Ysleta Independent School District

REL Washington International School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

In active partnership with our families and community, the mission of REL Washington International School is to provide an engaging, high-impact learning environment that empowers every student to achieve excellence in all areas.

Vision

REL Washington International School will eliminate opportunity gaps to cultivate confident, creative, and conceptual thinkers who are fully prepared to succeed in college, career, and community leadership.

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Comprehensive Needs Assessment

Demographics

Summary

Our school is one of the 49 campuses within the Ysleta Independent School District, a testament to our commitment to providing quality education within a larger network of schools. Since opening our doors in August 2001, we have been dedicated to serving a predominantly Hispanic community, reflecting the rich cultural heritage and diversity of our student body.

We cater to an average of 372 students from Pre-Kindergarten to 5th grade, and we are equipped with two Special Support Class (SSC) units to address the varied needs of our students. REL serves predomently Hispanic students with a close balance between female to male ration. Notably, 81.3% of our students come from low socioeconomic backgrounds, which underscores the importance of our role in providing equitable educational opportunities.

Our Daily Attendance rate for students for the 2025-2026 school year was 93.81%.Last year, we recorded a total of 92 discipline referrals, which we continuously strive to reduce through positive behavior interventions and supports.

We anticipate a total of 90 Emerging Bilingual students, with 18 being Parent Denials, indicating a need for tailored language support programs. Additionally, 20 Non-Emerging Bilingual students are actively participating in our Dual Language program, which enriches their educational experience by promoting bilingualism and biliteracy.

Our Gifted and Talented (GT) program will begin the school year servicing 11 identified students, providing them with opportunities to excel and develop their unique talents. As of the beginning of the year, 18 students will receive support through the Response to Intervention (RtI) framework, ensuring that they receive the necessary assistance to succeed academically. Furthermore, we project that 84 students will be receiving Special Education (SPED) services, reflecting our commitment to inclusivity and personalized learning for all students.

Strengths

Our school has made significant strides in improving attendance, as evidenced by the 1.75% increase in our Average Daily Attendance (ADA) for the 2025-2026 school year. This improvement reflects our commitment to fostering a learning environment where students are encouraged and supported to attend regularly, which is crucial for their academic success.

Furthermore, we have established a robust communication system with parents, ensuring they are consistently informed about critical issues such as loss of credit and truancy. By maintaining open lines of communication, we empower parents to be active participants in their children's education, helping to address attendance issues promptly and effectively. This collaborative approach is vital in creating a supportive community focused on student achievement and well-being.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Campus ADA signifcantly below district goal of 97% or higher.	Parental knowledge of attendance policies and impact between attendance & studnet performance.

★ = Priority

Student Learning

Summary

In reviewing our Reading STAAR results, we observe that 75% of our students are approaching grade level, with 48% meeting and 20% mastering the standards. This indicates a solid foundation in reading skills among our students, though there is room for growth in advancing more students to the meets and masters levels.

Our Math STAAR results show that 73% of students are approaching grade level, with 47% meeting and 18% mastering the standards. While a majority of students are on the path to proficiency, we must focus on strategies to elevate more students to higher levels of achievement in mathematics.

The Science STAAR results reveal that 78% of students are approaching grade level, with 42% meeting and 22% mastering the standards. These results suggest a strong performance in science, yet highlight the need for continued emphasis on deepening students' understanding and mastery of scientific concepts.

Regarding TELPAS, 48% of our K-2 students demonstrated progress of at least one proficiency level, while 39% of our 3-5 students showed similar progress. This progress reflects our commitment to supporting English language learners, though it also underscores the necessity for targeted interventions to further enhance language acquisition across all grade levels.

Strengths

Our recent Science STAAR results have demonstrated significant progress, with a 9% increase in students achieving the approaches grade level. This improvement is further highlighted by a 12% increase in students reaching the meets grade level and an impressive 14% increase at the masters grade level. These gains reflect our commitment to enhancing science education and the effectiveness of our instructional strategies.

In reading, we have also seen a positive trend with a 4% increase in students achieving the masters level. This growth is indicative of our focused efforts on literacy development and the dedication of our teachers to fostering a love for reading and comprehension skills among our students.

