Seguin Independent School District

Rodriguez Elementary School

2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

Every Matador, Every Day!!

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Demographics Summary

"Every Matador, Every Day!"

Cada Matador, Cada Dia!

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

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

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

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

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

Reading	2021	2019	2018	2017	2016	2015
Overall	59%	63%	66%	72%	77%	78%

Math	2021	2019	2018	2017	2016	2015
Overall	59%	65%	74%	78%	86%	Not Counted this year per TEA

Writing	2021	2019	2018	2017	2016	2015
4th Gr.	45%	45%	36%	60%	60%	62%

Science	2021	2019	2018	2017	2016	2015
5th Gr.	42%	57%	68%	69%	64%	70%

Problem Statements Identifying Student Learning Needs

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

Attendance

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

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

Teacher

Rodriguez will continue to support teacher retention through:

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

Parents

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

Perceptions Strengths

- Annual PBIS and classroom management training for all new teachers in addition to offered behavior training for existing teachers to provide consistent implementation of PBIS (Tier 1).

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 5 Areas: Perceptions

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

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

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Goals

Goal 1: Rodriguez Elementary will increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 45% to 53% by August 2025.

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Rodriguez Elementary will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels in Reading from from xx%/xx%/xx% in 2022-2023 to xx%/53%/xx% in 2023-2024. (Student Achievement Domain)

Strategy 1 Details	Reviews			
Strategy 1: Professional Learning Communities (PLCs)	**Formative**			**Summative**
Continue weekly K-5 Professional Learning Communities (once a week) to support the assessment cycle, data driven instruction and guide purposeful planning. All teachers and the instructional admin team will attend Math, Reading and Science focused PLC's throughout the entirety of the school year. **Strategy's Expected Result/Impact:** A professional learning community, or PLC, will allow grade level teachers to meet weekly, share expertise, and work collaboratively to improve teaching practices and the academic performance of students through the assessment cycle and the four essential PLC questions. Nov/Dec **Staff Responsible for Monitoring:** Administration and Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**
	70%	60%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Begin collecting writing samples for all students in November.	**Formative**			**Summative**
All students in K-5th will have a Writing Folder with common prompts for monthly writing sample collection campus wide. The writing folder will travel with students grade level to grade level. Common writing expectations for all students within the same grade level will be expected. **Strategy's Expected Result/Impact:** The writing collections of students provide tangible evidence to show their academic achievements over time as well as helps teachers identify areas of concern that will allow teachers to develop students as writers. Nov/Dec **Staff Responsible for Monitoring:** Leadership Team and Team Leaders **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Folders - 211 Title I - 211.11.00.104.3.24.000.6399 - $300	Nov	Jan	Mar	June
	30%	60%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Continue to provide access to support and enrichment via the use of educational resources such as ESGI (Kinder and 1st) and Reading A to Z (All K-5 Classrooms). Purchase the ELL Edition supplement to target increased intervention and improve student performance in our Dual Language classrooms.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: These educational resources will provide students the opportunity to view grade level curriculum in different engaging formats that will assist the students with learning new academic content, spiraling previously taught material, and will also allow teachers to monitor student progress through the program's features. Nov/Dec **Staff Responsible for Monitoring:** Teachers Reading Dyslexia Teacher Instructional Coach Administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Reading A- Z licenses - 211 Title I - 211.11.00.104.3.24.000.6399 - $7,100, ESGI licenses - 211 Title I - 211.11.00.104.3.24.000.6399 - $1,800	30%	50%	80%	

Strategy 4 Details	Reviews			
Strategy 4: Provide all classroom teachers extended planning time to plan for the nine weeks session (as a grade level team) for the second, third and fourth nine weeks.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal and AP **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Extended Planning Substitutes - 211 Title I - 211.11.00.104.3.24.000.6112 - $8,000	30%	60%	80%	

Strategy 5 Details	**Reviews**			
Strategy 5: Implement Revised District RtI Guidelines	**Formative**			**Summative**
Strategy's Expected Result/Impact: By implementing the new district RTI guidelines Rodriguez Elementary will be able to better document student progress throughout the RTI program (Panorama) and help the district streamline a common RTI process across the Seguin ISD. The Principal, Assistant Principal and Academic Dean will attend the Solution Tree RTI at Work Summit. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Registration fees for Solution Tree's RtI Conference - 211 Title I - 211.23.00.104.3.24.000.6299 - $1,600, AD Registration fees for Solution Tree's RtI Conference - 211 Title I - 211.13.00.104.3.24.000.6299 - $1,600, Hotel and Per Diem - 211 Title I - 211.xx.00.104.3.24.000.6411 - $2,000	**Nov** 30%	**Jan** 50%	**Mar** 75%	**June**

Strategy 6 Details	**Reviews**			
Strategy 6: Purchase instructional materials to help teachers facilitate intervention for students.	**Formative**			**Summative**
Title I: 2.4, 2.6 - **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 **Funding Sources:** Intervention Materials - 211 Title I - 211.11.00.104.3.24.000.6399 - $20,000	**Nov** 5%	**Jan** 40%	**Mar** 60%	**June**

Strategy 7 Details	Reviews			
Strategy 7: Data Analysis	**Formative**			**Summative**
	Nov	Jan	Mar	June
Utilize Title I Aides to support interventions and enrichment lessons during the scheduled daily intervention blocks. **Strategy's Expected Result/Impact:** Student data will drive the intervention assignments and assigned personnel to focus on growth for all. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** FTE - 211 Title I - 211.XX.00.104.3.24.000.61X9 - $30,000	30%	60%	80%	

Strategy 8 Details	Reviews			
Strategy 8: Four DL teachers, Principal will attend the Dual Language Conference "La Cosecha". This will provide an	**Formative**			**Summative**
opportunity to learn and share instructional best practices that will positively impact student learning and performance for our Dual Language learners.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By attending the Dual Language Conference, both the DL teachers and the administration team will be able to support the successful implementation of the 90/10 Dual Language program model. Attendees will learn best practices and program management that will allow emergent bilingual students in the Dual Language program the opportunity to better develop their native language and foster the development of a second language. The goal is to yield improved performance among all students. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Funding Sources:** Conference Registration (Teachers) - 211 Title I - 211.13.00.104.3.24.000.6299 - $2,700, Conference Registration (Admin) - 211 Title I - 211.23.00.104.3.24.000.6299 - $675, Travel (800.00), Hotel (900.00), Airfare (800.00) - 211 Title I - 211.13.00.104.3.24.000.6411 - $2,500, Travel (200.00), Hotel (425.00), Airfare (200.00), Car Rental (450.00) - 211 Title I - 211.23.00.104.3.24.000.6411 - $1,375	100%	100%	100%	

Strategy 9 Details	Reviews			
Strategy 9: All literacy teachers in grades 3rd-5th will attend the English Language Arts & Reading (ELAR) STAAR Redesign: Assessing the Extended Constructed Response workshop provided by Region 20.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: In this session, teachers will look at the new ECR guidelines, different types of prompts for informational, argumentative, and correspondence responses and evaluate them using grade-appropriate rubrics provided by TEA. They will discuss success criteria and how to conduct calibration for PLCs and for students. **Staff Responsible for Monitoring:** None **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** Conference Registration (Teachers) - 211 Title I - 211.13.00.104.3.24.000.6299 - $360, Substitutes - 211 Title I - 211.11.00.104.3.24.000.6112 - $400	5%	✖	✖	

Strategy 10 Details	Reviews			
Strategy 10: Attend Lead-4-wards Rockin' Review Conference. - Utilize Professional Development opportunity to become familiarized with the new Staar 2.0.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers, interventionists, and admin team members will engaged in focused review on high-impact TEKS clusters and STAAR 2.0 instructional priorities. By attending this conference, teachers will learn to combine prioritized student thinking with strategies essential for success on STAAR 2.0, as they plan a 10-day review framework. **Staff Responsible for Monitoring:** Teachers, Interventionists, Admin Team **Funding Sources:** Registration Fees - Teachers (14 X $245 = $3,430.00 - 211 Title I - 211.13.00.104.3.24.000.6299 - $4,845, Registration Fees - Admin (2 X $255 = $490.00) - 211 Title I - 211.23.00.104.3.24.000.6299 - $510, Substitutes (X 18) - 211 Title I - 211.11.00.104.3.24.000.6112 - $1,800	5%	100%	100%	

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

Goal 1: Rodriguez Elementary will increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 45% to 53% by August 2025.

