interim Opp. 1 Spanish Fall-2020
Scale Score Goal

Grade 3
 3rd Grade (Approaches cut score 1318)
 78 students tested- District Mean 1311

RES Mean 1514 1514

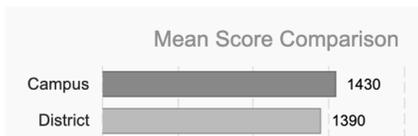
Grade 4
4th Grade (Approaches cut score 1413)
63 students tested- District Mean 1377

RES Mean 1544 1544

Grade 5
5th Grade (Approaches cut score 1461)
38 students tested- District Mean 1411

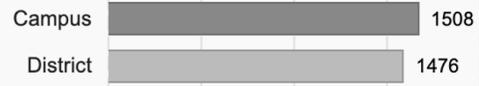
RES Mean 1565 1565

**2020-21 Spring Interim Assessment Data RES achieved higher than the district mean in Reading English and Spanish



CONGRESSMAN SILVESTRE AND CAROLINA SCHOOL Report		
2020-21 INT 3-8 Spring (SC, SS, and Op2 MA, RE)	Grade 3	Reading
Mean Score : 1430 (Min Score : 810 and High Score : 1929)	Students Tested : 83 of 93	

Mean Score Comparison



TX	CAMPUS	4
CONGRESSMAN SILVESTRE AND CAROLINA SCHOOL Report		
2020-21 INT 3-8 Spring (SC, SS, and Op2 MA, RE)	Grade 4	Reading
Mean Score : 1508 (Min Score : 841 and High Score : 1998)	Students Tested : 77 of 89	

Mean Score Comparison



TX	CAMPUS	5
CONGRESSMAN SILVESTRE AND CAROLINA SCHOOL Report		
2020-21 INT 3-8 Spring (SC, SS, and Op2 MA, RE)	Grade 5	Reading
Mean Score : 1571 (Min Score : 842 and High Score : 2030)	Students Tested : 94 of 102	

Student Learning Strengths

Students continue to make gains in Interim Assessments 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 students will maintain the masters level and continue to grow each year.

Professional Development: Teachers are provided with relevant professional development to enhance their remote instruction and in the areas they are seeking to improve. Teachers were provided with numerous training throughout the year, including Spring GRIT to ensure all students show growth in reading comprehension and fluency.

- Daily curriculum/ TEKS Resource
- RTI Teacher
- RTI Aides
- Academic Tutors
- Tutoring after school, Saturday
- Early Identification process and monitoring
- Imagine Math
- IStation
- Accelerated Reader/ Reading Renaissance
- Mentoring Minds
- Estar / Mstar
- MyOn
- Lexia
- Spire

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Strategic schedule to service at-risk schedule for a minimum time instead of a full intervention block. **Root Cause:** The influx of growing community has established a need of additional support staff (IC, support staff) in order to service all at-risk students.

Problem Statement 2 (Prioritized): Essential component of learning to read and yearly regression require explicit and systematic instruction in reading. Phonics program will enhance phonemic and phonological awareness. Professional Development needs to be developed. **Root Cause:** Need to increase reading levels to primary grade levels

Problem Statement 3 (Prioritized): In 2020-2021 50% of our students were in remote instruction which has led to an achievement gap. Students in remote instruction did not perform at the same levels as in-person students. **Root Cause:** Academic tutor was hired to support students, however remote students would not log on. Remote instruction led to some significant achievement gaps.

Problem Statement 4 (Prioritized): In 2020-2021 the average class ration was 24 to 26 students across grade levels. We faced difficulties in the schedule due to the lack of support staff. **Root Cause:** Influx of students due to growing community.

Problem Statement 5 (Prioritized): Student expectations to fulfill the requirement of writing expository in all content embedded situations has not been implemented with fidelity. **Root Cause:** Currently we do not have a writing/grammar program that explicitly or systemically addresses expository writing in the content areas in grammar and writing needs.

School Processes & Programs

School Processes & Programs Summary

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

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.

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.

Reyes is a high performance school and we have grown up to 208 students. Reyes students are reading a lot of both digital, 26,260 digital books on myOn and paper books from the library. Teachers have been submitting SST packets on time since more students are needing support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We struggled during the school year 2020-2021 and being able to provide full blown interventions to students. **Root Cause:** Remote and in-

person interventions were a struggle as students would not log on and some did not come to school.