Furthermore, our 4th-grade students have shown remarkable growth in Math, with 76% demonstrating progress as evidenced by the STAAR results. This achievement underscores the strength of our math curriculum and the hard work of both students and educators in mastering mathematical concepts. Similarly, 73% of our 5th-grade students have shown growth in reading, which is a testament to the effectiveness of our reading programs and the supportive learning environment we provide. These results are a clear indication of our ongoing commitment to academic excellence and student success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Percentage of students demonstrating progress needs to increase in Reading and Math.	Consitent progress monitoring of eachs student & focused implementation of Tier 2 interventions.
2 ★	Decrease of growth in Reading & Math as measured by STAAR.	Student data tracking & use of data to inform next steps for Tier 2 & Tier 3 students.
3 ★	On average only 30% of students are demonstrating to reach Meets Grade Level or higher on Math/ Reading STAAR.	Ineffective tracking of students and interventions provided and inconsistancy in planning for interventions.

★ = Priority

School Processes & Programs

Summary

Teachers utilize state-aligned YISD curriculum guides with daily Tier 1 instruction supported by a variety of research based instructional materials for Tier 2/3 interventions. Teachers use teacher created Common Formative Assessments (CFAs), district created checkpoints, Amira, iReady, and state Interims to monitor effectiveness of Tier 1 instruction, interventions, and progress monitoring. Students identified with Dyslexia are provided reading interventions following the Reading by Design framework and resources.

Staff participate in weekly PLT meetings where they can plan and discuss student data with content specific instructional coaches and administration. Weekly campus PLC focuses on the continuation of planning for interventions, Tier 1 and providing professional development as needed. This year's focus is on ELPS integrations, data driven instruction, and alignment to TEKS & rigor. New teachers are paired with dedicated campus mentors and instructional team provides coaching for teachers to strengthen content knowledge and planning.

Decision-making is driven by input from the Site-Based Decision-Making (CEIC) committee where a representative of each grade level is present to provide feedback and input., and monthly grade-level lead meetings, ensuring shared governance and alignment with campus goals."

Home-to-school communication is delivered via ClassDojo in both English and Spanish. A monthly parent newsletter is shared through this platform providing parents with important information, calendar of events, and opportunity to provide input through surveys or feedback. Monthly calendar of events is also shared directly through ClassDojo, and a physical copy is available in the front office upon request. A weekly staff newsletter is share with teachers via email with important information, events, and updates. The campus also use social media such as X, Facebook, and Instagram to share what is happening on campus, invite parents to upcoming events, and share celebrations with our community.

The master schedule features two daily 30-minute designated intervention block for math and reading. Student needs are supported through a multi-tiered MTSS process, full-time counseling services, certified teacher tutors and extracurricular programs including Folklorico, mentoring clubs, Robotics, Fine Arts, UIL and Ambassador Club among others.

The campus maintains a 1:1 student-to-device ratio utilizing Chromebooks. Teachers integrate adoptive software programs for reading and math into daily station rotation and independent practice.

Campus culture and safety are supported through regular safety drills, attendance incentives, and partnerships with local community organizations that promote and help incentivize student growth.

Strengths

> Through the Professional Learning Team (PLT) process, our teachers have significantly enhanced their lesson planning and intervention strategies, ensuring that they are closely aligned with the Texas Essential Knowledge and Skills (TEKS) and maintain a high level of rigor. This alignment has been crucial in delivering a curriculum that meets state standards and challenges our students to reach their full potential. Additionally, the implementation of Common Formative Assessments (CFAs) has been instrumental in assessing the progress of learning targets and expectations, allowing teachers to make data-driven decisions to support student achievement.

Consistent communication between parents and staff has been a cornerstone of our school's success, fostering increased parent participation in school events and providing clarity on expectations from faculty and staff. This open line of communication has strengthened our school community and ensured that parents are actively engaged in their children's education. Furthermore, we are actively building our social media presence to highlight and promote the positive developments and achievements occurring on our campus, thereby enhancing our school's visibility and reputation.

The campus culture surrounding attendance has seen a marked improvement, with a 1.75% increase in attendance rates from the 2024-2025 to the 2025-2026 school year. This improvement is a testament to our efforts in emphasizing the importance of regular attendance and its impact on academic success. Our strong partnerships with business entities such as Alpha Phi Alpha Fraternity Inc. and Cielo Vista Church have been invaluable, as they have enabled us to offer incentives for students based on their academic and attendance growth, further motivating them to excel.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Tier 2 and Tier 3 interventions are implemented inconsistently across classrooms, resulting in minimal growth for tier-supported students on middle-of-year assessments.	The master schedule has a protected, school-wide intervention/enrichment block, but teachers are not effectively monitoring progress and interventions to identify effectiveness and consistency.

★ = Priority

Perceptions

Summary

The recent parent engagement survey results have been quite encouraging, with an overall average rating of 4.27 out of 5. This reflects a strong level of satisfaction among parents regarding various aspects of our school environment and educational offerings.

