

Seguin Independent School District
Rodriguez Elementary School
2022-2023 Campus Improvement Plan

Mission Statement

Building a **caring community** that **challenges every student** to reach their **full potential**. The broad and balanced curriculum at **Rodriguez Elementary** will provide our students with the **ABC's of Learning**... **Achieve** your Dreams, **Believe** in the Possibilities, **Challenge Yourself and Others Every Day!**

Vision

Every Matador, Every Day!!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

"Every Matador, Every Day!"

Cada Matador, Cada Dia!

Rodriguez Elementary is a Kinder through 5th grade campus within Seguin ISD. The campus enrollment is approximately 497 students. The ethnic breakdown is 89% Hispanic, 8% White, 2% African American, and American Indian 0.2%. Of the approximated 497 students 76.2% are eligible for free or reduced meals, 13.9% receive Special Education services, 35.8% receive Bilingual Education services, 8% receive Gifted and Talented services, and 51% (excluding Kinder) are considered students at-risk.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 41% of students did not meet the Approaches category on the Reading Staar in the 2020-2021 school year. 41% of students did not meet the Approaches category in the Math Staar in the 2020-2021 school year. **Root Cause:** 1) Student have weak phonemic awareness. 2) 59% of students at Rodriguez are not on reading level. 3) Students have limited vocabulary 4) Students do not have math fact fluency in most operations. 5) 76.2% of our students are economically disadvantaged. These gaps have increased due to the Covid pandemic.

Student Learning

Student Learning Summary

The current state accountability system, in place since 2013, is an index system that measures Student Achievement, Student Progress, Closing Performance Gaps, and Post-secondary Readiness. Accountability ratings of "Met Standard" or "Improvement Required" are assigned to campuses and districts based on the scores earned in each index.

Rodriguez Elementary "Met Standard" for the 2018-2019 academic school year, but had been identified for targeted support and improvement. Rodriguez Elementary would have been identified for targeted support and improvement based on the 2020-2021 assessment data as well. Steps on how the campus leadership and teachers will address the problem can be found under Goal 1.

An additional component of the accountability system is the System Safeguards. The system safeguard report shows performance disaggregated by all students, race/ethnic groups, along with special ed, ELL and Economic Disadvantaged student groups. The purpose of system safeguards is to ensure that substandard performance in one or more areas by one or more student groups is not disguised by higher performance in other areas or by other student groups. Rodriguez Elementary met 1 of the 16 targets in the 2018-2019 academic school year. Targets not met include not meeting the needs of all students in math & reading, Hispanic students in both math & reading, Economically disadvantaged students in math, and English Learners (EL) & EL monitored students in math and reading.

The areas of most concern are reading and math for Special Education and EL students in Math, Reading, Writing, and Science.

A 5-year longitudinal summary for each subject is noted below. The scores are the overall performance in each subject as recorded in the TEA State Accountability Student Achievement Data Table. The source of this data is from Pearson summary reports, STAAR Test version only. Sub-populations are also noted on these reports.

Reading	2021	2019	2018	2017	2016	2015
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Overall	59%	63%	66%	72%	77%	78%
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Math	2021	2019	2018	2017	2016	2015
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Overall	59%	65%	74%	78%	86%	Not Counted this year per TEA
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Writing	2021	2019	2018	2017	2016	2015
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4th Gr.	45%	45%	36%	60%	60%	62%
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Science	2021	2019	2018	2017	2016	2015
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5th Gr.	42%	57%	68%	69%	64%	70%
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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall Reading passing scores decreased from 63% passing in 2018-2019 to 59% passing in 2020-2021. Overall Math passing scores decreased from 65% passing in 2018-2019 to 59% passing in 2020-2021. **Root Cause:** Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).

Problem Statement 2 (Prioritized): Did not reach the target in Closing the Gaps for all students in both Reading and Math. **Root Cause:** Utilizing data points to monitor student progress. Students not reading on level. The lack of a structured daily guided reading time and instruction. The lack of a structured and effective guided math block/time.

Problem Statement 3 (Prioritized): 5th Science passing scores decreased from 57% passing in 2018-2019 to 42% passing in 2020-2021. **Root Cause:** The absence of science common assessments to track student progress across and lesson rigor. Limited use of the Science lab for hands on activities and experiments.

School Processes & Programs

School Processes & Programs Summary

During the summer Seguin ISD offers a professional development symposium. Professional development is planned by seeking teacher input and addressing district needs that will impact student performance. The district seeks input from teachers through surveys and teacher representation in the District Educational Instructional Committee and TECC. At the campus level the administration has created the Instructional Leadership Team (ILT). The ILT members participate in school wide decision-making that address instructional needs and best practices. The ILT is also used to address any teacher concerns and seek feedback.

The majority of the campus has been through the Solution Tree PLC at Work conference. Through weekly PLCs the Rodriguez staff will dive deep into the three big ideas of a PLC—focusing on learning, building a collaborative culture, and results orientation. As a campus Rodriguez Elementary will gain specific, practical, and inspiring strategies for transforming our school and district into a place where all students learn at high levels.

The newly established Learning and Leadership department has lead Seguin ISD schools in many new initiatives to help campuses address curriculum and instruction.