Problem Statement 2 (Prioritized): Students are limited in their Science learning opportunities due to the time it takes to plan experiments and set up all items needed. **Root Cause:** Additional time it takes to set up lessons in the science lab and organize instruments needed.

Problem Statement 3 (Prioritized): In the last year, mental health visits to a large sampling of emergency rooms in 47 states increased 24% among children ages 5 to 11 and 31% for those 12 to 17 compared to 2019. 30% of young people said they were unhappy or depressed. Our school has continue to built a strong foundation in relation to SEL begin able to establish protocols to motivate our students. **Root Cause:** COVID-19 learning gap

Problem Statement 4 (Prioritized): School data shows a decrease in the use of the library (due to COVID-19) and the use of Accelerated Instruction. We have ranked the grade levels with the most checked out books to the lowest: (4th, 5th, 2nd, 3rd, 1st, K and PK). Students are 2.8x most likely to be college and career ready for struggling readers with best-practice use. **Root Cause:** COVID-19 learning gap

Problem Statement 5: Strong foundations in literacy are essential to student success. Our campus has made great progress in recent years by using the science of reading to build those foundations. All our K-3 teachers and administration have completed the TEA Reading Academies. Our overall proficiency rates on the ELAR STAAR were lower this year due to COVID-19 than in past years. **Root Cause:** House Bill 3

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.

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 ZOOM Pachanga with the Principal in which we recognize all students attending school on a daily basis (remote or in-person). Due to COVID-19 our attendance look differently as parents had the choice of in-person and remote instruction. Nevertheless, the expectation remained high.

Our January attendance rate was 97.68% and our February attendance rate was 98.25%. Out of 600 students only 2.2% have 10 or more absences. RES has been achieving the district goal of 98% consistently. In June 2021 RES was recognized at the school board meeting as the "Attendance winners" for being the elementary school with the highest rate in the 2020-2021 academic year.

Our school follows the No Place for Hate and the PBIS strategies to reduce the threat of bullying. We also utilize the district anonymous alert to reduce bullying. Students pledge every morning the PBIS expectations and are reinforced throughout the classroom. Routines are reviewed and posted for constant reinforcement. The data shows that the supporting interventions and activities are effective.

Our school has a high teacher retention. An observation was that our staff build capacity as some staff were promoted. Staff seemed to remain constant with the exception of those who needed to leave the profession. RES has a high retention rate of teachers due to having a positive supportive environment.

The greatest barrier is the pandemic and the inability to have in person interactions between parents and staff. Family involvement has been limited due to the COVID pandemic this school year. More virtual participation is being requested to parents. Prior to the pandemic the school environment was welcoming and now with the stringent process it has a different feel. Although the school has done a good job of being visible in areas that are allowed such as the drop-off and pick-up zones. Parents often comment on facebook or teacher platforms to thank and praise our teachers.

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. During the school year 2020-2021 these events looked different as it was provided on a virtual setting.

There are multiple opportunities for parental engagement through a variety of campus activities, very involved parents, PTO, in progress 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.

The PBIS committee has increased in membership since last year and activities (remote and in-person) 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. Our school counselor provides SEL lessons to all our students throughout the school year.

Our school maintains a high teacher retention rate.

Overall the school has a warm environment where parents and students feel welcome and want to come to school. It is evident in our daily attendance rate and participation even through our virtual events. Our teachers and staff also feel happy and want to attend work due to the positive environment. The adjustments done this school year due to COVID pandemic have impacted the environment but have been manageable and overcome.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the school year 2020-2021 our in-person parent volunteers decreased due to the COVID-19 Safety guidelines. However, campus maintain monthly meetings with the principal and progress meetings and had high parent participation. This year, there needs to be more focused on in-person parent volunteers, yet providing flexibility for parents to access meetings remotely. **Root Cause:** COVID-19 Safety Guidelines

Priority Problem Statements

Problem Statement 1: Teachers would like a Spanish reading/phonics program. Teachers and students, especially ELs would benefit from the Esperanza program. Due to Covid and remote learning many of the ELs did not get exposure to English in order to show growth in language acquisition

Root Cause 1: The loss of Title 1 funding reduces the availability to purchase additional programs. The campus must decide on which programs to purchase, continue and which will be lost

Problem Statement 1 Areas: Demographics

Problem Statement 3: Strategic schedule to service at-risk schedule for a minimum time instead of a full intervention block.

Root Cause 3: The influx of growing community has established a need of additional support staff (IC, support staff) in order to service all at-risk students.