Performance Objective 2: By the end of the 2023-24 school year, the percentage of students who perform on grade level in ISIP Reading will improve from 40% to 70% in kindergarten, 42% to 70% in first grade, and 37% to 70% in second grade.

    Evaluation Data Sources: Istation Data reports

Strategy 1 Details	Reviews			
Strategy 1: All K-2nd teachers & Support Personnel, Instructional Interventionists, the Academic Dean and Administrators at Rodriguez will receive professional development in the areas of Interactive Read Alouds, Shared Reading, Shared Writing and Guided Reading and Literacy Stations. The sessions will include hands-on activities for all learners, the use of visuals to build and activate background knowledge and modeling to ensure participant understanding.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By attending these professional development opportunities, both the teachers and administration team will learn best practices and program management that will ensure students receive improved instruction which will improve student performance. The goal is to yield higher test scores among all performing students. January 2023 **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Pay Trainer - Sylvia Boncher - 211 Title I - 211.13.00.104.3.24.000.6299 - $3,500, Substitutes (11 subs for 2 days) - 211 Title I - 211.11.00.104.3.24.000.6112 - $1,870	20%	✗	✗	

Strategy 2 Details	Reviews			
Strategy 2: Appropriate equipment (headsets) will be provided for all K-5th students to facilitate focus, learning and practice with the use of technology by children who are utilizing district purchased software programs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Providing the necessary equipment will help our students minimize distractions as they practice and take monthly assessments on iStation, Imagine Math, etc. **Staff Responsible for Monitoring:** All Teachers, AD, Admin team. **Funding Sources:** Headsets - 211 Title I - 211.11.00.104.3.24.000.6399 - $3,000	75%	80%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Guided Reading will include enrichment lessons when appropriate to strengthen advanced academic skills. We will purchase guided reading take home bags and flashcards for K-2nd grade students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Through guided reading, students will be able to establish fundamental skills necessary for proficient reading, identify weaknesses and strengthen specific skills, improve attention to detail, build fluency, expand vocabulary knowledge, and develop reading comprehension skills. Nov/Dec **Staff Responsible for Monitoring:** Classroom Teachers & Leadership Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Guided Reading Book Bags and Flashcards - 211 Title I - 211.11.00.104.3.24.000.6399 - $300	100%	100%	100%	

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

Goal 2: Rodriguez Elementary will Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR Mathematics from 40% to 60% by August 2025.

Performance Objective 1: POST-SECONDARY READINESS: At the campus level, Rodriguez Elementary will increase the percentage of third grade students who score Meets grade level or above on STAAR Math from 40% in 2023 to 53% by August 2024.

Strategy 1 Details	Reviews			
Strategy 1: Saturday School (STAAR Review)	**Formative**			**Summative**
Offer Saturday school to Grades 3-5 to help students make progress in mastering grade level content	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Saturday school offers a unique and individualized learning experience. Increases good study habits. Improves academic performance, retention, and personal growth. Encourages higher level of thinking. Improves self-esteem. Helps you become an independent learner. Puts you in charge of your own learning process. ... Supports in-class learning. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Compensatory Pay for Saturday School - 211 Title I - 211.11.00.104.3.24.000.6118 - $2,700	5%	100%	100%	
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　❌ Discontinue				

Goal 2: Rodriguez Elementary will Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR Mathematics from 40% to 60% by August 2025.

Performance Objective 2: By the end of the 2023-2024 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase by 25%.

    Evaluation Data Sources: Imagine Math data reports.

Goal 3: By increasing students' awareness and hosting a variety of activities, Rodriguez ES will support the district goal of increasing the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 1: By the end of the 2023-2024 school year, overall STAAR scores for Rodriguez Elementary's 3rd-5th grade students will increase for students in all subjects from 71/40/17 to 85/52/30 in the areas of approaches, meets, and masters.

Evaluation Data Sources: STAAR

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

Strategy 2 Details	Reviews			
Strategy 2: Incorporate college, military, and trades into weekly instruction, monthly presentations and visuals around the campus. Promote college pathways by implementing college days on Wednesdays. **Strategy's Expected Result/Impact:** Students will be exposed to a variety of options available to them after high school via conversations, visuals and participation in college day activities. **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	35%	60%	70%	

Strategy 3 Details	Reviews			
Strategy 3: Rodriguez Elementary will host a career day for all students. **Strategy's Expected Result/Impact:** Increase student awareness of a variety of career options. **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	5%	40%	40%	

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

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

Performance Objective 1: POST-SECONDARY READINESS: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Rodriguez Elementary will build a thriving learning community and increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations.
Rodriguez Elementary will increase attendance from 93.4% to 96%.

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

Strategy 1 Details	Reviews			
Strategy 1: Health and Well-being	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
The campus will participate in several events such as World Day of Bullying Prevention, Character Education Week, Red Ribbon Week, Unity Day, and daily Positive Action lessons. **Strategy's Expected Result/Impact:** Bring awareness to students on the effects of modern day cyber bullying, equip students with anti-bullying strategies, and raise awareness of the potential harm of the utilization of drugs. Nov.-Dec. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	45%	60%	80%	

Strategy 2 Details				Reviews		
Strategy 2: Attendance			Formative			Summative
The PBIS Committee will consistently and continuously analyze discipline, attendance, and climate data at the end of each nine weeks and make necessary adjustments to improve areas of concern.	**Nov**	**Jan**	**Mar**			**June**
Strategy's Expected Result/Impact: Increased overall student performance and attendance rate.	50%	60%	80%			
Nov-Dec.						
Staff Responsible for Monitoring: PBIS Team, Leadership Team, Teachers						
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture						

Strategy 3 Details				Reviews		
Strategy 3: Safety			Formative			Summative
Follow the Fire Drill, ALICE Drill and emergency scenario drill schedule. Record the dates accordingly. Debrief the drills as a leadership team and work to improve them.	**Nov**	**Jan**	**Mar**			**June**
Strategy's Expected Result/Impact: By practicing safety drills, students and staff will be better equipped in making life saving decisions in case of a real emergency.	40%	60%	80%			
Nov-Dec						
Staff Responsible for Monitoring: Administration Teachers						

Strategy 4 Details	Reviews			
Strategy 4: Safety	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Create a Campus Crisis Team that is trained to support students in need and properly restrain students if absolutely necessary. The Crisis Team will also be trained and prepared do conduct a Suicide Risk Assessment, if needed. **Strategy's Expected Result/Impact:** The crisis team will defuse challenging and disruptive behavior before an incident escalates to a crisis situation keeping all students safe. Nov-Dec. **Staff Responsible for Monitoring:** Leadership Team, CPC Team, C&I SE and Behavioral Support	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Emotional Support	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
The counselor will provide guidance lessons to meet the social and emotional needs of students through district curriculum. Additionally, 'lunch bunch' groups will be formed with students with the most need per grade level. **Strategy's Expected Result/Impact:** To help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. Nov-Dec **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5	40%	50%	70%	

Strategy 6 Details	Reviews			
Strategy 6: Emotional Support	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
All teachers will be trained on McKinney Vento, CPS Reporting, Bullying Prevention, etc. to promote meeting the social-emotional needs of our students. **Strategy's Expected Result/Impact:** Recognize when children are at risk of harm and have the confidence and knowledge to intervene to ensure the safety and well-being of the student and their family. Nov-Dec.	65%	70%	70%	
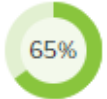
Strategy 7 Details	Reviews			
Strategy 7: Life Time Fitness	Formative			Summative
	Nov	Jan	Mar	June
Promote lifetime fitness through participation in a variety of sports camps for grade 3-5. (Football, soccer, and volleyball camps) **Strategy's Expected Result/Impact:** The camps will provide students with exposure to different kinds of sports, their rules, and the opportunity to practice and tryout the different positions of the respective game. Nov-Dec **Staff Responsible for Monitoring:** P.E. Coach **Title I:** 2.4, 2.5	5%	70%	80%	

Strategy 8 Details	Reviews			
Strategy 8: Lifetime Fitness	Formative			Summative
	Nov	Jan	Mar	June
To promote lifetime fitness for students and their families through a school wide family fitness walk/run event in the Spring. **Strategy's Expected Result/Impact:** Bring families together to create a healthier school community. Nov-Dec **Staff Responsible for Monitoring:** P.E. Coach	5%	60%	60%	

Strategy 9 Details	Reviews			
Strategy 9: Extra Curricular Activities	Formative			Summative
	Nov	Jan	Mar	June
Provide opportunities for involvement in advanced academic co-curricular events such as Math Bee, Spanish Spelling Bee, Science Fair, UIL, Safety Patrol, Student Council, etc. **Strategy's Expected Result/Impact:** Through extra curricular activities students will build leadership skills, create broader perspectives, boost self-esteem and engage in social opportunities. Nov-Dec. **Staff Responsible for Monitoring:** Administration Respective Club Sponsors **Title I:** 2.5	30%	75%	85%	

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

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

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Rodriguez Elementary will achieve a teacher turnover rate of less than 10%.

