Clint Independent School District

Red Sands Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Clint ISD Mission

The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for *the student* to maximize personal potential.

La mision del Distrito Escolar Independente de Clint es de preparar a todos los estudiantes para que sean ciudadanos exitosos. El Distrito trabajara en conjunto con la comunidad y con la familia para crear oportunidades para que *el estudiante* desarolle su potencial personal.

Red Sands Elementary School Mission Statement

The mission of Red Sands Elementary is to create and maintain a positive environment that ensures students attain grade-level skills, verified by academic measures. It is our purpose to educate all students to high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nurturing

Transparent

Value Statement

Red Sands is passionate about providing students the opportunity for growth academically, socially, emotionally, and physically, by implementing a variety of resources and the use of data to meet each student's individual needs.

Red Sands provides students a clean, safe, and appealing environment that implements state of the art technology in classrooms and labs, instructional materials that target

the different learning styles of students, and opportunities to become involved in activities during and after school.

Red Sands cherishes our parents and community, partnering with them in the education of their children and providing a positive school environment. Parents are provided opportunities to improve their child's education as well as improve their own learning.

Red Sands teaches all children to be goal setters academically and in life. College and Career Readiness is a major focus at Red Sands in order to foster attending college as a goal and to instill knowledge about colleges early in their educational development.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The following data was used to address the needs of Red Sands Elementary:

Student population: 572

Hispanic: 548

White: 16

African American: 1

American Indian: 2

Economically Disadvantaged: 521

Emergent Bilingual Students: 231

Students Receiving Special education: 84

Students with Dyslexia: 11

Students At Risk: 358

Gifted and Talented: 19

Military Connected: 27

Our School-Demographics Summary:

Red Sands Elementary is a Title I campus located in the Clint Independent School District in the Montana Vista area on the far east side of El Paso County. Red Sands Elementary is one of 6 elementary campuses in the Clint Independent School District. Red Sands Elementary has been serving the community for over twenty years, and has been serving predominantly low socioeconomic students. We are the home of the Cowboys, where we are "Blasting Off to Brilliance."

Red Sands is primarily made up of 96% Hispanic students. Our student population is also 2.8% white, 0.2% African American, 0.3% Native American, and .9% Two or More Races. 40.4% of our students are Emergent Bilingual Learners. Red Sands has 14.7% of of students receiving Special Education Services, and 3.3% students receiving GT services. Red Sands is a school wide Title I Part A campus, where 62.6% of students are identified as at- risk, and 91.1% are economically disadvantaged.

Red Sands Elementary had an enrollment of 572 students for 2023-2024 school year. This past year, Red Sands Elementary offers a 50/50 Dual Language model for all emergent bilingual students, and followed the traditional 2-way, 2-teacher dual language program. Our community is a diverse community that is spread out. We have families living below the poverty line. Due to families living in rural communities, our students miss the bus and tend to have high absenteeism. Some of our students are

chronic absentees with five or more absences.

Overall Attendance for 2023-2024: 93.65% ADA

<u>**Who Are We**</u>

There were one hundred staff members for the 2023-2024 school year, to include seven cafeteria staff and UTEP Residents. There were two administrators, six professional support staff, and fourteen instructional aides. The campus hosts forty-five teachers. The teaching staff holds the following credentials: 2.4% Doctorate, 76% Bachelors Degrees and 10.2% Masters Degrees. Teachers by years experience: 28.9% with 1-5 years of experience, 23.6% with 6-10 years, 20.8 % with 11-20 years, and 12.2% over 20 years experience.

Our campus supports the academic and social emotional needs of our students using the following programs and support systems.

- We have an intense RTI process to support all students.
- In addition our SEL program has trained teachers to meet social needs of our students.
- School counselor provides guidance lessons, college and career readiness events and goal setting.
- Interventionist Aide was hired to support our At-Risk population with targeted interventions.
- Instructional Aides Support

In addition to these, our At-Risk population receives the following services to meet their academic needs.

- These students receive biweekly progress monitoring intervention through small group instruction and after school tutoring.
- RTI monitoring
- Dual Language Program
- SPED program
- Tutoring-Acceleration
- Intervention program
- I-Ready Math and Reading
- Accelerated Reader AR
- MClass (K-2nd)
- CLI Engage (PK)

Demographics Strengths

By making college the goal and expectation of every student beginning in Pre Kindergarten, students and their families are becoming more knowledgeable about the higher education. In addition to a focus on attending college, we have aligned our schools to promote the opportunities available at the middle and high school. Our strength is also our weakness, with strong family support living in poverty in a semi-rural area, we have made our schools the foundation for the community. RSE, MVE, EMMS, and MVHS are now holding regular activities as a feeder pattern to bring our community together. We have promoted the use of our facilities for after school use, which is creating opportunities for students which didn't previously exist. The high school has become a regular partner with the feeder school to promote an awareness of what they have to offer. This year we had many opportunities to meet with parents and increased parental involvement.

Our EB population is our strength. Red Sands community is rich in culture and we must continue promoting the Dual Language program in a positive light. Spanish language is an assest for many of our students, and we must use it as springboard for success by celebrating the fact that students are Bilingual, Bicultural, and Biliterate.

Red Sands Elementary strengths include:

- An established community with rich family values
- Parental support in school activities
- 100% Certified Teachers
- Social Emotional Learning daily components, PBIS Rewards System, and Zen Zone implementation for all students
- A competitive Robotics team who competed at the state level
- Music teacher on campus who provides musical foundational skills
- A drumline promoting school spirit, teamwork, and student engagement while fostering rhythm, discipline, and a love for music at an early age.
- Dance team enhancing school culture and student pride while promoting physical fitness, creativity, and teamwork.

This year our students were offered the following after school opportunities:

- Accelerated Instruction
- UIL Academic
- Student Council
- Esports
- Robotics
- Dance Team
- Cheer Squad
- Broadcast Team

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our end of year attendance was at 93% which is below the district and campus expected goal. ADA will improve to 95%.
Root Cause: Low attendance contributed to continual learning loss and increased learning gaps.

Student Learning

Student Learning Summary

The campus demographic populations are made up of almost the same students being that Hispanic sub group is the largest sub population. The campus has historically struggled with our EL and SPED subgroups.   This population comprises of multiple populations, as the students in this pop are also Hispanic, economically disadvantaged, and at-risk. In many instances our SPED population falls into these same populations.

RSE STAAR Preliminary Scores				
Grade	**Did Not Meet**	**Approaches**	**Meets**	**Masters**
Reading				
3rd	28%	72%	38%	18%
4th	26%	74%	46%	11%
5th	26%	74%	52%	18%
Math				
3rd	41%	59%	30%	13%
4th	35%	65%	42%	15%
5th		69%	41%	14%
Science				
5th	45%	55%	22%	5%

The campus has received preliminary STAAR scores that are as follows: 24-25

The campus has received preliminary STAAR scores that are as follows: 23-24

RSE STAAR Preliminary Scores				
Grade	**Did Not Meet**	**Approaches**	**Meets**	**Masters**
Reading				
3rd	27%	73%	45%	24%
4th	22%	78%	49%	20%
5th	27%	73%	45%	24%
Math				
3rd	31%	69%	30%	11%
4th	30%	70%	41%	15%
5th	29%	71%	54%	14%
Science				
5th	51%	49%	18%	9%

The campus has created opportunities for students to transition into English by providing a strong first language foundation through our Dual Language framework. We are on our fourth year of the Dual Language framework, that will resemble a 50/50 model again for this upcoming school year.

