Seguin Independent School District

Rodriguez Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: October 29, 2024
Public Presentation Date: October 29, 2024

Mission Statement

We empower students to reach their full potential by providing students and families a safe and engaging environment that fosters growth.

Vision

Every student will be equipped to thrive and succeed academically, socially, and emotionally.

Belief Statements

We believe all students can learn and grow when there is a caring adult in their lives that motivates and supports them.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Campus: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes through PLCs and Data Days- stay the course and let our CIP guide us.

Implement and track Guided Reading and Guided Math by utilizing student data binders & goal setting tracking systems for teachers and students. Building foundational Reading skills in K-2 to ensure students are successful readers in 3-5.

Demographics

Demographics Summary

Vision:

Every student will be equipped to thrive and succeed academically, socially, and emotionally.

Mission:

We empower students to reach their full potential by providing students and families a safe and engaging environment that fosters growth.

Rodriguez Elementary is a Kinder through 5th grade campus within Seguin ISD. The campus enrollment is approximately 537 students. The ethnic breakdown is 88% Hispanic, 8% White, 2.9% African American, and 0.4% are two or more races. Of the approximated 537 students 87% are economically disadvantage, 47% are eligible for free or reduced meals, 18% receive Special Education services, 44% receive Bilingual Education services, 7% receive Gifted and Talented services, 22% are are in RtI or MTSS, and 65% are considered students at-risk. 5% of students receive 504 services.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Dual Language students are performing less than their peers in all content areas.   **Root Cause:** 1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.

Problem Statement 2 (Prioritized): Reading Scores decreased in our 3rd Grade dual language classrooms.   **Root Cause:** Lack of school wide data tracking and progress monitoring for intervention support.

Problem Statement 3 (Prioritized): Math Scores decreased in 2023-2024 for special education students   **Root Cause:** Lack of structures in a structured daily guided math time and instructions.

Student Learning

Student Learning Summary

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

Overall 2022-2023 Data

75% approaches or above
43% met (on grade level)
16% masters

EOY STAAR G3 Math Results		Preliminary 2024 assessment results
Rodriguez	Approaches	55
	Meets	29
	Masters	7
EOY STAAR G4 Math Results		Preliminary 2024 assessment results
Rodriguez	Approaches	69
	Meets	41
	Masters	13
EOY STAAR G5 Math Results		Preliminary 2024 assessment results
Rodriguez	Approaches	82
	Meets	55
	Masters	22

STAAR G3 Reading Results		Preliminary 2024 assessment results
Rodriguez	Approaches	49
	Meets	28
	Masters	9
EOY STAAR G4 Reading Results		Preliminary 2024 assessment results
Rodriguez	Approaches	71
	Meets	34
	Masters	8
EOY STAAR G5 Reading Results		Preliminary 2024 assessment results
Rodriguez	Approaches	73
	Meets	40
	Masters	23

Student Learning Strengths

Kinder 72% of student reading above level 3

EOY STAAR G5 Math Results		Preliminary 2024 assessment results
Rodriguez	Approaches	82
	Meets	55
	Masters	22

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters   **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): 43% students did not meet in 5th Science STAAR   **Root Cause:** Limited use of the Science lab for hands on activities and experiments, no science block and no vertical alignment.

Problem Statement 4 (Prioritized): When studens are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reasess with? Students who are not on level just get passed through, grades don't always reflect since grades are not alway   **Root Cause:** Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When studens are failing it is hard to reteach and reassess due to

Problem Statement 5: RTI--- we meet, we make plans, but it is difficult for teachers to implement the actual minutes necessary for the different tiers for all students due to lack of support of experienced teachers (interventionist/ resources.   **Root Cause:** lack of training and lack of intervention resources

School Processes & Programs

School Processes & Programs Summary

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.