Parents have expressed their happiness with the quality of instruction provided by our dedicated teaching staff. They appreciate the efforts made by our educators to deliver a comprehensive and engaging curriculum that meets the diverse needs of our students.

Additionally, the survey highlights that parents feel welcomed and supported within our school community. They recognize the positive atmosphere fostered by both teachers and administrators, which contributes to a nurturing and inclusive environment for their children.

Furthermore, parents have indicated that they have a clear understanding of their child's learning goals. This transparency is crucial in ensuring that parents can actively participate in their child's educational journey. They also feel confident in knowing that if they have any questions or concerns, there is a reliable support system in place, and they are aware of the appropriate channels to communicate with school staff.

This past year, REL has actively engaged parents in their child's education by organizing various family engagement activities. These initiatives have been designed to foster a collaborative environment where parents can participate and contribute to their child's learning experience, thereby strengthening the home-school connection.

Our teachers and administration have made a concerted effort to keep parents informed by utilizing platforms such as ClassDojo, distributing Monthly Newsletters, and employing other information outlets. This commitment ensures that parents are equipped with the necessary information to be actively involved and to gain a comprehensive understanding of their children's educational journey. By maintaining open lines of communication, we aim to support parents in their role as partners in education.

The recent employee engagement survey results have been encouraging, with our REL average rating reaching 4.2 out of 5, marking an increase of 0.25 points. This improvement is a testament to the hard work and dedication of our faculty and staff, who have expressed their gratitude for the robust support provided by our instructional team. It is heartening to see that our efforts to keep everyone informed and maintain consistency are being recognized and appreciated.

Moreover, the feedback highlights a collective commitment to enhancing teamwork across the board. Our faculty and staff are dedicated to fostering a collaborative environment that prioritizes student success above all else. This focus on putting students first is a core value that drives our mission, and it is inspiring to witness our team continually

striving to uphold this principle in all aspects of their work.

Strengths

> Our school takes immense pride in fostering an environment where families feel respected and valued, as evidenced by the high rating of 4.52 out of 5. This reflects our commitment to creating a welcoming atmosphere where every family member is treated with dignity and consideration, ensuring that our school community is inclusive and supportive.
>
> Communication is a cornerstone of our school's success, and the 4.43 out of 5 rating indicates that parents feel confident in knowing whom to approach with questions or concerns. This clarity in communication channels ensures that parents can easily access the support and information they need, fostering a collaborative relationship between home and school.
>
> The cleanliness and maintenance of our school building and grounds are of utmost importance, as reflected in the 4.38 out of 5 rating. We strive to provide a safe and pleasant environment for our students and staff, and we are committed to keeping parents informed about school activities and developments, ensuring transparency and engagement in their child's education.
>
> Safety and understanding of educational objectives are paramount, as shown by the 4.33 out of 5 rating. Parents' confidence in their child's safety at school is a testament to our rigorous safety protocols and nurturing environment. Additionally, our efforts to clearly communicate learning goals help parents feel informed and involved in their child's academic journey, reinforcing our dedication to educational excellence.

Our recent employee survey has highlighted several key strengths within our school district that are worth celebrating. Firstly, with a remarkable score of 4.6 out of 5, our staff members have expressed a strong belief that they embody the values of our school district. This reflects a deep alignment between personal and institutional values, fostering a cohesive and unified educational environment.

Furthermore, our employees have rated their work as meaningful with a score of 4.58 out of 5. This indicates that our staff finds purpose and significance in their daily tasks, which is crucial for maintaining high levels of motivation and job satisfaction. It is gratifying to know that our educators and staff members feel that their contributions are valuable and impactful.

Additionally, with a score of 4.48 out of 5, our employees have demonstrated a clear understanding of the district's goals and how their individual roles contribute to achieving these objectives. This awareness is essential for driving collective success and ensuring that every member of our team is working towards a common purpose. It is evident that our staff recognizes the positive impact their work has on student success and the overall advancement of our school district.

Lastly, the survey results show a score of 4.26 out of 5 in terms of feeling supported with appropriate resources to achieve work objectives. While this is a strong score, it also highlights an area where we can continue to improve. Ensuring that our staff has access to the necessary resources is vital for enabling them to perform their duties effectively and efficiently. We are committed to addressing this and enhancing the support systems available to our

team.