The following is our TELPAS Language profiency Data for 24-25:

RSE TELPAS Preliminary Composite Rating					
Grade	**No Rating**	**Beginning**	**Intermediate**	**Advanced**	**Advanced High**
Kinder	0%	52%	29%	14%	5%
Grade 1	0%	33%	30%	30%	7%
Grade 2	4%	25%	39%	32%	0%
Grade 3	0%	21%	59%	21%	0%
Grade 4	0%	6%	42%	52%	0%
Grade 5	0%	13%	43%	30%	15%

The following is our TELPAS Language profiency Data for 23-24:

RSE TELPAS Data 2024					
Grade	No Rating	Beginning	Intermediate	Advanced	Advanced High
Kinder		58%	30%	6%	6
Grade 1		39%	48%	13%	
Grade 2		17%	71%	11%	
Grade 3		14%	53%	33%	
Grade 4		7%	61%	22%	10
Grade 5	2%	7%		11%	27

mCLASS DATA

2023-2024

Grade Level	Well Below	Below	At Benchmark	Well Above Benchmark
Kinder	10%	1%	23%	66%
First	25%	8%	32%	35%
Second	21%	16%	35%	28%

2022-2023

Grade Level	Well Below	Below	At Benchmark	Well Above Benchmark
Kinder	24%	16%	30%	30%
First	30%	14%	37%	19%
Second	31%	20%	30%	19%

Map Growth and Achievement by by Grade: Term Growth Winter 2023- Spring 2004

Grade ↑		Sort by	-- select an option --

Grade 3

Growth Median and Distribution

68th	18%	9%	15%	17%	41%

Achievement Winter 2023-2024 Median and Distribution

30th	29%	27%	20%	12%	12%

Achievement Spring 2023-2024 Median and Distribution

50th	20%	25%	15%	28%

Grade 4

Growth Median and Distribution

62nd	14%	21%	11%	26%	28%

Achievement Winter 2023-2024 Median and Distribution

36th	32%	22%	27%	16%	3%

Achievement Spring 2023-2024 Median and Distribution

46th	32%	16%	23%

Grade 5

Growth Median and Distribution

50th	25%	18%	17%	19%	21%

Achievement Winter 2023-2024 Median and Distribution

58th	25%	12%	14%	34%	15%

Achievement Spring 2023-2024 Median and Distribution

48th	25%	15%	24%	23%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Student Learning Strengths

Strengths:

Students showed growth in 4th Grade Reading with almost a 10% increase in the Meets criteria for those students. 5th Grade students also showed an increase of almost 13% in approaches and 15% increase in the meets criteria.

In analyzing the data for MClass- Our Kinder students surpassed all their goals and had 66% Well Above grade level at the end of 2024 School year. Our 1st grade students had an increase of 16% in the Well Above Benhmark and Kinder also grew in the Well above benchmarks.

Strengths 2023-2024

Analyzing MClass data for EOY it showed that in First graders and an increase of 13 points on the at benchmark students. Students also maintained their well above percentage through the entire school year.

Kinder grade level had 30% well above which was an increase from last year at about 18%

First Graders last year EOY at well below ended at 32% this school year they ended at 14% who are well below.

There was some growth in the second graders in the area of at benchmark where last year when those students were in first grade they ended at 24 % at benchmark to now Second graders who are at benchmark 37%

Map Growth Data

Both 3rd and 4th grade students showed Map Growth in their overall achievement percentile at EOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our combined Reading STAAR scores for Third-Fifth grade showed that 73% of students approached grade level.
Root Cause: Lack of foundational skills and limited opportunities for targeted interventions contributed to students not fully meeting grade-level expectations.

Problem Statement 2 (Prioritized): Our combined Math STAAR scores for Third-Fifth grade showed that 64% of students approached grade level.
Root Cause: Inconsistent implementation of targeted small group instruction and limited use of data to inform instructional adjustments contributed to gaps in foundational math skills, impacting overall student performance.

Problem Statement 3 (Prioritized): MClass Data showed that 70.6% of students in grades Kinder though Second were at or above benchmark.
Root Cause: Students had learning gaps and limited progress monitoring of foundational reading skills led to gaps in early literacy development.

School Processes & Programs

School Processes & Programs Summary

Red Sand Elementary has extensive curricular programs for all students. Beginning in Pre-K, students are assessed annually in reading and math using universal screening methods that allow teachers to best meet the needs of all students. The campus also utilizes planning time for teachers to plan collaboratively using resources from TEKS Resource system and High Quality Instructional Materials. Lesson plans include clear objectives and activities aligned to the rigor of the TEKS. Students at Red Sands are supported with a Science of Teaching Reading framework along with a gradual release model in Math and Science. Bluebonnet Math is implemented to increase students problem solving skills and conceptual understanding. Other programs have been embedded to work on fact fluency using Bluebonnet Math and targeted interventions using I-Ready. In Science, McGraw Hill and Edusmart online learning resources are utilized by all students as well as Science labs starting in Kinder through fifth grade. Teachers collaborate with curriculum coaches and administration weekly during planning (PLC) time to further develop expertise with instructional strategies and to have data driven instruction. Teachers were given the opportunity to share ideas, internalize lessons and lead discussions about activities that were successful in their classrooms. They were also encouraged to share teaching practices, rehearse lessons and have the opportunity to participate in learning walks to observe each other throughout the school year.

The campus also utilizes common assessment at the end of each unit and every 4 and 9 weeks to monitor student's progress towards mastery. Grades K-2 will be utilizing M-CLASS screeners to track progress of their students. Data collected from the assessments is analyzed to determine how to best meet the needs of the students. Our school has an intervention block in place that is a dedicated time for teachers to work with student's in small groups to address any gaps in learning and provide timely, targeted interventions. In addition to this, the campus has an RTI/MTSS process that takes students through levels of interventions to ensure better understanding of concepts and foundational skills. The calendar allowed for Thursday Engagement Camps and Intersession intervention and acceleration to any student that showed deficits in learning and provided small intensive intervention for specific students.

The campus is a one-to-one device campus and every student is issued their own technology device. These devices have the ability to be used in school and at home. Online resources such as IReady Math and Reading are programmed in the devices so students can meet the weekly goals for usage. These goals are set by the teachers and have the ability to monitor students' strengths and weaknesses for foundational skills. The programs also have built in interventions that are automatically assigned to the student.

Weekly walkthroughs and learning walks were routine at the campus to provide teachers with data around instruction. Data from walkthroughs drove the continuous improvement in the campus. Walkthroughs revealed areas for continuous improvement that led professional development by our curriculum coaches. Data that is collected was shared with a growth mindset approach in order to main a positive climate and culture. Professional development and model lessons will be provided to support teachers needing additional support in Reading, Math and Science.

