

Houston Independent School District
372 Rodriguez Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

SRE Mission Statement.

Our purpose is to serve the children of the Gulfton area reach their learning potential through a safe and positive learning environment that will develop students into motivated, life-long learners and globally aware citizens.

Vision

SRE Vision and Mission Statement.

Our objective at S. Rodriguez Elementary school is to provide a safe and positive learning environment that will develop students into motivated, life-long learners and globally aware citizens through the use of an inquiry-based, integrated curriculum with a focus on science, technology, and the fine arts.

Value Statement

SRE VALUE STATEMENT

Every decision is made for **STUDENTS**

Safety is a **MUST**

We strive for **EXCELLENCE** in what we do

Always **LEARNING**

We work together as a **TEAM**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Located in the neighborhood of Gulfton, Sylvan Rodriguez Elementary School is a Title I campus that offers a variety of instructional programs to support the linguistically and culturally diverse community. The campus offers general, bilingual Spanish, ESL, gifted/talented, and special education classes.

Rodriguez Elementary School ended the 2021-2022 school year with 938 students, 92.5% attendance rate, and a 12.7% mobility rate. For the 2022-2023 school year, SRE currently has 870 students enrolled. Of those 870 students, 87% of our students identify as Hispanic/Latino, 8% Black/African American, 4% Asian, and 1% White. The campus serves 72% emergent bilinguals.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: There is a high mobility rate impacting continuity in academic achievement at Rodriguez. **Root Cause:** The Gulfton neighborhood has high resettlement rate, and a high number of competitive charter schools.

Student Learning

Student Learning Summary

STAAR 2022 Achievement Data

| | Approaches | Meets | Masters |
|---------|------------|-------|---------|
| Math | 65% | 35% | 14% |
| Reading | 60% | 29% | 16% |
| Science | 63% | 37% | 14% |

Student Learning Strengths

Rodriguez Elementary School received a Science Distinction on the 2022 STAAR.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Domain I (Academic Achievement) is our lowest performing accountability rating. **Root Cause:** Alignment of classroom instruction to end of year assessment.

School Processes & Programs

School Processes & Programs Summary

SRE offers a variety of instructional programs to support all learners - emergent bilingual, multilingual learners, gifted/talented, special education, and more. The following are our current programs:

- **Bilingual**
 - **PK** - 2 Bilingual Classes
 - **Kinder** - 4 Bilingual Classes
 - **1st** - 5 Bilingual Classes
 - **2nd** - 5 Bilingual Classes
 - **3rd** - 4 Bilingual Classes
 - **4th** - 4 Bilingual Classes
 - **5th** - 3 Bilingual Classes
- **ESL**
 - **PK** - 1 ESL Class
 - **Kinder** - 2 ESL Classes
 - **1st** - 2 ESL Classes
 - **2nd** - 2 ESL Classes
 - **3rd** - 2 ESL Classes
 - **4th** - 2 ESL Classes
 - **5th** - 3 ESL Classes
- **IB PYP** - All School
- **Special Education** - PALS, Life Skills & Resource
- **Gifted/Talented Program**
- **Content Class** - One class per grade level, per week to focus on pre-request skills
- **Literacy Interventionist** - All grade levels
- **Dyslexia Pullout**

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): School structures, processes and protocols need to be re-established for the campus. **Root Cause:** There is a new leadership team that is internalizing the campus culture and community.

Perceptions

Perceptions Summary

Our campus priority is to provide a safe and positive learning environment that will develop students into motivated, life-long learners and globally aware citizens through the use of an inquiry-based, integrated curriculum with a focus on science, technology, and the fine arts.

Our School Decision-Making model is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. The SDMC intends to pull together our community in a constructive, organized, and unified body to enhance the education of all students. This model is aligned to state legislation and HISD board policy.

Every decision that we have made is for **STUDENTS**. Additionally, we are always thinking about the safety of our staff and community. We strive for **EXCELLENCE** in what we do, always **LEARNING** as we work together to better our students' learning.

Perceptions Strengths

Our teachers, staff, and community are committed to improving our students learning outcomes with the support of:

- Wraparound Specialist
- Food Pantry
- Family Involvement and Engagements
- Campus Celebrations
- Cultural/Traditional Events
- Clear Vision and Mission
- Strong Communication System

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Due to the high immigrant and refugee population in Gulfton, the perception of our students and families are that they are not fluent in English.