Strategy 1 Details	Reviews			
Strategy 1: Promote employee recognition through weekly staff newsletters, Teacher of the Week, and Team of the Month. Starting in October, the Team of the Month will be acknowledged at the last Friday morning assembly of the month and awarded an hour lunch.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher performance in meeting the diverse needs of their students. Nov./Dec. Considerable - Principal continues to create staff newsletters emailed out every Sunday; announce Teacher of the Week and Team of the Month at monthly Faculty meetings. **Staff Responsible for Monitoring:** Principal, Assistant Principal	30%	80%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities to involve teachers in the decision making process by creating the campus Instructional Leadership Team (ILT).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By providing teachers the opportunity to be involved in decision making it will create a more positive working relationship between the administration and teachers. Nov./Dec. Considerable - The ILT committee has been meeting monthly, with the exception of November. The Leadership Team and Grade Level Team Leaders met to discuss campus events, news and initiatives. **Staff Responsible for Monitoring:** Administration and members of the Instructional Leadership Team	30%	70%	80%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Principal, Assistant Principal, and the Academic Dean will conduct a minimum of 10 walkthroughs per week to support personal growth for all teachers. The targeted T-TESS dimension for walkthroughs will be selected and shared with teachers during PLCs before the walkthroughs are conducted. This will allow teachers and the administrative team an opportunity to discuss ways to improve Tier 1 instruction in a comfortable, non-evaluative way. Teachers will be guided, supported and encouraged to ask questions to improve in all four T-TESS dimensions on an on-going basis.	**Nov**	**Jan**	**Mar**	**June**
	25%	60%	70%	
Strategy's Expected Result/Impact: Walkthroughs will provide teachers with feedback on their teaching strategies, levels of interaction, student engagement, and teacher behaviors. It will allow the administration to provide resources and supports. Nov./Dec.: Some Progress - November/December have been filled with T-TESS. In January we will see an increase in walkthroughs as usual. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: The Principal, Assistant Principal and Academic Dean will implement the Coaching Cycle to support professional growth for selected Tier 2 and Tier 3 teachers.	**Nov**	**Jan**	**Mar**	**June**
	30%	40%	50%	
Strategy's Expected Result/Impact: The use of the coaching will allow teachers to improve their teaching craft yielding higher student performance. Nov./Dec. Some Progress - The Instructional Coach has met with individual teachers to implement the Coaching Cycle. **Staff Responsible for Monitoring:** Instructional Coach				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Participate in the new district teacher mentor program that will support new teachers in their first year of teaching and help build teacher capacity for veteran teachers as they serve as mentors.	**Nov**	**Jan**	**Mar**	**June**
	30%	100%	100%	
Strategy's Expected Result/Impact: The new teacher program will support those teachers new to teaching with a mentor that can assist them with adapting to the school culture, curriculum, classroom management, lesson planning, managing student behavior, and managerial tasks to avoid teacher burn out. Nov./Dec. Considerable - The new teacher has been meeting with her Mentor and attended district level meetings. **Staff Responsible for Monitoring:** Principal, Assistant Principal, New Teachers, and Mentors				

Strategy 6 Details	Reviews			

Strategy 6: Utilize data from teacher surveys during the school year (Fall and Spring) to assess the climate of the campus, professional development needs, and perceptions of administration.
 	
    Strategy's Expected Result/Impact: Teacher surveys will allow teachers to communicate how the campus is doing academically, communication between the administration, discipline, and campus morale. By conducting teacher surveys, the administration will give teachers a voice, which is a major positive factor in influencing teacher retention.
 	
Nov./Dec.
No Progress - The Principal and Assistant Principal are working on survey to provide feedback on campus administrators, curriculum and communication.
    Staff Responsible for Monitoring: Principal and Assistant Principal
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	5%	70%	70%	

Strategy 7 Details	Reviews			

Strategy 7: Continue a Professional Learning Community (PLC) to help improve quality of guided reading instruction.
 	
Book study material: Next Steps to Guided Reading
 	
Buy additional books for the book study for new teachers.
 	
Purchase binders needed for teachers to keep records of students progress while at the guided reading table.
    Strategy's Expected Result/Impact: In creating the PLC book study " Next Steps to Guided Reading" will provide teachers with a clear understanding on the guided reading lesson components and present strategies for teaching students at the different levels of reading ability. Subsequently helping students make progress in their reading abilities.
 	
Nov/Dec.
 	
Jan
    Staff Responsible for Monitoring: Principal
Assistant Principal
K-1 Teachers
 	
    Title I:
2.4, 2.5
  - **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
  - **Targeted Support Strategy**
    Funding Sources: Additional Books (Due to going self contained) The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader - 211 Title I - 211.13.00.104.0.24.000.6399 - $300
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	5%	50%	65%	

Strategy 8 Details	Reviews			
Strategy 8: Ensure teachers feel valued and appreciated via monthly activities planned by the CHEER committee and the Administration team. **Strategy's Expected Result/Impact:** Staff feel valued and appreciated.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	30%	60%	70%	

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

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

Performance Objective 2: By the Spring of 2024, Rodriguez Elementary's Academic Emphasis index will show that their teachers very frequently believe that their students have the ability to achieve academically.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Ongoing training on growth mindset.				
Strategy's Expected Result/Impact: Increase belief in student achievement.	Nov	Jan	Mar	June
	30%	50%	60%	

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

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

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

Evaluation Data Sources: Parent Surveys

Strategy 1 Details		Reviews		
Strategy 1: Seek parent input on the Parent Involvement Policy, Parent-Teacher Compact and SBDM Meetings.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Parents will be included in the drafting and finalizing of important campus documents such as the Parent Involvement Policy and Parent-Teacher Compact during their participation at SBDM meetings. Nov/Dec **Staff Responsible for Monitoring:** Leadership Teams, Parent Volunteers **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Nov** 10%	**Jan** 50%	**Mar** 70%	**June**

Strategy 2 Details		Reviews			
Strategy 2: Utilize various methods of communication such as Phone/Email Messenger, flyers, marquee, weekly / monthly newsletters, etc. to improve the home and school connection.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: School personnel will utilize various means of communication as they make every effort to communicate with parents and improve the home and school connection. The intended result is to improve parent and family engagement in school events, functions, celebrations, events and activities. Nov/Dec **Staff Responsible for Monitoring:** Administration, Leadership Team, Specials Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture		5%	50%	80%	

Strategy 3 Details		Reviews			
Strategy 3: Monitor parent engagement through sign-in sheets of events across the school year such as Meet the Teacher, Title 1 meeting, parent teacher conferences etc.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By tracking parent engagement, the leadership team can monitor the increase or decrease of parent participation and the success of school events. The leadership team can then find ways to increase parent participation. Nov/Dec **Staff Responsible for Monitoring:** Administration Team Leads **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture		5%	50%	70%	

Strategy 4 Details	**Reviews**			
Strategy 4: Increase communication between parents, teachers, and administrators through meaningful conversations during "coffee and conversation with the principal" events during the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will be provided the opportunity to share ideas, questions or concerns directly with administrators twice a year during "coffee and conversation with the principal". The intent is to provide a comfortable and safe space that will allow meaningful, two-way communication to take place. Nov/Dec **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	5%	50%	80%	

Strategy 5 Details	**Reviews**			
Strategy 5: Increase parent participation of their students academic achievement by providing technology, math and literacy resources they can utilize at home to increase student achievement. In addition, teachers and administration will host a literacy/math/science night.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Plan and carry out at least one literacy/math/science night in the Fall and one in the Spring. Nov/Dec **Staff Responsible for Monitoring:** Administration Faculty/Staff **Title I:** 2.5, 2.6, 4.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Supplies for take home resources - 211 Title I Parental Involvement - 211.61.00.104.2.24.000.6399 - $1,500, Supplies for take home resources - 211 Title I Parental Involvement - 211.61.00.104.2.24.000.6399 - $250	15%	30%	40%	

Strategy 6 Details	Reviews			
Strategy 6: Parents will attend the Parent Involvement Conference in December.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Conference Registration - 211 Title I Parental Involvement - 211.61.00.104.2.24.000.6299 - $300	✖	✖	✖	