- Fundamental Five
- Implementation of Professional Learning Communities (PLCs)
- Benchmark and Campus Based Assessments
- Data Analysis
- RtI Guidance
- Campus Weekly Check-in meetings
- SIOP Training
- C6 Literacy
- 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 scheduled recess times for grades K-3rd and two scheduled recess times for grades 4th and 5th through the Liink program. By increasing outdoor creative time play, students will learn more effectively while in the classroom.
- Weekly grade level PLCs
- Mentor program for 1st and 2nd year teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.   **Root Cause:** Scheduling and unintentional work

Problem Statement 2: Students are in 504 or SPED but do not get intense interventions as needed.   **Root Cause:** No more interventionist, teacher need to provide tutoring after school to fill gaps- not enough planning time or resources.

Perceptions

Perceptions Summary

Academic Emphasis (AE)	368.34

Academic Emphasis refers to the school's press for achievement.
The expectation of high achievement is met by students who work hard, are cooperative,
seek extra work, and respect other students who get good grades.

Academic Emphasis (AE) Questions	Q Average
Students neglect to complete homework.	2.60
Students are cooperative during classroom activities.	2.97
Students respect others who get good grades.	2.77
Students seek extra work so they can get good grades.	1.80
Students try hard to improve on previous work.	2.43

Perceptions Strengths

Overall Health Index		Overall Health Index KEY	
		Very High	Above 600
		High	551-600
Campus		Above Average	525-550
HEALTH	569.91	Slightly Above Average	511-524
Score		Average	490-510
		Slightly Below Average	476-489
		Below Average	450-475
		Low	400-449
		Very Low	Below 400

Health Profile Dimensions	SdS score	Standardized Scoring KEY	
Institutional Integrity (II)	550.78	lower than 99% of schools	200 - 299
Collegial Leadership (CL)	744.18	lower than 97% of schools	300 - 399
Resource Influence (RI)	483.33	lower than 84% of schools	400 - 499
Teacher Affiliation (TA)	702.91	AVERAGE	500 - 599
Academic Empasis (AE)	368.34	higher than 84% of schools	600 - 699
		higher than 97% of schools	700 -799
		higher than 99% of schools	800 - 899

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus press for achievement is rated low. Students do not have intrinsic motivation to achieve more.   **Root Cause:** We lack systems to encourage students to take ownership of the work. They are not tracking or monitoring their own data.

Problem Statement 2: Students do not work hard or try to make better grades.   **Root Cause:** They do track their own progress, no ownership

Priority Problem Statements

Problem Statement 1: Reading Scores decreased in our 3rd Grade dual language classrooms.

Root Cause 1: Lack of school wide data tracking and progress monitoring for intervention support.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Math Scores decreased in 2023-2024 for special education students

Root Cause 2: Lack of structures in a structured daily guided math time and instructions.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters

Root Cause 3: Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).

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: 43% students did not meet in 5th Science STAAR

Root Cause 5: Limited use of the Science lab for hands on activities and experiments, no science block and no vertical alignment.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: When studens are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reasess with? Students who are not on level just get passed through, grades don't always reflect since grades are not alway

Root Cause 6: Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When studens are failing it is hard to reteach and reassess due to

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Dual Language students are performing less than their peers in all content areas.

Root Cause 7: 1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.

Problem Statement 7 Areas: Demographics

Problem Statement 8: We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.

Root Cause 8: Scheduling and unintentional work

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Goals

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 40% to 55% by August 2027.
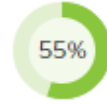
Performance Objective 1: By May 2025, increase the percentage of third grade students achieving meets grade level or above on STAAR Reading from 21% to 29%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR; (46% target/55% next target).