- Planning protocols for math, language arts, and science,
- Implementation of Professional Learning Communities (PLCs)
- Rigor and Relevance
- Benchmark and Campus Based Assessments
- Data Analysis
- RtI Guidance
- Campus Weekly Check-in meetings
- Threshold Jumping
- New teacher mentor program

School Processes & Programs Strengths

- Campus-wide Intervention block built into the master schedule Campus wide RTI system, with monitor and review scheduled and executed monthly.
- Multiple extracurricular activities to built and support the whole child: Music club, Gardening club, Art Club, Active Kids Club, and Robotics.
- Students will have four scheduled recess times for grades K-3rd and two scheduled recess times for grades 4th and 5th through the Link program. By increasing outdoor creative time play, students will learn more effectively while in the classroom.
- Weekly grade level PLCs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring need to be more closely monitored. **Root Cause:** Increase of chronic student behaviors required continuous administrative support.

Perceptions

Perceptions Summary

Rodriguez maintains a safe and secure environment for all individuals and promotes a positive and successful learning environment. To support this effort, the campus actively participates in the Safe & Civil School Committee meetings with local resources and campus administrators. We have implemented No Place For Hate. The campus continues to effectively implement Positive Behavior Intervention Supports (PBIS) initiatives daily through Positive Action and counselor lessons.

Attendance

Year	2020-2021	2016-2017	2017-2018	2018-2019
Overall	93.57%	94.07	94.03%	95.17% (Up 1.14% points)

Daily attendance decreased significantly as a result of the COVID pandemic. The attendance clerk in conjunction with the attendance committee have developed attendance incentives to increase student attendance this year.

Teacher

Rodriguez will continue to support teacher retention through:

- being in a safe, supportive environment
- provide targeted staff development to support new staff (Seguin ISD new Mentor Program to new teachers)
- interview committee made up of a leadership team will offer assistance in the hiring of new staff
- Provide staff with professional development opportunities outside of our district (Conferences: PLC, La Cosehca, Counselor Conference, Dyslexia Training, Phonics Training)
- Building teacher capacity through leadership roles (Team leads, Instructional Leadership Team, Sub Committee Chairs)
- Proving coaching opportunities in utilizing the campus instructional coach
- Administrative initiatives to recognizing staff members through team of the month, staff member of the week, kudos via weekly newsletter..etc.
- Administrative efforts to build a positive working environment through team building activities, share broad, featuring new staff members, goody treats..etc.
- The new administration will send campus level climate surveys throughout the school year to address concerns in the areas of daily routines, campus climate, curriculum support, administration support.

Parents

- Over the last two years our parents have had the opportunity to complete a campus survey during registration evaluating academics, safety, and parent communication.
- Over the past three years Rodriguez has had a small functioning Parent Teacher and Community (PTC).
- Parents have expressed interest in volunteering but feel that the campus does not reach out to them.

Perceptions Strengths

- Annual PBIS and classroom management training for all new teachers in addition to offered behavior training for existing teachers to provide consistent implementation of PBIS (Tier 1).
- District and campus administrators are provided annual and recurring training on RtI strategies and procedures.

- Increased coordination with local law enforcement, emergency management and mental health services as evidenced by regularly attended meetings and developed plans for improvement to the District Emergency Operations Plan.
- District-wide recognition by the Anti-Defamation League for No Place For Hate, an anti-bullying platform.
- District-wide ALICE training.
- Campus representation on Superintendent Task Forces.
- Annual Campus survey shows favorable responses from parents.
- Climate Survey was conducted for the staff. The School Quality Survey for Staff for 2020-2021 resulted in

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents have expressed dissatisfaction in regard to opportunities for meaningful engagement at Rodriguez. **Root Cause:** Lack of parent leadership and low participation for the Parent Teacher Community (PTC) organization. The absence of school outreach programs or events.

Problem Statement 2 (Prioritized): Seguin ISD would like to increase the number of businesses and community partnerships. **Root Cause:** The lack of partnerships between businesses and the school.

Priority Problem Statements

Problem Statement 1: 41% of students did not meet the Approaches category on the Reading Staar in the 2020-2021 school year. 41% of students did not meet the Approaches category in the Math Staar in the 2020-2021 school year.

Root Cause 1: 1) Student have weak phonemic awareness. 2) 59% of students at Rodriguez are not on reading level. 3) Students have limited vocabulary 4) Students do not have math fact fluency in most operations. 5) 76.2% of our students are economically disadvantaged. These gaps have increased due to the Covid pandemic.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall Reading passing scores decreased from 63% passing in 2018-2019 to 59% passing in 2020-2021. Overall Math passing scores decreased from 65% passing in 2018-2019 to 59% passing in 2020-2021.

Root Cause 2: Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 5th Science passing scores decreased from 57% passing in 2018-2019 to 42% passing in 2020-2021.

Root Cause 3: The absence of science common assessments to track student progress across and lesson rigor. Limited use of the Science lab for hands on activities and experiments.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Did not reach the target in Closing the Gaps for all students in both Reading and Math.

Root Cause 4: Utilizing data points to monitor student progress. Students not reading on level. The lack of a structured daily guided reading time and instruction. The lack of a structured and effective guided math block/time.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Parents have expressed dissatisfaction in regard to opportunities for meaningful engagement at Rodriguez.

Root Cause 5: Lack of parent leadership and low participation for the Parent Teacher Community (PTC) organization. The absence of school outreach programs or events.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Seguin ISD would like to increase the number of businesses and community partnerships.