Root Cause: Many of our students are emergent bilinguals and multilingual learners, who are becoming proficient in English.

Priority Problems of Practice

Problem of Practice 1: Domain I (Academic Achievement) is our lowest performing accountability rating.

Root Cause 1: Alignment of classroom instruction to end of year assessment.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: School structures, processes and protocols need to be re-established for the campus.

Root Cause 2: There is a new leadership team that is internalizing the campus culture and community.

Problem of Practice 2 Areas: School Processes & Programs

Problem of Practice 3: Due to the high immigrant and refugee population in Gulfton, the perception of our students and families are that they are not fluent in English.

Root Cause 3: Many of our students are emergent bilinguals and multilingual learners, who are becoming proficient in English.

Problem of Practice 3 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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Board Goals

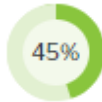
Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.


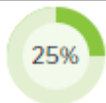




Goal 1: MATH - By the end of the 2022-2023 school year, 3rd grade students will increase 12% in each STAAR data band. For approaches, our students will go from 59% to 71%; for meets, our students will go from 29% to 41%; for masters, our students will go from 12% to 24%. Additionally, 75% of our 3rd graders will have developed academic growth comparable to at least one school year per Zearn goals.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year, 3rd grade students will increase 12% in each STAAR data band. For approaches, our students will go from 59% to 71%; for meets, our students will go from 29% to 41%; for masters, our students will go from 12% to 24%. Additionally, 75% of our 3rd graders will have developed academic growth comparable to at least one school year per Zearn goals.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: There will be math vertical alignment through the implementation of Eureka Math. Strategy's Expected Result/Impact: The implementation of Eureka Math will allow for math vertical alignment for the campus. Staff Responsible for Monitoring: Teachers, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 2: During the math block, 100% of students will have 30 minutes of Zearn intervention time. Strategy's Expected Result/Impact: Zearn is an online platform that differentiates math instruction and interventions for our students to reinforced learned concepts in Eureka. Staff Responsible for Monitoring: Teachers, Admin Action Steps: All students must be able to login to Eureka Math Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Students will have aligned exit tickets/student debriefs to STAAR, and receive experience with online math problems throughout the year. Strategy's Expected Result/Impact: Students will become more familiar with performing mathematics online and gain more experience prior to the STAAR. Staff Responsible for Monitoring: Teachers, Admin Action Steps: 1:1 computers needed in upper elementary Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
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Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.






Goal 1: READING - By the end of the 2022-2023 school year, 3rd grade students will increase by 12% in each STAAR data band. For approaches, our students will go from 63% to 75%; for meets, our students will go from 32% to 44%; for masters, our students will go from 12% to 24%. With ongoing progress monitoring, 80% of students will increase at least two levels on reading by the end of the school year, by demonstrating fluency, accuracy, and comprehension in Running Records.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: READING - By the end of the 2022-2023 school year, 3rd grade students will increase by 12% in each STAAR data band. For approaches, our students will go from 63% to 75%; for meets, our students will go from 32% to 44%; for masters, our students will go from 12% to 24%. With ongoing progress monitoring, 80% of students will increase at least two levels on reading by the end of the school year, by demonstrating fluency, accuracy, and comprehension in Running Records.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: 100% of students will be met at least biweekly in guided reading small groups. Strategy's Expected Result/Impact: Students will show reading growth due to intentional small group instruction. Staff Responsible for Monitoring: Teachers, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: 100% teachers will implement Really Great Reading, which will provide intentional phonics instruction. Strategy's Expected Result/Impact: RGR will improve phonics instruction, which will make our readers stronger. Staff Responsible for Monitoring: Teachers, Admin Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 3: Upper elementary classrooms have 1:1 technology, so that students can easily access RAZ to support with reading growth. Strategy's Expected Result/Impact: Students have access to books online that are catered towards their levels. Staff Responsible for Monitoring: Teachers, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
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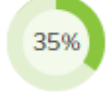
Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.