Overall, these survey results are a testament to the dedication and commitment of our staff, and they provide valuable insights into areas where we can continue to grow and excel as a district.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Employee recognition needs to be consistent and reflect the faculty and staff efforts towards moving the academic needle.	Faculty and staff at all levels feel that their efforts are being recognized.
2 ★	Provide opportunitied to provide input on how to improve areas tha affect my work.	Faculty and staff need to see how their input is taken into consideration when changes that affect their work are made.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Percentage of students demonstrating progress needs to increase in Reading and Math.	Consitent progress monitoring of eachs student & focused implementation of Tier 2 interventions.
2 ★	Campus ADA signifcantly below district goal of 97% or higher.	Parental knowledge of attendance policies and impact between attendance & studnet performance.
3 ★	Decrease of growth in Reading & Math as measured by STAAR.	Student data tracking & use of data to inform next steps for Tier 2 & Tier 3 students.
4 ★	Provide opportunitied to provide input on how to improve areas tha affect my work.	Faculty and staff need to see how their input is taken into consideration when changes that affect their work are made.
5 ★	Employee recognition needs to be consistent and reflect the faculty and staff efforts towards moving the academic needle.	Faculty and staff at all levels feel that their efforts are being recognized.
6 ★	On average only 30% of students are demonstrating to reach Meets Grade Level or higher on Math/ Reading STAAR.	Ineffective tracking of students and interventions provided and inconsistancy in planning for interventions.

7 ★	Tier 2 and Tier 3 interventions are implemented inconsistently across classrooms, resulting in minimal growth for tier-supported students on middle-of-year assessments.	The master schedule has a protected, school-wide intervention/enrichment block, but teachers are not effectively monitoring progress and interventions to identify effectiveness and consistency.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **State-developed online interim assessments**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

Instructional Team and PLTs will collaborate effectively plan for effective Tier 1 instructiona & reivew data drive intervention planning and delivery.

Strategy's Expected Result/Impact: Students will demonstrate an increase in growth measure for reading and math.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. Teachers, SPED Teachers

Problem Statements: Student Learning 1, 2

Funding Sources: General supplies, supplemental/instructional supplies for core content areas. Title I, Part A, $6,000

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 2

Implement effective PLTs to strengthen Tier 1 instruction using the 15 Day Challenge and YISD frameworks across all content areas.

Strategy's Expected Result/Impact: Increase in percentage of students reaching Meets & Masters as measured in STAAR.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. Teachers, SPED Teachers

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 3

Conduct regular PLTs and 1:1 data meetings, plan instruction and interventions based on data, and reflect on practices. Provide professional development opportunities to strengthen PLT effectiveness.

Strategy's Expected Result/Impact: Increase in percentage of students reaching Meets & Masters as measured in STAAR.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. Teachers, SPED Teachers

Problem Statements: Student Learning 1, 2

Funding Sources: Professional Developement resources and books. Title I, Part A, $1,500

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 4

Purchase supplemental reading, writing, math, and science materials and instructional resources/ technology to support classroom instruction.

Strategy's Expected Result/Impact: Tiere 1 instruction enhancement & increase in student performance in all content areas as measured in local & state data.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. Teachers, SPED Teachers

Funding Sources: Supplies and materials to supplement RLA, Writing, Math and Science instruction Title I, Part A, $3,352, Classwork license Title I, Part A, $1,000

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 5

REL will use key resources to personalize instruction for all students to ensure succes and growth. All students in PK-5th grade will have 1:1 chromebooks and classrooms will have updated software that is appropriate to instructional needs.

Strategy's Expected Result/Impact: Result/Impact
Tiere 1 instruction enhancement & increase in student performance in all content areas as measured in local & state data.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. Teachers, SPED Teachers, ITT

Funding Sources: Software and techonology to repair, replace or update student devices or classroom technology Title I, Part A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 6

Teachers will monitor student growth in Reading & Math using data trackers and effectively plan for next instructional steps.

Strategy's Expected Result/Impact: Effective monitoring & planning will result in an increase in growth and performance as measured on STAAR Math & Reading.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. Teachers, SPED Teachers, ITT

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 7

GT identified students will be provided with flexible learning experiences that lad to the development of advanced-level products. Students will receive learning experiences such as field trips, project based learning, and competitions exclusive for GT students

Strategy's Expected Result/Impact: GT students will demonstrate an increase in growth and performance as measured on STAAR Math & Reading for grade 3-5. Students in KG-2 will demonstrate growth as measured though Amira & iReady.