Root Cause 6: The lack of partnerships between businesses and the school.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Goals

Revised/Approved: October 25, 2022

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% in 2022 to 49% by August 2023.

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Rodriguez Elementary will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 71%/40%/17% in 2021-2022 to 85%/55%/30% in 2022-2023. (Student Achievement Domain)


Strategy 1 Details	Reviews			
<p>Strategy 1: All K-5 teachers & Support Personnel, Instructional Interventionists, the Academic Dean and Administrators at Rodriguez will receive professional development in the areas of Interactive Read Alouds, Shared Reading, Shared Writing and Guided Reading and Literacy Stations. The sessions will include hands-on activities for all learners, the use of visuals to build and activate background knowledge and modeling to ensure participant understanding.</p> <p>Strategy's Expected Result/Impact: By attending these professional development opportunities, both the teachers and administration team will learn best practices and program management that will ensure students receive improved instruction which will improve student performance. The goal is to yield higher test scores among all performing students.</p> <p>January 2023 Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Pay Trainer - Sylvia Boncher - 211 Title I - 211.13.00.104.3.24.000.6299 - \$3,500, Substitutes (11 subs for 2 days) - 211 Title I - 211.11.00.104.3.24.000.6112 - \$1,870</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Learning Communities (PLCs)</p> <p>Continue weekly K-5 Professional Learning Communities (twice a week) to support the assessment cycle, data driven instruction and guide purposeful planning. All teachers and the instructional admin team will attend one Math focused PLC and one Literacy focused PLC per week.</p> <p>Strategy's Expected Result/Impact: A professional learning community, or PLC, will allow grade level teachers to meet weekly, share expertise, and work collaboratively to improve teaching practices and the academic performance of students through the assessment cycle and the four essential PLC questions.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Begin collecting writing samples for all students in December.</p> <p>All students in K-5th will have a Writing Folder with common prompts for monthly writing sample collection campus wide. The writing folder will travel with students grade level to grade level. Common writing expectations for all students within the same grade level will be expected.</p> <p>Strategy's Expected Result/Impact: The writing collections of students provide tangible evidence to show their academic achievements over time as well as helps teachers identify areas of concern that will allow teachers to develop students as writers.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Leadership Team and Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Folders - 211 Title I - 211.11.00.104.3.24.000.6399 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 4 Details	Reviews			
<p>Strategy 4: Guided Reading will include enrichment lessons when appropriate to strengthen advanced academic skills.</p> <p>Strategy's Expected Result/Impact: Through guided reading, students will be able to establish fundamental skills necessary for proficient reading, identify weaknesses and strengthen specific skills, improve attention to detail, build fluency, expand vocabulary knowledge, and develop reading comprehension skills.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Classroom Teachers & Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to provide access to support and enrichment via the use of educational resources such as ESGI (Kinder and 1st) and Reading A to Z (All Classrooms), etc.</p> <p>Strategy's Expected Result/Impact: These educational resources will provide students the opportunity to view grade level curriculum in different engaging formats that will assist the students with learning new academic content, spiraling previously taught material, and will also allow teachers to monitor student progress through the program's features.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Teachers Reading Dyslexia Teacher Instructional Coach Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Reading A- Z licenses - 211 Title I - 211.11.00.104.3.24.000.6399 - \$5,800, ESGI licenses - 211 Title I - 211.11.00.104.3.24.000.6399 - \$1,800</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 6 Details	Reviews			
<p>Strategy 6: Provide teachers extended planning time to plan for the nine weeks session (as a grade level team) for the second, third and fourth nine weeks.</p> <p>Staff Responsible for Monitoring: Principal and AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Extended Planning Substitutes - 211 Title I - 211.11.00.104.3.24.000.6112 - \$7,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement Revised District RtI Guidelines</p> <p>Strategy's Expected Result/Impact: By implementing the new district RTI guidelines Rodriguez Elementary will be able to better document student progress throughout the RTI program (Panorama) and help the district streamline a common RTI process across the Seguin ISD.</p> <p>The Principal, Assistant Principal and Academic Dean will attend the Solution Tree RTI at Work Summit.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Registration fees for Solution Tree's RtI Conference - 211 Title I - 211.23.00.104.3.24.000.6299 - \$1,600, AD Registration fees for Solution Tree's RtI Conference - 211 Title I - 211.13.00.104.3.24.000.6299 - \$1,600, Hotel and Per Diem - 211 Title I - 211.xx.00.104.3.24.000.6411 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Purchase instructional materials to help teachers facilitate intervention for students.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Intervention Materials - 211 Title I - 211.11.00.104.3.24.000.6399 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Data Analysis</p> <p>Utilize Title I Aides to support interventions and enrichment lessons during the scheduled daily intervention blocks.</p> <p>Strategy's Expected Result/Impact: Student data will drive the intervention assignments and assigned personnel to focus on growth for all.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: FTE - 211 Title I - 211.XX.00.104.3.24.000.61X9 - \$32,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Three DL teachers, the campus Academic Dean, the Assistant Principal and the Principal will attend the Dual Language Conference "TABE" (Texas Association for Bilingual Education). This will provide an opportunity to learn and share instructional best practices that will positively impact student learning and performance for our Dual Language learners.</p> <p>Strategy's Expected Result/Impact: By attending the Dual Language Conference, both the DL teachers and the administration team will be able to support the successful implementation of the 90/10 Dual Language program model. Attendees will learn best practices and program management that will allow emergent bilingual students in the Dual Language program the opportunity to better develop their native language and foster the development of a second language. The goal is to yield improved performance among all students.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Conference Registration (Teachers) - 211 Title I - 211.13.00.104.3.24.000.6299 - \$1,400, Conference Registration (Admin) - 211 Title I - 211.23.00.104.3.24.000.6299 - \$700, Travel, Hotel, Airfare - 211 Title I - 211.13.00.104.3.24.000.6411 - \$800, Travel, Hotel - 211 Title I - 211.23.00.104.3.24.000.6411 - \$1,898</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: All literacy teachers in grades 3rd-5th will attend the English Language Arts & Reading (ELAR) STAAR Redesign: Assessing the Extended Constructed Response workshop provided by Region 20.</p> <p>Strategy's Expected Result/Impact: In this session, teachers will look at the new ECR guidelines, different types of prompts for informational, argumentative, and correspondence responses and evaluate them using grade-appropriate rubrics provided by TEA. They will discuss success criteria and how to conduct calibration for PLCs and for students.</p> <p>Staff Responsible for Monitoring: None</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Conference Registration (Teachers) - 211 Title I - 211.13.00.104.3.24.000.6299 - \$360, Substitutes - 211 Title I - 211.11.00.104.3.24.000.6112 - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% in 2022 to 49% by August 2023.


