

Katy Independent School District
Rhoads Elementary
2023-2024 Campus Improvement Plan



Mission Statement

As a team at Rhoads Elementary, we will seek to inspire and challenge all culturally diverse learner in our community to succeed in our changing world and become good citizens and life long learners. Together, in partnership with parents and the community, we will strive to develop all children to their fullest potential by embracing their unique individuality.

Vision

The Katy Independent School District, in collaboration with parents and community, will provide an exemplary education for all students in a safe environment.

Value Statement

R- Rhoads

E - Elementary

S - Students

P - Promote

E - Excellence

C - Citizenship

T - Teamwork

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Rhoads Elementary Comprehensive Needs Assessment (CNA) is created in collaboration with our school's parents, staff, and the greater school community. A review of data sources, focus areas, and discussion/comments regarding the needs of the school is ongoing and encouraged of all stakeholders.

During Rhoads Elementary Campus Advisory Team (CAT) meetings, with representation from parents, staff, KISD, and our community, we began the process of advising the RES Administrative Team regarding the 2023-24 CNA, Campus Improvement Plan, and the required components of Title I. Their ongoing advisement and support is essential at Rhoads. RES Principals again discussed campus needs at the 2023 beginning-of-the-year (BOY) Principal's Meetings. New teachers discussed needs during New Teacher Orientation and Onboarding at Rhoads in August 2023. Team Leaders and the whole Admin. Team during the RES Team Leader Retreat in August 2023. Finally the whole faculty again reviewed campus needs during BOY "Medicine Day" in August 2023 and again during the Campus Improvement Plan Faculty Meeting in September 2023.

Demographics

Demographics Summary

Jack & Sharon Rhoads Elementary opened in 2004. The 2023-24 school year will be our nineteenth year providing instruction to a very diverse student body. We celebrate the many cultural and socio-economic family backgrounds our students represent. Starting out with a population of about 900 students, RES has had over 1,100 students at a time. Recently our population has decreased and is currently between 700-800 students.

During the 2006-07 school year, we became a school-wide Title I school.

Rhoads started serving families with a Bilingual program during the 2009-10 school year. At that time we welcomed students from our attendance zone and Wolfe Elementary's attendance zone who had previously received bilingual instruction at McRoberts Elementary and Schmalz Elementary.

The current Rhoads Elementary enrollment is 752 students. We are a Community Eligibility Provision (CEP) school, which means all of our fulltime students qualify for free lunch and breakfast. 54% of our students are identified as At-Risk. 24% of our students are qualified for Special Education. Rhoads Elementary has 41% of our students who are identified and monitored as Limited English Proficient. 26% of our students participated in the Bilingual program and 15% were identified as ESL. 3% of our students were identified as Gifted and Talented. We are considered a school-wide, or 100%, Title I campus. The student body population of RES consists of the following ethnicity and races: Hispanic 56.75%, Black or African American 21.97%, White 13.49%, Asian 3.46%, Two or More Races 4.15%. 0% of our students are identified as American Indian/Alaska Native or Native Hawaiian/Pacific Islander.

Rhoads Elementary continues to consider it a high priority to employ and retain highly-qualified and talented staff. According to the most recent published data, 16% of our teachers have more than twenty years of experience. This is about 2% higher than the district average and 4% higher than the state average. 35% have eleven to twenty years and about 20% have six to eleven years. According to data published at the same time, about 47% of the teachers at RES are white, 43% are Hispanic, and 8% are African American. RES will have moderate staff turn-over this year as some members of our staff have changed campuses within KISD, been promoted, or left the district to pursue other opportunities.

Demographics Strengths

Rhoads Elementary represents a diverse population. Many cultures and languages are represented through our students, their families, and our staff.

Rhoads Elementary invests in student improvement. Beyond our classroom teachers, Academic Support, ESL, Title I and SPED teachers provide intervention and additional support as needed. This is often scheduled during appropriate times within the school day, before/after school tutorials, and through a push-in model when appropriate.

