

# Canutillo Independent School District



## Congressman Silvestre & Carolina Reyes Elementary

## 2025-2026 Campus Improvement Plan

# Mission Statement

**Dream Big. Believe and Achieve.**

## Vision

**Our mission is to nurture the whole child and empower them to be contributing leaders of our global society.**

## Value Statement

*Student Centered Focus*

*Trustworthiness in Stewardship*

*Commitment to Service*

*Equity in Attitude*

*Honor in Conduct*

*Integrity of Character*

# Table of Contents

<b>Comprehensive Needs Assessment</b>	4
Demographics	5
Student Learning	9
School Processes & Programs	11
Perceptions	14
<b>Priority Problem Statements</b>	16
<b>Goals</b>	19
Goal 1 : STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * ...	20
Goal 2 : STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Qu...	30
Goal 3 : COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *...	33
Goal 4 : FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic ...	37
Goal 5 : TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing...	41
<b>Goal Tables</b>	44
RDA Strategies	45
Targeted Support Strategies	45
Additional Targeted Support Strategies	45
<b>State Compensatory Education</b>	46
Budget for Congressman Silvestre & Carolina Reyes Elementary	47
Personnel for Congressman Silvestre & Carolina Reyes Elementary	47
<b>Funding Summary</b>	48
255-Title II-Part A Teacher/Principal	49
185-State Compensatory Education	49
199-Local Funds	49



# Comprehensive Needs Assessment

# Demographics

## Summary

Congressman Silvestre and Carolina Reyes Elementary School serves approximately 589 students and is located in El Paso, Texas Cimarron subdivision. It serves the Cimarron area and La Puesta neighborhood. The enrollment by ethnicity is 1.91% Asian, Black/African American 2.6%, Hispanic/Latino 81.63%, White 11.09% and Two or More 2.43%. Additionally, the campus serves **33.10% economically disadvantaged students**. There are 7.97% section 504 students, 33.97% EB Students/EL, **64.30% At-Risk students**. There are 67 GT students {11.61%} and 54 students in special education {7.97%}. Students receive dual language or monolingual instruction from PK-5th grade. All dual language teachers are bilingual certified and/or English as a Second Language and all monolingual settings teachers are English as a Second Language certified. The campus also has an In-School Suspension classroom, SPED resource classroom, At-Risk/SPED response to intervention classroom and a Gifted and Talented classroom. The school has a clear Multi-Tiered Systems of Supports process in identifying students in need of services. All students receive 45 minutes of Physical Education class daily and for 3rd-5th grade they receive 45 minutes of Music class once a week.

Campus Daily Attendance and Enrollment have been a focus since 2022. There has been a drop in attendance post COVID and The Multi-Tiered Systems of Supports meets on a bi-weekly basis to analyze data and identify student needs. The committee analyzes discipline, attendance, truancy court referrals, tardies and social emotional well-being of all students and provides laser focus interventions to our Tier 2 and Tier 3 students. Discipline incident reports and think-sheets are documented and submitted to administration before an online referral is generated. This helps students recognize the effects of their actions and develop internal controls. Initiatives to increase attendance and celebration of students successes include but are not limited to POP Attendance, Popsicles celebration, Rock Your School and Rising RedHawks. Home visits take place throughout the year to create a positive relationship between parents and school. Chronic Absences are reported through the MTSS (Multi-Tiered Systems of Supports) and referrals are sent to truancy court. The MTSS committee meets bi-weekly as an MTSS committee to discuss student needs and absences.

## Attendance

Attendance rates at Reyes remain above those of the district and state. Currently we are seeing a slight increase in attendance according to our snapshot day. In 2023, we had 96.78% in attendance and in 2024 we increased to a 97.66% attendance rate. Our cumulative per campus average shows a slight decrease from 96.12% as a cumulative in 2023 to 96.11% in 2024. We currently hold the highest attendance of all Elementary Schools in the district. We have campus initiatives such as "POP Attendance" in place to celebrate and promote high attendance rates on a 9 week basis for classrooms that qualify. Additionally, we have a "Popsicles Attendance Pachanga" to reward the grade level with the highest attendance monthly. We have intervention procedures in place which were communicated to staff through a staff meeting, where teachers contact parents/guardians of absent students. Attendance is posted by the classroom teacher between 9 and 9:30 am. "Rising Redhawks" acknowledges student accomplishments.

CAMPUS	1 <sup>ST</sup> 9WKS 8/5-10/4/24	2 <sup>ND</sup> 9WKS 10/14-12/20/24	3 <sup>RD</sup> 9WKS 1/7-3/21/25	4 <sup>TH</sup> 9WKS 3/24-5/29/25	SNAPSHOT DAY OCT 25, 2024	Cumulative per campus
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RES	(106)	96.98%	96.21%	95.18%	97.66%	96.11%
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ADA STATE REPORTED ABSENCES

## Retention

Retention rates for employees at this campus is 99%. Teacher demographics are as follows: Reyes has a total of 68 staff members. Our Professional Staff includes 33 teachers, 2 individuals for Campus Administration (School Leadership), 3 administrative support staff and 7 Educational Aides. Reyes has one librarian and one full-time counselor. All teachers are supported through the data driven PLC format which is a district guarantee, where collaboration that supports increased student learning outcomes is planned and discussed by grade level on a weekly basis. Highly effective teaching strategies are discussed and shared amongst the Professional Learning Communities. Classroom ratio ranges between 23 and 27. Our students and staff are happy to attend school and we believe "Teamwork Makes the Dream Work." The school counselor serves as the campus military liaison in partnership with Fort Bliss and the 86th Expeditionary Signal Battalion.

Teacher Retention is high due to the positive culture established by all members. We have a campus mentor liaison committed to supporting all our teachers at the school. All teachers are supported through the data driven Professional Learning Community Framework in partnership with the Texas Education Agency.

## Strengths

Our school is dedicated to serve you and your family and we take pride on the work that we do. We are proud to be:

Purple Star Campus designated by the Texas Education Agency since 2020

A Best Elementary School by the US News and World Report in 2024 and 2025

Honor Roll School by the Educational Results Partnership in 2024 and 2025

Quadruple A Rating by the Texas Education Agency

Recognized by the United States Secretary of Defense as an Employee Support Freedom Award: Our school is dedicated to serving you and your family and we take pride in the work that we do. We are proud to be: Purple Star Campus designated by the Texas Education Agency since 2020. We are also designated an "Best Elementary School" by the US News and World Report in 2024.