Programs that support the academic growth at RSE:

- Interventionist Aide
- Dyslexia Support
- EB Support
- RTI/MTSS student intervention plans

- Intervention Block
- I-Ready Reading and Math
- Amplify (MCLASS)
- MAP Growth
- GT Support
- Accelerated Learning
- Makerspace
- ESports

School Processes & Programs Strengths

School Processes & Program Strengths

- The campus provided immediate interventions for all students in need of assistance
- Data was utilized from assessments in order to drive instruction
- Teachers collaborated and planned accordingly in PLC meetings and TEKS Academies
- Intersession Intervention and Thursday Engagement Camps showed improvement in student success
- Teachers are provided multiple opportunities to lead others and improve teaching
- High Quality Instructional Materials was evident in all classrooms
- Teachers provided support and small group instruction during the intervention block
- Teacher and student technology skills were advanced
- Monthly home visits were made to meet the diverse student needs
- Makerspace and Esports are offered in the library for exploration and challenges
- PBIS Rewards System was implemented for clear campus expectations and incentives
- Circle Meetings are conducted daily to foster a sense of community, build trust, and provide a consistent space for students to develop social-emotional skills essential for learning and growth.

Perceptions

Perceptions Summary

Red Sands Elementary has created a climate that encourages a positive growth mindset and has proven to attract highly qualified teachers. The climate is built around a strong, and passionate committment that encomposes all teachers and staff. Teachers are encouraged to be a voice at the campus and the environment has been laid out for teachers to take initiative and become instructional leaders. Our main goal is to instill in our students the love for learning so they can become life long learners with strong literacy skills. There are some sub groups at our campus that are not meeting their goals. These sub groups are EB students and SPED students.

The school environment is positive and focused on student social and emotional needs as well as academic growth. RSE has worked very hard on maintaining a positive learning enviroment that begins on building strong relationships with our students and our parents. RSE's focus is to show compassion and emphathy towards our school population as we know our students face some harsh circumstances. This is balanced with ensuring that we do not lower our expectations of our students, but higher our standards for providing the best customer service to our population. We strongly believe that these relationships will bridge the learning for our students.

2023-2024

RSE school climate environment encompasses students that are humble and eager to learn. RSE has teachers that go above and beyond to ensure that our studensts reach their full academic potential, but also have all their social emotional needs met. Teachers also have build strong partnerships and relationhsips with each other which has enhance the postive climate at the campus. RSE's focus is to show compassion and emphathy towards our school population as we know our students face some harsh circumstances. This is balanced with ensuring that we do not lower our expectations of our students, but higher our standards for providing the best customer service to our population. We strongly believe that these relationships will bridge the learning for our students.

Perceptions Strengths

It is the goal at Red Sands Elementary to continue to build a strong connection between home and school and engage RSE parents in their child's education. When looking at the Parent Survey that was conducted in 2021, it indicates that parents are satisfied with communciation between school and home. Monthly calendars and monthly Coffee with the Principal meetings are being held. The campus also sends out call outs, flyers and electronic flyers via Class Dojo and social media are sent both in English and Spanish to better serve our community. RSE hosts several community events for our families to come together such as Trunk or Treat, Winterfest, Open House, Literacy Night, STEAM Night and monthly PE family fitness days.

Parent support and trainings are being provided through a number of opportunities in partnership with Project Vida and the campus SRO. Parents are aware of the School Academic performance and provided with progress reports every three weeks.

2023-2024

It is our goal to help support the campus to maintain the relationships that teachers have established because we know that this will help support our student population. We have made a priority to show appreciation to teachers and staff to help support our grattitude and maintain moral at the campus. In addition to this, the campus host many events that help build and maintain relationships within our campus staff and teachers, but parents as well.

In addition to the previous strength, it was discovered that our teachers appreciate and seek out our feedback on instruction. Teachers value coaching cycles and learning walks because it provides them with the feedback that helps guide their practice. This strength will help the campus move forward with growth goals throughout the entire school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for consistent and effective system for providing timely, actionable feedback to teachers based on learning walks to support their professional growth and positively impact student learning outcomes.
Root Cause: A lack of structured protocols and clear expectations for conducting learning walks and delivering feedback has resulted in inconsistent follow-up and missed opportunities to guide instructional improvement and foster teacher development.

Priority Problem Statements

Problem Statement 1: Our combined Math STAAR scores for Third-Fifth grade showed that 64% of students approached grade level.

Root Cause 1: Inconsistent implementation of targeted small group instruction and limited use of data to inform instructional adjustments contributed to gaps in foundational math skills, impacting overall student performance.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: MClass Data showed that 70.6% of students in grades Kinder though Second were at or above benchmark.

Root Cause 2: Students had learning gaps and limited progress monitoring of foundational reading skills led to gaps in early literacy development.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our combined Reading STAAR scores for Third-Fifth grade showed that 73% of students approached grade level.

Root Cause 3: Lack of foundational skills and limited opportunities for targeted interventions contributed to students not fully meeting grade-level expectations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need for consistent and effective system for providing timely, actionable feedback to teachers based on learning walks to support their professional growth and positively impact student learning outcomes.

Root Cause 4: A lack of structured protocols and clear expectations for conducting learning walks and delivering feedback has resulted in inconsistent follow-up and missed opportunities to guide instructional improvement and foster teacher development.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our end of year attendance was at 93% which is below the district and campus expected goal. ADA will improve to 95%.

Root Cause 5: Low attendance contributed to continual learning loss and increased learning gaps.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals
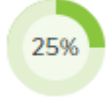
Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 1: Student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will show growth in Reading/ RLA STAAR by 10-15% at the Approaches level.

High Priority

Evaluation Data Sources: Common Assessments/ MAPS/ STAAR/Interim

Strategy 1 Details			Reviews		
Strategy 1: Implement and plan an STR Model using High Quality Instructional Materials such as HMH, Structured Literacy, Frogstreet and best practices to include: a) Read Alouds b) Foundational Skills c) Partner Reading d) Independent Reading-Decodable Texts e) Shared Reading g) Guided Reading-Small Group h) Vocabulary j) Literacy Stations			**Formative**		**Summative**
		Sept	**Nov**	**Feb**	**May**
		50% Moderate Progress			

Strategy's Expected Result/Impact: a) Walk-Throughs
    b) Benchmark Data(DATA)
    c) PLC Information(Grade level Mtgs)
    d) Training Evaluations
    e) Calendar of Activities
    Staff Responsible for Monitoring: Campus Administration
    Curriculum Coach
 	
    ESF Levers:
    Lever 4: High-Quality Instructional Materials and Assessments
    Funding Sources: - 282 ESSER III - $500, - 211 ESEA, TI A IMP - $1,900					

Strategy 2 Details	Reviews			
Strategy 2: Purchase materials in English and Spanish to supplement each component of the STR Model specifically in the areas of foundational skills, leveled reading books, guided reading, shared reading, and genres to align with the TEKS standards.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Benchmark Data (Eduphoria) b) PLC Information(Grade Level Meetings) c) Amplify d) TELPAS e) STAAR f) IReady Reading **Staff Responsible for Monitoring:** Administration Curriculum Coach	50% Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Assess students using IREADY and mClass to identify and provide interventions and enrichment instruction based on individual needs.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Benchmark Data (Eduphoria) b) Amplify/mClass c) TELPAS d) STAAR e) IReady Reading **Staff Responsible for Monitoring:** Administration Curriculum Coach Teachers	25% Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Utilize TCMPC Components (YAG, IFD, Planning Tools, VAD) to create lessons aligned to the specificity of the Reading and Writing State Standards during all planning sessions.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Year At a Glance b) TRS IFD c) Lesson Plans d) Common Assessments E) WAGs **Staff Responsible for Monitoring:** Administration Curriculum Coach Teachers	50% Moderate Progress			