Problem Statement 3 Areas: Student Learning

Problem Statement 7: We struggled during the school year 2020-2021 and being able to provide full blown interventions to students.

Root Cause 7: Remote and in-person interventions were a struggle as students would not log on and some did not come to school.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 11: During the school year 2020-2021 our in-person parent volunteers decreased due to the COVID-19 Safety guidelines. However, campus maintain monthly meetings with the principal and progress meetings and had high parent participation. This year, there needs to be more focused on in-person parent volunteers, yet providing flexibility for parents to access meetings remotely.

Root Cause 11: COVID-19 Safety Guidelines

Problem Statement 11 Areas: Perceptions

Problem Statement 12: School year 2020-2021 was challenging to maintain a systematic process to check out and check in books throughout the day without jeopardizing the time needed for library lessons.

Root Cause 12: The influx of students coming into the school more students are checking out books, and students and teachers need additional support for technology. The librarian is the individual responsible for the upkeep and smooth flow of the library along with helping with devices and with the check out devices. Whenever the librarian is out or unavailable the library is closed which limits time during t

Problem Statement 12 Areas: Demographics

Problem Statement 4: Essential component of learning to read and yearly regression require explicit and systematic instruction in reading. Phonics program will enhance phonemic and phonological awareness. Professional Development needs to be developed.

Root Cause 4: Need to increase reading levels to primary grade levels

Problem Statement 4 Areas: Student Learning

Problem Statement 8: Students are limited in their Science learning opportunities due to the time it takes to plan experiments and set up all items needed.

Root Cause 8: Additional time it takes to set up lessons in the science lab and organize instruments needed.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 13: The effective utilization of instructional programs such as STEMScopes, Mentoring Minds (paper version for all grade levels), Brain POP and Learning AZ, etc.

Root Cause 13: The loss of Title 1 funding reducing our availability to continue all the programs.

Problem Statement 13 Areas: Demographics

Problem Statement 2: In 2020-2021 50% of our students were in remote instruction which has led to an achievement gap. Students in remote instruction did not perform at the same levels as in-person students.

Root Cause 2: Academic tutor was hired to support students, however remote students would not log on. Remote instruction led to some significant achievement gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 9: In the last year, mental health visits to a large sampling of emergency rooms in 47 states increased 24% among children ages 5 to 11 and 31% for those 12 to 17 compared to 2019. 30% of young people said they were unhappy or depressed. Our school has continue to built a strong foundation in relation to SEL begin able to establish protocols to motivate our students.

Root Cause 9: COVID-19 learning gap

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 5: In 2020-2021 the average class ration was 24 to 26 students across grade levels. We faced difficulties in the schedule due to the lack of support staff.

Root Cause 5: Influx of students due to growing community.

Problem Statement 5 Areas: Student Learning

Problem Statement 10: School data shows a decrease in the use of the library (due to COVID-19) and the use of Accelerated Instruction. We have ranked the grade levels with the most checked out books to the lowest: (4th, 5th, 2nd, 3rd, 1st, K and PK). Students are 2.8x most likely to be college and career ready for struggling readers with best-practice use.

Root Cause 10: COVID-19 learning gap

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 6: Student expectations to fulfill the requirement of writing expository in all content embedded situations has not been implemented with fidelity.

Root Cause 6: Currently we do not have a writing/grammar program that explicitly or systemically addresses expository writing in the content areas in grammar and writing needs.

Problem Statement 6 Areas: Student Learning

Goals

Revised/Approved: August 23, 2021

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 1: By May of 2022 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: Exceeded Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, EOP Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: By May 2022, RES will comply with the School Safety Bill 168 and conduct active shooter exercises with the mental health and wellbeing of students or teachers in mind.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 2: By May 2022 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: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: RES School Counselor will deliver 2 campus wide targeted anti-bullying lessons and 2 social emotional lessons.</p> <p>Strategy's Expected Result/Impact: Anti-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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RES School Counselor will conduct yearly training for faculty and staff on district response procedures to child abuse and trauma.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 3: By June 2022 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: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: RES will implement the district's No Place for Hate/Anti-Bullying Initiative.</p> <p>Strategy's Expected Result/Impact: provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 80%	 100%	 100%
Strategy 2 Details	Reviews			
<p>Strategy 2: The RES Counselor will conduct annual training for faculty and staff on district suicide prevention procedures and response to child abuse situation to include David's Law.</p> <p>Strategy's Expected Result/Impact: Increase teacher awareness and to recognize signs. Staff appropriate response to child abuse procedures will help in ensuring the safety and well-being of students.</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	 60%	 75%	 90%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 4: Reyes Elementary will implement positive discipline strategies to decrease office referrals from 2020-2021 referrals to 49 office referrals (-10%) for the 2021-2022 school year.