1. Having a well trained staff has allowed the school to do early identification of at-risk students which supports our students from the early grades and up. Staff are aware of child finds and work diligently to ensure we identify students in the early grades.
2. The Mentor Liaison program is well established to provide support and guidance to our new teachers.
3. "Data Driven PLC Framework" is in place every Thursday of the week to target specific priority standards and grade level needs.
4. As part of the PLC Framework, staff participates in an annual book study to reflect on current practices and best research.
5. 26 out of 28 teachers are Teacher Incentive Allotment designated.
6. UTEP Residency Program allows opportunities for teacher leadership, modeling of best practices and professional growth. 2 interns were selected and sponsored for Kindergarten with Ms. Espinoza and Special Education with Mrs. Esplin in the 1st semester of fall of 2024.
7. Academic Tutors are assigned based on data and student performance. There are several Professional Development opportunities throughout the school year to provide adequate training for academic tutors.
8. Principal schedules monthly parent meetings "Principal University/PTO meetings" and due to the flexibility in scheduling, more parents are able to participate. Meetings are always publicized in social media outlets such as Facebook, Twitter and SeeSaw. Additionally, the school uses Blackboard to send parent messages.
10. Students have access to Project Vida which provides services including healthcare, housing, and community development. Project Vida is a non-profit organization based in El Paso, Texas, that focuses on addressing the needs of underserved communities to improve the quality of life and reduce health disparities in these areas.
11. At-risk students on our campus are often referred to the Big Brothers Big Sisters program to help create and support one on one mentoring relationships that cultivate confidence, achieving success in school, and avoiding risk taking behaviors.
12. Aliviane services are provided at Reyes to promote wellness for the 3rd-5th grade students on our campus incorporated within their peer support structures. These services facilitate life skills and positive peer development. Alivane is a peer support network that facilitates positive youth development. These services address young people's social and emotional growth by eliminating barriers and offering recovery support services.
13. Junior Achievement is another service provided at Reyes aimed to inspire young people and prepare them for success in the global workforce. Volunteers from the community deliver instruction with hands-on activities and experiential learning in financial literacy, workforce development, and entrepreneurship. These programs, delivered through partnerships with local businesses, schools, and organizations, enable students to develop

knowledge and skills they need to make informed financial decisions. Junior Achievement is designed to prepare for the workforce, and develop an entrepreneurial mindset for youth aged children.

14. This year we received a grant from Marathon Kids to start the "Girls Movement" program. "Girls Movement" used to inspire young girls on our campus to be active and build confidence through movement and mentoring.

15. Reyes partners with the local high school to provide an intern program that fosters growth for 15 students from Canutillo high school. These students provide hands-on activities for youth at our sister high school in Canutillo.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Tardies and early pick-ups have increased in the past year leading to student academic gaps.	Parent awareness on morning drop-off and scheduling of doctors appointments at the end of the day.
2 ★	New math/reading curriculum components introduced at the start of the school year with limited professional development.	Professional development rollout by the Curriculum and Instruction department, not being provided on a timely manner in order for teachers to have ample time to become familiarized with new instructional components of the curriculum.

★ = Priority

# Student Learning

## Summary

Reyes Elementary was named Best Elementary School in 2024 & 2025 by the U.S. News World Report and 2023 & 2024 Honor Roll School. In 2019, we earned two distinctions: Top 25% in Comparative Academic Growth and Top 25% in Comparative Closing the Gaps and continues to hold the No Place For Hate and Purple Star designations as well as being an Honor Roll School. The past 6 years, we have earned the UIL Regional in Academics - Elementary and Intermediate Champs.

The year 2018-2019 Reyes Elementary earned a grade A in the Texas Accountability System. STAAR Reading results for the school comparing, 2018, 2019, 2021, 2022, 2023 and 2024 are as follows : Approaching grade level ; 2018 89%; 2019 92%, 2021 83%, 2022 93%, 2023 95% and 2024 91%. Meets grade level ; 2018 57%; 2019 65%, 2021 55%, 2022 73%, 2023 75%, 2024 68%. Masters grade level 2018 31%; 2019 41% , 2021 32%, 2022 48%, 2023 44%, and 2024 33%. STAAR Math results for the school comparing 2017, 2018, 2019, 2021, 2022, 2023 and 2024 are as follows: Approaching grade level; 2018 91%; 2019 92%, 2021 77%, 2022 88%, 2023 90% and 2024 85%. Meets grade level; 2018 65%; 2019 69%, 2021 47% 2022 64%, 2023 70% and 2024 59% . Masters grade level 2018 37%; 2019 47%, 2021 28%, 2022 35%, 2023 38% and 2024 25% .

Texas Education Agency Purple Star since 2020  
2025 & 2024 Best Elementary School by United States News and World Report  
2024 & 2023 Honor Roll Elementary School by Educational Results Partnership  
2019, 2020, 2021, 2022, 2023, 2024 & 2025 UIL Regionals Academics-Elementary and Intermediate Champs  
TEPSA Student Leadersward in 2023 and 2024  
United States Secretary of Defense Employee Support Freedom Award in 2022 and 2023  
2023-2024 Physical Education American Heart Association Challenge  
2018 TEPSA National Assistant Principal of the Year

Reyes Elementary School is quadruple A rated campus.

## Strengths

- Tutoring during PE and afterschool are in place and well attended
- Students needing interventions are identified and targeted interventions are delivered
- Intensive targeted interventions are delivered during Intercession Week and well attended
- The majority of our teachers are TIA certified (26 out of 28 teachers carry this designation)
- Monthly 90 minute blocks are provided for data disaggregating and high impact instructional strategy planning in
- Weekly 45 minutes Professional Learning Communities block
- TPRI/Tejas Lee is consistent across K-2 grade levels
- Reteach, interventions and supports during RISE in small group
- STEMscopes Science and Math are utilized effectively
- Teachers utilize HQIM for planning and instruction
- Interim shows growth when compared to 2024 STAAR results
- Academic tutors are hired to support teachers and students during instructional time
- 7 minute writing has helped with writing foundational skills
- Morning Power UP Circles held every Wednesday campus wide target social emotional learning and facilitate a positive classroom and campus culture

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students have struggled with the transition of the STAAR English Language Arts (STAAR 2.0) redesign specifically in short and extended constructed response.	Misalignment of the districts' RLA curriculum progress monitoring assessments with state assessment format.
2 ★	Science curriculum not being taught consistently PK-4 and alignment between grade levels.	Science curriculum taught from PK-4th sometimes is not consistent due to the heavy load of reading, math and writing skills and TEKS required.

★ = Priority

# School Processes & Programs

## Summary

Reyes is a high-performing, STEM focused campus that continues to experience exponential growth. This growth has presented multiple challenges including instructional, physical, and financial limitations. None-the-less, RES continues to be a high performance campus. Additionally, the campus continues to exceed state expectations in all indexes.

Curriculum, Instruction & Assessment Processes include Guided Reading and Guided Math, PLC Meetings, 90 minute monthly blocks, Common Assessments, STEM Materials/Initiatives, Lessons in Eduphoria , Student programs – Science Fair, Spelling Bee, UIL, Robotic and STEM Expo.

Staff Recruitment and Retention Processes include but are not limited to partnerships with UTEP and our New Teacher Mentoring Programming. This partnership allows us to identify and support talented aspiring teachers and train them.