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Purchase materials to supplement reading and writing such as but not limited to IReady, Think Up, Scholastic, and Book of the Month. These resources will be used to supplement reading and writing instruction during Tier 1 instruction and intervention.	**Sept**	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a. Benchmark Data (Eduphoria) b. Lesson plans c. PLC information (Grade level meetings) d. IREADY e. TELPAS f. STAAR **Staff Responsible for Monitoring:** Administration Curriculum Coach Teachers. **Funding Sources:** - 199 GENERAL FUND - PIC 30 - $8,000, - 211 ESEA, TI A IMP - $3,000	50% Moderate Progress			

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Purchase and renew Accelerated Reader program to promote reading and literacy through incentives. The AR Reading Program will be used as a supplemental tool to help support students in the areas of Reading and comprehension.	**Sept**	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a. Benchmark Data (Eduphoria) b). TELPAS c). STAAR d) Increase comprehension **Staff Responsible for Monitoring:** Administration Curriculum Coach Librarian Teachers **Funding Sources:** Accelerated Reader - 211 ESEA, TI A IMP - $8,000	40% Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 2: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will show growth in Math and Science STAAR by 10-15% at the Approaches level.

High Priority

Evaluation Data Sources: STAAR, IREADY, Check Points, and MAPS

Strategy 1 Details	Reviews			
Strategy 1: Use TCMPC and Bluebonnet Math scope and sequence to plan lessons that meet the specificity of the Math State Standards. Teachers will be provided Professional Development on the implementation of Bluebonnet Math.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Walk-throughs b) Interim Data c) Bluebonnet Math Assessments d) PLC Meeting/Lesson Plans e) Sirius Data g) IReady Math **Staff Responsible for Monitoring:** Campus Admin. Teachers Curriculum Coach **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** SOFTWARE SUBSCRIPTION- ACCELERATED MATH - 199 GENERAL FUND - 199.E.11.6247.00.102.0.30 - $3,000, GENERAL SUPPLIES - 199 GENERAL FUND - 199.E.11.6399.00.102.0.11 - $13,327, GENERAL SUPPLIES- MATH MENTORING MINDS - 199 GENERAL FUND - 199.E.11.6399.00.102.0.30 - $34,290	40% Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improve problem solving skills by providing teachers Professional Development on implementing math process standards in daily lessons.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Walk-throughs b) Benchmark Data c) Checkpoint Data d) PLC Mtgs/Lesson Plans **Staff Responsible for Monitoring:** Campus Admin. Teachers Curriculum Coach **Funding Sources:** ELL MATERIALS - - 199 GENERAL FUND - 199.E.11.6329.00.102.0.25 - $2,000	30% Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Purchase materials to supplement math instruction such as but not limited to IReady, Think Up and Sirius. These resources will be used to supplement math instruction during Tier 1 instruction and intervention.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a. Interim Data c. Lesson Plans d. PLC Planning (Grade level meetings) e. 4/9 Week Checkpoint Data f. Sirius Data g. STAAR h. IReady Data **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Mentoring Minds - 199 GENERAL FUND - $5,000, Mentoring Minds - 211 ESEA, TI A IMP - 211.E.6247.00.102.2.30.000 - $14,000	40% Some Progress			

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.
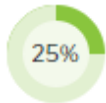
Performance Objective 3: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will show growth in Science STAAR by 10-15% at the Approaches level.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Use TRS and McGraw Hill to plan lessons that meet the specificity of the Science State Standards. Teachers will be provided Professional Development on the implementation of McGraw Hill.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Walk-Throughs b) Interim Data c) STAAR d) 9 Week Checkpoints e) PLC Meetings f) McGraw Hill Assessments **Staff Responsible for Monitoring:** Campus Admin. Teachers Curriculum Coach **Funding Sources:** EDUPHORIA - 211 ESEA, TI A IMP - 211.E.11.6247.S8.102.0.30 - $2,250	50% Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Maintain and replenish Science Labs through purchase of additional lab and demonstration materials (consumable and non-consumable items) in order to implement District recommended lab times for K-5.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Walk-Throughs b) Benchmark Data c) STAAR d) Checkpoints e) McGraw Hill Assessments **Staff Responsible for Monitoring:** Campus Admin. Teachers Curriculum Coach **Funding Sources:** - 211 ESEA, TI A IMP - $5,000	30% Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Purchase and utilize Sirius, Think Up and Edusmart as supplemental resources aligned to Science TEKS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: a) Checkpoint Data b) Interim Data c) STAAR Data d) MAP Data e) McGraw Hill Assessments **Staff Responsible for Monitoring:** Campus Admin Teachers Curriculum Coach **Funding Sources:** SOFTWARE RENEWAL - 211 ESEA, TI A IMP - 211.E.11.6247.00.102.2.30.000 - $18,000, Software - 211 ESEA, TI A IMP - 211.E11.6395 - $4,000	**Sept**	**Nov**	**Feb**	**May**
	60% Moderate Progress			

No Progress ⬤   Accomplished ⬤   ➡ Continue/Modify   ✕ Discontinue

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 4: All student groups and student sub groups (EL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will improve in overall Student Achievement by RECEIVING INTERVENTIONS, ENRICHMENT ACTIVITIES, AND PE TO MEET INDIVIDUAL NEEDS.

High Priority

Evaluation Data Sources: AMPLIFY, ST Math, Dibels, STAAR, TELPAS, Checkpoints, MAP, Interim

Strategy 1 Details	Reviews			
Strategy 1: Provide EcoDis, EL, SPED, At-Risk, Tier 2, and Tier 3 students the opportunity for supplemental materials to include software, intervention, and Accelerated Learning during After School Tutoring, Engagement Camps, Intersession Weeks, and Intervention Block. Extra duty pay will be provided for planning and training purposes.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) At-Risk Report b) At Risk Folder/Documentation c) Checkpoints Data d) Walk-Throughs e) MAP Data f) Intervention Lesson Plans g) IREADY h) mClass **Staff Responsible for Monitoring:** Campus Admin. Curriculum Coach Teachers Counselor Interventionist Interventionist Paraprofessional **Funding Sources:** EXTRA DUTY PAY-TUTORING - 199 GENERAL FUND - 199.E.11.6117.18.102.0.30 - $10,125, MATERIALS-SPED - 199 GENERAL FUND - $4,049, INTERSESSION - 199 GENERAL FUND - 199.E.11.6117.Z1.102.0.30 - $13,000, INTERSESSION - 189 ESSER FUND BALANCE - $10,930, - 211 ESEA, TI A IMP - $28,000	30% Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Provide transportation for after school tutoring, Thursday Engagement Camps, and Intersessions to provide opportunities to all students for Acceleration and Intervention.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Student Growth Trackers b) Walk-Throughs c) Interim Data d) MAP Data e) PLC **Staff Responsible for Monitoring:** Campus Admin. Curriculum Coach Teachers Interventionist Technology Coach **Funding Sources:** TRANSPORTATION - 199 GENERAL FUND - $500, TRANSPORTATION - 211 ESEA, TI A IMP - $100	30% Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Implement a PLC model with a weekly 90 minute planning block, during and after school, to give teachers time to plan instruction, develop common assessments, analyze data, and increase depth/rigor. Provide TEKS Academies to plan for the 9 weeks using the TEKS, YAG, IFD, and High Quality Instructional Materials.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs) **Staff Responsible for Monitoring:** Campus Admin. Teachers Curriculum Coach **Funding Sources:** - 211 ESEA, TI A IMP - $7,438	40% Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Provide students with field trips to build background knowledge so that students can make connections to real life situations with what they are studying in the classroom. 5th grade students will participate in a music field trip to the EPSO Young People's Concert to engage in hands on experiences for music development and concert etiquette.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Real World Connections b) Lesson Plans **Staff Responsible for Monitoring:** Campus Admin. Teachers Secretary **Funding Sources:** TRANSPORTATION/ENTRY FEES - 211 ESEA, TI A IMP - $8,100	20% Some Progress			