Staff at Rhoads Elementary value professional growth. Professional development opportunities are supported through KISD and outside of what the district offers. Both classroom teachers and support staff, including administration, participate in multiple professional development opportunities throughout the school year and into the summer. All grade levels have teachers who are ESL certified and most grade levels have teachers who are also Gifted and Talented certified. Grade level planning, and Professional Learning Communities (PLC) where relevant data is discussed, strengthen instruction through the understanding of the TEKS, alignment of curriculum resources, collaboration on lesson delivery, and a long-term planning focus. Staff development focused on technology integration has helped staff become more competent and effective with the use of technology.

Strengths:

Rhoads Elementary has many strengths. Some of the most notable demographic strengths include:

- Many families move to KISD and the Rhoads attendance zone specifically for the schools. Because our families value education, we have increasing numbers of parents and guardians who are committed to student success.
- With the increasing diversity among our student population, Rhoads becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and the ability to collaborate with peers of all backgrounds. We believe we are equipping young learners to collaborate with all kinds of people. We find that Rhoads Elementary students are very accepting of new students regardless of race or ethnicity.
- Our attendance rate is consistently higher than state expectations. Families at Rhoads value student success and understand that attendance is crucial to student success. We celebrate consistent attendance and provide grade level incentives for improvement.
- We support our teachers. From New Teacher Academy to the campus mentor and "buddy" system, we strive to help new Rhoads teachers be successful.
- All teachers are also provided instructional support through the Instructional Support and Administrative teams. Grade level PLCs are supported with the Instructional Coaches and Administration. Feedback is provided by all staff including peer observations, model lessons, and classroom walk-throughs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 54% of students at Rhoads Elementary are considered At-Risk, and 100% of the students are considered Economically Disadvantaged (CEP).

Root Cause: Staff need additional resources including professional development to differentiate learning experiences for students.

Problem Statement 2 (Prioritized): With a majority of students considered At-Risk, we lose highly-qualified and highly trained staff members to schools with a smaller At-Risk population. **Root Cause:** KISD and the surrounding districts continue to grow and open new schools. Teachers need additional support, training, and incentives to remain working at a school with the majority of students At-Risk.

Student Learning

Student Learning Summary

In the most recent released data, our campus received an Overall Scaled Score of 85 and a "B" rating. We earned Distinction Designations in Science and Comparative Closing the Gaps from the Texas Education Association.

Our teachers regularly design and administer Campus Based Assessments (CBA) and analyze the results to plan reteaching and remediation. Specific interventions are based on this data as well district and state assessment data. Teachers differentiate instruction through guided reading and in writing, math, and science.

During appropriate instructional times, students are grouped by their proficiency on the specific TEK being taught. These groups are "fluid" and change as students show mastery. Students in need are invited to additional extended learning times before and after school when available. Additional learning opportunities are also generally provided for ESL students or students with need beyond a single subject.

A significant challenge many Rhoads Elementary students face is in relation to language development (both monolingual and bilingual students). A significant percentage of our students are behind district peers with regards to language development. This is a major emphasis on our campus and with our parents. TELPAS data has consistently indicated that there is additional focus need in developing language skills.

All students participate in hands-on science lab investigations throughout the year. Students in all grade levels report that Science is a favorite subject area!

When analyzing our student groups we note that growth in our students is not equal. The performance of our students with special needs who qualify for Special Education is much lower than other groups.

Professional development opportunities are determined based on the needs of the students and the experience level of the individual teacher. Staff is expected to seek professional growth and implement learned strategies to improve teaching and learning. RES is a campus of continuous improvement.

Charted below compares how students performed on the 2023 and 2022 STAAR exams.

Based on the 2023 STAAR results, and other campus and district assessments that show similar trends, RES will emphasize support for differentiated instruction across the subject areas. Interventions, individualized supports, and extended learning opportunities will be essential to accelerate student growth in the years to come.

*Note - +

- "Approaches Grade Level Expectations" indicates that students are likely to succeed in the next grade with targeted academic intervention.
- "Meets Grade Level Expectations" indicates that students have a high likelihood of success in the next grade but may still need some short-term, targeted academic interventions.
- "Masters Grade Level Expectations" indicates that students have mastered all content and have a high probability of success in the next grade level.