Staff Responsible for Monitoring: Adminstration, General Ed. Teachers, Gifted & Talented Teacher, Instructional Coaches

Problem Statements: Student Learning 1

Funding Sources: Travel, competitions, activities, and field trips such as but not limited to Team Quest, Snapology, and Creative LEarning Collab. Gifted and Talented, $900, Instructional materials such as but not limited to self-directed projects, Texas Performance Standard projects, and STEAM activities. Gifted and Talented, $1,000, Parent Night Workshop through Creative Learning Collab. Gifted and Talented, $331

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Strategy 8

Monitor ADA, grades, and studnet growth for student and recognize their accomplishments every month, nine week period, and EOY .

Staff Responsible for Monitoring: Adminstration, General Ed. Teachers, Counselor

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: Incentive for academic growth, attendance growth, End of Year Perfect Attendance, High Honor Roll, A/B Honor Roll Title I, Part A, $4,000

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Campus ADA signifcantly below district goal of 97% or higher.	Parental knowledge of attendance policies and impact between attendance & studnet performance.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Percentage of students demonstrating progress needs to increase in Reading and Math.	Consitent progress monitoring of eachs student & focused implementation of Tier 2 interventions.
2	Decrease of growth in Reading & Math as measured by STAAR.	Student data tracking & use of data to inform next steps for Tier 2 & Tier 3 students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 2 and Tier 3 interventions are implemented inconsistently across classrooms, resulting in minimal growth for tier-supported students on middle-of-year assessments.	The master schedule has a protected, school-wide intervention/enrichment block, but teachers are not effectively monitoring progress and interventions to identify effectiveness and consistency.

Performance Objective 2

Nine in ten Pre-K students will be identified ready for reading and math as measured by the EOY Circle assessment composite score

Evaluation Data Source: EOY Circle Assessment

Strategy 1

PreK teachers will follow PreK guidelines and Guided Math Model to include small group guided math instruction and independent work stations.

Strategy's Expected Result/Impact: EOY Circle Assessment will maintain an avarage of 90% or higher (2026-94% English & 88% Spanish) students or more demonstrating skill mastery in English and Spanish.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. PreK Teachers, SPED Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 3

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

KG-2nd grade teachers will continue implementing Reading Academices, HMH, and decodable/ guided reading practices to develop reading acquisition. Teachers will plan using instructional strategies, supplemental resources, materials, and use differentiated instruction to increase assessment scores.

Strategy's Expected Result/Impact: Dibles/Lectura and Istation results will show a growth at EOY in comparison from previous year.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. Teachers, SPED Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 2

KG-2nd grade teachers will track student progress in Reading using mClass progress monitoring. Teachers will monitor student growth using data trackers and effectively plan for next instructional steps and interventions.

Strategy's Expected Result/Impact: Increase in student data for reading as measure by mClass and Istation/Amira.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. Teachers, SPED Teachers and SEE Teacher tutor

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 4

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Strategy 1

Provide additonal instructional support during common inverventions to students who are identified as performing One Grade Level Below on iReady assessments and identified in need of interventions based on daily checks for undertanding, common formative assessments, checkpoint, and benchmark assessments.

Strategy's Expected Result/Impact: 80% or more of students K-2nd will reach Early on Grade Lv or higher on iReady.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. KG-2nd Grade Teachers, SPED Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Percentage of students demonstrating progress needs to increase in Reading and Math.	Consitent progress monitoring of eachs student & focused implementation of Tier 2 interventions.

Performance Objective 5

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR

Strategy 1

Provide additonal instructional support during common inverventions to students who are not projected to meet their grade level goal based on daily checks for understanding, common formative assessments, checkpoint, and benchmark assessments.

Strategy's Expected Result/Impact: 3rd Grade students will perform at Meets Grade Level on higher on Math/Reading as measure by STAAR

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. 3rd Grade Teachers, SPED Teachers

Problem Statements: Student Learning 3

Funding Sources: Certified SEE Tutors Title I, Part A, $30,000

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	May

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	On average only 30% of students are demonstrating to reach Meets Grade Level or higher on Math/Reading STAAR.	Ineffective tracking of students and interventions provided and inconsistancy in planning for interventions.

Performance Objective 6

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

All students in 4th & 5th grade will receive interventions based on perfromance levels from STAAR and current areas of need as shown on daily checks for understanding, common formative assessments, checkpoint, and benchmark assessments.

Strategy's Expected Result/Impact: 70% or more students in 4th and 5th grade will demonstrate growth as measured on Rading and Math STAAR.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. 4th and 5th Grade Teachers, SPED Teachers and SEE Teacher tutor

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Percentage of students demonstrating progress needs to increase in Reading and Math.	Consitent progress monitoring of eachs student & focused implementation of Tier 2 interventions.
2	Decrease of growth in Reading & Math as measured by STAAR.	Student data tracking & use of data to inform next steps for Tier 2 & Tier 3 students.