Strategy 1 Details		Reviews			
Strategy 1: Implement Guided Reading and Small Group in Grades K-5th for all students reading below Grade Level		**Formative**			**Summative**
Strategy's Expected Result/Impact: 1 year growth in reading level		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2		30%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Provide Targeted Skill Based Intervention Daily (45 mins)- Reading	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1 year growth in reading level	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2	20%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Student Data Tracking and Data Binders	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1 year growth in reading level	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: K and 1st Team Lead **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1	10%	55%		

Strategy 4 Details	Reviews			
Strategy 4: Participate in Professional Development for Guided Reading, Foundational Skills, and STAAR Strategies	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student outcomes in reading and math	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2	20%	40%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Dual Language students are performing less than their peers in all content areas. **Root Cause**: 1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.
Problem Statement 2: Reading Scores decreased in our 3rd Grade dual language classrooms. **Root Cause**: Lack of school wide data tracking and progress monitoring for intervention support.

Student Learning
Problem Statement 1: Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters **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: 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.

School Processes & Programs
Problem Statement 1: We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored. **Root Cause**: Scheduling and unintentional work

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 40% to 55% by August 2027.

Performance Objective 2: By May 2025 increase the percentage of second grade students who perform on Level 3 or above on the ISIP Reading Assessment from 49% to 55%.

    High Priority

    Evaluation Data Sources: ISTATION

Strategy 1 Details	Reviews			
Strategy 1: Istation Data Analysis and Intervention Planning and Implementation	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase students on grade level or above on Istation	**Oct**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Instructional Coach
 	
    ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Problem Statements: Demographics 1 - Student Learning 1, 4
	25%	30%		

Strategy 2 Details	Reviews			
Strategy 2: Planning Days per grade level each 9 weeks DL vertical planning Content vertical planning	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Closing the Gap 3-5
    Staff Responsible for Monitoring: Assistant Principal
 	
    Problem Statements: Demographics 2 - Student Learning 1, 2
	15%	40%		

Strategy 3 Details	Reviews			
Strategy 3: Focus on Foundational Reading Skills in Kinder and 1st Grade	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close the gap K-2	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Instructional Coach **Problem Statements:** Student Learning 2	15%	40%		

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Dual Language students are performing less than their peers in all content areas.   **Root Cause**: 1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.
Problem Statement 2: Reading Scores decreased in our 3rd Grade dual language classrooms.   **Root Cause**: Lack of school wide data tracking and progress monitoring for intervention support.

Student Learning
Problem Statement 1: Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters   **Root Cause**: Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).
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Problem Statement 4: When studens are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reasess with? Students who are not on level just get passed through, grades don't always reflect since grades are not alway   **Root Cause**: Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When studens are failing it is hard to reteach and reassess due to

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 40% to 55% by August 2027.
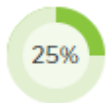
Performance Objective 3: By May, 2025 increase the percentage of Emergent Bilingual students performing one competency level higher on TELPAS from 48% to 55%.

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Implement TELPAS Tuesday and Thursdays- Using Summit K-12	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase proficiency in Listening, Speaking, Reading and Writing	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Instructional Coach **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1	10%	35%		
Strategy 2 Details	Reviews			
Strategy 2: Train the Dual Language paraprofessionals on Intervention Resources	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student outcomes	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **Problem Statements:** Demographics 1, 2 - Student Learning 2	100%	100%	100%	
Strategy 3 Details	Reviews			
Strategy 3: Implement 3 Dual Language Strategies across the campus K-5	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase consistency and improve TELPAS ratings	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **Problem Statements:** Demographics 1, 2	10%	40%		

Strategy 4 Details	Reviews			
Strategy 4: Implement speaking and listening activities in K-1 evident in lesson plans	Formative			Summative
Strategy's Expected Result/Impact: Increase Listening and Speaking competencies for primary students	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	10%	45%		

Strategy 5 Details	Reviews			
Strategy 5: Attend Dual Language Conferences and Trainings (TABE, La Cosecha)	Formative			Summative
Strategy's Expected Result/Impact: Increase student outcomes and teacher skills	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1	25%	100%	100%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Dual Language students are performing less than their peers in all content areas.   **Root Cause**: 1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.
Problem Statement 2: Reading Scores decreased in our 3rd Grade dual language classrooms.   **Root Cause**: Lack of school wide data tracking and progress monitoring for intervention support.