Evaluation Data Sources: PBIS and discipline data

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 5th grade classroom lessons</p> <p>Staff Responsible for Monitoring: Administration, Student Support Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students to take ownership of their own behavior. PBIS data to monitor student behavior.</p> <p>Staff Responsible for Monitoring: Administration PBIS Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 1: By May 2022, 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: TELPAS Assessment Data</p> <p>Staff Responsible for Monitoring: LPAC aide, teachers, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 ELLs and at-risk/response to intervention students.</p> <p>Strategy's Expected Result/Impact: STAAR and TELPAS assessment data.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 2: By May 2022, 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 3: By May 2022, 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. This objective is a continuation from last year as data does not reflect true growth.

HB3 Goal

Evaluation Data Sources: STAAR Data

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: STAAR Assessment, I Station Data</p> <p>Staff Responsible for Monitoring: Teachers, RtI Teacher, At-Risk Teacher, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: white boards for intervention decreasing gap-add'l boards 1303.16 - 185-State Compensatory Education - \$1,908.59, Generation Genius Math - 185-State Compensatory Education - \$500, magnetic boards -manipulations - 185-State Compensatory Education - \$1,576.70, Learning A-Z reading intervention - 185-State Compensatory Education - \$295, Imagine math intervention- includes webinar - 185-State Compensatory Education - \$2,850, Reading/Math Intervention Program-FTE's - 185-State Compensatory Education - \$154,067.23, Substitutes At Risk - 185-State Compensatory Education - \$5,137, Part Time/Temp Pay - Academic Tutor - 185-State Compensatory Education - \$10,269.55, Interventions lakeshore - 185-State Compensatory Education - \$2,257.71</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Reyes will identify 100% of students (child find) 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.</p> <p>Strategy's Expected Result/Impact: positive impact on student performance</p> <p>Staff Responsible for Monitoring: Teachers, At-Risk Teacher, Administration, RtI Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Mentoring Minds supplemental material - 185-State Compensatory Education - \$10,370, Resources for intervention- lakeshore - 185-State Compensatory Education - \$3,310.25</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: The effective utilization of instructional programs such as STEMScopes, Mentoring Minds (paper version for all grade levels), Brain POP and Learning AZ, etc. Root Cause: The loss of Title 1 funding reducing our availability to continue all the programs.</p>
Student Learning
<p>Problem Statement 3: In 2020-2021 50% of our students were in remote instruction which has led to an achievement gap. Students in remote instruction did not perform at the same levels as in-person students. Root Cause: Academic tutor was hired to support students, however remote students would not log on. Remote instruction led to some significant achievement gaps.</p>

School Processes & Programs

Problem Statement 1: We struggled during the school year 2020-2021 and being able to provide full blown interventions to students. **Root Cause:** Remote and in-person interventions were a struggle as students would not log on and some did not come to school.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 4: By the end of June 2022, 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Reyes Elementary Teachers will monitor student fluency rates (PK-5th) and report enter progress in the learning profile sheets every nine weeks.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All RES Students will participate in the use of supplemental instructional programs. These data points will provide a baseline to identify student progress based on the students' particular levels of performance.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Brain POP - 185-State Compensatory Education - \$4,146.25, Stemscoptes - 185-State Compensatory Education - \$2,369.25, Library Resources + 877.80 - 185-State Compensatory Education - \$2,976.32</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: RES Teachers will receive training in Social Emotional Lessons, Guided Math, Guided Reading and Writer's Workshop with a new lense (COVID-19) and other content-based instructional professional development in order to support students development in math, reading, writing and science.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Fluency rates will increase. TELPAS and STAAR Assessment Data</p> <p>Staff Responsible for Monitoring: Administration At-Risk Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Essential component of learning to read and yearly regression require explicit and systematic instruction in reading. Phonics program will enhance phonemic and phonological awareness. Professional Development needs to be developed. Root Cause: Need to increase reading levels to primary grade levels</p>
School Processes & Programs
<p>Problem Statement 1: We struggled during the school year 2020-2021 and being able to provide full blown interventions to students. Root Cause: Remote and in-person interventions were a struggle as students would not log on and some did not come to school.</p>