Strategy 5 Details	Reviews			
	Reviews			
Strategy 5: Purchase and provide opportunities that support GT students through instructional materials and field trips that will promote creative design, real life problem solving, team strategy and participation in competitions such as Team Quest and Destination Imagination, logic and higher level thinking skills.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Participation in competitions such as Math Bowl, UIL, Destination Imagination, Team Quest b) Gains in Masters Level on STAAR **Staff Responsible for Monitoring:** GT Teacher Campus Admin. **Funding Sources:** COMPETITION ENTRY FEES - GT - 199 GENERAL FUND - 199.E.11.6410 - $1,700, Transportation for Competition - 199 GENERAL FUND - 199.E.11.6494 - $700, TESTING MATERIALS - 199 GENERAL FUND - $1,200	25% Some Progress			

Strategy 6 Details	Reviews			
	Reviews			
Strategy 6: Implement the RTI Model specifically in the area of Reading and Math to identify and monitor student progress while providing timely targeted interventions.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Student Growth Trackers Intervention Lesson Plans RTI Meeting Minutes **Staff Responsible for Monitoring:** Teachers Interventionist CC coaches Tech Coach Admin Instructional Aides **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy**	30% Some Progress			

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 5: All student groups and student sub groups (EL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will improve in overall Student Achievement with integrated TECHNOLOGY and SUPPLEMENTAL SERVICES using technology.

    Evaluation Data Sources: STAAR Report

Strategy 1 Details	Reviews			
Strategy 1: Purchase software and online subscriptions such as Nearpod, SeeSaw, Sirius Education, Kami, Canva and ClassKick to supplement Tier 1 instruction.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

Strategy's Expected Result/Impact: a) STAAR Report
b) Walk-throughs
c) Lesson Plans
    Staff Responsible for Monitoring: Campus Admin.
Teachers
Librarian
Media Specialist
 	
    Funding Sources: SOFTWARE RENEWAL - 211 ESEA, TI A IMP - $10,000
	50%
	
	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Maintain and replenish hardware such as but not limited to computers, teacher laptops, student Chromebooks, charging towers, keyboards, headphones, screens, tablets, document readers, charging stations, smart TV and front row system. Purchase and replace general supplies to maintain, update, and increase technology proficiency and supplemental resources.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

Strategy's Expected Result/Impact: a) STAAR Report
b) Walkthroughs
c) Lesson Plans
    Staff Responsible for Monitoring: Campus Admin
Curriculum Coaches
Teachers
Media Specialist
Librarian
 	
    Funding Sources: - 211 ESEA, TI A IMP - $4,915, - 199 GENERAL FUND - $7,000, Audio Visual - 199 GENERAL FUND - $2,000
	20%
	
	Some Progress			

Strategy 3 Details	**Reviews**			

Strategy 3: Music Materials and equipment will be purchased to enhance lessons and instruction during music class.

	Formative			Summative
Strategy's Expected Result/Impact: A. Purchase Order Reports B. Lesson Plans C. Walkthroughs **Staff Responsible for Monitoring:** Campus Admin Music Teacher Curriculum Coaches **Funding Sources:** - 211 ESEA, TI A IMP - $3,000, GENERAL SUPPLIES - 281 TITLE IV, PART A SSAEP - $1,500	**Sept**	**Nov**	**Feb**	**May**
	25% Some Progress			

Strategy 4 Details	**Reviews**			

Strategy 4: MakerSpace general supplies, furniture, and technology equipment will be purchased to engage students in MakerSpace exploration and activities that are aligned to State Standards.

	Formative			Summative
Strategy's Expected Result/Impact: a) Student engagement b) Real world application c) Lesson plans with integrated TEKS **Staff Responsible for Monitoring:** Librarian Media Specialist Admin. **Funding Sources:** Makerspace Furniture - 211 ESEA, TI A IMP - $21,347	**Sept**	**Nov**	**Feb**	**May**
	20% Some Progress			

Strategy 5 Details	**Reviews**			

Strategy 5: Library materials will be purchased to enhance the lessons and learning, and promote literacy in Library.

	Formative			Summative
Strategy's Expected Result/Impact: AR tests Assessments STAAR **Staff Responsible for Monitoring:** Campus Admin Librarian **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199 GENERAL FUND - 199E12639900102099000 - $400	**Sept**	**Nov**	**Feb**	**May**
	10% Some Progress			

Strategy 6 Details	**Reviews**			
Strategy 6: Students will be provided opportunities to participate in Robotics and Esports clubs that include coding, problem solving and critical thinking skills. Robotics and Esports teams will be provided with transportation, meals, and registration fees to participate in a variety of competitions.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Improved technology skills b) Competition experiences c) Develop math skills through coding **Staff Responsible for Monitoring:** Librarian Media Specialist Robotic Sponsors Admin **Funding Sources:** Robotics competition registration fees, meals. general supplies, and transportation - 281 TITLE IV, PART A SSAEP - $2,879, Materials and Supplies for Robotics - 211 ESEA, TI A IMP - $2,776	20% Some Progress			

No Progress ◯   Accomplished ◯   Continue/Modify ➡   Discontinue ✕

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 6: All students groups and student sub groups (EL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will perform at 90% on all sections of the state FITNESS requirements in 2023-2024.

    Evaluation Data Sources: STATE FITNESS TEST and SURVEYS

Strategy 1 Details	Reviews			
Strategy 1: Implement a TEKS aligned PE curriculum to promote vigorous physical activity and knowledge of team sports rules and procedures at least 135 minutes of physical education instruction per week within the 1:45 teacher/student ratio.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Calendar of Activities b) Walkthroughs c) Lesson Plans d) Student Health **Staff Responsible for Monitoring:** Admin PE Teachers	50% Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: PE Teacher and students will have the necessary supplies and materials to provide quality instruction to meet student learning needs and testing when it comes to PE classes. Other supplemental materials will be purchased to support school-wide events to promote physical, social and emotional well-being.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

Strategy's Expected Result/Impact: a) Student engagement and wellness
b) Lesson Plans
c) Walkthroughs
    Staff Responsible for Monitoring: PE Coaches
Admin
 	
    Funding Sources: - 211 ESEA, TI A IMP - $1,500
	20%
	
	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplies to support Parent Engagement Activities during PE instructional time.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Family engagement and wellness b) Student engagement and wellness c) Calendar of Activities **Staff Responsible for Monitoring:** Campus Admin. Teachers PE Teachers	25% Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 7: The Campus will provide SUPPLEMENTAL SERVICES (teacher assistants) and supplemental instruction (supplemental programs) and Systems to students to support and increase student achievement.