Performance Objective 2: By the end of the 2022-23 school year, the percentage of students who perform on grade level in ISIP Reading will improve from 40% to 70% in kindergarten, 42% to 70% in first grade, and 37% to 70% in second grade.


Evaluation Data Sources: Istation Data reports


Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 36% to 46% by August 2023.


Performance Objective 1: POST-SECONDARY READINESS: At the campus level, Rodriguez Elementary will increase the percentage of third grade students who score Meets grade level or above on STAAR Math from 36% in 2022 to 46% by August 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: Saturday School (STAAR Review)</p> <p>Offer Saturday school to Grades 3-5 to help students make progress in mastering grade level content</p> <p>Strategy's Expected Result/Impact: Saturday school offers a unique and individualized learning experience.</p> <p>Increases good study habits.</p> <p>Improves academic performance, retention, and personal growth.</p> <p>Encourages higher level of thinking.</p> <p>Improves self-esteem.</p> <p>Helps you become an independent learner.</p> <p>Puts you in charge of your own learning process. ...</p> <p>Supports in-class learning.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Compensatory Pay for Saturday School - 211 Title I - 211.11.00.104.3.24.000.6118 - \$2,700</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 36% to 46% by August 2023.

Performance Objective 2: By the end of the 2022-2023 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase by 25%.





Evaluation Data Sources: Imagine Math data reports.

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 1: By the end of the 2022-2023 school year, overall STAAR scores for Rodriguez Elementary's 3rd-5th grade students will increase for students in all subjects from 71/40/17 to 85/52/30 in the areas of approaches, meets, and masters.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the Rigor and Relevance in math and science with supplemental materials that provoke critical thinking.</p> <p>Purchase Motivation Reading Gr.3-5, Motivation Math Gr.2-5, Motivation Science Gr.5 (English / Spanish).</p> <p>Purchase STAAR Ready for Gr.3-5, Math, Reading, Science</p> <p>Strategy's Expected Result/Impact: By purchasing Motivation Reading Gr.3-5, Motivation Math Gr.2-5, Motivation Science Gr.5, teachers will be able to supplement their classroom instruction and provide students with content material that is more rigorous and provokes critical thinking.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Purchasing- Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Supplemental student consumables from Mentoring Minds - 211 Title I - 211.11.00.104.3.24.000.6399 - \$10,500, STAAR Ready 3rd and 5th - 211 Title I - 211.11.00.104.3.24.000.6399 - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: Rodriguez Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: POST-SECONDARY READINESS: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Rodriguez Elementary will build a thriving learning community and increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations.

Rodriguez Elementary will increase attendance from 93.4% to 96%.

Evaluation Data Sources: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities.