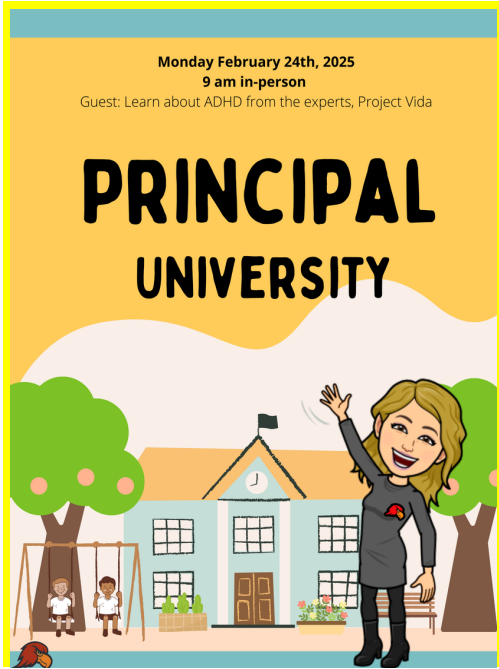
School Context & Organization: The Bird's Eye View is a weekly newsletter (sent to staff; there's also a parent version), Monthly Calendar, Google Drive, School Messenger System, Organized/Flexible/Collaborative Scheduling, PLCs, PLC Notes, Academic/At-Risk Tutors, After School Tutoring , Supplemental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

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

<b>Campus:</b> Silvestre & Carolina Reyes	<b>Campus Percentage of Attendance</b>						<b>Date:</b> 04/11/2025				
<b>FY:</b> 2025	For Dates: 04-07-2025 - 04-11-2025						<b>Time:</b> 10:01 AM				
<b>Calendar:</b> 3	Attendance Absence Group: ADA State Reported Absences						Page 1 of 1				
Date Range: 04-07-2025 - 04-11-2025 Number of Instructional Days 5											
Grade	Membership			Official Absences			Membership Minus Absences	Percentage of Attendance	Membership Minus Ineligible and ABS	ADM	ADA
	Membership	# Full Day Students	# Half Day Students	Total Absences	# Full Day Absences	# Half Day Absences					
PK	145.0	45.0	200.0	5.0	1.0	8.0	140.0	96.56	96.0	29.0	19.2
<b>Total</b>	<b>145.0</b>	<b>45.0</b>	<b>200.0</b>	<b>5.0</b>	<b>1.0</b>	<b>8.0</b>	<b>140.0</b>	<b>96.56</b>	<b>96.0</b>	<b>29.0</b>	<b>19.2</b>

<b>Campus:</b> Silvestre & Carolina Reyes	<b>Campus Percentage of Attendance</b>						<b>Date:</b> 04/11/2025				
<b>FY:</b> 2025	For Dates: 04-07-2025 - 04-11-2025						<b>Time:</b> 10:01 AM				
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	Membership	# Full Day Students	# Half Day Students	Total Absences	# Full Day Absences	# Half Day Absences					
EE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
KG	365.0	365.0	0.0	15.0	15.0	0.0	350.0	95.9	350.0	73.0	70.0
01	405.0	405.0	0.0	13.0	13.0	0.0	392.0	96.8	392.0	81.0	78.41
02	445.0	445.0	0.0	19.0	19.0	0.0	426.0	95.74	426.0	89.0	85.2
03	455.0	455.0	0.0	17.0	17.0	0.0	442.0	97.37	442.0	91.0	88.6

03	455.0	455.0	0.0	14.0	14.0	0.0	445.0	97.57	445.0	97.0	98.0
04	505.0	505.0	0.0	15.0	15.0	0.0	490.0	97.03	490.0	101.0	98.0
05	465.0	465.0	0.0	13.0	13.0	0.0	452.0	97.21	452.0	93.0	90.4
Total	2,640.0	2,640.0	0.0	87.0	87.0	0.0	2,553.0	96.71	2,553.0	528.0	510.6



**CONGRESSMAN SILVESTRE & CAROLINA REYES ELEMENTARY SCHOOL**

**PK-5th Round Up/STEM Literacy Day**  
**Saturday April 26<sup>th</sup>, 2025 @8-11 am**  
 It starts at 9 am if you are not participating in the PTO Fun Run  
 Current Students 24-25 and Incoming Students for 25-26  
 Open to All, including families with children not enrolled in our district

Meet the Teachers  
 Tour the campus  
 STEM Activities and Fun

8 am-10 am PTO Fun Run - front of the school & lower level parking lot. All registered participants can join us. Contact PTO for more details.

9:30 am Come inside the school and visit our PK/K Teachers in the classroom for activities and for PK/K Signing Day. Students attending PK/K Signing Day will need to register and upload all registration documents prior to this day.

1<sup>st</sup>-5<sup>th</sup> Teachers & PE will be in the Red Cafe Gym for STEM Activities and lots of fun

## Strengths

- Renaissance Learning
- Generation Genius (3-5)
- Police Officer on campus at all times
- 90 minute blocks once a month
- Weekly 45 minute blocks
- Power-Up Morning Circles/7 minute writing

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1



PK-5th grade: 161 discipline referrals were entered in the TEAMS system throughout the school year 2024-2025. This is an increase of 16 referrals in comparison to the previous school year.

Students not following campus core values: Be Kind, Be Safe, Be Respectful and Be Respectful. Further guidance to teachers and staff needed to differentiate between classroom and office managed behavior.

 = Priority

# Perceptions

## Summary

Reyes Elementary is a Purple Star Campus since 2020 and has been actively involved with our high number of military families. Reyes has received many accolades like A Honor Roll Elementary School in 2024 and Best Elementary in 2024 which attracts numerous students, parents and staff members to be part of the Red Hawk community. Over 90% of the Reyes teachers have 5 or more years at the school and more than 88% are happy, enjoy the school climate and feel supported overall by peers and other staff members. Our Parent Teacher Organization is very active and contributes to the well being of all of our Red Hawks in a very positive manner. Parents feel welcome and satisfied with the academic progress of their children. Campus wide the communication system is in place which informs and involves the community as a whole. Overall there is sufficient evidence that demonstrates the effective teamwork and success of Reyes Elementary.

### Teacher Retention

Teachers at our campus feel supported by one another and administration. Our turnover is very low and on the contrary, Reyes is a school that attracts other district personnel. Teachers feel celebrated for their hard work and work diligently to maintain high standards.

### Parent Perception

The Parent Teacher Organization at Reyes is very active and involved at our school. This allows parents to contribute and be actively involved in the development of their children. Whether our parents are part of our PTO or not, they feel welcomed and supported at our schools. Many parents participate in opportunities to get involved with their children and support the school. Parents speak positively about Reyes Elementary and this opens desire to attend our school, which is apparent as we have a high volume of transfer requests. New families seek to transfer to Reyes as it has created a great reputation for itself.

### Attendance

Attendance continues to be a struggle as our campus goal is met in sporadic moments. We are improving slowly but have many inconsistencies and this happened post-pandemic. Systems are in place to track and monitor attendance such as ARC, POP attendance, Rising Red Hawks, and Popsicle attendance on a monthly basis.

Teachers play a key role in assisting with attendance as they utilize their communication platforms to remain connected with parents. Teachers are also celebrated for their hard work in supporting attendance. Although many systems are in place it appears that many of our absences are due to lack of planning on the home side.