    Evaluation Data Sources: Amplify, STAAR, PK Assessments, TELPAS results

Strategy 1 Details	Reviews			
Strategy 1: Support Staff-Instructional Aides (Teacher Assistants)	**Formative**			**Summative**
PIC 21 PIC 22	**Sept**	**Nov**	**Feb**	**May**
PIC 23 PIC24/30 PIC 25 PIC 31 PIC 32 **Strategy's Expected Result/Impact:** a) Teacher Observations b) Benchmark Data (Eduphoria) c) STAAR- Student Achievement **Staff Responsible for Monitoring:** Campus Admin PK Aides SPED Aides	80% Considerable			

Strategy 2 Details		Reviews			
Strategy 2: Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32 **Strategy's Expected Result/Impact:** a) PLC b) Benchmark Data (Eduphoria) **Staff Responsible for Monitoring:** Principal, Assistant Principal Curriculum Coach		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**May**
		80% Considerable			

Strategy 3 Details		Reviews			
Strategy 3: Extra duty for our staff to support social, emotional and academic needs of our community including current and future students such as PreK Roundup. **Strategy's Expected Result/Impact:** CLI Engage Amplify Data Checkpoint Data All Assessment Data **Staff Responsible for Monitoring:** Admin Team Curriculum Coaches PK Teachers Counselor **Funding Sources:** AFTER SCHOOL TUTORING - 211 ESEA, TI A IMP - $30,420, Planning - 211 ESEA, TI A IMP - $15,000		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**May**
		25% Some Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 1: All students and adults will participate in activities that will promote greater SAFETY AND SECURITY

    Evaluation Data Sources: Campus Crisis Management Plan and Evaluation Questionnaire/Checklist

Strategy 1 Details		Reviews			
Strategy 1: Crisis and Safety Management Team will meet to review and evaluate procedures each 9 weeks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: a) Safety/Security Audits/Inspections b) Campus Crisis Management Team Evaluation/Minutes c) Improvement in Safety Drills **Staff Responsible for Monitoring:** Campus Admin. Security Nurse Safety/Crisis Team SRO		**Sept**	**Nov**	**Feb**	**May**
		50% Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Implement and utilize a verification system for all visitors who enter the campus to check for identification/ visitors pass.		**Formative**			**Summative**
Strategy's Expected Result/Impact: a) Safety/Security Audits/Inspections b) Campus Crisis Management Team Evaluation/Minutes **Staff Responsible for Monitoring:** Campus Admin. Office Staff Security SRO Teachers **Funding Sources:** GENERAL SUPPLIES - 199 GENERAL FUND - 199.E.23.6399.00.102.0.99 - $6,550		**Sept**	**Nov**	**Feb**	**May**
		50% Moderate Progress			

Strategy 3 Details		Reviews			
Strategy 3: Ensure accessible areas are secure, such as doors, access to the roof, and perimeter of the school on a daily basis. Conduct regular safety walk-throughs in/outside of the campus.		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Safety/Security Audits/Inspections b) Campus Crisis Management Team Evaluation/Minutes **Staff Responsible for Monitoring:** Campus Admin. Office Staff Security Custodians SRO		50% Moderate Progress			

Strategy 4 Details		Reviews			
Strategy 4: Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriffs Dept., and Montana Vista Fire Department.		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Calendar of Activities d) Teacher Reports (Grade level Mtgs) **Staff Responsible for Monitoring:** Campus Admin. Security Nurse Safety/Crisis Team SRO		50% Moderate Progress			

Strategy 5 Details		Reviews			
Strategy 5: Educate staff, parents, and students on safety and visitor procedures, pick up, drop off, and what to do in the event of an emergency also to include: bullying, conflict resolution, discipline management, violence prevention, harassment prevention, suicide prevention.		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Safety/Security Audits/Inspections Campus Crisis Management Team Evaluation/Minutes **Staff Responsible for Monitoring:** Campus Admin. Security Counselor SRO Office Staff		50% Moderate Progress			

Strategy 6 Details	Reviews			
Strategy 6: Train staff in first aid, CPI, CPR, medical screenings, and use of AEDs. Identify them on the evacuation maps.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Safety/Security Audits/Inspections b) Campus Crisis Management Team Evaluation/Minutes **Staff Responsible for Monitoring:** Campus Admin. Security Nurse Safety/Emergency Team SRO	50% Moderate Progress			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 2: All students will participate in activities and lessons that teach CHARACTER AND HEALTHY LIVING to reduce campus referrals and discipline.

    Evaluation Data Sources: AEIS, PEIMS, Safe Drug Free Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement Circle Initiative to provide SEL lessons and daily check-ins that promote self-awareness, conflict resolution, celebrations, restorative practices, collaborative problem-solving and regulation skills.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Surveys b) Student, Parent, Teacher Reports c) Discipline Referrals **Staff Responsible for Monitoring:** All Campus Staff Teachers Lead Teachers Counselor	30% Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Establish a campus wide system of setting goals with rewards for reaching academic and behavior goals rewarded through Catch 'Em Horseshoes and the PBIS Reward System.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities **Staff Responsible for Monitoring:** Campus Admin. Teachers Counselor Support Staff	15% Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: A PBIS kickoff and STAAR rally for students will be conducted to promote and support the impact of personal growth, self-empowerment and SEL. Transportation will be provided for clubs and student organizations from CISD high schools to support a positive environment during each event.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Inventory b) budget and PO reports c) CNA **Staff Responsible for Monitoring:** Counselor Campus Admin **Funding Sources:** GENERAL SUPPLIES - 211 ESEA, TI A IMP - 211.E.11.6399.MK.102.2.30.000 - $6,000, - 211 ESEA, TI A IMP - $700, GENERAL SUPPLIES - 199 GENERAL FUND - 199 E 11 6494 00 102 0 30 000 - $2,000	0% No Progress			

Strategy 4 Details	Reviews			
Strategy 4: Red Ribbon Week activities promoting and educating students on drug free decision making.	**Formative**			**Summative**
Strategy's Expected Result/Impact: a) Calendar of Activities	**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Admin. Teachers Counselor	20% Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Cowboy of the Month campus award ceremonies celebrating student successes and growth on a monthly basis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: a) Calendar of Activities b) Cowboy of the Month	**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Admin Teachers Counselor	25% Some Progress			

Strategy 6 Details	Reviews			

Strategy 6: Celebrate achievements on bulletin boards in hallway and with rewards/incentives on a weekly and/or 9 week basis for academic, attendance, and positive behavior.
    Strategy's Expected Result/Impact: a) Calendar of Activities
    Staff Responsible for Monitoring: Campus Admin.
    Teachers
    Counselor
    Parents
    Office Staff
 	
    Funding Sources: BILINGUAL GENERAL SUPPLIES - 199 GENERAL FUND - 199 E 11 6399 00 102 0 25 000 - $7,900
	Formative			Summative

	Sept	Nov	Feb	May
	25% Some Progress			

No Progress	Accomplished	Continue/Modify	Discontinue

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 3: All students will be taught in a FACILITY that is well maintained and equipment is in good repair.