Student Learning
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School Processes & Programs
Problem Statement 1: We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.   **Root Cause**: Scheduling and unintentional work

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 37% to 52% by August 2027.

Performance Objective 1: By May 2025, increase the percentage of third grade students achieving meets grade level or above on STAAR Math from 29% to 36%.

High Priority

HB3 Goal

Evaluation Data Sources: Mathematics STAAR
(58%Target/75% Next Target)

Strategy 1 Details		Reviews			
Strategy 1: Implement Daily Guided Math with Intentional Grouping		**Formative**			**Summative**
Strategy's Expected Result/Impact: Build foundational skills		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1		25%	45%		
Strategy 2 Details		Reviews			
Strategy 2: Planning for Math Intervention, Math Resources and Manipulatives		**Formative**			**Summative**
Strategy's Expected Result/Impact: Build number fluency skills and problem solving		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1		20%	40%		

Strategy 3 Details		Reviews			
Strategy 3: Grades 2-5 Use Supplemental Aides and Resources		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student Increase in understanding from concrete to abstract. **Staff Responsible for Monitoring:** Special Education Lead Teacher		**Oct**	**Jan**	**Mar**	**May**
		N/A	35%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters   **Root Cause**: Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 37% to 52% by August 2027.

Performance Objective 2: By May 2025, 80% of second grade students will perform on or above grade level on Istation Math from beginning of year to end of year.

    High Priority

    Evaluation Data Sources: Istation Data BOy-MOY-EOY

Strategy 1 Details	Reviews			
Strategy 1: Guided Math/Math Intervention (2 days a week) K-2	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build number fluency	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **Problem Statements:** Student Learning 1	20%	20%		
Strategy 2 Details	Reviews			
Strategy 2: Data Dig and Training on District Platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Numerical fluency	**Oct**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Instructional Coach
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2
	10%	30%		

Strategy 3 Details	Reviews			
Strategy 3: Math Planning Days K-5 Vertical Alignment	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Vertically align strategies across the campus **Staff Responsible for Monitoring:** Assistant Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 1	10%	35%		

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters   **Root Cause**: Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).
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School Processes & Programs
Problem Statement 1: We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.   **Root Cause**: Scheduling and unintentional work

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 50.9% to 80% by August 2027. Rodriguez ES will support awareness of CCMR Requirements.

Performance Objective 1: By May 2025, increase the percentage of fifth graders achieving meets grade level or above on Science STAAR from 26% to 34%.

    High Priority

    HB3 Goal

    Evaluation Data Sources: SCIENCE STAAR (47% target/Next 57%).

Strategy 1 Details	Reviews			
Strategy 1: Implement at least 2 times a week-hands on labs K-5	**Formative**			**Summative**
Strategy's Expected Result/Impact: TEKS mastery	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: 5th Grade Science Lead **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 3 - School Processes & Programs 1	10%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Implement Science Daily K-5 (30 minute blocks)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hands on activities and lessons increase per grade level.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3 - School Processes & Programs 1	100%	50%	✗	

Strategy 3 Details		Reviews			
Strategy 3: Critical TEKS tracking; Data Analysis		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student growth from BOY to EOY Assessments		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Instructional Coach **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3		10%	35%		

Strategy 4 Details		Reviews			
Strategy 4: STEM rotations for 5th grade (once a quarter)		**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR score increase, increase student interest		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: 5th Science Lead **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4		10%	40%		

Strategy 5 Details		Reviews			
Strategy 5: Implement more Science Activities during ACE		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase science scores		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: ACE Coordinator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3		25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters   **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 3: 43% students did not meet in 5th Science STAAR   **Root Cause**: Limited use of the Science lab for hands on activities and experiments, no science block and no vertical alignment.
Problem Statement 4: When studens are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reasess with? Students who are not on level just get passed through, grades don't always reflect since grades are not alway   **Root Cause**: Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When studens are failing it is hard to reteach and reassess due to

School Processes & Programs
Problem Statement 1: We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.   **Root Cause**: Scheduling and unintentional work

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 50.9% to 80% by August 2027. Rodriguez ES will support awareness of CCMR Requirements.
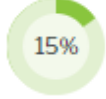
Performance Objective 2: By May 2025, 80% of fourth grade students score a 4 or above on their ECR (Extended Constructed Response).