The difference in school calendar from our neighboring school district makes it difficult for our parents to plan vacation time and leads to unnecessary absences. Along with the absences student tardiness is very high. Tardies do not have legal consequences like the attendance law for absences.


## Strengths

- Recognized campus
  - Parent Communication, multiple systems in place
  - Teacher Retention
- High Volume of transfer students
- Effective SEL Morning circles
- Strong PTO
- Teacher Looping
- Multiple access to programs ( chamber choir, BBBS, CHS mentorship, robotics, french/spanish club, NPFH safety patrols, STEM expo, running club, math bee, Project Vida

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.	Parent awareness on school calendar dates and conflicts with neighboring district.
2 ★	A high number of parent volunteer, highly active Parent Teacher Organization, influx number of military families with no parent liaison to provide effective management of volunteer hours and volunteer recognitions.	Staffing challenges in relation with parental engagement.

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Tardies and early pick-ups have increased in the past year leading to student academic gaps.

Parent awareness on morning drop-off and scheduling of doctors appointments at the end of the day.

2  
★

New math/reading curriculum components introduced at the start of the school year with limited professional development.

Professional development rollout by the Curriculum and Instruction department, not being provided on a timely manner in order for teachers to have ample time to become familiarized with new instructional components of the curriculum.

3  
★

Students have struggled with the transition of the STAAR English Language Arts (STAAR 2.0) redesign specifically in short and extended constructed response.

Misalignment of the districts' RLA curriculum progress monitoring assessments with state assessment format.

4  
★

Science curriculum not being taught consistently PK-4 and alignment between grade levels.

Science curriculum taught from PK-4th sometimes is not consistent due to the heavy load of reading, math and writing skills and TEKS required.

5  
★

PK-5th grade: 161 discipline referrals were entered in the TEAMS system throughout the school year 2024-2025. This is an increase of 16 referrals in comparison to the previous school year.

Students not following campus core values: Be Kind, Be Safe, Be Respectful and Be Respectful. Further guidance to teachers and staff needed to differentiate between classroom and office managed behavior.

6  
★

Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.

Parent awareness on school calendar dates and conflicts with neighboring district.

7  
★

A high number of parent volunteer, highly active Parent Teacher Organization, influx number of military families with no parent liaison to provide effective management of volunteer hours and volunteer recognitions.

Staffing challenges in relation with parental engagement.

★ = Priority



# Goals

# Goal 1

STUDENT SUCCESS: \* Student Safety & Well Being \*  
Academic Growth \* College Career Military Readiness

## Performance Objective 1 High Priority

Student Safety and Well Being:

By May 2026, the Standard Response Protocol PK-12, Emergency Operation Plan and crisis response will be integrated into the MTSS (Multi-Tiered Systems of Supports)

**Evaluation Data Source:** Emergency Drill Form, Digital Log, suicide protocols, No Place for Hate, sign-in sheets, Aliviane Schedule.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** This performance objective will be continued in the 2026-2027 academic year.

### Strategy 1

By August 2025, Standard Response Protocol K-12, Emergency Operation Plan, Suicide Outcry, Bullying, Cyberbullying (David's Law), Sexual Harassment, Child Protective Services and Human Trafficking training will be provided to all stakeholders to optimize and to develop the most efficient and effective protocols aligned with current national and state trends and data.

**Strategy's Expected Result/Impact:** Campus preparedness in case of emergencies.

**Staff Responsible for Monitoring:** Counselor, Principal, Assistant Principal, Teachers and Staff, Canutillo ISD Police Department and MTSS (Multi-Tiered Systems of Supports) Team.

**Problem Statements:** School Processes & Programs 1

#### Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

### Strategy 2

By May 2026, campus will comply with the School Safety Bill 168 and conduct active shooter exercises and drills for fire, lockdowns, secure, evacuation as required by the Texas Education Code SS 37.1141

**Strategy's Expected Result/Impact:** Teachers and Staff awareness of drills to effectively respond to emergency crisis.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Canutillo ISD Police Department.

**Problem Statements:** School Processes & Programs 1

## Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

By May 2026, school counselor will deliver two campus wide targeted anti-bullying lessons and two social emotional lessons. Awareness of social emotional well-being will be integrated as part of the Tier 1 MTSS framework.

**Strategy's Expected Result/Impact:** Alignment and understanding of the MTSS framework to effectively support student well-being.

**Staff Responsible for Monitoring:** Teachers and Staff

**Problem Statements:** School Processes & Programs 1

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 4

The campus discipline referrals will decrease by 5% from 159 in 2024-2025 to 150 in 2025-2026 by implementing MTSS (Multi-Tiered Systems of Supports) framework to include but not limited to Canutillo ISD prevention specialist to deliver science based substance abuse and violence prevention curriculum to educate students and parents in 3rd-5th grade.

**Strategy's Expected Result/Impact:** Utilize Tier 1 MTSS (Multi-Tiered Systems of Supports) strategies to impact positive campus culture.

**Staff Responsible for Monitoring:** Teachers and Staff, MTSS Team

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

PK-5th grade: 161 discipline referrals were entered in the TEAMS system throughout the school year 2024-2025. This is an increase of 16 referrals in comparison to the previous school year.

Students not following campus core values: Be Kind, Be Safe, Be Respectful and Be Respectful. Further guidance to teachers and staff needed to differentiate between classroom and office managed behavior.

## Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.

Parent awareness on school calendar dates and conflicts with neighboring district.

## Performance Objective 2

Academic Growth:

By May 2026, TELPAS master levels will increase from 27.59% Advance High to 30% in 2025-2026.

**Evaluation Data Source:** TELPAS scores, LPAC program monitoring sheets,

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** This performance objective will be continued. TELPAS 2026 data shows that 25% of our students met "Advanced High".

### Strategy 1

The 4th Annual TELPAS Camp will be offered for emergent bilingual students to provide targeted skills and interventions embedding English Language Proficiency Standards (ELPS). At-Risk Teacher in collaboration with MTSS committee will identify, screen and plan for targeted interventions, to include but not limited to child find. Camp will include listening, speaking, writing, reading strategies as well as typing skills aiming for the Advanced High population to increase by 5%.

**Strategy's Expected Result/Impact:** Advanced High population will increase by 5%

**Staff Responsible for Monitoring:** Teachers and Staff

**Problem Statements:** Student Learning 1, 2

**Funding Sources:** Staples-VentureX K22 Stereo Kids Learning Computer Headsets-Prepare Emergent Bilingual student with TELPAS Assessments 185-State Compensatory Education, 185.11.6399.00.106.24, \$827.6

## Formative Reviews

Some Progress

November

Moderate Progress

January



Accomplished

March



Accomplished

June

## Strategy 2

Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will participate in professional development opportunities on campus, within the Region 19 area or out of town (in-person or virtual) to support content and curriculum for all students to include our special populations. Professional development will be aligned to T-TESS professional goals and action steps.

**Strategy's Expected Result/Impact:** Improve students achievement and teacher retention

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**Problem Statements:** Demographics 2 - Student Learning 1, 2

## Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

New math/reading curriculum components introduced at the start of the school year with limited professional development.