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 5: By May 2021, RES will complete a transition process 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Reyes will provide a minimum of one orientation meeting for students and parents to transition from Head Start into Pre-Kindergarten.</p> <p>Strategy's Expected Result/Impact: The transition meeting will promote school readiness for Pre-K and Kindergarten students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Transition process will promote middle school readiness for elementary students.</p> <p>Staff Responsible for Monitoring: Counselor, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 6: By the end of May 2022, 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Substitutes - Staff Development - 185-State Compensatory Education - \$1,052</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 7: By June 2022, 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>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 (in-person and remote). This supports content, curriculum, the instructional framework, and special populations, in order to improve student achievement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Training for mathematics - 185-State Compensatory Education - \$1,125</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration At-Risk Teacher Special Education Teacher Speech Therapist Diagnostician</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: RES will continue to build a positive school culture to increase morale and teamwork. The Wellness Team will support this strategy by planning activities on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Increase school morale</p> <p>Staff Responsible for Monitoring: Administrators Wellness Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Physical Education and Music class will continue to align purchases and curriculum to the Texas State Standards in order to provide a cohesive program leading to student success.</p> <p>Strategy's Expected Result/Impact: Multiple opportunities for learning</p> <p>Staff Responsible for Monitoring: PE Teachers Music</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: A renovated Professional Learning Community will be designed to better analyze data and support teacher development.</p> <p>Strategy's Expected Result/Impact: Data Analysis will continue to be targeted and effective.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 100% of Reyes Teachers, Instructional Aides, Administrators and Staff including office, custodial, dietary, library, counseling and crossguards will have the needed instructional resources, supplies and materials to ensure high quality instruction and a safe environment conducive to learning.</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 3: In 2020-2021 50% of our students were in remote instruction which has led to an achievement gap. Students in remote instruction did not perform at the same levels as in-person students. Root Cause: Academic tutor was hired to support students, however remote students would not log on. Remote instruction led to some significant achievement gaps.</p>

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 8: By June 2022, 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: LPAC Aide, ALS Department, Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	10%	45%	80%	100%
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: LPAC Aide, ALS Department, Teachers, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
	10%	50%	90%	100%
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 9: During the school year 2021-2022, Reyes Elementary School will increase the monthly attendance rate of 98.4% to 99%. Attendance rates and incentives will be implemented to promote attendance and school culture. We will continue working together to make progress and improve attendance.

Evaluation Data Sources: Attendance Reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Attendance Clerk</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will receive information regarding attendance expectations and Texas Attendance Laws.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration, Attendance Clerk, District Prevention Specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: RES will implement a Truancy Intervention Plan for students with 3 or more unexcused absences.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration, Attendance Clerk, Teachers, District Prevention Specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The Attendance Review Committee will train all teachers and staff on the Truancy Action Plan and the implementation process.</p> <p>Strategy's Expected Result/Impact: Increase student learning</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Attendance Review Committee Teachers and Staff</p> <p>Schoolwide and Targeted Assistance Title I 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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 10: By May 2022 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 11: By May 2022, 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student participation in STEM instruction, field trips, and activities.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: RES will host an in-person (limited in-person) STEM Expo which will engage the community in enriching students learning experiences through the integration of STEM/PBL education.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: RES will recognize all students displaying Character Counts traits. Students will be recognized every nine weeks.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration and Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration and Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 2: By Spring 2022, 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>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).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration, Counselor and Teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: RES students will participate in PBIS strategies such as School Wide program that rewards students for following school wide expectations.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, PBIS Team and Staff.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: RES students in grades 3-5 will have the opportunity to participate in Robotics, Chess, and Tennis</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration, Librarian and Physical Education Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: By May 2023, 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.</p> <p>Strategy's Expected Result/Impact: School culture</p> <p>Staff Responsible for Monitoring: PBIS NPFH Team Assistant Principal Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: PBIS/NPFH Team will implement 3 campus wide activities geared to maintain a positive environment and build school culture.</p> <p>Strategy's Expected Result/Impact: Attendance data Discipline data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 1: By May 2022, 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: RES will hold in-person and virtual Parent Advisory Committee meetings and monthly "Chat with the Principal" to provide updates, important information regarding instructional programs and campus procedures.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By May 2022, RES will collect baseline parental engagement data to include but not limited to Google Forms sign-in sheet, Zoom screenshots and recordings.</p> <p>Strategy's Expected Result/Impact: Increase in Parental Engagement</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: RES will provide multiple parent and community involvement activities/events to include but not limited to a Hybrid Open House Night, Virtual Parent Teacher Conference Days, Hybrid STEM Expo, Hybrid PTO Meetings, Hybrid Chat with the Principal and Remote STEM Literacy Power Night to encourage parent participation and to establish a positive and conducive learning environment.</p> <p>Strategy's Expected Result/Impact: positive impact on student performance outcomes as a result of parent and community involvement in campus activities.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: RES will work with the PTO to seek out parents for participation on committees and develop Partners In Education to support campus initiatives, participate on CIC, and enrich the student learning environment.</p> <p>Strategy's Expected Result/Impact: Parents' participation as partners will positively impact the learning environment by increasing parental engagement opportunities.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 1: By May 2022, 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.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: will enhance family and public awareness of campus programs and events and increase school-community engagement and connections.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: RES will coordinate and publicize (through social media) and other venues, staff appreciation events and culture building activities.</p> <p>Strategy's Expected Result/Impact: will improve staff morale and positive perception of the workplace</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 2: By May 2022, RES will have at least 2 new Partners in Education to promote academic success and motivation for our students.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The RES Hybrid STEM Expo and Career Day will host community business and partners in education to expose students to all educational opportunities in our region.</p> <p>Strategy's Expected Result/Impact: will encourage and will involve parent participation and community partner participation</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 3: By May 2023, 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 (2020-2021) in order to meet student academic goals.