Strategy 7 Details	Reviews			
Strategy 7: In order to enhance communication between teachers and parents, student planners will be purchased as a means for daily communication.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The intended result is for parents to receive daily updates regarding assignments, student behavior, and important dates for assessments and school events. Campus Wide Monthly Calendar for Important dates and school events. **Staff Responsible for Monitoring:** Teachers and Parents **Funding Sources:** Student Planners - 211 Title I Parental Involvement - $750	5%	✖	✖	

Strategy 8 Details	Reviews			
Strategy 8: The Parenting Partners team will attending the Parenting Partners annual Conference (June 2024).	**Formative**			**Summative**
Strategy's Expected Result/Impact: The Parenting Partners team will engage in two full days of powerful presentations, success stories of best practices and opportunities to strategize implementation of new ideas to improve the partnership between parents and our schools. They will also have the opportunity to network with teams from around the country.	**Nov**	**Jan**	**Mar**	**June**
	5%	60%	80%	

Strategy 9 Details	Reviews			
Strategy 9: Parents will be recruited to participate in the Parenting Partners cohorts in the Fall. Classes will be provided in English and Spanish to encourage additional participation. Light snacks will be provided.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will have access to the phenomenal Parenting Partners curriculum as they work to foster a stronger parent / school connection, which will lead to improved student achievement.	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Analyze the results of the panorama Parent Survey during the Fall semester and again in the Spring semester to assess the climate and identify the needs of the campus for our parents and families.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The survey results will be reviewed by the SBDM committee to identify areas of needed improvement as we continue to work towards creating a positive climate for our students and their families. The intention of conducting a survey two times a year is to monitor implementation of new ideas and systems to ensure such modifications are addressing areas of needed improvement successfully and in a timely manner. Nov/Dec **Staff Responsible for Monitoring:** Technologist, CNA Parent Involvement Committee, Leadership Team, Parents **Title I:** 2.6, 4.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	40%	50%	50%	

Strategy 2 Details	Reviews			
Strategy 2: Plan, publicize and promote parental/family involvement opportunities related to academic, social-emotional, etc. through Phone Messenger, Flyers, social media platforms, etc. (sent in both languages).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: In an effort to improve parental involvement in school activities, school personnel will utilize a variety of means of communication to reach out to parents and inform them of ways they can become involved in their child's education. Campus Wide Monthly Calendar for Important dates and school events. The expected result is to form stronger, more meaningful partnerships with parents, with language no longer being a barrier. Nov/Dec **Staff Responsible for Monitoring:** Leadership Team, Specials Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	20%	50%	70%	

Strategy 3 Details	Reviews			
Strategy 3: Utilize Rodriguez Twitter and Facebook posts to promote a positive climate and share all the good things happening within the school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: School personnel will be encouraged to capture and share daily special moments, events, lessons and activities happening at our campus that parents don't normally get to see. With these tools, parents will have the opportunity to catch a glimpse of their child's activities in school, outside of the events parents are normally invited to attend. Nov/Dec **Staff Responsible for Monitoring:** Leadership Team Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	20%	50%	75%	

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Partner with SISD and the San Antonio Food Bank (with help from Teresa Cuevas) for weekly Food Bank bags for selected students. Partner with St. Andrews to help provide students with backpacks, shoes and other needs as they arise.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The partnership with SISD and the Food Bank will ensure that those selected students receive nutritional items to allow the students to grow physically and mentally. The partnership with St.Andrews will ensure that selected students have the physical items they might need to be prepared for school. Nov./Dec. **Staff Responsible for Monitoring:** Counselor, Leadership Team, Staff	✗	✗	✗	

Strategy 2 Details	Reviews			
Strategy 2: Participate in both the Mid-Texas Symphony performances and the Children's play at SHS. Additionally, students will be exposed to performances by the Mariachi Matadors and AJB Band/Choir during the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The partnership with these fine arts entities will provide students with the opportunity for students to see live music that promotes a understanding and sharing of culture. Nov./Dec. **Staff Responsible for Monitoring:** Fine Arts staff district wide, Administration	30%	60%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Continue to offer the TLU Music Outreach program on the campus. **Strategy's Expected Result/Impact:** The partnership with TLU music outreach program provides students the opportunity to learn how to play the violin as playing an instrument increases the capacity of memory, enhances, coordination,and improves reading and comprehension skills. Nov./Dec. **Staff Responsible for Monitoring:** TLU Staff, Music Teacher, Administration	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	30%	80%	85%	

Strategy 4 Details	Reviews			
Strategy 4: Partner with the Seguin ISD Folklorico teacher to teach our students a performance for the Cinco de Mayo carnival. The performance will help our students and families celebrate cultural diversity. **Strategy's Expected Result/Impact:** The partnership with Teatro de Artes de Juan Seguin Ballet Folklorico provides students the opportunity to learn different musical dances and take appreciation for Mexican heritage customs and traditions. Nov./Dec. **Staff Responsible for Monitoring:** Music Teacher, Administration, Teatro staff	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	5%	50%	70%	

Strategy 5 Details	Reviews			
Strategy 5: Partner with TLU Men's soccer team and the team parents for " A Game for a Cause" to support Rodriguez with our fundraising goals and create community partnerships. **Strategy's Expected Result/Impact:** The "A Game for a Cause" will allow community members to become familiar with the initiatives and goals Rodriguez Elementary is working towards. Community members can make monetary donations to our campus to help us achieve our needs and establish partnerships and community relationships. Nov./Dec. **Staff Responsible for Monitoring:** Administration P.E. Coach TLU Men's Soccer Parent Leadership	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	✗	✗	✗	

Strategy 6 Details		Reviews		
Strategy 6: Ensure hands-on opportunities for students through on campus labs as well as off-campus experiences such as collaboration with the Irma Lewis SOLC, Red Barn, etc.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By providing students the opportunity to experience outdoor learning, students will take a greater appreciation for nature and instill a sense of environmental consciousness. Nov./Dec. **Staff Responsible for Monitoring:** Leadership Team, Teachers, Support staff at various sites		N/A	15%	15%	

Strategy 7 Details		Reviews		
Strategy 7: Partner with the Agriculture Extension group to bring incubator and eggs to observe life cycles in person.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The partnership with the Agricultural Extension provides students an opportunity to experience science in real life time making life long connections to the science curriculum. Nov./Dec. & March/April **Staff Responsible for Monitoring:** Ag Extension Agent, Dawn McMillan, Leadership Team		N/A	N/A	50%	

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

Goal 7: Campus will be rated A or B by August 2025.

Performance Objective 1: Rodriguez Elementary School will implement data monitoring systems, processes and tools to closely track student progress.

Strategy 1 Details	Reviews			
Strategy 1: All teachers and Admin team members will be trained on how to utilize student trackers to ensure every student is performing at high levels and interventions are quickly put in place when needed. **Strategy's Expected Result/Impact:** Student Trackers (Istation, Unit assessments for Math, Reading and Science).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	30%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: All Admin team members will be trained on how to utilize teachers trackers to ensure students continue to make progress towards Meets and Masters levels. **Strategy's Expected Result/Impact:** This will help identify teachers who need additional support and coaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	30%	60%	80%	

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

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Continue to provide access to support and enrichment via the use of educational resources such as ESGI (Kinder and 1st) and Reading A to Z (All K-5 Classrooms). Purchase the ELL Edition supplement to target increased intervention and improve student performance in our Dual Language classrooms.
1	1	4	Provide all classroom teachers extended planning time to plan for the nine weeks session (as a grade level team) for the second, third and fourth nine weeks.
2	1	1	Saturday School (STAAR Review) Offer Saturday school to Grades 3-5 to help students make progress in mastering grade level content
3	1	1	Increase the Rigor and Relevance in math and science with supplemental materials that provoke critical thinking. Purchase Motivation Reading Gr.3-5, Motivation Math Gr.2-5, Motivation Science Gr.5 (English / Spanish). Purchase STAAR Ready for Gr.3-5, Math, Reading, Science
5	1	7	Continue a Professional Learning Community (PLC) to help improve quality of guided reading instruction. Book study material: Next Steps to Guided Reading Buy additional books for the book study for new teachers. Purchase binders needed for teachers to keep records of students progress while at the guided reading table.