Professional development rollout by the Curriculum and Instruction department, not being provided on a timely manner in order for teachers to have ample time to become familiarized with new instructional components of the curriculum.

## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students have struggled with the transition of the STAAR English Language Arts (STAAR 2.0) redesign specifically in short and extended constructed response.

Misalignment of the districts' RLA curriculum progress monitoring assessments with state assessment format.

2

Science curriculum not being taught consistently PK-4 and alignment between grade levels.

Science curriculum taught from PK-4th sometimes is not consistent due to the heavy load of reading, math and writing skills and TEKS required.

**Performance Objective 3**  **High Priority**

Academic Growth:

By May 2026, 3rd-5th masters performance levels in STAAR will increase by 3% as defined by the Texas Education Agency.

**Evaluation Data Source:** STAAR, STAAR interim, common assessments, benchmarks

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** This performance objective will continue. We increased campuswide STAAR Math Masters by 3% and RLA Masters by 9%.

**Strategy 1**

Professional Learning Communities will evaluate student performance data, instructional programs, common assessment data and intervention services throughout each reporting period to improve student academic and social performance.

**Strategy's Expected Result/Impact:** Positive impact on student growth and closing achievement gaps.

**Staff Responsible for Monitoring:** Teachers and Staff

**Problem Statements:** Demographics 2 - Student Learning 1, 2

**Formative Reviews**



**Strategy 2**

At-Risk Teacher in collaboration with MTSS committee will identify, screen and plan for targeted interventions, to include but not limited to child find. 100% of students who are exhibiting academic gaps in the areas of Math, English Language Arts, Social Studies and Science will be identified by following the Multi-Tiered Systems of Supports (MTSS). Assessment data and program monitoring systems will be utilized as part of the Multi-Tiered Systems of Supports (MTSS).

**Strategy's Expected Result/Impact:** Positive impact on student performance to close achievement gaps.

**Staff Responsible for Monitoring:** At-Risk Teacher

**Problem Statements:** Demographics 2 - Student Learning 1, 2 - Perceptions 1

**Funding Sources:** Academic tutors (2) 185-State Compensatory Education, \$17,362, Curriculum Associates- Think up 185-State Compensatory Education, 185.11.6399.00.106.24, \$4,242.7, SCE personnel- At-Risk teacher (1) & aides (2) 185-State Compensatory Education, \$145,696, The Science Penguin 185-State Compensatory Education, \$1,349, Extra Duty Pay fore tutoring 185-State Compensatory Education, \$13,075, Subtitues 185-State Compensatory Education, \$11,575.7

### Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

### Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

New math/reading curriculum components introduced at the start of the school year with limited professional development.

Professional development rollout by the Curriculum and Instruction department, not being provided on a timely manner in order for teachers to have ample time to become familiarized with new instructional components of the curriculum.

### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students have struggled with the transition of the STAAR English Language Arts (STAAR 2.0) redesign specifically in short and extended constructed response.

Misalignment of the districts' RLA curriculum progress monitoring assessments with state assessment format.

2

Science curriculum not being taught consistently PK-4 and alignment between grade levels.

Science curriculum taught from PK-4th sometimes is not consistent due to the heavy load of reading, math and writing skills and TEKS required.

### Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.

Parent awareness on school calendar dates and conflicts with neighboring district.

# Performance Objective 4

College Career Military Readiness:

By May 2026, RES will host parental and student engagement opportunities to build strong partnerships across the community to positively impact students and exposure to college and career options .

**Evaluation Data Source:** Community partners participation, Partners in Education, Parent Involvement, Gifted and Talented Showcase, Transitional Opportunities for Students to middle and high school.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** This performance objective will be continued in order to support the Canutillo and Reyes Coimmunity.

## Strategy 1

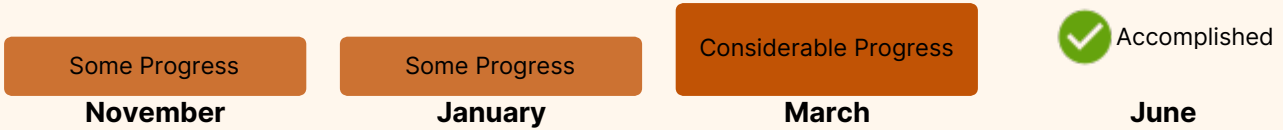
The 9th Annual STEM Expo and Robotics Invitational will host community businesses and partners in education to expose students to all educational opportunities in our region.

**Strategy's Expected Result/Impact:** Build strong partnerships with community businesses and organizations in the region.

**Staff Responsible for Monitoring:** Counselor, Principal and Assistant Principal

**Problem Statements:** Perceptions 2

### Formative Reviews



## Strategy 2

Provide multiple student extracurricular activities and events to include but not limited STEM Expo, Science Fair, Chamber Choir, Generation Texas Week, Student Council, Safety Patrol, No Place for Hate coalition and S2S Military Leaders to establish a positive and conducive learning environment for all.

**Strategy's Expected Result/Impact:** Positive impact on student performance outcomes and social emotional learning.

**Staff Responsible for Monitoring:** Counselor, Principal, Assistant Principal

**Problem Statements:** Perceptions 1, 2

### Formative Reviews



## Strategy 3

Students will participate in the University Interscholastic League regional competition. Students will learn social and academic skills through learning subject knowledge and through discipline integration.

**Strategy's Expected Result/Impact:** Students will successfully participate in the regional competition.

**Problem Statements:** Perceptions 1

### Formative Reviews

Moderate Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

## Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.

Parent awareness on school calendar dates and conflicts with neighboring district.

2

A high number of parent volunteer, highly active Parent Teacher Organization, influx number of military families with no parent liaison to provide effective management of volunteer hours and volunteer recognitions.

Staffing challenges in relation with parental engagement.

## Performance Objective 5

By May 2026, Physical Education Teachers will assess the physical well-being of all our students in 3rd-5th grade by utilizing Fitness Gram to allow a comprehensive fitness assessment tools and insightful data, fostering a culture of health, well-being of our students and motivation that will promote daily attendance rates to increase by 2%.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** This performance objective will be continued in the 2026-2027 academic year.

### Strategy 1

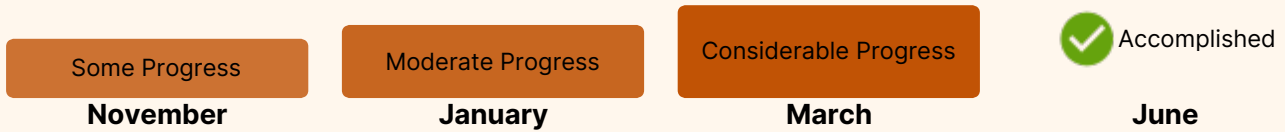
100% of 3rd-5th grade students will be tested in Fitness Gram to meet the state requirements. There will be a 2% improvement in their physical assessment.

**Strategy's Expected Result/Impact:** Improvement

**Staff Responsible for Monitoring:** PE coaches

**Problem Statements:** Perceptions 1

### Formative Reviews



### Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<b>1</b> Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.	Parent awareness on school calendar dates and conflicts with neighboring district.