    High Priority

    HB3 Goal

    Evaluation Data Sources: Reading STAAR

Strategy 1 Details	Reviews			
Strategy 1: Writing Reflection Journals K-5 all contents	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase writing skills K-5	**Oct**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
    Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
    - **ESF Levers:**
    Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    - **Targeted Support Strategy**
    Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 1
	45%	60%		

Strategy 2 Details	Reviews			
Strategy 2: Guided Reading- includes Writing Skills	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase foundational writing skills K-2	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Instructional Coach **Problem Statements:** Student Learning 4 - School Processes & Programs 1	15%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Writing Planning Days K-5 Vertical Planning	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase writing skills- fewer zero- scores **Staff Responsible for Monitoring:** Assistant Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 1	20%	45%		

Strategy 4 Details	Reviews			
Strategy 4: Training & Practice on ECRs and SCR- Campus/District	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease the zero (0) in grades 3-5	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2	15%	45%		

Strategy 5 Details	Reviews			
Strategy 5: Exit Tickets on Eduphoria- 2nd Grade -5th Grade (SCR-ECR); increase online writing	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase skills in grades 2-5	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Instructional Coach **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 4 - School Processes & Programs 1	20%	40%		

Strategy 6 Details	Reviews			
Strategy 6: Librarian Lessons embedded writing prompts	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase writing skills	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Librarian **Problem Statements:** Student Learning 2	45%	70%		

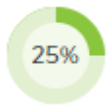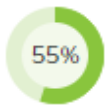|				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 2 Problem Statements:

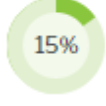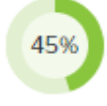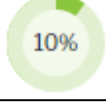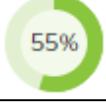| Demographics |
|---|
| **Problem Statement 1**: Dual Language students are performing less than their peers in all content areas.   **Root Cause**: 1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged. |
| **Problem Statement 2**: Reading Scores decreased in our 3rd Grade dual language classrooms.   **Root Cause**: Lack of school wide data tracking and progress monitoring for intervention support. |

Student Learning
Problem Statement 2: 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 4: When studens are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reasess with? Students who are not on level just get passed through, grades don't always reflect since grades are not alway   **Root Cause**: Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When studens are failing it is hard to reteach and reassess due to

School Processes & Programs
Problem Statement 1: We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.   **Root Cause**: Scheduling and unintentional work

Goal 4: Seguin ISD will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll.

Performance Objective 1: By May 2025, increase community and family engagement participation in campus programs and events such as PTC, Parenting Partners, Calm and Kind, and Family Meals by 10 total participants.

    Evaluation Data Sources: Sign In Sheet
    Gallup Survey
    Attendee Tracker

Strategy 1 Details	Reviews			
Strategy 1: Educating/Previewing the program with parents and teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent engagement	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Student Learning 4 - School Processes & Programs 1	25%	55%		

Strategy 2 Details	Reviews			
Strategy 2: Treats with the Principals (quarterly)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent awareness and volunteers	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Student Learning 2, 4	15%	40%		

Strategy 3 Details	Reviews			
Strategy 3: Campus Family Events and Activities	Formative			Summative
Strategy's Expected Result/Impact: Increase parent participation	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - School Processes & Programs 1	35%	55%		

Strategy 4 Details	Reviews			
Strategy 4: PTC monthly meetings	Formative			Summative
Strategy's Expected Result/Impact: Increase PTC members	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal **Problem Statements:** School Processes & Programs 1	15%	45%		