    Evaluation Data Sources: Annual facilities reports and needs assessment reports

Strategy 1 Details	Reviews			
Strategy 1: Replace or repair broken furniture, audio visual equipment, technology, carpet, and items on or associated with the facilities and grounds.	**Formative**			**Summative**
Strategy's Expected Result/Impact: a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports **Staff Responsible for Monitoring:** Campus Admin. Custodians	**Sept**	**Nov**	**Feb**	**May**
	30% Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Implement a preventive maintenance program and schedule to maintain facilities and grounds (such as paint, light fixtures, water leaks)	**Formative**			**Summative**
Strategy's Expected Result/Impact: a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports **Staff Responsible for Monitoring:** Campus Admin. Custodians	**Sept**	**Nov**	**Feb**	**May**
	30% Some Progress			

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Red Sands will operate efficiently, being fiscally responsible.

Performance Objective 1: All Teachers, professional staff, and students will have the necessary supplies and materials to provide quality instruction to meet student learning needs.

Evaluation Data Sources: Budget Expenditures

Strategy 1 Details	Reviews			
Strategy 1: 1.) All staff will be provided with general supplies, instructional supplies, instructional materials to include paper, cardstock, laminating film, chart tablets, chart tablet markers, sentence strips, dry erase boards, dry erase markers, butcher paper, pencil bags and any other materials to meet the instructional needs of the students.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Campus Budget **Staff Responsible for Monitoring:** Administration Budget Clerk Teachers **Funding Sources:** 199 GENERAL SUPPLIES - 199 GENERAL FUND - $9,000, - 211 ESEA, TI A IMP - $30,000	25% Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: RSE will adhere to all budget guidelines in order to spend all allocated monies.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Campus budget Requisitions Purchase Orders **Staff Responsible for Monitoring:** Budget Clerk Admin	25% Some Progress			

	No Progress		Accomplished		Continue/Modify		Discontinue

Goal 4: Red Sands Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: 100% of staff employed will be HIGHLY QUALIFIED in accordance with ESSA

    Evaluation Data Sources: Teacher retention, Attestation Report

Strategy 1 Details				Reviews			
Strategy 1: Ensure that all teachers are certified in the appropriate subject or grade.				**Formative**			**Summative**
				Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) SBEC b) Personnel Reports **Staff Responsible for Monitoring:** Campus Admin.				90% Considerable			

Strategy 2 Details				Reviews			
Strategy 2: Recruit and interview teacher and paraprofessional candidates who are certified for available positions.				**Formative**			**Summative**
Strategy's Expected Result/Impact: a) SBEC b) Job Fair Sign In Sheets **Staff Responsible for Monitoring:** Campus Admin				**Sept**	**Nov**	**Feb**	**May**
				90% Considerable			

Strategy 3 Details				Reviews			
Strategy 3: Participate as a teacher residency site for UTEP students to train with a mentor teacher and have greater opportunity to recruit residents as RSE teachers.				**Formative**			**Summative**
				Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Resident Evaluations b) Resident Surveys c) Mentor Teacher criteria **Staff Responsible for Monitoring:** Campus Admin. Mentor Teachers District Representative				25% Some Progress			

⭕ No Progress	⭕ Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 4: Red Sands Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: Red Sands and Clint ISD will provide PROFESSIONAL DEVELOPMENT to the staff in content areas including technology integration. (Approximately 6-7% of the 187 contracted days for teachers)

    Evaluation Data Sources: Staff evaluations (T-TESS and professional), increase testing scores in all areas of campus, district, and state exams.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to all staff members to retain highly qualified teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: a) Calendar of Activities b) Training Sign In Logs **Staff Responsible for Monitoring:** Campus Admin.	**Sept**	**Nov**	**Feb**	**May**
	25% Some Progress			
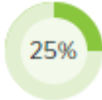
Strategy 2 Details	Reviews			

Strategy 2: Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals, to include:
 	
Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness.
 	
Provide staff with training to help meet mastery of the TEKS, implementation of HQIM and to meet the needs of all students including subpops.
 	
GT Training to certify all teachers planning, alignment, and intervention sessions provided for each grade level
TEPSA
LEAD4WARD
TCEA Conference
ASCA/LSSCA
TAHPERD
Autism Conference
PBIS Conference
TABE/ La Cosecha
Region 19 Training
District Training
 	
    Strategy's Expected Result/Impact: a) Calendar of Activities
    b) Training Sign In Logs
    c) Teacher Reports (Grade level Mtgs)
    Staff Responsible for Monitoring: Campus Admin.
    Teachers
    Curriculum Coach
    Counselor
    Librarian
 	
    ESF Levers:
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Funding Sources: Professional Development - 211 ESEA, TI A IMP - $1,400
	Formative			Summative

	Sept	**Nov**	**Feb**	**May**
	20% Some Progress			
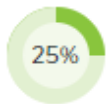
Strategy 3 Details		Reviews			
Strategy 3: School leadership meetings will be held monthly and afford the opportunity for teachers and staff to develop leadership skills. A weekly staff newsletter and calendar will be provided to effectively communicate upcoming events and expectations.		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs) d) Agendas **Staff Responsible for Monitoring:** Campus Admin. Lead teachers SLT members		30% Some Progress			

Strategy 4 Details		Reviews			
Strategy 4: Dual Language Teachers will attend PD and Virtual PD and be given opportunities to grow as Dual Language teachers. Professional Development will help develop the best practices in Dual Language teachers.		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Training Sign in sheets Data M Class **Staff Responsible for Monitoring:** Campus Admin Campus Curriculum Coaches **Funding Sources:** - 199 GENERAL FUND - PIC 25 - $1,000		30% Some Progress			

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 5: Red Sands Elementary will include parents, community, and business members in the education of all students.

Performance Objective 1: The campus will increase parental involvement by building a strong partnership with parents (i.e. Monthly Parent Meetings, Parenting Classes, Parent Family Engagement activities, community events)

