

REILLY EL

Reilly Elementary

2022/2023

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.



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REILLY EL

Mission

All Reilly Elementary students are simultaneous-bilingual learners from day one. Our mission is to welcome these simultaneous-bilingual learners with their diverse language backgrounds into an academic and social culture that will foster the development of bilingual, biliterate, and multi-culturally aware citizens. We believe in developing reading, writing, listening, and speaking skills in both languages concurrently (Simultaneous biliteracy). Students develop biliteracy in an environment that utilizes the gradual release of responsibility model (I do, we do, you do) in both languages daily.

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.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

longitudinal actual/projected campus enrollment

Demographics Strengths

- **Diverse demographics of students and teachers.**
- **Multilingual Programming offered to all students in either Spanish/English or Mandarin/English.**
- **Bilingual teachers available at each grade level.**
- **Enrollment increase**

Demographics Weaknesses

- **Language of testing has not been consistent causing decrease in STAAR scores.**
- **Dual Language programming was difficult to implement consistently during virtual learning and absenteeism during the previous two years.**

Demographics Needs

- **Utilize data to determine language of testing.**

Demographics Summary

Comprehensive Needs Assessment

Demographics Summary (Continued)

- Based on weaknesses observed and experienced for the 21-22 school year, language of assessment decisions will be based on language of dominance and strengths per student.

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.

Student Achievement Strengths

- **National Blue Ribbon School in 2020.**
- **TEA distinctions and from 2016 to 2020.**
- **Dual language offered to all students.**

Student Achievement Weaknesses

- **Decrease in STAAR achievement from 2020 to 2022.**
- **Language of assessment interfered with achievement.**

Student Achievement Needs

- Provide teachers the opportunity during PLCs to analyze data to determine language of instruction, reteach opportunities, and intervention needed.

Student Achievement Summary

Comprehensive Needs Assessment

- Weekly common assessments will provide data to analyze and determine next steps on a weekly basis.
- PLCs will offer the opportunity for teachers plan for reteach and intervention needed by students.

School Culture and Climate

School Culture and Climate Data Sources

Coordinated School Health ratings
SEL Implementation Survey results

School Culture and Climate Strengths

- **SEL Seed Model Campus with SEL garden available for students.**
- **Morning meeting occurs daily.**
- **Discipline data is minimal at Reilly.**

School Culture and Climate Weaknesses

- **Ensure adequate and timely responses are occurring with parent concerns and feedback.**
- **Quality SEL instruction is occurring with the interruption of absenteeism from previous two years.**

School Culture and Climate Needs

- SEL training for teachers consistently.
- School-wide and classroom expectations are consistent with new staff.

School Culture and Climate Summary

Comprehensive Needs Assessment

Coordinated School Health Areas:

- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

These areas will be prioritized this school year for students and staff.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

- % teacher turnover
- % unfilled sub vacancies

Staff Quality, Recruitment and Retention Strengths

- **Highly qualified Bilingual teachers are certified in Spanish or Mandarin and can provide this language programming.**
- **Mandarin program teachers were easily recruited for this school year.**

Staff Quality, Recruitment and Retention Weaknesses

- **Retention over the previous two years has been difficult to maintain for the Spanish program.**
- **Substitutes fulfill three current positions.**

Staff Quality, Recruitment and Retention Needs

- **District support with recruitment within a reasonable time frame.**

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

These will be the areas of focus for 22-23 school to retain highly qualified teachers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Short Cycle Assessments disaggregated by stud. grp
STAAR disaggregated by subj., grade, & stud. grp.

Curriculum, Instruction and Assessment Strengths

- **Curriculum for Spanish and Mandarin are rigorous and teacher collaborated vertically.**
- **Instructional minutes are intentional and purposeful.**
- **Data driven instruction occurs.**
- **Assessment will occur weekly followed by data analysis.**

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

- Language of assessment must be further determined and looked at closely as students are monitored week to week.
- Changes need to be made strategically with reteach and intervention to follow.

Curriculum, Instruction and Assessment Needs

- Devoting intention time weekly to analyze data and plan.

Curriculum, Instruction and Assessment Summary

PLCs will be used to further analyze the following;

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results
Focus Groups/Interviews

Family and Community Involvement Strengths

- Parents are highly involved in volunteering, joining PTA/committees, and coming to school often.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

- Parents have communication platform to speak with teacher and administration regularly and consistently.

Family and Community Involvement Weaknesses

- Continue to recruit parents for school community feedback and problem-solving.

Family and Community Involvement Summary

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Continue to recruit diverse families that support multilingual programs and more opportunities.

Technology

Technology Strengths

- Technology is available for all students.

Technology Weaknesses

Improve balance of technology use.