### Performance Objective 6

PK-3 Teachers will utilize High Quality Instructional Materials to comply with House Bill 3 and align with Structured Literacy.

**Summative Evaluation:** Met Performance Objective

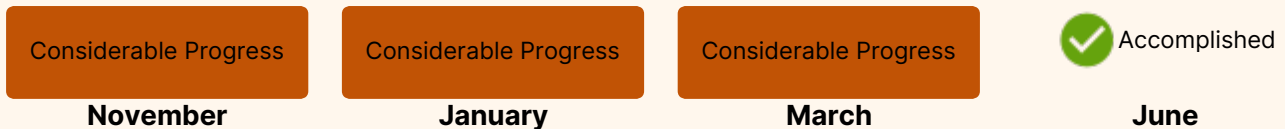
**Next Year's Recommendation:** This performance objective will be continued.

### Strategy 1

Teachers will provide targeted Tier 1 and small group instruction in the classroom in order to reach student mastery and identify student needs.

**Problem Statements:** Student Learning 2

### Formative Reviews



**Performance Objective 6 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

2

Science curriculum not being taught consistently PK-4 and alignment between grade levels.

Science curriculum taught from PK-4th sometimes is not consistent due to the heavy load of reading, math and writing skills and TEKS required.

# Goal 2 STAFF SUCCESS: \* Staff Safety & Well-Being \* Professional Learning & Quality Staff \*Staff Satisfaction

## Performance Objective 1

Staff Safety & Well-Being:

By May 2026, RES will build a positive school culture to increase teacher and staff morale and cohesiveness to continue being an interdependent campus.

**Evaluation Data Source:** Organizational Health Inventory, Campus events and Team building, Survey.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** This performance objective will be continued

### Strategy 1

Administration and Wellness Team will plan monthly team building activities to target the physical, social and emotional well-being of teachers and staff.

**Strategy's Expected Result/Impact:** Positive impact in teacher and staff retention.

**Staff Responsible for Monitoring:** Wellness Team

**Problem Statements:** Perceptions 1

### Formative Reviews



### Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p><b>1</b> Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.</p>	<p>Parent awareness on school calendar dates and conflicts with neighboring district.</p>

## Performance Objective 2

Professional Learning & Quality Staff:

By May 2026, RES will develop effective systems to ensure professional development opportunities are provided to all our staff. Content knowledge and instructional strategies learned will be shared during the

data driven professional learning communities or in professional development days established by the district and/or the school.

**Evaluation Data Source:** T-TESS evaluation, student performance, teacher professional growth and maintain teacher retention.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** The performance objective will be continued.

### Strategy 1

Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will participate in professional development opportunities on campus, within the Region 19 area or out of town (in-person or virtual) to support content and curriculum for all students, to include our special populations.

**Strategy's Expected Result/Impact:** Student achievement and professional growth.

**Problem Statements:** Demographics 2 - Student Learning 1, 2

**Funding Sources:** TEPSA State Advocacy Standing Committee/TEPSA Summer Conference 255-Title II-Part A Teacher/Principal, 255.23.6411.0.106.24, \$2,000

#### Formative Reviews



### Strategy 2

Teachers and Staff will collaborate and engage in meaningful discussion around our book study "Be 1% Better" by Ron Clark. The discussion and readings will impact our professional growth and learning that will directly impact student success. Reflective conversations will spark reflection and build positive relationships among the staff.

**Strategy's Expected Result/Impact:** Student achievement, improvement in teacher morale and maintain teacher retention.

**Problem Statements:** Perceptions 1

#### Formative Reviews



## Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
2	New math/reading curriculum components introduced at the start of the school year with limited professional development.	Professional development rollout by the Curriculum and Instruction department, not being provided on a timely manner in order for teachers to have ample time to become familiarized with new instructional components of the curriculum.

## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
1	Students have struggled with the transition of the STAAR English Language Arts (STAAR 2.0) redesign specifically in short and extended constructed response.	Misalignment of the districts' RLA curriculum progress monitoring assessments with state assessment format.
2	Science curriculum not being taught consistently PK-4 and alignment between grade levels.	Science curriculum taught from PK-4th sometimes is not consistent due to the heavy load of reading, math and writing skills and TEKS required.

## Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.	Parent awareness on school calendar dates and conflicts with neighboring district.

# Goal 3

COMMUNITY ENGAGEMENT AND PARTNERSHIPS: \*Family Engagement \*Community Partnerships \* Customer Satisfaction

## Performance Objective 1

Family Engagement:

By May 2026, RES will develop weekly internal and external communication pathways and marketing strategies to increase student attendance rate from 95.91% to 97% through the identification of trends in attendance coding, home visits and teacher contact. Student enrollment will continue to be monitored and transfer requests will be approved on a case to case basis based on the grade level availability.

**Evaluation Data Source:** Positive impact in school-home partnerships

Attendance rate

Enrollment rate

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** This performance objective will be continued. We reached 96.01 percent attendance for the 2026-2027 academic year.

### Strategy 1

Establish effective communication systems and awareness of campus environment, announcements and updates through the use of Blackboard messaging, parent portal, SeeSaw, S'more Monthly newsletter, Facebook and X.

**Strategy's Expected Result/Impact:** Enhance family, public awareness and increase school-community engagement and connections.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**Problem Statements:** Demographics 1 - Perceptions 1, 2

#### Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

### Strategy 2

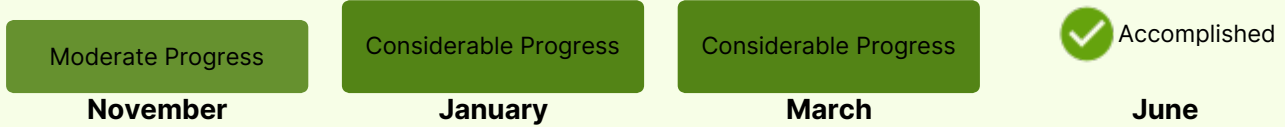
To promote daily attendance and punctuality, the Multi-Tiered Systems of Supports (MTSS) Team will oversee attendance incentives such as certificates, Pop Attendance (popcorn), monthly popsicle party to the grade level with the highest attendance rate and other motivators, to promote daily attendance and punctuality.

**Strategy's Expected Result/Impact:** Increase the daily attendance rate.  
Evidence of a positive impact on student performance outcomes through various data points (STAAR, TELPAS, etc).

**Staff Responsible for Monitoring:** MTSS Team  
Principal  
Assistant Principal

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

### Formative Reviews



## Strategy 3

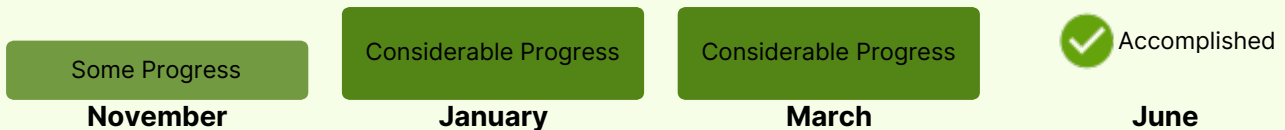
Counselor will coordinate transitional field trip for 5th graders to Alderete Middle School and Canutillo Middle School to provide a safe, effective and purposeful transition to middle school.