Strategy 1 Details	Reviews			
<p>Strategy 1: Health and Well-being</p> <p>The campus will participate in several events such as World Day of Bullying Prevention, Character Education Week, Red Ribbon Week, Unity Day, and daily Positive Action lessons.</p> <p>Strategy's Expected Result/Impact: Bring awareness to students on the effects of modern day cyber bullying, equip students with anti-bullying strategies, and raise awareness of the potential harm of the utilization of drugs.</p> <p>Nov.-Dec.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Health and Well-being</p> <p>Promote healthy food options within the GO, WHOA, SLOW campaign in partnership with food service.</p> <p>Strategy's Expected Result/Impact: Students will make better choices when selecting their meals and snacks at home and school.</p> <p>Nov.-Dec</p> <p>Staff Responsible for Monitoring: P.E. Coach Campus Nutrition Services</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Attendance</p> <p>The PBIS Committee will consistently and continuously analyze discipline, attendance, climate data at the end of each nine weeks and make necessary adjustments to improve areas of concern.</p> <p>Strategy's Expected Result/Impact: Increased overall student performance and attendance rate.</p> <p>Nov-Dec.</p> <p>Staff Responsible for Monitoring: PBIS Team, Leadership Team, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Attendance</p> <p>Incorporate PBIS Classroom Based Incentives, Grade Level Team Incentives and Campus Based Incentives incorporated to promote positive decision making in regard to attendance and discipline through PBIS recommendations.</p> <p>Strategy's Expected Result/Impact: Increased overall student performance and attendance rate.</p> <p>Nov-Dec</p> <p>Staff Responsible for Monitoring: PBIS Committee, Leadership Team, Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Safety</p> <p>Create an Emergency Operation Plan (EOP) and train the faculty on the plan for all emergencies to include a folder check. Once class lists are finalized (within first weeks of school) copies of updated rosters will be added to the folder.</p> <p>Strategy's Expected Result/Impact: The Emergency Operation Plan provides a clear systematic approach in dealing with different kinds of threats that will prevent or reduce fatalities, injuries, protect students/staff and the community to accelerate the resumption of normal operations.</p> <p>Nov-Dec</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Safety</p> <p>Follow the Fire Drill, ALICE Drill and emergency scenario drill schedule. Record the dates accordingly. Debrief the drills as a leadership team and work to improve them.</p> <p>Strategy's Expected Result/Impact: By practicing safety drills, students and staff will be better equipped in making life saving decisions in case of a real emergency.</p> <p>Nov-Dec</p> <p>Staff Responsible for Monitoring: Administration Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Safety</p> <p>Generate a Campus Crisis Team that is trained to support students in need and properly restrain students if absolutely necessary. The Crisis Team will also be trained and prepared do conduct a Suicide Risk Assessment, if needed.</p> <p>Strategy's Expected Result/Impact: The crisis team will defuse challenging and disruptive behavior before an incident escalates to a crisis situation keeping all students safe.</p> <p>Nov-Dec.</p> <p>Staff Responsible for Monitoring: Leadership Team, CPC Team, C&I SE and Behavioral Support</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Emotional Support</p> <p>The counselor will provide guidance lessons to meet the social and emotional needs of students through district curriculum. Additionally, 'lunch bunch' groups will be formed with students with the most need per grade level.</p> <p>Strategy's Expected Result/Impact: To help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships.</p> <p>Nov-Dec</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Emotional Support</p> <p>All teachers will be trained on McKinney Vento, CPS Reporting, Bullying Prevention, etc. to promote meeting the social-emotional needs of our students.</p> <p>Strategy's Expected Result/Impact: Recognize when children are at risk of harm and have the confidence and knowledge to intervene to ensure the safety and well-being of the student and their family.</p> <p>Nov-Dec.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Life Time Fitness</p> <p>Promote lifetime fitness through participation in a variety of sports camps for grade 3-5. (Football, soccer, and volleyball camps)</p> <p>Strategy's Expected Result/Impact: The camps will provide students with exposure to different kinds of sports, their rules, and the opportunity to practice and tryout the different positions of the respective game.</p> <p>Nov-Dec</p> <p>Staff Responsible for Monitoring: P.E. Coach</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 11 Details	Reviews			
<p>Strategy 11: Lifetime Fitness</p> <p>To promote lifetime fitness for students and their families through a school wide family fitness walk/run event.</p> <p>Strategy's Expected Result/Impact: Bring families together to create a healthier school community.</p> <p>Nov-Dec</p> <p>Staff Responsible for Monitoring: P.E. Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Extra Curricular Activities</p> <p>Provide opportunities for involvement in advanced academic co-curricular events such as Math Bee, Spanish Spelling Bee, Science Fair, UIL, Safety Patrol, Student Council, etc.</p> <p>Strategy's Expected Result/Impact: Through extra curricular activities students will build leadership skills, create broader perspectives, boost self-esteem and engage in social opportunities.</p> <p>Nov-Dec.</p> <p>Staff Responsible for Monitoring: Administration Respective Club Sponsors</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Expand Liink to include fourth grade (grade levels K-4th). (4 recess breaks)</p> <p>Create master schedule to follow Liink guidelines.</p> <p>Strategy's Expected Result/Impact: Unstructured, outdoor play combined with character development instruction will improved cognitive functioning and classroom behaviors.</p> <p>Staff Responsible for Monitoring: Administration, Kinder and 1st grade teachers, Pete Sylvius, TCU Liink Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Rodriguez Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Rodriguez Elementary will achieve a teacher turnover rate of less than 7%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote employee recognition through weekly staff newsletters, Teacher of the Week, and Team of the Month. Starting in October, the Team of the Month will be acknowledged at the last Friday morning assembly of the month and awarded an hour lunch.</p> <p>Strategy's Expected Result/Impact: Increased teacher performance in meeting the diverse needs of their students.</p> <p>Nov./Dec. Considerable - Principal and Assistant Principal continue to create staff newsletters emailed out every Sunday; announce Teacher of the Week and Team of the Month at monthly Faculty meetings.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities to involve teachers in the decision making process by creating the campus Instructional Leadership Team (ILT).</p> <p>Strategy's Expected Result/Impact: By providing teachers the opportunity to be involved in decision making it will create a more positive working relationship between the administration and teachers.</p> <p>Nov./Dec. Considerable - The ILT committee has been meeting monthly, with the exception of November. The Leadership Team and Grade Level Team Leaders met to discuss campus events, news and initiatives.</p> <p>Staff Responsible for Monitoring: Administration and members of the Instructional Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Principal, Assistant Principal, and the Academic Dean will conduct a minimum of 10 walkthroughs per week to support personal growth for all teachers.</p> <p>Strategy's Expected Result/Impact: Walkthroughs will provide teachers with feedback on their teaching strategies, levels of interaction, student engagement, and teacher behaviors. It will allow the administration to provide resources and supports.</p> <p>Nov./Dec.: Some Progress - November/December have been filled with T-TESS. In January we will see an increase in walkthroughs as usual.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Academic Dean will implement the Coaching Cycle to support professional growth for all novice teachers.</p> <p>Strategy's Expected Result/Impact: The use of the coaching will allow teachers to improve their teaching craft yielding higher student performance.</p> <p>Nov./Dec. Some Progress - The Instructional Coach has met with individual teachers to implement the Coaching Cycle.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Participate in the new district teacher mentor program that will support new teachers in their first year of teaching and help build teacher capacity for veteran teachers as they serve as mentors.</p> <p>Strategy's Expected Result/Impact: The new teacher program will support those teachers new to teaching with a mentor that can assist them with adapting to the school culture, curriculum, classroom management, lesson planning, managing student behavior, and managerial tasks to avoid teacher burn out.</p> <p>Nov./Dec. Considerable - The new teacher has been meeting with her Mentor and attended district level meetings.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, New Teachers, and Mentors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize data from teacher surveys during the school year (Fall and Spring) to assess the climate of the campus, professional development needs, and perceptions of administration.</p> <p>Strategy's Expected Result/Impact: Teacher surveys will allow teachers to communicate how the campus is doing academically, communication between the administration, discipline, and campus morale. By conducting teacher surveys, the administration will give teachers a voice, which is a major positive factor in influencing teacher retention.</p> <p>Nov./Dec. No Progress - The Principal and Assistant Principal are working on survey to provide feedback on campus administrators, curriculum and communication.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Continue a Professional Learning Community (PLC) to help improve quality of guided reading instruction.</p> <p>Book study material: Next Steps to Guided Reading</p> <p>Buy additional books for the book study for new teachers.</p> <p>Purchase binders needed for teachers to keep records of students progress while at the guided reading table</p> <p>Strategy's Expected Result/Impact: In creating the PLC book study " Next Steps to Guided Reading" will provide teachers with a clear understanding on the guided reading lesson components and present strategies for teaching students at the different levels of reading ability. Subsequently helping students make progress in their reading abilities.</p> <p>Nov/Dec.</p> <p>Jan</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal K-1 Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Additional Books (Due to going self contained) The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader - 211 Title I - 211.13.00.104.0.24.000.6399 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Rodriguez Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.





Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: By Spring 2023, Rodriguez Elementary will increase the number of parents who are involved in parent groups on campuses by 25%.

Evaluation Data Sources: Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Seek parent input on the Parent Involvement Policy, Parent-Teacher Compact and SBDM Meetings.</p> <p>Strategy's Expected Result/Impact: Parents will be included in the drafting and finalizing of important campus documents such as the Parent Involvement Policy and Parent-Teacher Compact during their participation at SBDM meetings.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Leadership Teams, Parent Volunteers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize various methods of communication such as Phone/Email Messenger, flyers, marquee, weekly / monthly newsletters, etc. to improve the home and school connection.</p> <p>Strategy's Expected Result/Impact: School personnel will utilize various means of communication as they make every effort to communicate with parents and improve the home and school connection. The intended result is to improve parent and family engagement in school events, functions, celebrations, events and activities.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Specials Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor parent engagement through sign-in sheets of events across the school year such as Meet the Teacher, Title 1 meeting, parent teacher conferences etc.</p> <p>Strategy's Expected Result/Impact: By tracking parent engagement, the leadership team can monitor the increase or decrease of parent participation and the success of school events. The leadership team can then find ways to increase parent participation.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Administration Team Leads</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase communication between parents, teachers, and administrators through meaningful conversations during "coffee and conversation with the principal" events during the school year.</p> <p>Strategy's Expected Result/Impact: Parents will be provided the opportunity to share ideas, questions or concerns directly with administrators twice a year during "coffee and conversation with the principal". The intent is to provide a comfortable and safe space that will allow meaningful, two-way communication to take place.</p> <p>Open a question/concern "Virtual Message Board" where parents can share questions or concerns and get direct feedback from the principal.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase parent participation of their students academic achievement by providing technology, math and literacy resources they can utilize at home to increase student achievement. In addition, teachers and administration will host a literacy/math/science night.</p> <p>Strategy's Expected Result/Impact: Plan and carry out literacy/math/science night</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Administration Faculty/Staff</p> <p>Title I: 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies for take home resources - 211 Title I Parental Involvement - 211.61.00.104.2.24.000.6399 - \$1,500, Supplies for take home resources - 211 Title I Parental Involvement - 211.61.00.104.2.24.000.6399 - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Parents will attend the Parent Involvement Conference in December.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Conference Registration - 211 Title I Parental Involvement - 211.61.00.104.2.24.000.6299 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: In order to enhance communication between teachers and parents, student planners will be purchased as a means for daily communication.</p> <p>Strategy's Expected Result/Impact: The intended result is for parents to receive daily updates regarding assignments, student behavior, and important dates for assessments and school events.</p> <p>Campus Wide Monthly Calendar for Important dates and school events.</p> <p>Staff Responsible for Monitoring: Teachers and Parents</p> <p>Funding Sources: Student Planners - 211 Title I Parental Involvement - \$750</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 6: Rodriguez Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Rodriguez Elementary School will improve their public image as measured by constructive feedback collected from social media and parent/community surveys.