Comprehensive Needs Assessment

Other

Other Strengths

- Reilly students research cultural heritage monthly. This provide the opportunity for them to learn about various cultures.
- Students and parents are involved in community events that promote multicultural proficiency.
- Student Dragon/Lion Dance team will be formed and created this school year.

REILLY EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Initiate and encourage staff and parents to create and participate in CSH committee. (Target Group: All) (ESF: 3,3.4)	Coaches	22-23 SY		Criteria: CSH district report
2. Wellness Wednesdays will encourage and support this goal. (Title I SW Elements: 3.1,3.2) (ESF: 3)		22-23		
3. Staff walks on Friday afternoons as a group. We're trying to get into this practice weekly. (Title I SW Elements: 2.1,2.3) (ESF: 3)		22-23		

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Objective 2. (Health Education) SMART Goal: Insert Fitnessgram SMART goal here.

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

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Objective 3. (Physical Education and Physical Activity) SMART Goal: Insert SMART goal for physical education and physical safety here

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

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Objective 4. (Food Services) SMART Goal: Insert SMART goal about food services here.

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

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Objective 5. (Employee Wellness) SMART Goal: Insert SMART goal here for Employee Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will participate in Wellness Wednesdays and Well-being book student monthly. (ESF: 3.1)	Counselor, Wellness Committee	22-23 SY		

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Objective 6. (Social and Emotional School Climate) SMART Goal: Insert SMART Goal here about Social and Emotional School Climate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SEL training will be provided. Expectations for SEL instruction for all students. (ESF: 3.2)	Counselor	22-23 SY		

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Objective 7. (Physical Environment/Sustainability) SMART Goal: Insert SMART goal here re: Sustainability. Insert strategies in this area for Food, Nature, Waste, Procurement, Transportation, Air Quality, Energy, and/or Water.

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

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Objective 8. (Family Engagement) SMART Goal: Insert SMART goal here about Family Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide opportunities for weekly and monthly family engagement and communication. (Title I SW Elements: 2.1) (ESF: 3)	Administrators	22-23 SY		

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Objective 9. (Community Engagement) SMART Goal: Insert SMART goal here about Community Engagement

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

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Objective 10. (Counseling, Mental Health & Social Services) SMART Goal: Insert SMART goal here about Counseling, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. These services should be offered consistently by counselor, nurse, and administrators (ESF: 3.1)	Administrators, Counselor, Nurse	22-23 SY		

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Objective 11. (Health Services) SMART Goal: Insert SMART goal here about health services

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

REILLY EL

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Organize leadership team and meet weekly to determine goals and next steps for leadership components with defined roles and expectations. Leadership team will support PLCs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Remain consistent and dedicated to leadership team meetings weekly to maintain alignment practices with teachers. (Title I SW Elements: 2.2,2.5) (Strategic Priorities: 2) (ESF: 1)	Academic Leadership Team	22-23 SY		

REILLY EL

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2) Insert SMART Goal here re: focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Leadership team members across all areas will be surveyed periodically throughout school year to hear their feedback and continued needs for growth. Administration observations will also be considered. (Title I SW Elements: 2.2,2.4) (Target Group: All) (ESF: 1)	Administrators	22-23 SY		Criteria: Staff members will be surveyed periodically throughout school year to hear their feedback and continued needs for growth. Administration observations will also be considered.

REILLY EL

Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) Develop a strategy to recruit bilingual certified teachers in Spanish and/or Mandarin that have the desire and dedication to play an integral role in a dual language school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend job fairs and be prepared to advertise school programming and opportunities available. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Administrators	22-23 SY		Criteria: turn over rate from year to year
2. Work on current substitute capacity to work toward certification. Continue recruiting qualified staff through the platforms available through AISD (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Administrators	22-23 SY		Criteria: turn over rate

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 2. (ESF Essential Action 2.2) By the end of the 2022 fall semester, all vacancies will be filled with certified teachers or those working toward this goal as qualified candidates.

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

REILLY EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) Communicate school vision and philosophy in all practices and communicate this in all parent platforms; tours, Coffee with Parents, etc. Survey can be disseminated mid year and end of year to determine feedback for goal.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continuous opportunities for parent engagement. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1)	Administrators	22-23 SY		

REILLY EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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. (Student Climate and Culture) Observe discipline referrals at mid-year and end of the year to determine how overall management was with students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Survey for teacher and families (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.2)	Administrators	22-23 Sy		

REILLY EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) Goal is to ensure 24-48 hours responsive time to parents. With parents/families develop a timeline to achieve goals of committee or task.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that admin is responsive within 24-48 hours. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3.3)	Administrators	22-23 SY		
2. Survey families at middle of the year and end of the year to determine their observation and experience, (Title I SW Elements: 2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 1,2)	Administrators	22-23 SY		