<u>Assessment</u>	<u>% Approaches Grade Level Expectations</u>	<u>% Meets Grade Level Expectations</u>
2023 3rd Grade Reading	68	37
2022 3rd Grade Reading	73	34
2023 3rd Grade Math	58	35
2022 3rd Grade Math	66	31
2023 4th Grade Reading	77	32
2022 4th Grade Reading	77	51
2023 4th Grade Math	60	30
2022 4th Grade Math	75	41
2022 5th Grade Reading	78	55
2023 5th Grade Reading	83	51
2023 5th Grade Math	70	37
2022 5th Grade Math	81	50
2023 5th Grade Science	58	21
2022 5th Grade Science	70	40

Student Learning Strengths

Students, parents, and teachers showed determination, resilience, and grit throughout the 2022-23 school year. Student learning and growth took many forms. Most of which are not measured or assessed. Our school grew significantly in supporting the social/emotional needs of our students, their families, and our staff. Our school also benefited significantly because of teacher innovation, flexibility, and adaptability.

also-

- In the most recently released rating, RES earned a TEA Distinction Designation in the category of Comparative Closing the Gaps

- In the most recently released rating, RES earned a TEA Distinction Designation in the category of Academic Achievement in Science (Masters Grade Level)

also-

- In the most recently released rating, RES students met all academic achievement and growth state targets in the following sub-categories: African American, Economically Disadvantaged, and Special Education
- In the most recently released rating, RES students met all academic growth state targets in the following sub-categories: Hispanic and White.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students making at least one full year of academic growth must increase. **Root Cause:** Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations. Students who start above minimum expectations are not growing to their potential.

Problem Statement 2 (Prioritized): The percentage of students scoring at the "Approaches", "Meets" and "Masters" performance levels in assessed content areas are significantly below district averages. **Root Cause:** Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations.

Problem Statement 3 (Prioritized): STAAR data over several years reveals that students receiving Special Education services score significantly below all other student groups in all areas. **Root Cause:** There is a need for more collaboration and communication between Special Education service providers and our student's general education teachers.

School Processes & Programs

School Processes & Programs Summary

Rhoads Elementary teaches the TEA prescribed Texas Essential Knowledge and Skills (TEKS). Strategies to ensure successful teaching and learning include: District Assessments, Campus Based Assessments, a Reading/Language Arts focus, and Math Workshop. All assessments and resources used assist in teaching the depth and complexity established in the TEKS. KISD supports schools by creating curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area. These documents align to the TEKS and Texas STAAR assessments.

Pre-Kindergarten is using Circle Progress Monitoring to assess learning. District, campus, and state assessments are used in grades 3 through 5. Kindergarten through 5th grade all also use the targeted Amira reading assessments to assess the student's reading progress and DreamBox to assess their math progress. Dyslexia and LEP instruction use the same standards of assessment as the grade levels for students they serve. TELPAS is another state assessment for LEP students. Additional assessments used this year to monitor progress included the Texas KEA, TPRI/Tejas Lee, LAS Links and Educational Galaxy.

Parents, teachers, and students at Rhoads Elementary take pride in their school and the school's tradition of success. The perception of Rhoads Elementary is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building student character. Rhoads Elementary's focus goes far beyond just academic assessments, or STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. We also treat teacher planning as sacred. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their colleagues to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As part of Katy ISD, Rhoads Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart technologies, Chrome Books, document cameras, and laptops/netbooks. We also have both iPads and Chromebooks available for students to use at home when requested. Wireless access points have been installed all over the building and truly makes technology integration possible. There are both primary and intermediate computer labs with 25 computers each. The labs are used for a variety of teaching and learning activities. Additionally, there are 8 computers in the library that teachers and students use to search for books, research interests, and to support other learning projects.

Students are encouraged to use a variety of programs and apps on iPads and computers such as: Seesaw, Padlet, Educreations, PicCollage, Aurasma, Plickers, Canvas and Google Drive to create and display their learning. The majority of the teachers are accustomed to integrating the use of Smart technologies, including document cameras, into their daily activities and lessons.

School Processes & Programs Strengths

Rhoads Elementary staff members have a strong congenial and colloquial relationship. They are able to work together in grade level teams and vertical teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks throughout the Rhoads campus. This has helped align our best practices, incorporate high yield strategies, and focus on engaged learning.

