

# REILLY EL

## Campus Improvement Plan

### 2020/2021



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DMAC Solutions ®

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# REILLY EL

## **Vision**

*The Dual Language program at Reilly Elementary is to develop high achievement as bilingual, biliterate, and multi-cultural learners through the implementation of Dual Language and Social Emotional Learning.*

### Nondiscrimination Notice

REILLY EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

## REILLY EL Site Base

Name	Position
Sliman, Jennan	4th grade teacher
DeLeon, Aide	Kindergarten Teacher/Staff Co-chair
Zubieta, Giselya	Assistant Principal
Van Dusen, Elysia	parent
Borgstedte, Amy	parent/Non-staff Co-chair
Harla, Rob	community member
Saenz, Corrine	principal
Kauffman, David	Executive Director

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**Goal 1.** (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

**Objective 1.** (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review data and demographics during GT nominations and testing to ensure for equity among students groups. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1)	GT Advocate	GT testing windows		Criteria: Diversity evident in demographic data of students identified.

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- Goal 2.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.
- Objective 1.** (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# REILLY EL

**Goal 2.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 2.** (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor attendance and provide support and intervention when needed. (Title I SW Elements: 3.1,3.2) (Target Group: All)	Administrators, Counselor, Teachers	year round		Criteria: Evidence of high attendance upon monitoring and review of data.

# REILLY EL

**Goal 2.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 3.** (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# REILLY EL

**Goal 2.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 4.** (GEAR-UP) GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. The GEAR UP grant is focused on improving student outcomes and readiness for academic success at all levels. The GEAR UP team commits to provide support and/or enhance student support services such as tutoring, mentoring, and counseling/advising. We pledge to reach out to families and community partners to help ensure all students have a strong support system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				



# REILLY EL

**Goal 3.** (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 1.** (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1)Provide and adhere to students' accommodations for optimal learning and growth.  2)Follow and meet compliance deadlines. (Title I SW Elements: 2.2,3.1) (Target Group: SPED,504)	504 Coordinator, Administrators, Special Education Staff	year round		Criteria: Data reveals academic growth and compliance.

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**Goal 4.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 1.** (Whole Child, Every Child) All students receiving opportunities for rigorous instruction and intervention, Social Emotional Learning, counseling and guidance opportunities, cultural proficiency and awareness, health and wellness instruction, safety lessons, and creative learning opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement all objectives under Whole Child goal with fidelity. (Title I SW Elements: 3.1) (Target Group: All)	Administrators, Counselor, Teachers	year round		Criteria: Monitor objectives implemented with fidelity.

# REILLY EL

**Goal 4.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 2.** (Coordinated School Health) Coordinated School Health

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop Coordinated School Health committee to organize and focus on school opportunities and events for school community. (Title I SW Elements: 3.2) (Target Group: All)	Wellness Committee	year round		Criteria: Meet CSH goals to reach Champion Schools status.

# REILLY EL

**Goal 4.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 3.** (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote health and wellness activities for students, families, and staff. (Title I SW Elements: 3.1) (Target Group: All)	Administrators, Wellness Committee	year round		Criteria: Develop a plan and timeline to execute health and wellness activities for school community.

# REILLY EL

**Goal 4.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 4.** (Nutrition) Nutrition

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer all students lesson on nutrition regularly. Provide nutritious meals to all students daily and to take home daily. (Title I SW Elements: 3.2)	Cafeteria staff, Teachers	year round		

# REILLY EL

**Goal 4.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 5.** (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Embed CLI strategies within instruction. Plan for monthly CLI projects involving cultural celebrations. (Title I SW Elements: 2.5,3.1) (Target Group: All)	Administrators, CLI Team, Teachers	year round		Criteria: Evidence by observation of CLI strategies in teaching and student products.