Evaluation Data Sources: Parent Surveys, interactions on social media pages.

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze the results of the panorama Parent Survey during the Fall semester and again in the Spring semester to assess the climate and identify the needs of the campus for our parents and families.</p> <p>Strategy's Expected Result/Impact: The survey results will be reviewed by the SBDM committee to identify areas of needed improvement as we continue to work towards creating a positive climate for our students and their families. The intention of conducting a survey two times a year is to monitor implementation of new ideas and systems to ensure such modifications are addressing areas of needed improvement successfully and in a timely manner.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Technologist, CNA Parent Involvement Committee, Leadership Team, Parents</p> <p>Title I: 2.6, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Plan, publicize and promote parental/family involvement opportunities related to academic, social-emotional, etc. through Phone Messenger, Flyers, social media platforms, etc. (sent in both languages).</p> <p>Strategy's Expected Result/Impact: In an effort to improve parental involvement in school activities, school personnel will utilize a variety of means of communication to reach out to parents and inform them of ways they can become involved in their child's education.</p> <p>Campus Wide Monthly Calendar for Important dates and school events.</p> <p>The expected result is to form stronger, more meaningful partnerships with parents, with language no longer being a barrier.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Leadership Team, Specials Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Rodriguez Twitter and Facebook posts to promote a positive climate and share all the good things happening within the school.</p> <p>Strategy's Expected Result/Impact: School personnel will be encouraged to capture and share daily special moments, events, lessons and activities happening at our campus that parents don't normally get to see. With these tools, parents will have the opportunity to catch a glimpse of their child's activities in school, outside of the events parents are normally invited to attend.</p> <p>Nov/Dec</p> <p>Staff Responsible for Monitoring: Leadership Team Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Community Learning Exchange Participate in the CLE to better understand how to build relationships with parent and our community Conduct Community Walks- Monthly TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Rodriguez Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: PARTNERSHIPS: Rodriguez Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with SISD and the San Antonio Food Bank (with help from Teresa Cuevas) for weekly Food Bank bags for selected students. Partner with St. Andrews to help provide students with backpacks, shoes and other needs as they arise.</p> <p>Strategy's Expected Result/Impact: The partnership with SISD and the Food Bank will ensure that those selected students receive nutritional items to allow the students to grow physically and mentally. The partnership with St. Andrews will ensure that selected students have the physical items they might need to be prepared for school.</p> <p>Nov./Dec.</p> <p>Staff Responsible for Monitoring: Counselor, Leadership Team, Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in both the Mid-Texas Symphony performances and the Children's play at SHS. Additionally, students will be exposed to performances by the Mariachi Matadors and AJB Band/Choir during the school year.</p> <p>Strategy's Expected Result/Impact: The partnership with these fine arts entities will provide students with the opportunity for students to see live music that promotes a understanding and sharing of culture.</p> <p>Nov./Dec.</p> <p>Staff Responsible for Monitoring: Fine Arts staff district wide, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to offer the TLU Music Outreach program on the campus.</p> <p>Strategy's Expected Result/Impact: The partnership with TLU music outreach program provides students the opportunity to learn how to play the violin as playing an instrument increases the capacity of memory, enhances, coordination, and improves reading and comprehension skills.</p> <p>Nov./Dec.</p> <p>Staff Responsible for Monitoring: TLU Staff, Music Teacher, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Partner with the Seguin ISD Folklorico teacher to teach our students a performance for the Cinco de Mayo carnival. The performance will help our students and families celebrate cultural diversity.</p> <p>Strategy's Expected Result/Impact: The partnership with Teatro de Artes de Juan Seguin Ballet Folklorico provides students the opportunity to learn different musical dances and take appreciation for Mexican heritage customs and traditions.</p> <p>Nov./Dec.</p> <p>Staff Responsible for Monitoring: Music Teacher, Administration, Teatro staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Partner with TLU Men's soccer team and the team parents for "A Game for a Cause" to support Rodriguez with our fundraising goals and create community partnerships.</p> <p>Strategy's Expected Result/Impact: The "A Game for a Cause" will allow community members to become familiar with the initiatives and goals Rodriguez Elementary is working towards. Community members can make monetary donations to our campus to help us achieve our needs and establish partnerships and community relationships.</p> <p>Nov./Dec.</p> <p>Staff Responsible for Monitoring: Administration, P.E. Coach, TLU Men's Soccer Parent Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Ensure hands-on opportunities for students through on campus labs as well as off-campus experiences such as collaboration with the Irma Lewis SOLC, Red Barn, etc.</p> <p>Strategy's Expected Result/Impact: By providing students the opportunity to experience outdoor learning, students will take a greater appreciation for nature and instill a sense of environmental consciousness.</p> <p>Nov./Dec.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Support staff at various sites</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Partner with the Agriculture Extension group to bring incubator and eggs to observe life cycles in person.</p> <p>Strategy's Expected Result/Impact: The partnership with the Agricultural Extension provides students an opportunity to experience science in real life time making life long connections to the science curriculum.</p> <p>Nov./Dec. & March/April</p> <p>Staff Responsible for Monitoring: Ag Extension Agent, Dawn McMillan, Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: Rodriguez Elementary will increase the overall accountability score from 88 in 2022 to 90 in 2023.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Continue to provide access to support and enrichment via the use of educational resources such as ESGI (Kinder and 1st) and Reading A to Z (All Classrooms), etc.
1	1	6	Provide teachers extended planning time to plan for the nine weeks session (as a grade level team) for the second, third and fourth nine weeks.
2	1	1	Saturday School (STAAR Review) Offer Saturday school to Grades 3-5 to help students make progress in mastering grade level content
3	1	1	Increase the Rigor and Relevance in math and science with supplemental materials that provoke critical thinking. Purchase Motivation Reading Gr.3-5, Motivation Math Gr.2-5, Motivation Science Gr.5 (English / Spanish). Purchase STAAR Ready for Gr.3-5, Math, Reading, Science
5	1	7	Continue a Professional Learning Community (PLC) to help improve quality of guided reading instruction. Book study material: Next Steps to Guided Reading Buy additional books for the book study for new teachers. Purchase binders needed for teachers to keep records of students progress while at the guided reading table