At RES we recognize the following as strengths:

- Teacher generated road maps that target specific instruction by TEK.
- Teacher created Campus Based Assessments.
- Weekly team planning including the Professional Learning Communities (PLC) framework.
- Teachers attending professional development within KISD and beyond.
- Teachers conducting learning walks to observe peers.
- Used available funding to fund extended learning opportunities within and beyond the school day.
- Providing differentiated instruction.
- Conducting meaningful professional developments.
- Scheduled Data Meetings focused in instructional improvement and student needs.

At RES we also focus on the following to strengthen our school:

- Focused professional growth utilizing proven instructional practices from the Fundamental 5 framework and implementation training from Texas School Improvement Specialist Sean Cain and the Lead Your School organization.
- Teachers appreciate the sense of urgency for best instructional practices expected by our school community.
- Teachers accommodate special populations with more time and individualized instructional plans.
- A Multi-Tiered System of Supports (MTSS) framework is used to identify students and prescribe appropriate support.
- A daily instructional schedule and calendar designed to maximize the amount of time spent on instruction.
- Interruptions to the instructional day are kept to a minimum.
- Safety and security drills are performed frequently and efficiently.

Each teacher has access technology for individual use of instructional material and school related business. Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology. All classrooms are equipped with Chromebooks, iPads, Smart technologies, and document cameras in keeping with current technology. Our campus collaborates with our Classroom Technology Designer.

Building positive staff morale is recognized as a critical component in retaining high-quality staff at Rhoads. Each month staff members receive an incentive that shows how much they are appreciated. Throughout the year, will also have events such as “Ten Days of Christmas” and "Teacher Appreciation Week" in which staff members receive appreciation and treats.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The frequency that students receive differentiated and strategic small group instruction, and the quality of that instruction, must increase to meet their individual learning needs. **Root Cause:** Interventions, individualized supports, and extended learning opportunities will focus instruction on increasing student academic gains as student learning decreased during the pandemic.

Problem Statement 2 (Prioritized): Although instructional staff have grown significantly in their use of technology, integration of technology to enhance instructional goals in the physical classroom is still at an emergent level . Especially with the increased percentage of teachers and staff new to the campus. **Root Cause:** There is an increased need for broad technology integration for the enhancement of student learning. This requires ongoing professional development.

Perceptions

Perceptions Summary

The staff at Rhoads Elementary work hard to create an environment where families feel they are entering a school with a tradition of positivity and productivity. We work to ensure open lines of communication by providing families with the ability to engage with faculty in a variety of ways, including RES S'more, phone calls, emails, planners, Dojo, classroom communication, and through Social Media. Informational documents and graded work are sent home each week in a campus Tuesday communication. As a Title I campus, we are obligated annually to educate our community about the importance of parent involvement in their child's education. As a bilingual campus, both English and Spanish speakers are made available for parent and community needs. We also offer several events, activities, and programs throughout the school year to encourage families to visit our school.

Events designed for parents continue to be well-attended by the majority of our parents. Many parents join us for events such as Meet the Teacher, Parent Orientation, Donuts with Dad, Muffins with Mom, Book Fair Nights, Math/Science Night, Literacy Night, and PE Night.

Our Community Advisory Team (CAT) is composed of campus staff, parents, community members and district staff members. We meet at least 4 times per year to discuss the school budget, Title I components, and areas of growth and improvements. Parents are also encouraged to share any concerns they may have and make suggestions to be implemented at Rhoads Elementary.

Mayde Creek High School PALS come to Rhoads each week between September and May to meet with specific students whom they talk to and play with. This is an opportunity for high school students to mentor students identified by the counselor as students who would benefit from some extra one-on-one attention.

Many of our students participate in the Read/Deed/Run Program.

This year will be our 12th year to welcome Watch DOGS (Dads of Great Students) into our school. The kick-off is held in September, and dads come to school with their students to share pizza and to hear a presentation about the Watch DOG program. Previously, more than 150 dads participate in this program, coming to school for the day. After being introduced on morning announcements, they follow a schedule which includes time in their child's classroom, the cafeteria, the front drive, the library, and other classrooms. Our students love our Watch DOGS, and we have seen this program foster goodwill between our school's staff and parents.

Traditionally, parents, community members, and high school students provide the Junior Achievement Program to all classes in our school.

In May, students in all grade levels participate in Celebrations of Learning and Awards Ceremonies. Parents are invited to applaud as students are recognized for their achievements and accomplishments.