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**Goal 5.** (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

**Objective 1.** (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals. (Title I SW Elements: 3.2) (Strategic Priorities: 1)	Administrators, Teachers	year round		Criteria: Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals

# REILLY EL

- Goal 5.** (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.
- Objective 2.** (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. (Title I SW Elements: 2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Administrators, Teachers	year round		Criteria: -Frequent benchmarks administered at least 3-4 times per year, may be cumulative in nature. -Weekly Common assessments designed with the intent to be delivered across all grade level/content classrooms -Align assessments (STAAR, ACT, AP, etc) and with the scope and sequence of TEKs taught by grade level



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**Goal 6.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Dual Language program at Reilly Elementary is to develop high achievement as bilingual, biliterate, and multi-cultural learners through the implementation of Dual Language and Social Emotional Learning. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2)	Administrators, Counselor, SEL Committee, Teachers	year round		Criteria: Implement vision with fidelity.

# REILLY EL

**Goal 6.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 2.** (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Commitment to Social Emotional Learning and Restorative implementation with fidelity. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, Counselor, Teachers	year round		Criteria: Monitor discipline data to determine impact of SEL and restorative practices.

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**Goal 6.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 3.** (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Actively monitor student needs in regards to academics, safety, counseling, and home needs. Utilize RTI process for consistent intervention for positive outcomes. (Title I SW Elements: 2.2,2.6)	Administrators, Counselor, Teachers	year round		Criteria: Monitor RTI service and data to determine success of outreach and intervention.

# REILLY EL

**Goal 6.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 4.** (ESF Essential Action 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Consistent and transparent communication with parents and community members. Invite and involve parents and community members to participate in committees, PTA, and CAC to be apart of regular meetings and school decisions. (Title I SW Elements: 2.3,3.1,3.2)	Administrators, Counselor, PTA, Teachers	year round		Criteria: Observe and monitor participation and involvement to determine if goals are met.

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**Goal 7.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 1.** (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Informal and formal assessment will be utilized weekly and monthly to attain data for reteach and intervention. (Title I SW Elements: 2.2,2.5) (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)	Administrators, Teachers	year round		Criteria: Monitor and analyze performance data to determine academic growth of all students.

# REILLY EL

**Goal 7.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 2.** (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional strategies will be aligned during PLCs to determine best practices for student learning and growth (Title I SW Elements: 2.2,2.5) (Target Group: All)	Administrators, Teachers	year round		Criteria: Monitor and analyze performance data to determine academic growth of all students.

# REILLY EL

**Goal 7.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 3.** (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regular data analysis will occur to determine instruction, reteach, and tiered intervention for each student's performance and academic growth. (Title I SW Elements: 2.2,2.5)	Administrators, Teachers	year round		Criteria: Monitor and analyze performance data to determine academic growth of all students.

# REILLY EL

**Goal 7.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 4.** (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Through the consistent practices of data analysis this information will be utilized to determine RTI for every students' performance and growth. (Title I SW Elements: 2.2,2.5) (Target Group: 1st,2nd,3rd,4th,5th)	Administrators, Teachers	year round		Criteria: Monitor and analyze performance data to determine academic growth of all students.



# REILLY EL

**Goal 8.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.\*\*Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create Title 1 compliance activities and implement with fidelity (Title I SW Elements: 3.1) (Target Group: All)	Administrators, Counselor, Teachers	year round		Criteria: Evidence of execution of activities documented in Title 1 compliance packet  01/05/21 - Completed

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**Goal 9.** (SEL) Implement social emotional learning and restorative practices with fidelity.

**Objective 1.** (Direct SEL instruction) Teacher directed SEL instruction will take place weekly and be facilitated by our counselor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will be trained to provide weekly SEL lessons. (Title I SW Elements: 3.2) (Target Group: All)	Counselor, Teachers	year round		Criteria: Survey student end of year regarding SEL instruction.

# REILLY EL

**Goal 9.** (SEL) Implement social emotional learning and restorative practices with fidelity.

**Objective 2.** (Restorative Practices) Restorative Practices will be implemented daily by teachers and administration.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development for teachers to learn and utilize Restorative Practices with their student. Administration will hold to these expectations and communicate with parents. (Title I SW Elements: 2.2,2.5,2.6,3.1) (Target Group: All)	Administrators, Counselor, Teachers	year round		Criteria: Analyze discipline data to determine effectiveness of restorative practices.

# Resources

Resource	Source
No rows defined.	