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Medrano, Maegen	Instructional Coach	Title I/Title II	.7/.3
Vidal, Kathy	Title I Aide	Title I	1.0

2022-2023 CPOC

Committee Role	Name	Position
Classroom Teacher	Allison Lee	SPED
Classroom Teacher	Lorie Ramirez	3rd Grade
Instructional Coach	LeeAnn Dunn	CIS
Administrator	Yolanda Grijalva	Principal
Classroom Teacher	Hali Clough	Kinder
Classroom Teacher	Flor Sanchez	1st Grade
Classroom Teacher	Kim Kagan	2nd Grade
Classroom Teacher	Maren Asmus	4th Grade
Classroom Teacher	Patricia Garcia	5th Grade
Librarian	Jennifer Brusenhan	Librarian
Instructional Coach	Maegen Medrano	Academic Dean
Parent	Edith Cervantes	Parent
Classroom Teacher	Rachel Bloxham	EA Teacher
Classroom Teacher	Ramiro Ramos	P.E. Coach
Reading/Dyslexia Teacher	Penny Pence	Reading Interventionist

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes (11 subs for 2 days)	211.11.00.104.3.24.000.6112	\$1,870.00
1	1	1	Pay Trainer - Sylvia Boncher	211.13.00.104.3.24.000.6299	\$3,500.00
1	1	3	Folders	211.11.00.104.3.24.000.6399	\$300.00
1	1	5	ESGI licenses	211.11.00.104.3.24.000.6399	\$1,800.00
1	1	5	Reading A- Z licenses	211.11.00.104.3.24.000.6399	\$5,800.00
1	1	6	Extended Planning Substitutes	211.11.00.104.3.24.000.6112	\$7,800.00
1	1	7	AD Registration fees for Solution Tree's RtI Conference	211.13.00.104.3.24.000.6299	\$1,600.00
1	1	7	Hotel and Per Diem	211.xx.00.104.3.24.000.6411	\$2,000.00
1	1	7	Registration fees for Solution Tree's RtI Conference	211.23.00.104.3.24.000.6299	\$1,600.00
1	1	8	Intervention Materials	211.11.00.104.3.24.000.6399	\$20,000.00
1	1	9	FTE	211.XX.00.104.3.24.000.61X9	\$32,000.00
1	1	10	Travel, Hotel, Airfare	211.13.00.104.3.24.000.6411	\$800.00
1	1	10	Conference Registration (Teachers)	211.13.00.104.3.24.000.6299	\$1,400.00
1	1	10	Travel, Hotel	211.23.00.104.3.24.000.6411	\$1,898.00
1	1	10	Conference Registration (Admin)	211.23.00.104.3.24.000.6299	\$700.00
1	1	11	Substitutes	211.11.00.104.3.24.000.6112	\$400.00
1	1	11	Conference Registration (Teachers)	211.13.00.104.3.24.000.6299	\$360.00
2	1	1	Compensatory Pay for Saturday School	211.11.00.104.3.24.000.6118	\$2,700.00
3	1	1	Supplemental student consumables from Mentoring Minds	211.11.00.104.3.24.000.6399	\$10,500.00
3	1	1	STAAR Ready 3rd and 5th	211.11.00.104.3.24.000.6399	\$7,500.00
5	1	7	Additional Books (Due to going self contained) The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader	211.13.00.104.0.24.000.6399	\$300.00
Sub-Total					\$104,828.00
Budgeted Fund Source Amount					\$144,375.00
+/- Difference					\$39,547.00

211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	5	Supplies for take home resources	211.61.00.104.2.24.000.6399	\$1,500.00
6	1	5	Supplies for take home resources	211.61.00.104.2.24.000.6399	\$250.00
6	1	6	Conference Registration	211.61.00.104.2.24.000.6299	\$300.00
6	1	7	Student Planners		\$750.00
Sub-Total					\$2,800.00
Budgeted Fund Source Amount					\$2,621.00
+/- Difference					-\$179.00
Grand Total Budgeted					\$146,996.00
Grand Total Spent					\$107,628.00
+/- Difference					\$39,368.00