**Strategy's Expected Result/Impact:** Transition process will promote middle school readiness

**Staff Responsible for Monitoring:** Counselor  
5th grade Teachers

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

### Formative Reviews



## Strategy 4

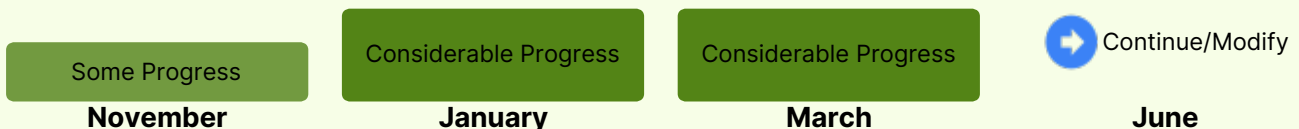
Teachers will coordinate field trips for all their students that will enhance their learning experiences and building real world connections. Students will have the opportunity to attend educational field trips that are aligned to instruction as detailed in the Texas Essential Knowledge and Skills.

**Strategy's Expected Result/Impact:** Real world connections

**Staff Responsible for Monitoring:** Principal  
Office Manager  
Teachers

**Problem Statements:** Perceptions 1

### Formative Reviews



## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>1</b> Tardies and early pick-ups have increased in the past year leading to student academic gaps.	Parent awareness on morning drop-off and scheduling of doctors appointments at the end of the day.

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<b>1</b> PK-5th grade: 161 discipline referrals were entered in the TEAMS system throughout the school year 2024-2025. This is an increase of 16 referrals in comparison to the previous school year.	Students not following campus core values: Be Kind, Be Safe, Be Respectful and Be Respectful. Further guidance to teachers and staff needed to differentiate between classroom and office managed behavior.

## Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<b>1</b> Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.	Parent awareness on school calendar dates and conflicts with neighboring district.
<b>2</b> A high number of parent volunteer, highly active Parent Teacher Organization, influx number of military families with no parent liaison to provide effective management of volunteer hours and volunteer recognitions.	Staffing challenges in relation with parental engagement.

## Performance Objective 2

Community Satisfaction:

By May 2026, RES will provide multiple parent and community involvement activities/events to establish a positive home-school connection and excellence in customer service.

**Evaluation Data Source:** Sign-in sheets, calendar of events, newsletter, fall and spring survey

**Summative Evaluation:** Met Performance Objective

### Strategy 1

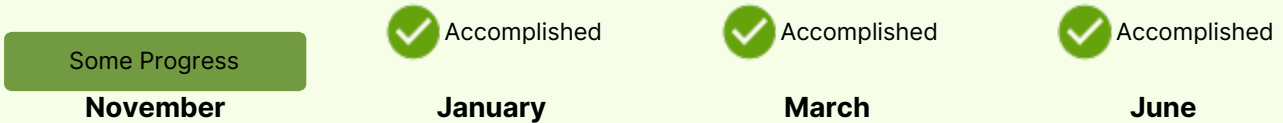
During the school year, RES will provide multiple parent and community involvement campus activities to include but not limited to open house, Parent Teacher Conference, Engagement Policy, Entitlement Review, Parent Advisory Community, SHAC, Principal University/PTO, STEM Literacy Power Night, Fun Run to establish a positive and conducive learning environment for all.

**Strategy's Expected Result/Impact:** Increase parental engagement. Maintain an active Parent Teacher Organization. Enrollment.

**Staff Responsible for Monitoring:** Teachers  
Staff  
Administrators.

**Problem Statements:** Perceptions 2

**Formative Reviews**



**Strategy 2**

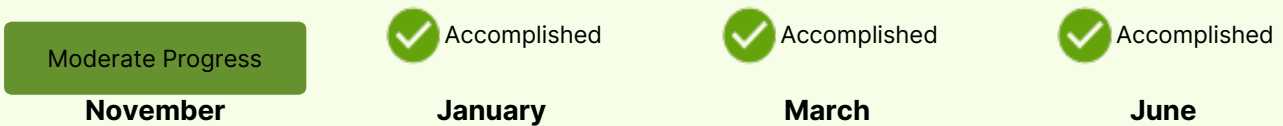
Community Partnerships:  
By May 2026, RES will establish effective and positive partnership with businesses in the Cimarron/West Towne Market area to support our efforts in maintaining a positive community culture. This will reinforce the whole child development in our society and be motivated to attend school.

**Strategy's Expected Result/Impact:** Partners in Education and positive relationships among the community businesses.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**Problem Statements:** Perceptions 2

**Formative Reviews**



**Performance Objective 2 Problem Statements Identifying Perceptions**

Problem Statement	Root Cause
<p><b>2</b> A high number of parent volunteer, highly active Parent Teacher Organization, influx number of military families with no parent liaison to provide effective management of volunteer hours and volunteer recognitions.</p>	<p>Staffing challenges in relation with parental engagement.</p>

# Goal 4

FISCAL AND OPERATIONAL SYSTEMS: \* Fiscal Responsibility  
\* Strategic Allocation of Resources \* Planning for Growth \*  
Well Maintained Facilities

## Performance Objective 1

Strategic budget allocation for State Comp will be completed by September 2025 to successfully provide resources to all students in order to meet student academic and social-emotional goals throughout the 2025-2026 school year.

**Evaluation Data Source:** Accounts and expenditures

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** This performance objective will be continued for the 2026-2027 academic year.

### Strategy 1


Parent-School Compact and Parent Entitlement Review will be shared with all parents during the Parent Advisory meeting to review the programs allocation and resources.

**Strategy's Expected Result/Impact:** Community awareness on budget allocation and resources provided to students.


**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Perceptions 1, 2


#### Formative Reviews

 Accomplished


**November**

 Accomplished

**January**

 Accomplished

**March**

 Accomplished

**June**

### Strategy 2

Head custodian will purchase all maintenance supplies needed to ensure a safe and clean campus throughout the year.

**Strategy's Expected Result/Impact:** Well clean classrooms with all supplies need.

**Staff Responsible for Monitoring:** Head custodian

**Problem Statements:** Perceptions 1

## Formative Reviews

Considerable Progress

November



Accomplished

January



Accomplished

March



Accomplished

June

## Strategy 3

All classroom teachers, counselor, instructional aides, physical education teacher and music teachers will align purchase orders, expenditures and curriculum to the Campus Improvement Plan in order to provide a cohesive and targeted program leading to student success.

**Strategy's Expected Result/Impact:** Expenditures aligned to Campus Improvement Plan

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teachers and Staff

**Problem Statements:** Demographics 2 - Student Learning 1, 2

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 4

Students will participate in the use of supplemental instructional programs that provide a baseline to identify student progress based on performance including library books for accelerated reader. A systematic incentive program is in place to motivate our students to reach their weekly reading goals.