Rocket Singers and Rockets Con Ritmo offer students opportunities for choral and instrumental training.

One of the core beliefs at Rhoads Elementary is that all children can learn. It is important that student and teacher mindsets support resiliency and grit. This results in improved student performance. One of our non-negotiables is that students and staff treat one another with respect. We emphasize this with our RESPECT mnemonic: Rhoads Elementary Students Promote Excellence, Citizenship, and Teamwork!

In our effort to improve student engagement, student behavior, and student performance, we have established a positive campus rewards system. Our campus rules and expectations are embedded in our PBIS/BLAST program. We continue to implement the PBIS (Positive Behavior Intervention Support) program by using BLAST Bucks, which students use to make purchases at the BLAST Store. In this way, all students receive reinforcement for meeting the behavioral

expectations of their teachers.

Components of our PBIS philosophy include:

- A purpose and approach to discipline.
- A clear set of positive expectations and behaviors.
- Procedures for teaching expected behaviors.
- A continuum of procedures for encouraging expected behavior.
- A continuum of procedures for discouraging inappropriate behavior.
- Procedures for on-going monitoring and evaluation.

Perceptions Strengths

Increased parent and community engagement, by providing multiple opportunities for parents and students to participate in activities at school such as, Meet the Teacher, Parent Orientation, KEYS Mentors, Junior Achievement, Reed-Deed-Run, Watch DOGS, choral and instrumental music programs, PE Night, Math/Science Night, the Book Fair, Literacy Night, Sister Schools Program, and Student Council.

Increased participation by parents of bilingual students, by providing consistent translations of written communication and oral communication at school events. Involvement in the Latino Family Literacy Program with our Pre-K and Kindergarten families in order to provide additional assistance with at home learning.

Students are awarded with BLAST Bucks on a regular basis that they can use to purchase items and incentives from the BLAST store. In some classes, students are selected to be Rocket Guides. We also have many teachers mentor students. Staff is focusing on increasing positive student behaviors by analyzing student behavior data and implementing the PBIS/BLAST philosophy. Spirit Sticks are available and serve as an incentive for students.

Campus discipline data shows a need for a reduction in disruptive and violent behaviors. Students are able to earn BLAST Bucks to redeem for prizes as incentives for meeting PBIS/BLAST expectations. All classrooms, hallways, restrooms and common areas have PBIS posters with behavior expectations that are specific to each area. Students are regularly seen throughout the building displaying appropriate behavior aligned to the school wide behavior expectations. Rhoads PBIS/BLAST team reviews behaviors and PBIS implementation and makes necessary adjustments to increase positive student behaviors and decrease disruptive student behaviors.

The Rhoads Sunshine Committee and Administrative Team plan events, treats, and food throughout the year to appreciate RES's hard-working staff. Weekly communication is shared with staff with events, dates, and reminders in the Rocket Review.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement is essential for student success. As families become more comfortable in public again, we want to provide both events, and encouragement to attend the family engagement events. **Root Cause:** There is a need to increase parent communication, including a variety of media platforms, regarding family and community engagement activities. Families need information on how they can be an active part of the school.

Problem Statement 2 (Prioritized): There is a need to decrease the severity and frequency of student discipline incidents to ensure student safety and acceptable classroom learning environments. **Root Cause:** Only a limited number of staff members have extensive training in strategies to identify behavioral triggers and how to deescalate disruptive, severe, and violent behaviors.

Priority Problem Statements

Problem Statement 1: The percentage of students making at least one full year of academic growth must increase.

Root Cause 1: Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations. Students who start above minimum expectations are not growing to their potential.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 54% of students at Rhoads Elementary are considered At-Risk, and 100% of the students are considered Economically Disadvantaged (CEP).

Root Cause 2: Staff need additional resources including professional development to differentiate learning experiences for students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The frequency that students receive differentiated and strategic small group instruction, and the quality of that instruction, must increase to meet their individual learning needs.

Root Cause 3: Interventions, individualized supports, and extended learning opportunities will focus instruction on increasing student academic gains as student learning decreased during the pandemic.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parent involvement is essential for student success. As families become more comfortable in public again, we want to provide both events, and encouragement to attend the family engagement events.