Goal 1: SCHOOL PROGRESS - 100% of our students will be provided with opportunities to expand differentiated educational opportunities by the end of the 2022-2023 school year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: SCHOOL PROGRESS - 100% of our students will be provided with opportunities to expand differentiated educational opportunities by the end of the 2022-2023 school year.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Students will study Community Helpers throughout the school year in their RLA/SLA classrooms. Strategy's Expected Result/Impact: Students will learn and research about a variety of community helpers to determine their personal pathways and goals. Staff Responsible for Monitoring: Teachers, Admin Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Magnet night, STEM night and Literacy night will happen throughout the year as student-family engagement events to support students in expanding opportunities. Strategy's Expected Result/Impact: Students and families will learn more about options after elementary. Staff Responsible for Monitoring: Teachers, Admin Title I: 4.1, 4.2 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 3: 100% of classrooms will do targeted vocabulary in each lesson, so that students are expanding their daily vocabulary. Strategy's Expected Result/Impact: Vocabulary plays a critical role in language acquisition. Staff Responsible for Monitoring: Teachers Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
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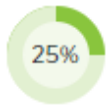
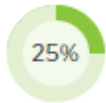
Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

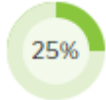




Goal 1: CLOSING THE GAPS - By the end of the 2022-2023 school year, 100% of students receiving special education services will increase by at least 5% on their individualized assessments based on their ARD. This will happen through teachers having a deep understanding of each child's accommodations and IEP implementation.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: CLOSING THE GAPS - By the end of the 2022-2023 school year, 100% of students receiving special education services will increase by at least 5% on their individualized assessments based on their ARD. This will happen through teachers having a deep understanding of each child's accommodations and IEP implementation.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: 100% of special education students will receive the support indicated in their IEP's. Title I: 2.4, 2.6 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will follow with fidelity the IEP to ensure all students are receiving appropriate accommodations. Strategy's Expected Result/Impact: Proper accommodations will lead to stronger academic pathways. Staff Responsible for Monitoring: Teachers, SPED, Admin Title I: 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 3: Teachers will receive PD on how to manage and effectively identify student needs and plan for instruction differential instruction model. Strategy's Expected Result/Impact: Teachers will have a deeper understanding of MTSS. Staff Responsible for Monitoring: Teachers, SPED, IAT, Admin Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
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| |  25% | | | |
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Board Goal 5: N/A - Additional Campus Goals






Goal 1: ATTENDANCE - By the end of the 2022-2023 school year, our attendance rate will increase from 93% to 96%.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: ATTENDANCE - By the end of the 2022-2023 school year, our attendance rate will increase from 93% to 96%.

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| Strategy 1: Attendance phone calls will begin at 8:00 AM starting on Monday, September 19th through the end of the school year. Strategy's Expected Result/Impact: Academic achievement will increase because students are on campus. Staff Responsible for Monitoring: Teachers, Front Office Title I: 4.1 - TEA Priorities: Connect high school to career and college | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Attendance incentives will occur at the end of each cycle, so that students are invested in coming to school daily. Strategy's Expected Result/Impact: Students will be invested to be on campus daily. Staff Responsible for Monitoring: Teachers, Admin, Front Office TEA Priorities: Connect high school to career and college | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 3: Teachers will implement grade-level procedures to promote attendance in the classroom. Teachers will set the daily expectation of 100% attendance.</p> <p>Strategy's Expected Result/Impact: Teachers will provide classroom incentives that promote student attendance. This will be done on a weekly basis. Make daily calls out to parents emphasizing the importance of attendance and to celebrate when attendance rate increases, promote attendance, and have incentives for students who have perfect attendance or have improved their attendance.</p> <p>Staff Responsible for Monitoring: Teachers, counselors, front office, admin</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
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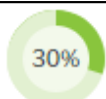





Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE - By the end of the 2022-2023 school year, 0 students will have out-of-school suspensions and in-school suspensions.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: DISCIPLINE - By the end of the 2022-2023 school year, 0 students will have out-of-school suspensions and in-school suspensions.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: 100% of teachers will follow the safety committee recommendations in promoting a safe school environment. Strategy's Expected Result/Impact: Students will internalize safety procedures. Staff Responsible for Monitoring: Teachers, Admin | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Campus will roll out a Campus Behavior Intervention Plan, where students will earn SOAR dollars. Strategy's Expected Result/Impact: Students will have a deeper understanding of the campus values. Staff Responsible for Monitoring: Teachers, Admin, All Staff TEA Priorities: Connect high school to career and college | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: 100% of students will receive daily IB character trait look-fors during morning announcements. Strategy's Expected Result/Impact: Students will internalize the core values of an IB World School global leader. Staff Responsible for Monitoring: Teachers, Admin, Counselors, Front Office | Formative | | | Summative |
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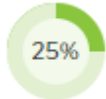




Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION - By the end of the 2022-2023 school year, SRE will be in 100% compliance with safety procedures and protocols as measured through the safety audit.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: VIOLENCE PREVENTION - By the end of the 2022-2023 school year, SRE will be in 100% compliance with safety procedures and protocols as measured through the safety audit.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Rodriguez Elementary Staff will review core values with students to ensure bullying is not happening in the classroom. Strategy's Expected Result/Impact: Students will feel valued, affirmed and safe on campus. Staff Responsible for Monitoring: Teachers, Admin, Counselors | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: 100% of teachers will follow the safety committee recommendations in promoting a safe school environment. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |








Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - By the end of the 2022-2023 school year, 100% of students receiving special education services will increase by at least 5% on their individualized assessments based on their ARD. This will happen through teachers having a deep understanding of each child's accommodations and IEP implementation.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: SPECIAL EDUCATION - By the end of the 2022-2023 school year, 100% of students receiving special education services will increase by at least 5% on their individualized assessments based on their ARD. This will happen through teachers having a deep understanding of each child's accommodations and IEP implementation.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: 100% of special education students will receive the support indicated in their IEP's. Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will follow with fidelity the IEP to ensure all students are receiving appropriate accommodations. Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Teachers will receive PD on how to manage and effectively identify student needs and plan for instruction differential instruction model. Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |







Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. - By the end of the 2022-2023 school year, we will increase our Continuously Enrolled/Non-Continuously Enrolled to meet the target of 48% and 45% scores. All special population students will continue to meet their target goal.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. - By the end of the 2022-2023 school year, we will increase our Continuously Enrolled/Non-Continuously Enrolled to meet the target of 48% and 45% scores. All special population students will continue to meet their target goal.

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| Strategy 1: Teachers will receive PD on how to manage and effectively identify student needs and plan for instruction differential instruction model. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: 100% of classrooms will do targeted vocabulary in each lesson, so that students are expanding their daily vocabulary. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | |








Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT - By the end of the 2022-2023 school year, we will increase parent and community involvement by 10% through attendance of events.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: PARENT and COMMUNITY ENGAGEMENT - By the end of the 2022-2023 school year, we will increase parent and community involvement by 10% through attendance of events

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: There will be monthly Coffee with the Principal and Title I events so that parents have opportunities to meet with administrators. Title I: 4.1, 4.2 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Magnet night, STEM night and Literacy night will happen throughout the year as student-family engagement events to support students in expanding opportunities. Strategy's Expected Result/Impact: Students and families will learn more about options after elementary. Staff Responsible for Monitoring: Teachers, Admin, Families | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Rodriguez is enrolled in the FACE program, which will provide families with intentional trainings. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES - Rodriguez Elementary School will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5), Hearing Screening (Grades PK, K, 1, 3, 5), and Type 2 Diabetes (Grades 1, 3, 5). Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: MANDATED HEALTH SERVICES - Rodriguez Elementary School will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5), Hearing Screening (Grades PK, K, 1, 3, 5), and Type 2 Diabetes (Grades 1, 3, 5). Medication Administration and AED Maintenance Checks.