Strategy 5 Details	Reviews			
Strategy 5: Attend Parenting Partners Trainings and Conferences	Formative			Summative
Strategy's Expected Result/Impact: Increase parent involvement	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Counselor	10%	55%		

Strategy 6 Details	Reviews			
Strategy 6: Provide Home Literacy Kits with book bags, flash cards, and Reading A-Z books to support at-home reading. Host workshops once per semester in order to enhance parent engagement by sharing resources to equip parents with effective literacy strategies at home.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Use reading progress data from formative assessments to evaluate the impact of increased at-home reading activities on student literacy development. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	✗	20%	✗	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Dual Language students are performing less than their peers in all content areas. **Root Cause**: 1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.
Student Learning
Problem Statement 2: 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 4: When studens are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reasess with? Students who are not on level just get passed through, grades don't always reflect since grades are not alway **Root Cause**: Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When studens are failing it is hard to reteach and reassess due to
School Processes & Programs
Problem Statement 1: We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored. **Root Cause**: Scheduling and unintentional work

Goal 4: Seguin ISD will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll.

Performance Objective 2: By May 2025, increase the number of clubs, extracurricular activities, or student organizations from beginning of year to end of year (Patrols, Student Council, Choir, etc.)

Evaluation Data Sources: PTC Membership
Volunteer Sign In Sheet
Gallup Survey
Attendee Tracker
Clubs
Extra Curricular Events

Strategy 1 Details	Reviews			
Strategy 1: Market and Advertise- Facebook, Social Media, Flyers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase attendance at events	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Librarian **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Align Campus Events to Instructional Needs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase students academic achievement and partnership with parents	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1	5%	40%		

Strategy 3 Details	Reviews			
Strategy 3: Provide Resources and Support through the School Counselor, CIS, and Social Worker	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent engagement and increase student outcomes	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselor **Problem Statements:** Student Learning 4 - School Processes & Programs 1	50%	70%		

Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for Student Clubs, and Student Organizations(Safety Patrols, Student Council, Recycle Club, Choir)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student opportunities to build a positive culture	**Oct**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Assistant Principal
 	
    TEA Priorities:
Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture
    Problem Statements: Student Learning 4 - School Processes & Programs 1
	35%	60%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Dual Language students are performing less than their peers in all content areas.   **Root Cause**: 1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.
Problem Statement 2: Reading Scores decreased in our 3rd Grade dual language classrooms.   **Root Cause**: Lack of school wide data tracking and progress monitoring for intervention support.
Problem Statement 3: Math Scores decreased in 2023-2024 for special education students   **Root Cause**: Lack of structures in a structured daily guided math time and instructions.

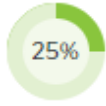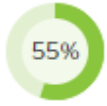| Student Learning |
|---|
| **Problem Statement 1**: Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters   **Root Cause**: Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc). |
| **Problem Statement 4**: When studens are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reasess with? Students who are not on level just get passed through, grades don't always reflect since grades are not alway   **Root Cause**: Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When studens are failing it is hard to reteach and reassess due to |

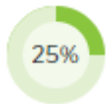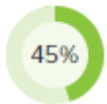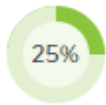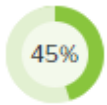| School Processes & Programs |
|---|
| **Problem Statement 1**: We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.   **Root Cause**: Scheduling and unintentional work |

Goal 5: Based on the school performance framework (QSA) campus tiering, Rodriguez will be a Tier 1 campus by August 2027.

Performance Objective 1: By May 2025, decrease the teacher turnover rate from 56% to 20%.