Root Cause 4: There is a need to increase parent communication, including a variety of media platforms, regarding family and community engagement activities. Families need information on how they can be an active part of the school.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to decrease the severity and frequency of student discipline incidents to ensure student safety and acceptable classroom learning environments.

Root Cause 5: Only a limited number of staff members have extensive training in strategies to identify behavioral triggers and how to deescalate disruptive, severe, and violent behaviors.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: With a majority of students considered At-Risk, we lose highly-qualified and highly trained staff members to schools with a smaller At-Risk population.

Root Cause 6: KISD and the surrounding districts continue to grow and open new schools. Teachers need additional support, training, and incentives to remain working at a school with the majority of students At-Risk.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The percentage of students scoring at the "Approaches", "Meets" and "Masters" performance levels in assessed content areas are significantly below district

averages.

Root Cause 7: Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: STAAR data over several years reveals that students receiving Special Education services score significantly below all other student groups in all areas.

Root Cause 8: There is a need for more collaboration and communication between Special Education service providers and our student's general education teachers.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Although instructional staff have grown significantly in their use of technology, integration of technology to enhance instructional goals in the physical classroom is still at an emergent level . Especially with the increased percentage of teachers and staff new to the campus.

Root Cause 9: There is an increased need for broad technology integration for the enhancement of student learning. This requires ongoing professional development.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- 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
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

- Other additional data

Goals

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.




Performance Objective 1: 66% of all students taking the end of year Math STAAR will meet the minimum expectation.







76% of all students taking the end of year Reading/Language Arts STAAR will meet the minimum expectation.







61% of all students taking the end of year Science STAAR will meet the minimum expectation.




Identified students At Risk and all students with identified need will receive appropriate intervention.


Evaluation Data Sources: End of year STAAR scores in all student groups will be used to determine if the performance objective was met.


Strategy 1 Details	Reviews			
<p>Strategy 1: Refine and improve the implementation of collaboration, the Katy ISD Unit Plans, and team planning. Professional Development Rotations (PDR) sessions will focus on relevant data, planning, and Tier 1 instruction. Planning and PDR will increase alignment with the expected rigor of the STAAR assessments. Grade level content teams will plan together two times per week to develop lesson plans and create common assessments.</p> <p>Strategy's Expected Result/Impact: Aligning planning and instruction with the rigor of the STAAR assessment will increase student growth and achievement as measured by the STAAR.</p> <p>Staff Responsible for Monitoring: Administrative Team including Principals, Instructional Coaches, and the Instructional Coordinator.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				


Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional targeted academic support for students identified with academic needs, including students with special needs, students receiving Tier 2 and Tier 3 interventions, and students identified by HB1416 as needing Accelerated Instruction. Additional support will include instruction by intervention teachers, special education teachers, and/or tutors. This extended learning can take place both during the school hours and beyond the school day, including (but not limited to) Saturdays, the Summer and/or before and after school.</p> <p>Strategy's Expected Result/Impact: Targeted and tiered instruction, and extended learning time, will increase student growth and achievement as measured by the STAAR.</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, the Instructional Coordinator, and the school Counselor.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I Part A - \$35,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional, administrative, and district support staff will review, analyze, and plan using campus data including all student groups. Data will be reviewed in administrative meetings and by grade level teams during Professional Learning Communities (PLC) to plan for both remediation and whole group and small group targeted tiered student intervention.</p> <p>Strategy's Expected Result/Impact: Planning instruction informed by data with specific PLC goals determined will increase student growth and achievement as measured by the STAAR.</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, the Instructional Coordinator, and the school Counselor.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide students with enrichment and expanded learning experiences by bringing targeted educational programs to the RES campus and/or taking students to engage in field experiences beyond the Rhoads Elementary Campus (for example: fine arts, math, PBIS and literacy experiences). Enrichment and experiences may be provided in all academic areas as available and appropriate.</p> <p>Strategy's Expected Result/Impact: Participation in expanded learning experiences and enrichment has been shown to increase school engagement and social-emotional skills acquisition. Increases in these areas will increase student growth and achievement as measured by the STAAR.</p> <p>Staff Responsible for Monitoring: Campus leadership including the Administrative Team and grade level Team Leaders.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the growth and achievement of all students by providing instructional materials, relevant and targeted online curriculum and programs, professional development, targeted intervention resources, and equipment used to enhance or support instruction to ensure the mastery of all subject areas to enhance a well-rounded education. Utilize focused training by the Lead Your School organization.</p> <p>Strategy's Expected Result/Impact: Providing relevant and targeted resources, materials, programs, and professional growth will increase student growth and achievement as measured by the STAAR.</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, the Instructional Coordinator, and the school Counselor.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 - Title I Part A - \$32,000, - 282 - ESSER III - Instructional Materials - \$1,500, - 282 - ESSER III - Professional Development - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Employ additional instructional (General education teacher, Special education teacher, Academic support teachers) staff to provide targeted small group intervention and accelerated instruction for students identified in need during the school day and/or beyond the school day including (but not limited to) Saturdays, during the Summer and/or before and after school.</p> <p>Strategy's Expected Result/Impact: Targeted interventions and accelerated instruction during extended learning time, will increase student growth and achievement as measured by the STAAR.</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, and the Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I Salary - 211 - Title I Part A - Professional Development - \$294,560, - 282 - ESSER III - \$5,000, Professional Development training - 211 - Title I Part A - \$35,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify








 Discontinue

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Rhoads Elementary 3rd grade students who achieve Meets and above in Math will increase to 45% by July 2024.

HB3 Goal

Evaluation Data Sources: End of year STAAR scores for 3rd grade Math.








Strategy 1 Details	Reviews			
<p>Strategy 1: Student participation and progress with DreamBox will be monitored throughout the school year. Targeted small group instruction and Sheltered Instruction will be implemented.</p> <p>Strategy's Expected Result/Impact: Student growth will be evident and measured during the year through DreamBox participation. An increasing percentage of students will achieve Meets and above on the Math STAAR.</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, and the Instructional Coordinator.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Rhoads Elementary 3rd grade students who achieve Meets and above in Reading will increase to 48% by July 2024.

HB3 Goal








Evaluation Data Sources: End of year STAAR scores for 3rd grade ELAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Benchmark assessments will be given and progress will be monitored throughout the year. Targeted first teach instruction, small group instruction and Sheltered Instruction will be implemented.</p> <p>Strategy's Expected Result/Impact: Student growth will be evident and measured during the year through Amira Benchmarks and other campus and district benchmark assessments. An increasing percentage of students will achieve Meets and above on the Math STAAR.</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, and the Instructional Coordinator.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Rhoads Elementary will increase in the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health.

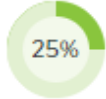
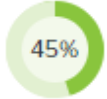





Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrative team, including Principals and Instructional Coaches and Physical Education Teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrative team, including Principals and Instructional Coaches and Physical Education Teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Rhoads Elementary will increase our Average Daily Attendance rate by 0.5%.











Evaluation Data Sources: Average Daily Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be encouraged to become a Rhoads Elementary Attendance H.E.R.O! (Here, Everyday, Ready, and On Time)</p> <p>Strategy's Expected Result/Impact: Through a whole campus public relations campaign, including incentives for students, ADA will increase by at least 0.5%.</p> <p>Staff Responsible for Monitoring: All staff.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Teachers will collaboratively create at least two common assessments each nine-week grading period for each content area.




Evaluation Data Sources: District Assessments, Campus Assessments, STAAR and Small Group Anecdotal Notes.








Strategy 1 Details	Reviews			
<p>Strategy 1: General Teachers, Special Education Teachers, and Academic Support Teachers will collaboratively plan weekly planning instruction, developing common assessments.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, assistant principals and principal.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyze student data and TEKS and ensure that assessments are aligned to TEKS and include low performing TEKS from previous assessment.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and principals.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: 100% of the RES instructional staff will score Developing or above in Dimension 4.3 (Professional Development) of the Texas Teacher Evaluation and Support System (T-TESS). Instructional staff not evaluated by the T-TESS will score the equivalent on their appropriate Alternative Instruments.