Title I Personnel

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

2023-2024 CPOC

Committee Role	Name	Position
Classroom Teacher	Lorie Ramirez	3rd Grade
Administrator	Ofelia Santiago	Principal
Classroom Teacher	Stephanie Ramirez	Kinder Teacher
Classroom Teacher	Sheila Ramirez	2nd Grade
Classroom Teacher	Patricia Garcia	Academic Dean
Librarian	Jennifer Brusenhan	Librarian
Administrator	Maegen Medrano	Assistant Principal
Parent	Edith Cervantes	Parent
Classroom Teacher	Dennis Bryan	P.E. Coach
Classroom Teacher	Diana Canal	4th Grade DL Teacher
Classroom Teacher	Khloe Torres	SPED Teacher
Classroom Teacher	Adam Westerfield	1st Grade Teacher
Classroom Teacher	Sandra Torres	5th Grade DL Teacher

Campus Funding Summary

			211 Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Folders	211.11.00.104.3.24.000.6399	$300.00
1	1	3	ESGI licenses	211.11.00.104.3.24.000.6399	$1,800.00
1	1	3	Reading A- Z licenses	211.11.00.104.3.24.000.6399	$7,100.00
1	1	4	Extended Planning Substitutes	211.11.00.104.3.24.000.6112	$8,000.00
1	1	5	AD Registration fees for Solution Tree's RtI Conference	211.13.00.104.3.24.000.6299	$1,600.00
1	1	5	Hotel and Per Diem	211.xx.00.104.3.24.000.6411	$2,000.00
1	1	5	Registration fees for Solution Tree's RtI Conference	211.23.00.104.3.24.000.6299	$1,600.00
1	1	6	Intervention Materials	211.11.00.104.3.24.000.6399	$20,000.00
1	1	7	FTE	211.XX.00.104.3.24.000.61X9	$30,000.00
1	1	8	Travel (800.00), Hotel (900.00), Airfare (800.00)	211.13.00.104.3.24.000.6411	$2,500.00
1	1	8	Conference Registration (Teachers)	211.13.00.104.3.24.000.6299	$2,700.00
1	1	8	Travel (200.00), Hotel (425.00), Airfare (200.00), Car Rental (450.00)	211.23.00.104.3.24.000.6411	$1,375.00
1	1	8	Conference Registration (Admin)	211.23.00.104.3.24.000.6299	$675.00
1	1	9	Substitutes	211.11.00.104.3.24.000.6112	$400.00
1	1	9	Conference Registration (Teachers)	211.13.00.104.3.24.000.6299	$360.00
1	1	10	Registration Fees - Teachers (14 X $245 = $3,430.00	211.13.00.104.3.24.000.6299	$4,845.00
1	1	10	Registration Fees - Admin (2 X $255 = $490.00)	211.23.00.104.3.24.000.6299	$510.00
1	1	10	Substitutes (X 18)	211.11.00.104.3.24.000.6112	$1,800.00
1	2	1	Substitutes (11 subs for 2 days)	211.11.00.104.3.24.000.6112	$1,870.00
1	2	1	Pay Trainer - Sylvia Boncher	211.13.00.104.3.24.000.6299	$3,500.00
1	2	2	Headsets	211.11.00.104.3.24.000.6399	$3,000.00
1	2	3	Guided Reading Book Bags and Flashcards	211.11.00.104.3.24.000.6399	$300.00
2	1	1	Compensatory Pay for Saturday School	211.11.00.104.3.24.000.6118	$2,700.00
3	1	1	Supplemental student consumables from Mentoring Minds	211.11.00.104.3.24.000.6399	$10,500.00
3	1	1	STAAR Ready 3rd and 5th	211.11.00.104.3.24.000.6399	$7,500.00

211 Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	7	Additional Books (Due to going self contained) The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader	211.13.00.104.0.24.000.6399	$300.00
				Sub-Total	$117,235.00
				Budgeted Fund Source Amount	$144,375.00
				+/- Difference	$27,140.00
211 Title I Parental Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	5	Supplies for take home resources	211.61.00.104.2.24.000.6399	$1,500.00
6	1	5	Supplies for take home resources	211.61.00.104.2.24.000.6399	$250.00
6	1	6	Conference Registration	211.61.00.104.2.24.000.6299	$300.00
6	1	7	Student Planners		$750.00
				Sub-Total	$2,800.00
				Budgeted Fund Source Amount	$2,621.00
				+/- Difference	-$179.00
				Grand Total Budgeted	$146,996.00
				Grand Total Spent	$120,035.00
				+/- Difference	$26,961.00

Addendums

ORALIA R RODRIGUEZ ELEMENTARY

State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus

Serving Grades KG-05

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally disadvantaged students

STATE COMPENSATORY EDUCATION PROGRAM OF ORALIA R RODRIGUEZ ELEMENTARY

To comply with Texas Education Code (TEC) Sec. 11.252, Oralia R Rodriguez Elementary annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, "guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators." This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

Texas House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the TEC, Subchapter B, Chapter 39.023(c), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the TEC Sec. 29.081, and all other students.

The primary source of state funding for Texas school districts is the Foundation School Program (FSP). State Compensatory Education Funds are reported on the Summary of Finance of the School District State Aid Reports under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in TEC Sec. 11.251, 11.252 and 11.252, Oralia R Rodriguez Elementary utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as "at risk of dropping out of school" in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains "at risk" their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year

7. Has been expelled in accordance with Section 37.007 during the preceding or current school year

8. Is currently on parole, probation, deferred prosecution, or other conditional release

9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]

10. Is a student of limited English proficiency, as defined by Section 29.052

11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official

12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation

14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code

15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

Oralia R Rodriguez Elementary continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Oralia R Rodriguez Elementary regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the TEA Texas Performance Reporting System, Oralia R Rodriguez Elementary has a total student population of 492 students. Of the total population of students, ethnic distributions are as follows: 1.8% African American, 89.6% Hispanic, 7.9% White, 0.4% American Indian, 0.0% Asian, 0.2% Pacific Islander and 0.0% Two or More Races. Additional identifiers of the total population include: 80.3% Economically Disadvantaged, 19.7% Non-Educationally Disadvantages, 37.4% Emergent Bilingual and English Learners, and 0.0% with discipline placements. Specific to the intent and purpose of SCE program support, 72.2% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen "at-risk" categories. Depending on the indicator, students can be counted in more than one category.

| Rodriguez Elementary			Readiness Test		Not Advanced		Failed STAAR		AEP		LEP		DPRS		Homeless		Residential Placement		Incarcerated	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
K	79	16%	32	41%	0	0%			0	0%	27	34%	0	0%	0	0%	0	0%	1	1%
1	84	17%	50	60%	0	0%			0	0%	24	29%	0	0%	3	4%	0	0%	2	2%
2	97	19%	41	42%	0	0%			0	0%	32	33%	0	0%	3	3%	0	0%	0	0%
3	76	15%	57	75%	1	1%	0	0%	0	0%	32	42%	0	0%	2	3%	0	0%	1	1%
4	78	15%			0	0%	31	40%	0	0%	36	46%	1	1%	3	4%	1	1%	2	3%
5	93	18%			3	3%	37	40%	1	1%	38	41%	1	1%	2	2%	1	1%	0	0%
Totals	507	100%	180	36%	4	1%	68	13%	1	0%	189	37%	2	0%	13	3%	2	0%	0	0%

State Assessment Data – STAAR and STAAR EOC, 2022-2023

On August 16, 2023, the Texas Education (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–5 and 5th grade science. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the TEA Analytic Portal.