Evaluation Data Sources: Budget Reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Effective use of funds</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Congressman Silvestre & Carolina Reyes Elementary

Total SCE Funds: \$248,595.00

Total FTEs Funded by SCE: 400

Brief Description of SCE Services and/or Programs

At-Reyes Elementary, the CNA process is a well-rounded interaction between various staff members and students to provide feedback on areas we need to improve as a campus. Each problem statement is aligned with student expectations and success criteria for at-risk students. Those problem statements are generated based on the meetings with all stakeholders to ensure we are aligned on what we need to improve for the year. This process does not happen in isolation and while principal oversees the process, the staff and community have an active role in generating those problem statements. This school year the programs we purchased allowed us to target the achievement gaps for our at-risk students. Due to COVID-19 and being a full year of in-person instruction, we needed to be very much aligned with the social emotional well-being of students. The at-risk aides we hired this year provided additional support to all our students in need allowing them to successfully transition to the in-person environment. We know that our at-risk students struggle and by providing that support we can continue supporting them to close the achievement gaps. The strategies are reviewed during formative assessments to ensure alignment between grade levels and leadership. A sign-in sheet was collected at every meeting in which we received the needs of the campus feedback. Additional feedback was provided during meetings to support the discussion. The academic achievement of all at-risk students was improved (pending state data) and a few of them continue to be needed for the following school year.

Personnel for Congressman Silvestre & Carolina Reyes Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Annette Gonzalez	At-Risk Teacher	100
Christy Villareal	At-Risk Aide	100
Julianne Perez	At-Risk Aide	100
Olga Terrones	At-Risk Aide	100

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

2.2: Regular monitoring and revision

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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

Parent University

Chat with the Principal

Parent-Teacher Conference

PTO meetings

Parent Advisory Committee

Volunteer Appreciation

Campus Funding Summary

185-State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	magnetic boards -manipulations		\$1,576.70
2	3	1	Part Time/Temp Pay - Academic Tutor		\$10,269.55
2	3	1	Reading/Math Intervention Program-FTE's		\$154,067.23
2	3	1	Generation Genius Math		\$500.00
2	3	1	Learning A-Z reading intervention		\$295.00
2	3	1	Interventions lakeshore		\$2,257.71
2	3	1	white boards for intervention decreasing gap-add'l boards 1303.16		\$1,908.59
2	3	1	Substitutes At Risk		\$5,137.00
2	3	1	Imagine math intervention- includes webinar		\$2,850.00
2	3	3	Mentoring Minds supplemental material		\$10,370.00
2	3	3	Resources for intervention- lakeshore		\$3,310.25
2	4	2	Stemscopes		\$2,369.25
2	4	2	Brain POP		\$4,146.25
2	4	2	Library Resources + 877.80		\$2,976.32
2	6	4	Substitutes - Staff Development		\$1,052.00
2	7	1	Training for mathematics		\$1,125.00
Sub-Total					\$204,210.85
Budgeted Fund Source Amount					\$248,595.23
+/- Difference					\$44,384.38
Grand Total Budgeted					\$248,595.23
Grand Total Spent					\$204,210.85
+/- Difference					\$44,384.38