REILLY EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) Involve as many families as possible for involvement and collaboration for their children and whole campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to recruit parents for volunteering, PTA, and committees (Title I SW Elements: 2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3.4)	Administrators	22-23 SY		

REILLY EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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 5. (Disproportionality in discipline referrals) SMART Goal: Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 19% to ___% (= %pop) by August 2022. - Strategic Plan Goal #7

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

REILLY EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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 6. (Culturally Responsive Restorative Practices) SMART Goal: Insert CRRP SMART goal here

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

REILLY EL

Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) Ensure that every DL support provides the resources necessary to the fidelity to the DL model. All students at Reilly will be ensure to have a DL curriculum and instruction with fidelity to the model and with rigor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regular PLC with instructional leadership will ensure for support in this area. (Title I SW Elements: 2.3,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Administrators	22-23 SY		
2. Staffing that is capable of the rigor and fidelity to the language (Title I SW Elements: 1.1) (Strategic Priorities: 1) (ESF: 5)		22-23		
3. Utilize leadership staff to support and assist with rigor, intervention, and fidelity to the language program. (Title I SW Elements: 1.1) (Strategic Priorities: 1) (ESF: 5)		22-23		

REILLY EL

Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Weekly Common Assessments) Formal and weekly common assessments will monitor student progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer common assessment weekly and create time for PLCs afterward to analyze data. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 4)	Administrators	22-23 SY		

REILLY EL

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Objective 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Monitor Tier 1 and 2 practices in classroom and prioritize based on needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLC planning weeklyl (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 4,4.1)	Administrators	22-23 SY		

REILLY EL

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Objective 3. (Data-driven instruction (ESF Essential Action 5.3)) By utilizing and monitoring data weekly, teachers will create lesson plans that reflect reteach and small group assignments based on need.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the practice of weekly assessment and a plan for intervention to follow. (Title I SW Elements: 2.1,2.2,2.3) (Strategic Priorities: 2) (ESF: 4)	Administrators	22-23 SY		

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Objective 4. (RTI for students with learning gaps (ESF Essential Action 5.4)) All students will be monitored through weekly data analysis process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLC data analysis will occur weekly. (Title I SW Elements: 2.2,2.3) (Target Group: All) (Strategic Priorities: 2) (ESF: 4)	Administrators	22-23 SY		

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Objective 5. (BLENDED Learning Strategies) Insert SMART Goal here re: BLENDED learning

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

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Objective 6. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

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

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 7. (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

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

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Objective 8. (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

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

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Objective 9. (Advanced Academics) Insert SMART goal here re: Advanced Academics

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

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Objective 10. (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

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

REILLY EL

Goal 7. (Support for 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. (Students with 504 services) SMART Goal: Insert 504 SMART goal here

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

REILLY EL

Goal 7. (Support for 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 2. (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to ____% (= %pop) by August 2022. - Strategic Plan Goal #8

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

REILLY EL

Goal 7. (Support for 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 3. (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Insert ARD SMART goal here

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

REILLY EL

Goal 7. (Support for 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 4. (STAAR Alt 2 Participation) SMART Goal: Insert STAAR Alt2 participation goal here

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

REILLY EL

Goal 8. (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. (Attendance and Dropout Prevention) SMART Goal: SY 21-22 attendance rates for African American students (__%), Hispanic students (__%), and Emergent Bilingual students (__%) will increase by ___ percentage points when compared to SY 20-21.

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

REILLY EL

Goal 8. (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. (Career and Technical Education (CTE)) Insert SMART CTE goal here

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

REILLY EL

Goal 8. (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. (GEAR-UP) Insert GEAR UP smart goal here

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

REILLY EL

Goal 8. (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. (Support for Students with Special Needs) Insert SpEd SMART Goal here - focus on graduation

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

REILLY EL

Goal 8. (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 5. (AVID) Insert AVID SMART goal here

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

REILLY EL

Goal 9. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) Continue to promote DL for increasing enrollment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide DL tours regularly (Title I SW Elements: 3.1) (Strategic Priorities: 1) (ESF: 2)		22-23		

REILLY EL

Goal 10. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the _____ section of the Campus Assessment Rubric.

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

REILLY EL

Goal 11. (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. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

REILLY EL

- Goal 11.** (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
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

REILLY EL Site Base

Name	Position
Saenz, Corrine	principal
DeLeon, Aide	teacher
Cohen, Nydia	Reading Specialist
He, Wenting	teacher
Smith, Leah	parent
Bietry, Danielle	parent
Maldonado, Loly	parent
Garza, Gabriela	assistant principal

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals*. (Sign and attach the form.)
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationary.)
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.)
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation *MUST* include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.)
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.)
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- Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.*)
- Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. (Alternatively CIP Developers List in PlanWorks may be used.)

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive

Railly Es
Campus Name

C.M. Sy
Principal's Signature

9/30/22
Date