The Texas Education Code, Section 28.0211, requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Oralia R Rodriguez Elementary's accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
  OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
- Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
- Are taught by a person with training in the applicable instructional materials.
- Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
- Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.
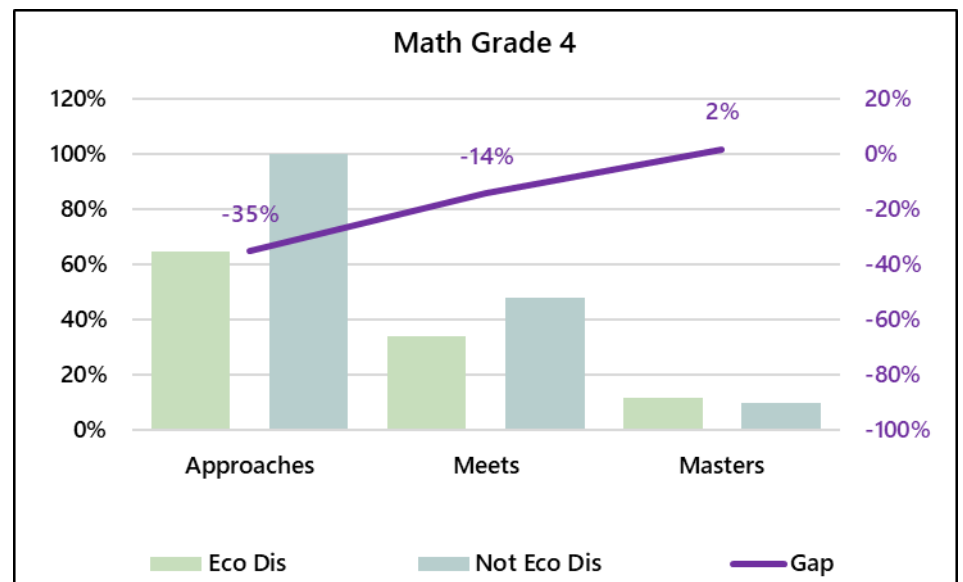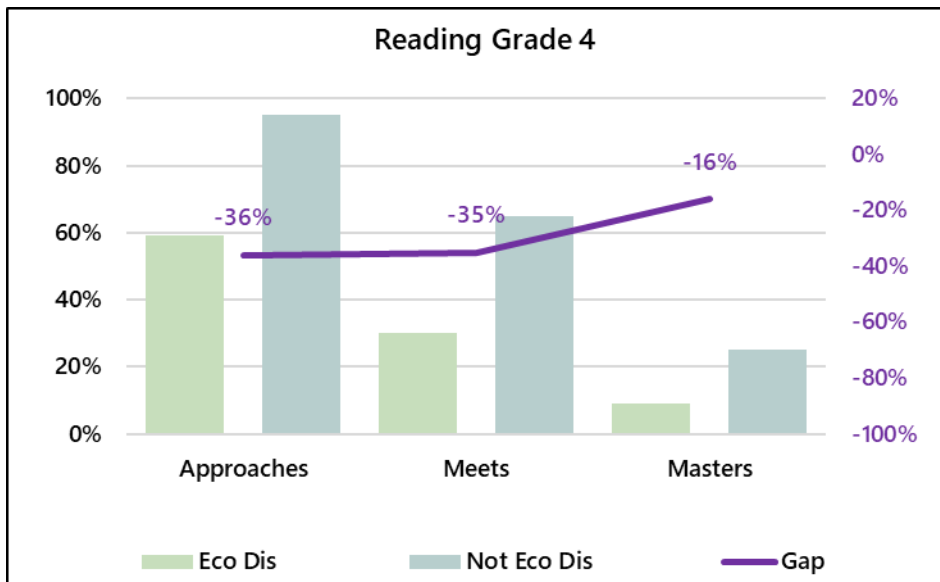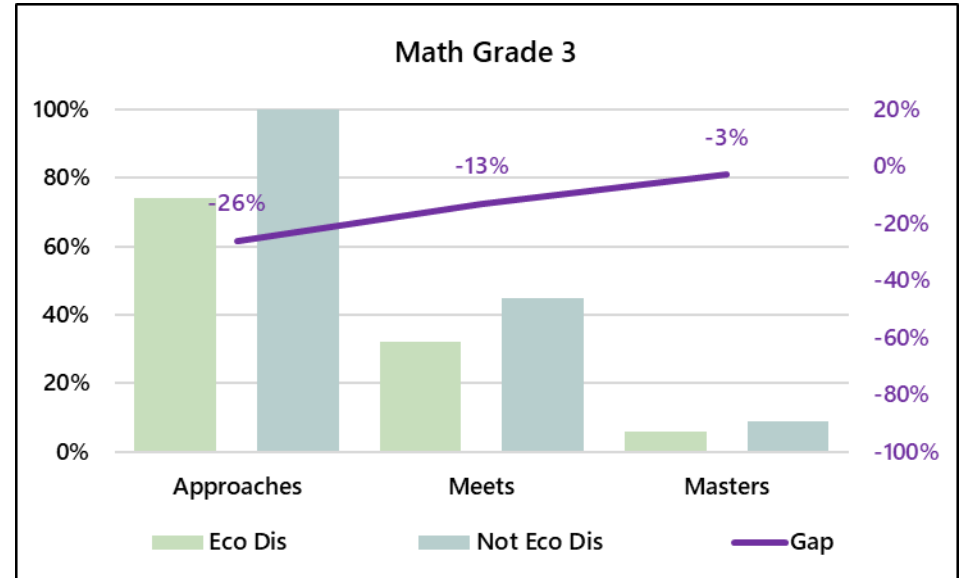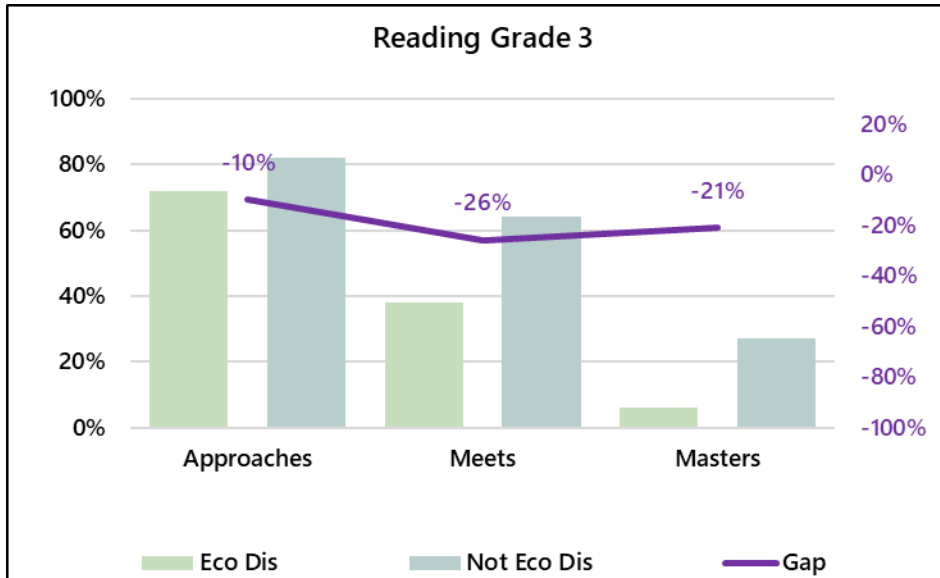
Economically disadvantaged compared to not economically disadvantaged