    Evaluation Data Sources: Title 1 Crate, Program Checklist, and Survey

Strategy 1 Details	Reviews			
Strategy 1: Provide parent family engagement activities/author presentations, books and materials to get involved with their children to help them succeed academically, socially, emotionally. Light snacks and refreshments will be provided to encourage parent and family engagement.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: a) Calendar of Activities b) Survey Data c) Student Data (all sources to identify needs) **Staff Responsible for Monitoring:** Campus Admin. Teachers Curriculum Coach Counselor Librarian Nurse **Funding Sources:** MISC CONTRACTED SERVICES/PARENTAL INVOLVEMENT - 211 ESEA, TI A IMP - 211 E 6100 - $2,000, GENERAL SUPPLIES/PARENTAL INVOLVEMENT - 211 ESEA, TI A IMP - 211 E 6399 - $495.14, READING MATERIALS - 211 ESEA, TI A IMP - 211 E 6329 - $549.86, HOSPITALITY - 211 ESEA, TI A IMP - 211 E 6496 - $750	25% Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Hold monthly community events that promote campus goals and brings the community together such as but not limited to PreK Orientation, Open House, Meet the Teacher. Provide light snacks and materials to increase parent participation. **Strategy's Expected Result/Impact:** a) Sign in sheets b) Agenda c) Calendar of Activities d) Flyers and Newsletters **Staff Responsible for Monitoring:** Campus Admin. Teachers Curriculum Coach Counselor **Funding Sources:** MISC. OPERATING COST - 211 ESEA, TI A IMP - $2,000	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	50% Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Communicate with S'more newsletters, website, agendas, call outs, marquee, and flyers to provide parents with events, school achievements, and information which will be in English and Spanish **Strategy's Expected Result/Impact:** a) Title 1 Crate b) Newsletters c) Flyers **Staff Responsible for Monitoring:** Campus Admin. Counselor Curriculum Coach Librarian Clerk	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	40% Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Provide transition activities for Head Start/PK students and parents, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs. During the PK registration, teachers and support personnel will provide training and activities to enhance early childhood development to support recruitment and retention of our families. **Strategy's Expected Result/Impact:** a) Increase enrollment b) Easier transition for students from Headstart to PreK **Staff Responsible for Monitoring:** Campus Admin. Counselor PreK teachers **Funding Sources:** - 282 ESSER III - 282 E 11 6117 00 102 1 30 SEL - $15,000	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	25% Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Provide parent training to better assist children at home and at school (parent education classes by teachers, curriculum coach, administrators, counselors, Project Vida, and outside agencies). **Strategy's Expected Result/Impact:** a) Increase Student Achievement b) Meeting Agendas c) Calendar of Activities d) Flyers, Newsletters **Staff Responsible for Monitoring:** Campus Admin. Teachers Curriculum Coach Counselor	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	15% Some Progress			

○ No Progress   ◯ Accomplished   ➜ Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Red Sands Elementary

Total SCE Funds: $116,904.90
Total FTEs Funded by SCE: 11
Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. At the Elementary School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. Elementary campuses also fund a Technology Coach to assist teachers and students with integrating technology to support instructional needs. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

Personnel for Red Sands Elementary

Name	Position	FTE
ALCANTAR, MARCIA	CURRICULUM COACH	1
DILKS, MELISSA SUE FOUTCH	INSTRUCTIONAL AIDE	1
DONOHOE, NICHOLE	INSTRUCTIONAL AIDE	1
GORANSON, CHRISTINA	CURRICULUM COACH	1
GREEN, MELISSA	INSTRUCTIONAL AIDE	1
HIGAREDA, ZOILA	INSTRUCTIONAL AIDE (PIC 36)	1
LICON, BRIANNA	INSTRUCTIONAL AIDE (PIC 36)	1
MORAN, VIRGINIA	INSTRUCTIONAL AIDE (PIC 34)	1
PEREZ, CANDELARIO	INSTRUCTIONAL AIDE	1
PORTILLO, TATIYANA	INSTRUCTIONAL AIDE	1
VEGA, MELISSA	TECHNOLOGY COACH	1

Title I

Title I Personnel

Name	Position	Program	FTE
Elissa Beard	Assistant Principal	ESSER III	1.0
Laura Castillo	Intervention Teacher	ESSER III	1.0
Neomi Villalobos	PBIS/SEL Support Teacher	ESSER III	1.0
Tamara McConnell	CIS Coordinator	Title I	1.0

Campus Funding Summary

189 ESSER FUND BALANCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	INTERSESSION		$10,930.00
				Sub-Total	**$10,930.00**

199 GENERAL FUND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5		PIC 30	$8,000.00
1	2	1	SOFTWARE SUBSCRIPTION- ACCELERATED MATH	199.E.11.6247.00.102.0.30	$3,000.00
1	2	1	GENERAL SUPPLIES	199.E.11.6399.00.102.0.11	$13,327.00
1	2	1	GENERAL SUPPLIES- MATH MENTORING MINDS	199.E.11.6399.00.102.0.30	$34,290.00
1	2	2	ELL MATERIALS -	199.E.11.6329.00.102.0.25	$2,000.00
1	2	3	Mentoring Minds		$5,000.00
1	4	1	EXTRA DUTY PAY-TUTORING	199.E.11.6117.18.102.0.30	$10,125.00
1	4	1	MATERIALS-SPED		$4,049.00
1	4	1	INTERSESSION	199.E.11.6117.Z1.102.0.30	$13,000.00
1	4	2	TRANSPORTATION		$500.00
1	4	5	TESTING MATERIALS		$1,200.00
1	4	5	Transportation for Competition	199.E.11.6494	$700.00
1	4	5	COMPETITION ENTRY FEES - GT	199.E.11.6410	$1,700.00
1	5	2			$7,000.00
1	5	2	Audio Visual		$2,000.00
1	5	5		199E12639900102099000	$400.00
2	1	2	GENERAL SUPPLIES	199.E.23.6399.00.102.0.99	$6,550.00
2	2	3	GENERAL SUPPLIES	199 E 11 6494 00 102 0 30 000	$2,000.00
2	2	6	BILINGUAL GENERAL SUPPLIES	199 E 11 6399 00 102 0 25 000	$7,900.00
3	1	1	199 GENERAL SUPPLIES		$9,000.00
4	2	4		PIC 25	$1,000.00
				Sub-Total	**$132,741.00**

			211 ESEA, TI A IMP		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$1,900.00
1	1	5			$3,000.00
1	1	6	Accelerated Reader		$8,000.00
1	2	3	Mentoring Minds	211.E.6247.00.102.2.30.000	$14,000.00
1	3	1	EDUPHORIA	211.E.11.6247.S8.102.0.30	$2,250.00
1	3	2			$5,000.00
1	3	3	SOFTWARE RENEWAL	211.E.11.6247.00.102.2.30.000	$18,000.00
1	3	3	Software	211.E11.6395	$4,000.00
1	4	1			$28,000.00
1	4	2	TRANSPORTATION		$100.00
1	4	3			$7,438.00
1	4	4	TRANSPORTATION/ENTRY FEES		$8,100.00
1	5	1	SOFTWARE RENEWAL		$10,000.00
1	5	2			$4,915.00
1	5	3			$3,000.00
1	5	4	Makerspace Furniture		$21,347.00
1	5	6	Materials and Supplies for Robotics		$2,776.00
1	6	2			$1,500.00
1	7	3	Planning		$15,000.00
1	7	3	AFTER SCHOOL TUTORING		$30,420.00
2	2	3			$700.00
2	2	3	GENERAL SUPPLIES	211.E.11.6399.MK.102.2.30.000	$6,000.00
3	1	1			$30,000.00
4	2	2	Professional Development		$1,400.00
5	1	1	READING MATERIALS	211 E 6329	$549.86
5	1	1	GENERAL SUPPLIES/PARENTAL INVOLVEMENT	211 E 6399	$495.14
5	1	1	MISC CONTRACTED SERVICES/PARENTAL INVOLVEMENT	211 E 6100	$2,000.00
5	1	1	HOSPITALITY	211 E 6496	$750.00
5	1	2	MISC. OPERATING COST		$2,000.00
				Sub-Total	$232,641.00

281 TITLE IV, PART A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	GENERAL SUPPLIES		$1,500.00
1	5	6	Robotics competition registration fees, meals. general supplies, and transportation		$2,879.00
				Sub-Total	$4,379.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$500.00
5	1	4		282 E 11 6117 00 102 1 30 SEL	$15,000.00
				Sub-Total	$15,500.00