**Strategy's Expected Result/Impact:** Use of resources that will impact student performance

**Staff Responsible for Monitoring:** Teachers and Staff  
Principal

**Problem Statements:** Student Learning 1

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 5

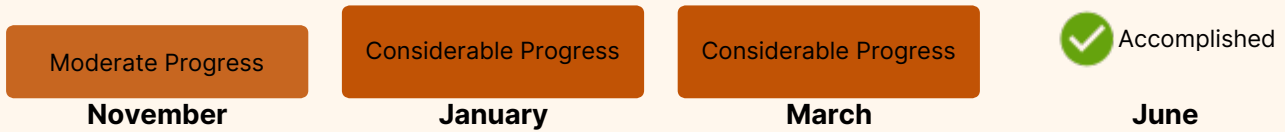
Teachers, Instructional Aides, Administrators and Staff including office, custodial, dietary, library, counseling and cross guards will have the needed instructional resources, supplies and materials to ensure high quality instruction and a safe environment conducive to learning.

**Strategy's Expected Result/Impact:** Resources needed to ensure an environment conducive to learning.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Staff

**Problem Statements:** Student Learning 1

### Formative Reviews



### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>2</b> New math/reading curriculum components introduced at the start of the school year with limited professional development.	Professional development rollout by the Curriculum and Instruction department, not being provided on a timely manner in order for teachers to have ample time to become familiarized with new instructional components of the curriculum.

### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>1</b> Students have struggled with the transition of the STAAR English Language Arts (STAAR 2.0) redesign specifically in short and extended constructed response.	Misalignment of the districts' RLA curriculum progress monitoring assessments with state assessment format.
<b>2</b> Science curriculum not being taught consistently PK-4 and alignment between grade levels.	Science curriculum taught from PK-4th sometimes is not consistent due to the heavy load of reading, math and writing skills and TEKS required.

### Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<b>1</b> Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.	Parent awareness on school calendar dates and conflicts with neighboring district.

2

A high number of parent volunteer, highly active Parent Teacher Organization, influx number of military families with no parent liaison to provide effective management of volunteer hours and volunteer recognitions.

Staffing challenges in relation with parental engagement.

# Goal 5

TECHNOLOGY RESOURCES: \* Apple Refresh 1:1 \* Wireless access/Testing \* Infrastructure/Safety \* Community Connectivity

## Performance Objective 1

All teachers will establish a consistent well-developed 45 minute block per week for the new required Technology Applications block which include computational thinking, creativity and innovation, data literacy, management, and representation, digital citizenship and practical technology concepts.

**Evaluation Data Source:** Trainings, purchase orders

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue with this performance objective.

### Strategy 1

RES Teachers and Staff will receive the adequate resources and support in purchasing technology items and maintaining them throughout the school year. This includes but not limited to projectors, document cameras, interactive boards, etc.

**Strategy's Expected Result/Impact:** Positive impact on student performance

**Staff Responsible for Monitoring:** Librarian  
Principal

**Problem Statements:** Perceptions 1

#### Formative Reviews



### Strategy 2

Monitoring of connectivity and purchasing any supplies needed to ensure students can successfully complete online testing, common assessments, usage of daily instructional programs and required Technology applications content.

**Strategy's Expected Result/Impact:** Positive impact on student performance

**Staff Responsible for Monitoring:** Librarian  
Principal

**Problem Statements:** Student Learning 1, 2

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 3

Technology work orders will be resolved on a timely manner to avoid delays in teaching new technology application TEKS and short and extended constructed response integration.

**Problem Statements:** Demographics 2 - Student Learning 1, 2

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

New math/reading curriculum components introduced at the start of the school year with limited professional development.

Professional development rollout by the Curriculum and Instruction department, not being provided on a timely manner in order for teachers to have ample time to become familiarized with new instructional components of the curriculum.

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students have struggled with the transition of the STAAR English Language Arts (STAAR 2.0) redesign specifically in short and extended constructed response.

Misalignment of the districts' RLA curriculum progress monitoring assessments with state assessment format.

2

Science curriculum not being taught consistently PK-4 and alignment between grade levels.

Science curriculum taught from PK-4th sometimes is not consistent due to the heavy load of reading, math and writing skills and TEKS required.

# Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Attendance rates during the 2023-2024 and 2024-2025 school year show a decrease from 98.5% to 96.12% in comparison with 2021-2022.

Parent awareness on school calendar dates and conflicts with neighboring district.



# Goal Tables

# RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	3	By May 2026, school counselor will deliver two campus wide targeted anti-bullying lessons and two social emotional lessons. Awareness of social emotional well-being will be integrated as part of the Tier 1 MTSS framework.

---

# Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	3	By May 2026, school counselor will deliver two campus wide targeted anti-bullying lessons and two social emotional lessons. Awareness of social emotional well-being will be integrated as part of the Tier 1 MTSS framework.

---

# Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	3	By May 2026, school counselor will deliver two campus wide targeted anti-bullying lessons and two social emotional lessons. Awareness of social emotional well-being will be integrated as part of the Tier 1 MTSS framework.

---



# State Compensatory Education

# State Compensatory

## Budget for Congressman Silvestre & Carolina Reyes Elementary

**Total SCE Funds:** \$190,180.00

**Total FTEs Funded by SCE:** 4

**Brief Description of SCE Services and/or Programs**

## Personnel for Congressman Silvestre & Carolina Reyes Elementary

<b>Name</b>	<b>Position</b>	<b>FTE</b>
Adriana Villalva	Part time Academic Tutor	0.5
Lucy Hernandez	Part time Academic Tutor	0.5
Maria Duran	At Risk Teacher	1
Melissa Greco	At Risk Aide	1
Olga Terrones	At Risk Aide	1



# Funding Summary

# Funding Summary

## 255-Title II-Part A Teacher/Principal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	TEPSA State Advocacy Standing Committee/ TEPSA Summer Conference	255.23.6 411.0.10 6.24	\$2,000.00
				<b>Sub-Total</b>	\$2,000.00
				<b>Budgeted Fund Source Amount</b>	\$2,000.00
				<b>+/- Difference</b>	\$0.00

## 185-State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Staples-VentureX K22 Stereo Kids Learning Computer Headsets-Prepare Emergent Bilingual student with TELPAS Assessments	185.11.63 99.00.10 6.24	\$827.60
1	3	2	Academic tutors (2)	--	\$17,362.00
1	3	2	Curriculum Associates- Think up	185.11.63 99.00.10 6.24	\$4,242.70
1	3	2	SCE personnel- At-Risk teacher (1) & aides (2)	--	\$145,696.00
1	3	2	The Science Penguin	--	\$1,349.00
1	3	2	Extra Duty Pay fore tutoring	--	\$13,075.00
1	3	2	Subtitues	--	\$11,575.70
				<b>Sub-Total</b>	\$194,128.00
				<b>Budgeted Fund Source Amount</b>	\$196,279.00
				<b>+/- Difference</b>	<b>\$2,151.00</b>

## 199-Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$69,034.00
				<b>+/- Difference</b>	<b>\$69,034.00</b>