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

50/50 Balance of ELLs and non-ELLs for two-way DL programming.

### Demographics Weaknesses

Consistent decrease of ELLs results in need more emphasis of target languages.

### Demographics Needs

Continued decrease of Title 1 funds posed budget, resource, and staffing challenges.

### Demographics Summary

Shifting demographics results in the need to continue to relook at language allocations, budget, resources, and staffing.

## Student Achievement

### Student Achievement Strengths

High academic performance for 3rd-5th grades.

### Student Achievement Weaknesses

More rigor and support is needed for target language instruction.

# Comprehensive Needs Assessment

## **Student Achievement Needs**

More tiered support for target language instruction.

## **Student Achievement Summary**

Continue data driven practices for all grade levels.

# **School Culture and Climate**

## **School Culture and Climate Strengths**

Social Emotional Learning practices promote and nurture a positive school culture and climate.

## **School Culture and Climate Weaknesses**

Equity within the demographics is difficult to maintain and endure.

## **School Culture and Climate Needs**

More PD and support with equity situations.

## **School Culture and Climate Summary**

Continue with SEL and restorative practices and incorporate more opportunities for cultural proficiency and awareness.

# **Staff Quality, Recruitment and Retention**

# Comprehensive Needs Assessment

## **Staff Quality, Recruitment and Retention Strengths**

Staff quality and DL design is very high. Reilly does not have a high turnover.

## **Staff Quality, Recruitment and Retention Weaknesses**

COVID has brought a lot of stress to teachers for various reasons.

## **Staff Quality, Recruitment and Retention Needs**

More support is needed for staff moral and climate during COVID.

## **Staff Quality, Recruitment and Retention Summary**

Currently during COVID more support is needed with staff mental and emotional well-being.

# Curriculum, Instruction and Assessment

## **Curriculum, Instruction and Assessment Strengths**

Utilizing all district resources and maintaining data driven approach.

## **Curriculum, Instruction and Assessment Weaknesses**

Remote learning and teaching is not equitable or ideal.

## **Curriculum, Instruction and Assessment Needs**

# Comprehensive Needs Assessment

To develop better ways to provided tiered intervention to our students that are struggling with remote learning.

## **Curriculum, Instruction and Assessment Summary**

Continue data driven approach and continue to further develop ways to support our students with remote learning.

## **Family and Community Involvement**

### **Family and Community Involvement Strengths**

Families are very involved at Reilly and this facilitates a healthy and positive school culture.

### **Family and Community Involvement Weaknesses**

Covid has limited the opportunities that our families usually have.

### **Family and Community Involvement Needs**

Continue develop ways for parents to be involved during this time.

### **Family and Community Involvement Summary**

Working with PTA to brainstorm ways to continue family and community involvement.

## **School Context and Organization**



# Comprehensive Needs Assessment

## School Context and Organization Strengths

Organization of the school runs efficiently with support staff members meeting the various needs of the school.

## School Context and Organization Weaknesses

We don't have enough staff members to cover all the needs of the school in the most ideal way.

## School Context and Organization Needs

More staff and funding to meet all the needs of the school.

## School Context and Organization Summary

While the school maintains the many needs of the school, more personnel is needed and we need to continue to brainstorm how to do so now and in the future.

# Technology

## Technology Strengths

Every student has accessibility to their own independent technology and receive remote learning.

## Technology Weaknesses

With COVID more learning is remote than hands-on.

## Technology Needs

# Comprehensive Needs Assessment

Exploring ideas to keep students engaged in learning and being successful with technology use.

## Technology Summary

Continue to try to maintain a balance with technology use.

# Every child, prepared for success in college, a career or the military.

## Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support  
and retain teachers  
and principals



Build a foundation  
of reading  
and math



Connect high  
school to  
career and college



Improve  
low-performing  
schools

## Enablers



Increase **transparency**, **fairness** and **rigor** in district and campus  
academic and financial performance



Ensure **compliance**, effectively **implement legislation**  
and **inform** policymakers



Strengthen **organizational foundations**  
(resource efficiency, culture, capabilities, partnerships)

*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*