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses) - Rodriguez Elementary School will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses) - Rodriguez Elementary School will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Targeted Support Measurable Objectives

| Board Goal | Goal | Measurable Objective | Strategy | Description |
|------------|------|----------------------|----------|--|
| 1 | 1 | 1 | 1 | There will be math vertical alignment through the implementation of Eureka Math. |
| 1 | 1 | 1 | 2 | During the math block, 100% of students will have 30 minutes of Zearn intervention time. |
| 1 | 1 | 1 | 3 | Students will have aligned exit tickets/student debriefs to STAAR, and receive experience with online math problems throughout the year. |
| 2 | 1 | 1 | 1 | 100% of students will be met at least biweekly in guided reading small groups. |
| 2 | 1 | 1 | 3 | Upper elementary classrooms have 1:1 technology, so that students can easily access RAZ to support with reading growth. |
| 3 | 1 | 1 | 3 | 100% of classrooms will do targeted vocabulary in each lesson, so that students are expanding their daily vocabulary. |
| 4 | 1 | 1 | 2 | Teachers will follow with fidelity the IEP to ensure all students are receiving appropriate accommodations. |

Additional Targeted Support Measurable Objectives

| Board Goal | Goal | Measurable Objective | Strategy | Description |
|------------|------|----------------------|----------|--|
| 1 | 1 | 1 | 1 | There will be math vertical alignment through the implementation of Eureka Math. |
| 1 | 1 | 1 | 2 | During the math block, 100% of students will have 30 minutes of Zearn intervention time. |
| 1 | 1 | 1 | 3 | Students will have aligned exit tickets/student debriefs to STAAR, and receive experience with online math problems throughout the year. |
| 2 | 1 | 1 | 1 | 100% of students will be met at least biweekly in guided reading small groups. |
| 2 | 1 | 1 | 3 | Upper elementary classrooms have 1:1 technology, so that students can easily access RAZ to support with reading growth. |
| 3 | 1 | 1 | 3 | 100% of classrooms will do targeted vocabulary in each lesson, so that students are expanding their daily vocabulary. |
| 4 | 1 | 1 | 2 | Teachers will follow with fidelity the IEP to ensure all students are receiving appropriate accommodations. |

State Compensatory

Budget for 372 Rodriguez Elementary School

Total SCE Funds: \$244,600.00

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

The funds pay for extra duty pay for staff that provide tutorials for students identified as at risk. We also utilize these funds to purchase the instructional materials needed in the tutorials. Finally, we pay portions of a few salaries as well.

Personnel for 372 Rodriguez Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|------------------------|--------------------|------------|
| Ayla Gutierrez Sanchez | Dyslexic Support | 1 |
| Juana Alcantar Vega | ESL Teacher | 1 |
| Lisbeth MacKrizz | Bilingual Teacher | 0.5 |
| Marita Vargas | Bilingual Teacher | 1 |
| Monica Pretell | Teaching Assistant | 1 |

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the classroom teachers, school staff, administrative team, and SDMC.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- Admin team worked collaboratively to create the plan
- Teachers develop campus and classrooms goals objectives, strategies, and evaluation measures
- SIP present to SDMC on Tuesday, September 27, 2022

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Biweekly PLC
- Weekly Admin meeting
- Monthly Coffee with the Principal
- Title I Meetings
- Quarterly SDMC Meetings

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- School website
- Front Office
- Monthly SRE News

The SIP was made available to parents by:

- School Website
- Coffee with Principal Meeting
- Monthly SRE News

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Core Content Class
- School Interventions during the instructional Day
- Extended Day
- After-School Tutorials
- Saturday School
-

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and well-rounded education for our students include

- Core Content Class
- School Interventions during the instructional Day
- Extended Day
- After-School Tutorials
- Saturday School
- Family Events
 - Magnet Night
 - Community Helpers Week
 - Literacy Night
 - STEM Night
 - IB Exhibition

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly Coaching Cycles with intentional PLCs
- Small-Group Instruction based on student data needs
- Implementation of Eureka Math and Zearn
- Sirius Education

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The SIP is revisited at each SDMC meeting. Families are able to participate in feedback and review at Monthly Coffee with the Principals.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - All parents are invited to review for feedback at the Title I meeting
- Administration TEAM- Principal, Assistant Principal, Teacher Specialist, Teachers and Staff

The SIP was distributed and shared

- On the campus website
- Title I Meeting

The languages in which the SIP was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- ESL Parent Classes

- Parenting Classes through FACE
- Coffee with the Principal (Monthly)
- Instructional Engagement Events