High Priority

Evaluation Data Sources: End of Year Report
25-26 Beginning of Year New Hire List

Strategy 1 Details		Reviews			
Strategy 1: Stellar Staff of the Week (Matador Mindset)		**Formative**			**Summative**
Strategy's Expected Result/Impact: cultivate a positive climate among staff		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1		50%	75%		

Strategy 2 Details		Reviews			
Strategy 2: Support and Resources for teachers (CO, Admin, IC)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase morale and build a positive culture		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Student Learning 4 - School Processes & Programs 1		25%	55%		

Strategy 3 Details	Reviews			
Strategy 3: Have Campus Wide Events for Staff Members- twice a semester	**Formative**			**Summative**
Strategy's Expected Result/Impact: relationship building and positive culture **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**May**
	25%	45%		

Strategy 4 Details	Reviews			
Strategy 4: Staff Surveys and Feedback Opportunities through ILT	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve processes and communication **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	**Oct**	**Jan**	**Mar**	**May**
	25%	45%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: When studens are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reasess with? Students who are not on level just get passed through, grades don't always reflect since grades are not alway **Root Cause**: Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When studens are failing it is hard to reteach and reassess due to

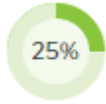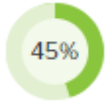| School Processes & Programs |
|---|
| **Problem Statement 1**: We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored. **Root Cause**: Scheduling and unintentional work |

Goal 5: Based on the school performance framework (QSA) campus tiering, Rodriguez will be a Tier 1 campus by August 2027.

Performance Objective 2: By May 2025, increase student attendance from 93% to 94%.

High Priority

Evaluation Data Sources: ADA Reports

Strategy 1 Details		Reviews			
Strategy 1: Attendance Incentives for teachers and students		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase classroom and staff attendance. **Staff Responsible for Monitoring:** Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1		Oct	Jan	Mar	May
		30%	55%		

Strategy 2 Details		Reviews			
Strategy 2: Attendance Team Leaders assigned to grade levels as case managers		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase attendance for chronically absent students **Staff Responsible for Monitoring:** Assistant Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 4 - School Processes & Programs 1		Oct	Jan	Mar	May
		35%	55%		

Strategy 3 Details	Reviews			
Strategy 3: CIS Caseload Monitoring- CIS school wide goal focused on Increasing Attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease number of chronically absent students	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: CIS Coordinator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 2, 4	45%	65%		

Strategy 4 Details	Reviews			
Strategy 4: Attendance Committee Meetings to monitor, track, and intervene with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify patterns	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Principal **Problem Statements:** Student Learning 2, 4 - School Processes & Programs 1	25%	45%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 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 4: When studens are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reasess with? Students who are not on level just get passed through, grades don't always reflect since grades are not alway   **Root Cause**: Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When studens are failing it is hard to reteach and reassess due to
School Processes & Programs
Problem Statement 1: We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.   **Root Cause**: Scheduling and unintentional work

Title I Personnel

Name	Position	Program	FTE
Becky Rangel	Instructional Aide	211 Title I, Part A	1.0
Erica Trevino	Tech Lab Aide	211 Title I, Part A	1.0
Flor Sanchez-Rodriguez	Instructional Coach	255 Title II, Part A	1.0
Renee Medina	Instructional Aide	211 Title I, Part A	1.0

2024-2025 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Ofelia Santiago	Principal
Special Education Teacher	Lee Ann Traylor	Special Education Teacher
ACE Coordinator	Angel Montes	ACE Coordinator
Community Partnership	Esmeralda Cardenas	Community in Schools
Administrator	Cecilia Reyes	Assistant Principal
5th Grade Teacher	Belinda Servantes	5th Grade Math/Science Teacher
4th Grade Teacher	Diana Canal	Dual Language 4th Grade Teacher
Parent Stakeholder	Maria Quintanilla	Parent
3rd Grade Teacher	Alma Carmona	Dual Language 3rd Grade Teacher
2nd Grade Teacher	Veronica Silva	Dual Language 2nd Grade Teacher
1st Grade Teacher	Adam Westerfield	1st Grade Teacher