At risk compared to not at risk

Reading Grade 5

Math Grade 5

Science Grade 5
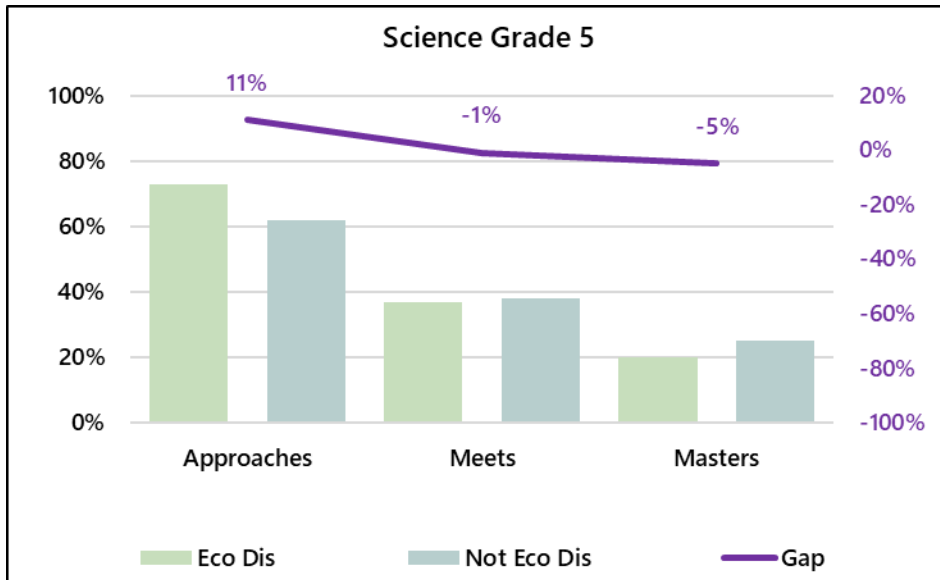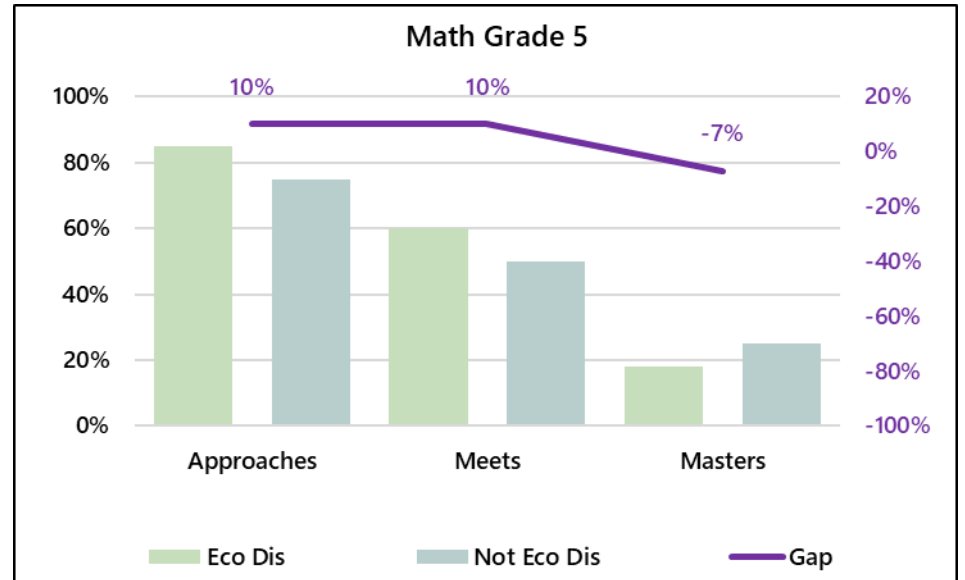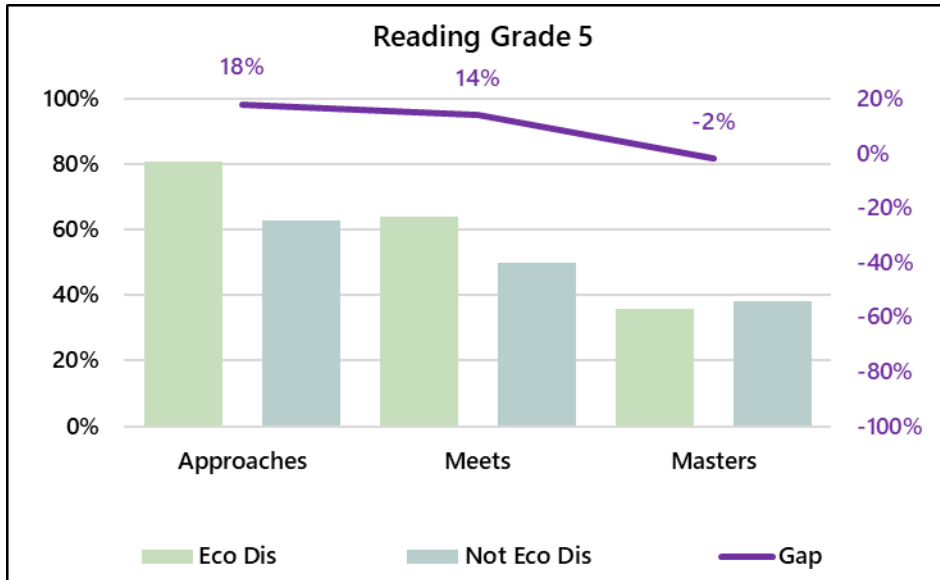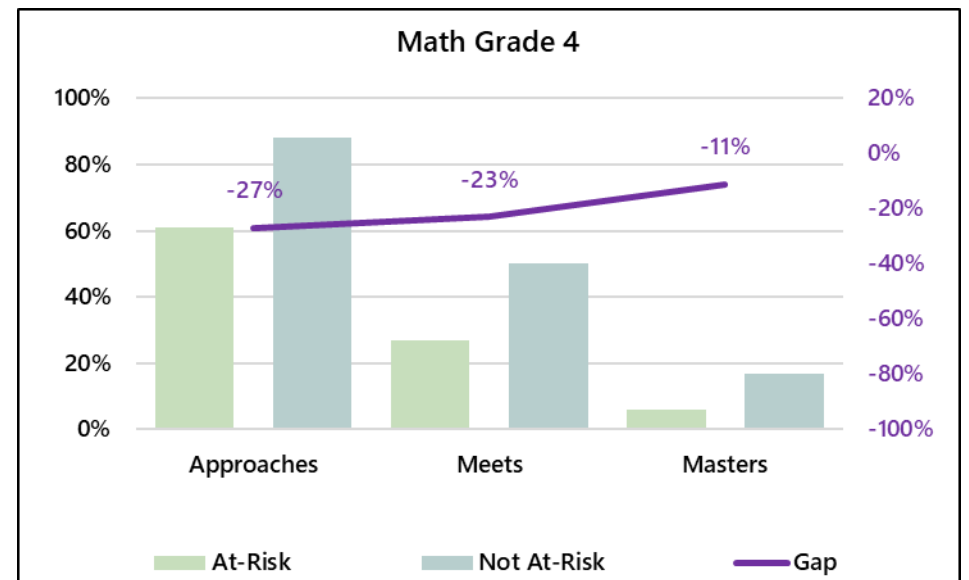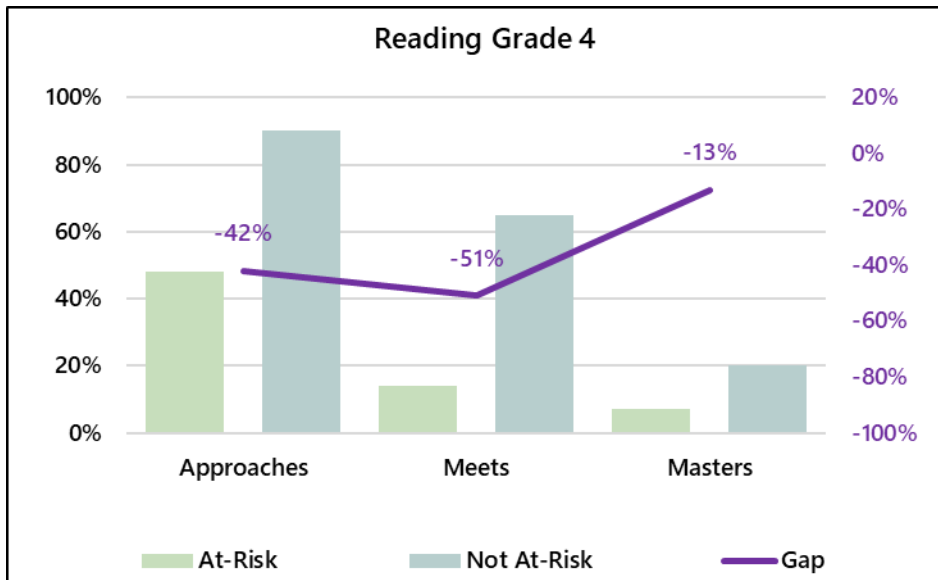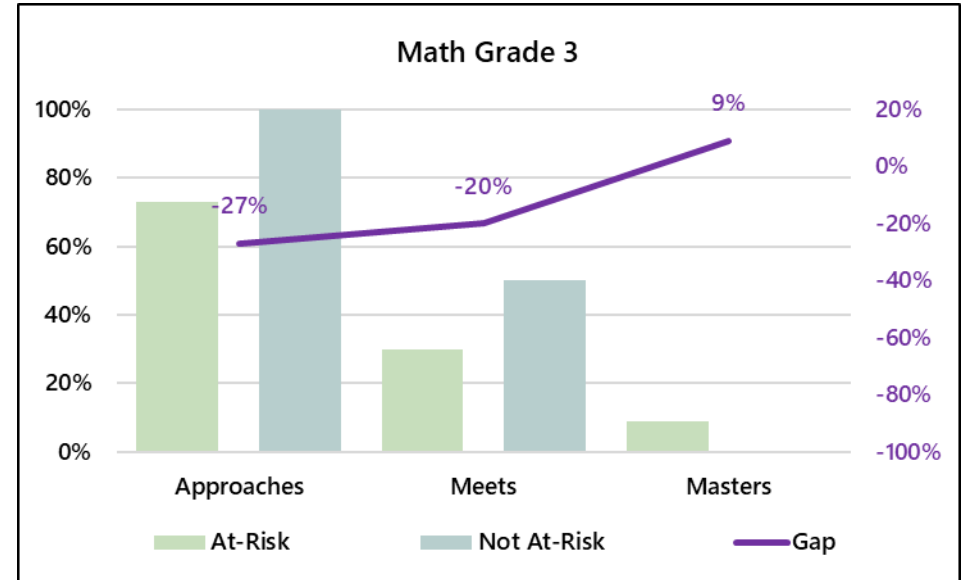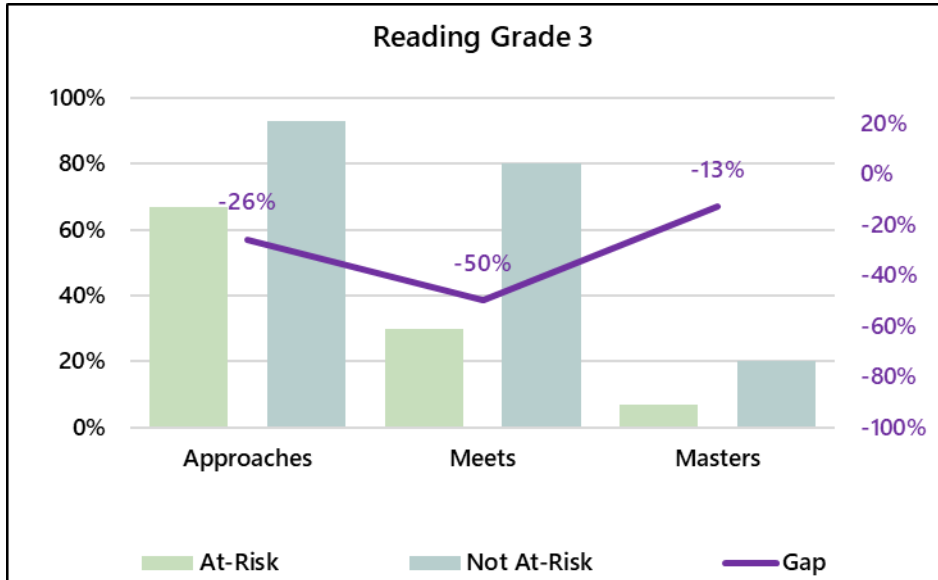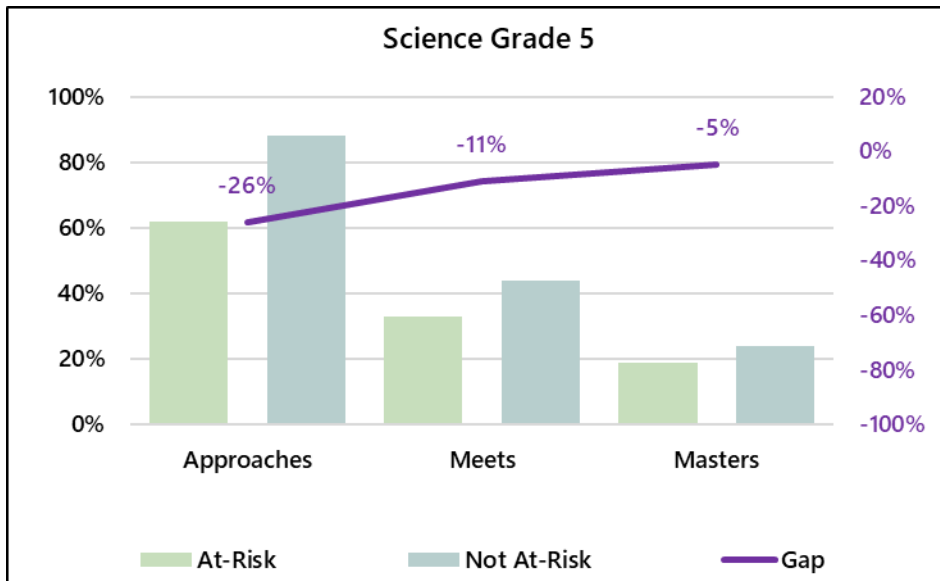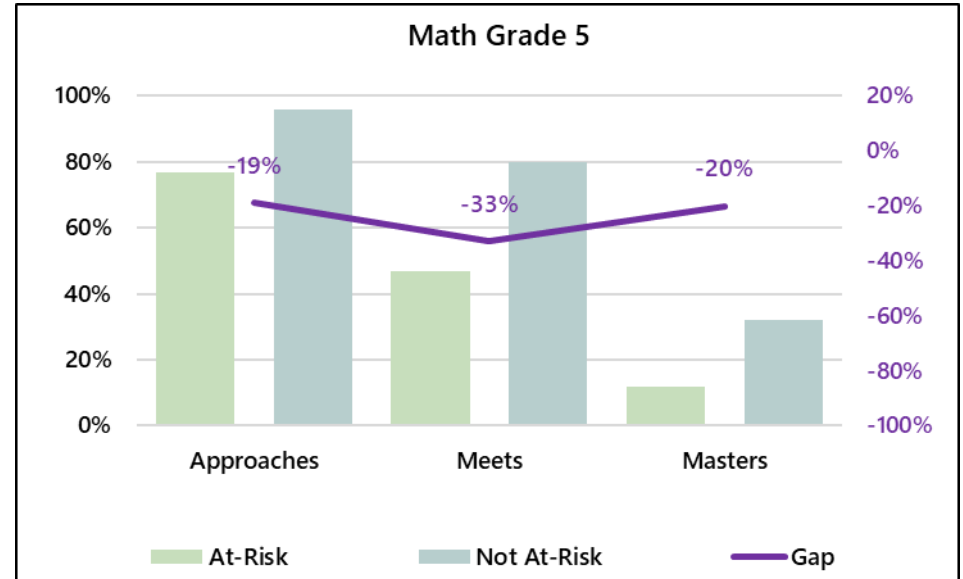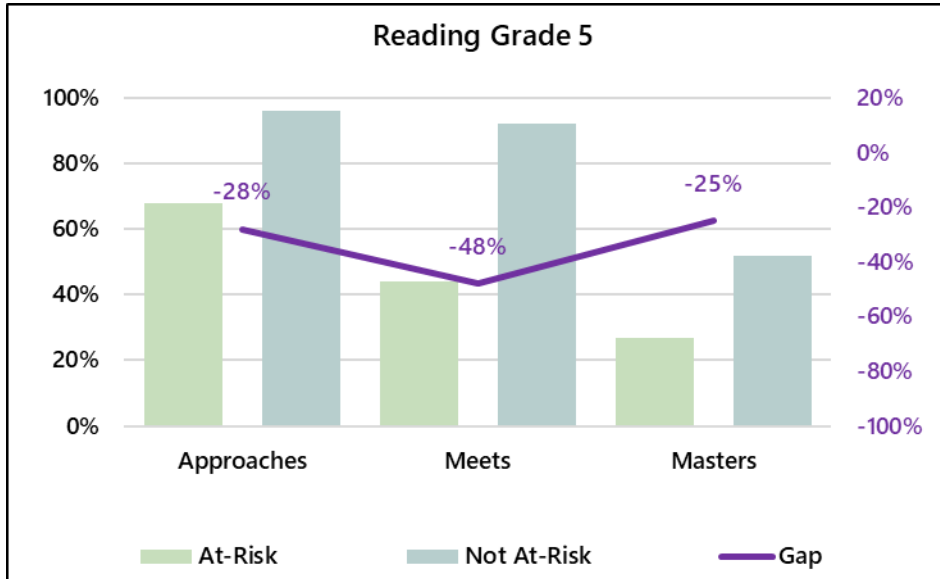
Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The 2023 Academic Accountability system utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Oralia R Rodriguez Elementary SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) Economically Disadvantaged Compared to Not Economically Disadvantaged			
Grade Level	Reading	Math	Science
Grade 3	-26%	-13%	
Grade 4	-35%	-14%	
Grade 5	14%	10%	-1%

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) At-Risk Compared to Not At-Risk			
Grade Level	Reading	Math	Science
Grade 3	-50%	-20%	
Grade 4	-19%	-13%	
Grade 5	-39%	-36%	-29%

SCE Programs and Services of ORALIA R RODRIGUEZ ELEMENTARY

Oralia R Rodriguez Elementary provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Oralia R Rodriguez Elementary conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Oralia R Rodriguez Elementary evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Oralia R Rodriguez Elementary chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the "Programs and Services" section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student's needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Oralia R Rodriguez Elementary is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the Financial Accountability System Resource Guide (FASRG). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Oralia R Rodriguez Elementary does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Oralia R Rodriguez Elementary: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan. Additionally, the SCE allotment at Oralia R Rodriguez Elementary is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part D, Subpart 2 (Fund 211) – Funding supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A ELA (Fund 263)— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title III, Part A Immigrant (Fund 263) - These funds are used to develop programs for immigrant children to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) —Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.