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - Tuesday, September 6th at 8:00 AM
- Meeting #1 Alternate - Tuesday, September 20th at 4:00 PM
- Meeting #2 - Friday, November 4th at 8:00 AM
- Meeting #2 Alternate - Wednesday, November 9th at 4:00 PM
- Meeting #3 - Friday, January 13th at 8:00 AM
- Meeting #3 Alternate - Wednesday, January 18th at 4:00 PM
- Meeting #4 - Thursday, April 6th at 8:00 AM
- Meeting #4 Alternate - Tuesday, April 11th at 4:00 PM

5. Targeted Assistance Schools Only

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-----------------------|-----------------------------|------------|
| Minerva Gonzalez | IB Coordinator | International Baccalaureate | 1 |
| Norma Martinez | Assistant Principal | Instructional Leadership | 1 |
| Rhonda Washington | Counselor | SEL | 1 |
| Richard Noriega | Wraparound Specialist | SEL | 1 |
| Tangela Jefferson | Teacher Specialist | Instructional Leadership | 1 |

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

| | | |
|---|-------------|--------------------|
| 1 | Meeting #1: | Alternate Meeting: |
| 2 | Meeting #2: | Alternate Meeting: |
| 3 | Meeting #3: | Alternate Meeting: |
| 4 | Meeting #4: | Alternate Meeting: |

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

| ALLOWABLE TITLE I POSITIONS | JOB CODES | UNALLOWABLE TITLE I POSITIONS |
|--|---|---|
| Parent Engagement Rep | 10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897 | Coach (Literacy, Play-It- Smart Academic) |
| Tutor, Sr. Academic (Hourly) | 30002430 30002492 (Title I only) | Lecturer (Hourly) |
| Tutor, Sr. Academic | 30002421 | Librarian |
| Counselor (must have rationale that shows duties are supplemental to the regular school program) | 10M – 30001702 11M – 30001703 12M – 30001704 | Nurse |
| Counselor (Hourly) | 30003148 30003401 (Title I only) | Student Information Representative (SIR) |
| Social Worker (must have rationale that shows duties are supplemental to the regular school program) | 10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446 | |
| Licensed Specialist in School Psychology (LSSP), Title I | 11M – 30009677 12M – 30009676 | |
| Coach, Graduation | 30002537 | |
| Instructional Specialist | 11M – 30002414 12M – 30002415 Hrly – 30002416 | |
| Teacher, AVID | 30000629 | |
| Teacher Specialist | 10M – 30000082 11M – 30000770 12M – 30001147 | |
| Teacher Development Specialist | 11M – 30003814 12M – 30003813 Hrly – 30003816 | |
| Teacher, Intervention (Hourly) All grade levels - [General] | 30003397 | |
| Teacher, Intervention (Hourly) All grade levels - [Math] | 30003398 | Teacher, Lead |
| Teacher, Intervention (Hourly) All grade levels - [Reading] | 30003399 | Teacher, Multi-grade |
| Teacher, Intervention (Hourly) All grade levels - [Science] | 30003400 | Teacher Assistant (allowable at Early Childhood Centers only) |
| Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record) | 30001698 | |
| Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record) | 30001699 | |
| Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record) | 30001700 | |
| Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record) | 30001701 | |
| Teacher, Coach | 30008512 | |
| *Teacher, Class-Size, Kinder | 30001366 | |
| *Teacher, Class-Size, K-ESL | 30001376 | |
| *Teacher, Class-Size, K-Bilingual | 30001377 | |
| *Teacher, Class-Size, ESL | 30000553 | |
| *Teacher, Class-Size, Bilingual | 30001374 | |
| *Teacher, Class-Size Reduction [General] All grade levels | 30001705 | |

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

| ITEM | YES | NO |
|--------------------------|--------------------------|--------------------------|
| In-State Travel | <input type="checkbox"/> | <input type="checkbox"/> |
| Out-of-State Travel | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional Development | <input type="checkbox"/> | <input type="checkbox"/> |
| Field Lessons | <input type="checkbox"/> | <input type="checkbox"/> |
| Contracted Services | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutoring | <input type="checkbox"/> | <input type="checkbox"/> |
| Materials and Supplies | <input type="checkbox"/> | <input type="checkbox"/> |
| Capital Outlay | <input type="checkbox"/> | <input type="checkbox"/> |
| Title I Positions | <input type="checkbox"/> | <input type="checkbox"/> |