Performance Objective 7

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

All students in 3rd-5th grade will receive interventions or small group support at least three times per week in Reading and Math based on data collected from daily checks for understanding, common formative assessments, checkpoint, and benchmark assessments.

Strategy's Expected Result/Impact: 50% of students in 3rd-5th grade will perform at a Meets or higher as measured on Reading and Math STAAR.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. 3rd-5th Grade Teachers, SPED Teachers and SEE Teacher tutor

Problem Statements: Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 2

3rd-5th grade teachers, instructional support staff, and tutors will track the performance and interventions provided for all students based on data collected from daily checks for understanding, common formative assessments, checkpoint, and benchmark assessments.

Strategy's Expected Result/Impact: 50% of students in 3rd-5th grade will perform at a Meets or higher as measured on Reading and Math STAAR.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. 3rd-5th Grade Teachers, SPED Teachers and SEE Teacher tutor

Problem Statements: Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Percentage of students demonstrating progress needs to increase in Reading and Math.	Consitent progress monitoring of eachs student & focused implementation of Tier 2 interventions.
2	Decrease of growth in Reading & Math as measured by STAAR.	Student data tracking & use of data to inform next steps for Tier 2 & Tier 3 students.
3	On average only 30% of students are demonstrating to reach Meets Grade Level or higher on Math/Reading STAAR.	Ineffective tracking of students and interventions provided and inconsistancy in planning for interventions.

Performance Objective 8

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Integrate ELPS standards and TELPAS domains into Tier 1 instruction across content areas through consistent Talk, Read, Talk, Write implementation, and ELPS 2.0 strategies, and ELBOW lessons in 2nd grade to support EL students in language acquisition.

Strategy's Expected Result/Impact: 40% or more students identified as EB in 3rd-5th grade will perform at Meets Grade Level or higher as measured on STAAR.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. KG-5th Teachers, SPED Teachers

Problem Statements: Student Learning 1, 3

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 2

EB students will receive targeted language interventions in Writing and Speaking once a week during tutoring.

Strategy's Expected Result/Impact: 45% of students or more will demonstrate growth on TELPAS.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. Teachers, SPED Teachers

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Percentage of students demonstrating progress needs to increase in Reading and Math.	Consitent progress monitoring of eachs student & focused implementation of Tier 2 interventions.
3	On average only 30% of students are demonstrating to reach Meets Grade Level or higher on Math/Reading STAAR.	Ineffective tracking of students and interventions provided and inconsistancy in planning for interventions.

Performance Objective 9

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Implement targeted interventions, differentiated instruction, and progress monitoring to increase SPED performance on STAAR.

Strategy's Expected Result/Impact: 30% or more of students identified SPED will reach Meets Grade Level or higher as measured on STAAR.

Staff Responsible for Monitoring: Adminstration, Instructional Coaches, General Ed. 3rd-5th Grade Teachers, SPED Teachers and SEE Teacher tutor

Problem Statements: Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Percentage of students demonstrating progress needs to increase in Reading and Math.	Consitent progress monitoring of eachs student & focused implementation of Tier 2 interventions.

2	Decrease of growth in Reading & Math as measured by STAAR.	Student data tracking & use of data to inform next steps for Tier 2 & Tier 3 students.
3	On average only 30% of students are demonstrating to reach Meets Grade Level or higher on Math/Reading STAAR.	Ineffective tracking of students and interventions provided and inconsistancy in planning for interventions.

Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Review results of Employee Engagement Survey with CEIC to identify and gather input on how to target growth areas. Continue staff support and initiatives that build campus/climate culture.

Strategy's Expected Result/Impact: Employee Engaement Survey will maintain or increase on it's overall average of 4.20.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1, 2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Employee recognition needs to be consistent and reflect the faculty and staff efforts towards moving the academic needle.	Faculty and staff at all levels feel that their efforts are being recognized.
2	Provide opportunitied to provide input on how to improve areas tha affect my work.	Faculty and staff need to see how their input is taken into consideration when changes that affect their work are made.

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

Review results of Parent Satisfaction Survey with CEIC to identify and gather input on how to target growth areas..

Strategy's Expected Result/Impact: Parent Satisfaction Survey will maintain or increase on it's overall average of 4.27.

Staff Responsible for Monitoring: Aministration, Faculty & Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy 1

Offer monthly family engagement opportunities and consistenly inform parents of campus news and events through the use of Class Dojo. Encourage parents to become campus volunteers.

Strategy's Expected Result/Impact: Monthly Family Engagement events will take place with increased parent participation from previous school year. The number of parent volunteers will increase by 25% or higher.

Staff Responsible for Monitoring: Aministration, Counselor, Faculty & Staff

Funding Sources: Author Visit for Parents & Students Title I, Part A, 2000, , Various supplies for Family Engagement events Title I, Part A, $952

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership,

and/or volunteer extra-curricular activity.

Strategy 1

Provide student body opportunities to be part of campus and district based extra curricular activies such as: Robotics, eSports, Folklorico, Fine Arts, Student Embassadors, and Elementary UIL opportunities.

Strategy's Expected Result/Impact: Participation by students in extra curricular activities will increase as compared to the 2025-2026 school year.

Staff Responsible for Monitoring: Aministration, Instructional Coaches, Counselor, and Teachers (team/group facilitators)

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Implement monthly budget meetings with the campus secretary in order to spend strategically and within all district
guidelines. Monitor budget allocations to ensure only essential spending is being conducted and proactively plan fundraising opportunities to supplement expenditures.

Strategy's Expected Result/Impact: By the end the school year, REL will demonstate speding at or below the allocated campus budget.

Staff Responsible for Monitoring: Aministratin and Campus Secretary

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	March	May

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Campus administration will work closely with campus secretary and fundraising sponsors to ensure that all documentation is properly submitted before intiating a fundraising event, money is properly hadled, accounted for, and spent. Campus secretary will keep accurate records of all cash handling, inventory, and financial procedures.

Strategy's Expected Result/Impact: Financial records will demonstrate no findings during audit. By the end of the fiscal cycle all fundraising, account deposits and purchases will be completed and properly documented.

Staff Responsible for Monitoring: Aministratin, Campus Secretary, and Fundraising Sponsors

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	March	May

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Implement safety drills according to the district calendar and schedule and conduct routine exterior door sweeps. Conduct follow-up meetings to debrief, specifically looking for areas where we can improve.

Strategy's Expected Result/Impact: 100% completion and documentation of required drills and safety inspections. Zero findings duirng the annula Intruder Detection Audit.

Staff Responsible for Monitoring: Administration, Security Officer, All Faculty & Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for REL Washington International School

Total SCE Funds: $407,469.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Salary benefits for classroom teachers and instructional coaches.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

With the collaboration of CEIC Committee, teachers, and staff the 2025-2026 CIP was reviewed to outiline the completion of the goals, evidence, and recommendation as we move forward in the creation of the Comprehensive Needs Assessment (CNA) for the 2026–2027 school year. In addition, data from the 2025-2026 school year was reviewed with CEIC in September 2026 to informa an help write the CIP for the 2026-2027 school year.

The CEIC Committee members were selected to ensure equitable representation across all campus roles and community groups. The team included campus administrators, grade-level and department lead teachers, and special education, parents selected through the CEIC committee, and invited community and business partners.

The committee gathered and evaluated both quantitative and qualitative data sets to gain a complete picture of campus performance. Selected data sources included: state academic data, demograpic & operational data, and perception & environmental data.

1.2 Location for Evidence of Multiple Meetings Held

To ensure broad and representative participation from all required stakeholder groups—including teachers, campus administrators, parents, business partners, and community members—CEIC meetings were offered on multiple dates. Teachers were also provided with the opportunity to share input on goals and progress for goals that impacted them the most.

Meeting notifications and invitations were distributed using the following communication channels:

- **Digital & Direct Communication:** Direct email announcements dispatched to committee members and school community lists.
- **Mass Communication Platforms:** Notifications sent via ClassDojo (school communication system).
- **Public Postings:** Event notices published on the campus parent newsletter & calendar.

Inventory of Documentation Maintained

For every meeting held, a complete set of compliance artifacts was recorded and archived, including:

1. **Meeting Agendas:** Dated agendas listing start/end times, meeting locations, objectives, and CIP topic focus areas.
2. **Sign-In Sheets / Attendance Logs:** Original signed rosters for in-person meetings.
3. **Meeting Minutes & Notes:** Detailed documentation capturing discussion summaries, feedback, review of data/ goals, and agreed-upon action items.
4. **Presentation Materials:** Slides, data packets, or worksheets distributed during the sessions.

Evidence Location & Access

- Physical Location: Campus Main Office/Principal's Office
- Digita Location: District Title I Compliance Portal

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Development of the 2026-2027 Schoolwide Program/Campus Improvement Plan began with the Comprehensive Needs Assessment and campus planning process in May 2026 and September 2026. The BOY CEIC meeting was held to review campus data, identified needs, performance objectives, strategies, and planned use of resources. The plan will continue to be monitored and reviewed throughout the school year, with a MOY CEIC meeting scheduled for December 2026/ January 2027 to review progress and make needed adjustments, and an EOY CEIC meeting scheduled for May 2027 to evaluate implementation and program effectiveness and identify priorities for the next planning cycle. Evidence of meetings, including agendas, minutes/notes, sign-in sheets, and related documentation, is maintained in Title1Crate.

2.2 Stakeholders 1114(b)(2)

The Campus Improvement Plan (CIP) was collaboratively developed, reviewed, and revised with the active participation of our Campus Education Improvement Committee.

This planning body includes representation from all required stakeholder groups:

- Campus Administrators (Principal & Assistant Principal)
- Classroom Teachers & Instructional Specialists
- Parents and Family Members of Enrolled Students
- Community Members and Local Business Partners

Stakeholders contribute throughout the process by participating in the Comprehensive Needs Assessment (CNA), analyzing academic and climate data, setting strategic goals, selecting evidence-based interventions, and reviewing resource allocations.

To ensure broad stakeholder input beyond committee meetings, feedback on the CIP is solicited through multiple channels throughout the school year:

- **Planning Committee Meetings:** Dedicated review sessions held on August 2025, January 2026, May 2026 and September 2026 to monitor progress, discuss strengths & weaknesses and adjust strategies.
- **Annual Stakeholder Surveys:** Comprehensive surveys distributed to staff, parents, and community members in the Fall & Spring digitially.
- **Title I Parent & Family Meetings:** Feedback sessions conducted during the Annual Title I Meeting and family engagement events held on Open House 2025 and during two Title I Parent & Family Meetings held on August 12, 2026.

Complete documentation verifying stakeholder participation—including the official committee roster (detailing member names and designated roles), meeting agendas, meeting minutes, and signed attendance sheets—is archived and available for audit at the following locations:

- Physical Location: Campus Main Office/Principal's Office
- Digita Location: District Title I Compliance Portal

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan (CIP) is made available to all parents, community members, staff, and local educational agency partners year-round. The digital version is hosted on the campus website, while hard copies are accessible in the

campus main office upon request. The plan is presented in a uniform, accessible document format. Oral translation and additional language accommodations are provided upon request by contacting the campus administration.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

REL Washington coordinates the Campus Improvement Plan with applicable federal, state, district, and local programs and community resources to address needs identified through the Comprehensive Needs Assessment. Title I and State Compensatory Education resources are coordinated with instructional programs, Special Education, Dual Language/EB services, intervention, student support, health and safety initiatives, enrichment opportunities, and community partnerships. Programs and partnerships such as with the US ARMY, YMCA Afterschool Program, CVC Mentor and Friendhsip Clubs, the Alpha Phi Alpha Fraternity Inc-Guys With Ties Mentorship Program, campus flu clinics, visiting authors, and Young Rembrandts support student wellness, safety, enrichment, and family engagement. Resources and services are aligned with identified student needs and campus priorities to support the whole child.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

REL Washington implements strategies aligned with needs identified through the Comprehensive Needs Assessment to strengthen Tier 1 instruction, targeted intervention, early literacy and mathematics, support for emergent bilingual and special education students, professional learning, and family and community engagement. Strategies are supported through collaborative planning, data analysis, progress monitoring, instructional support, and coordinated federal, state, local, and community resources

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The campus evaluates program effectiveness through a continuous, data-driven review cycle that measures the impact of Title I and Schoolwide strategies on student academic achievement and school climate:

- **Formative Reviews (Quarterly / Semi-Annually):** Formative evaluations are conducted every nine weeks. Teachers and administrative team review progress toward performance objectives.
- **Summative Review (Annual):** Conducted annually in June/July after STAAR & TELPAS scores are received. The committee completes the annual evaluation of the Schoolwide program plan by determining goal mastery, evaluating strategy effectiveness, and recording comprehensive final notes.

Alignment of Compliance Artifacts & Data

All program evaluation activities rely on aligned quantitative, qualitative, and compliance artifacts:

- **Data Analyzed:** Student outcome data for STAAR, TELPAS, benchmarks, common formative assessments and perception data such as annual parent/staff climate surveys, attendance, and discipline reports are reviewed to evaluate strategy impact.
- **Compliance Artifacts:** Meeting agendas, dated sign-in sheets, presentation materials, and session minutes will be archived for every review meeting to verify full stakeholder participation in the evaluation process.