Evaluation Data Sources: Summative T-TESS and Alternative Instruments






Strategy 1 Details	Reviews			
<p>Strategy 1: Support new teachers (Year one and Year two) with ongoing targeted professional development opportunities and events (both inside and outside the district) including mentor support, a "buddy" system and book studies.</p> <p>Strategy's Expected Result/Impact: Optimized teacher impact on student learning, supported instructional staff, and a culture of staff retention.</p> <p>Staff Responsible for Monitoring: The Administrative team including Principals, Instructional Coaches, and the Instructional Coordinator are responsible for monitoring . Team Leaders and the Mentor Teachers are also responsible for monitoring.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				



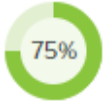
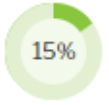




Strategy 2 Details	Reviews			
<p>Strategy 2: Demonstrate a continued commitment to the recruitment and retention of a Highly Qualified staff by facilitating job-embedded, ongoing, professional development opportunities and events (both inside and outside the school district) aligned with both district and campus goals.</p> <p>Strategy's Expected Result/Impact: Optimized teacher impact on student learning, supported instructional staff, and a culture of staff retention</p> <p>Staff Responsible for Monitoring: The Administrative team including Principals, Instructional Coaches, and the Instructional Coordinator are responsible for monitoring . Team Leaders are also responsible for monitoring.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development, Registrations, Room and Board, Mileage, Reading Materials and other contracted services - 211 - Title I Part A - \$64,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Rhoads Elementary will promote increasing parent and community involvement by offering a variety of events and activities that support and showcase student learning.

Evaluation Data Sources: Increased community events. Increased number of volunteer hours. Targeted survey data collected throughout the year that helps clarify the effectiveness of RES and RES volunteering hours.

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote parent and community involvement by hosting academic nights and additional training sessions to assist parents with supporting learning in their homes. Distribute the Parental Involvement Policy and Parent/School Compact at these meetings. Hold these meetings at a variety of times with access through a variety of platforms.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement.</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, and the Instructional Coordinator. Title I Teachers and Team Leaders.</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 211 - Title I Part A - \$4,133</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide PK/K and 5th/6th transition strategies for students and parents. Host transition events that include Kindergarten Round-Up (Orientation), Junior High campus visits and course selection visits with the Counselors. Promote KISD PK/K Summer Program for identified ESOL/Bilingual students.</p> <p>Strategy's Expected Result/Impact: Successful transitions from PK/K and 5th/6th grades.</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, and the Counselor. Team Leaders and appropriate grade level teachers.</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a Campus Advisory Team (CAT) including parents, community members, and campus and district staff to allocate Title I funds that address campus identified needs, revise the Parental Involvement Policy, revise the Parent/School Compact, and provide input on Staff Development.</p> <p>Strategy's Expected Result/Impact: Increased parental and community involvement. A better informed and developed Campus Improvement Plan.</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, Instructional Coordinator, and Counselor.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Title III: Parent Engagement Event- Navigating TELPAS: A Parent's Guide to the English Language Assessment System</p> <p>Strategy's Expected Result/Impact: Parents have better understanding of TELPAS</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, Instructional Coordinator, and Counselor.</p> <p>Title I: 2.4, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				










Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parent involvement is essential for student success. As families become more comfortable in public again, we want to provide both events, and encouragement to attend the family engagement events. Root Cause: There is a need to increase parent communication, including a variety of media platforms, regarding family and community engagement activities. Families need information on how they can be an active part of the school.</p>

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: The number of discipline incidents will reduce by 5% from the 2022-23 school year.

Evaluation Data Sources: Discipline Data Summative Evaluation:

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue the implementation of Positive Behavior Interventions & Supports (PBIS) with campus fidelity. This includes positive incentives, a common language, and interventions accessible by both students and staff.</p> <p>Strategy's Expected Result/Impact: Decreased number of incidents and an improved campus learning environment.</p> <p>Staff Responsible for Monitoring: Administrative team including Principals, Instructional Coaches, and the Instructional Coordinator. PBIS team.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement strategies. Book studies (ie: Wonder) and activities to prevent bullying and cyber-bullying to encourage kind and appropriate behavior for students who are behaviorally at-risk.</p> <p>Strategy's Expected Result/Impact: Decrease physical aggression and bullying related discipline incidences.</p> <p>Staff Responsible for Monitoring: Assistant Principals and School Counselor.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Rhoads Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Rhoads Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Barbara Lopez		1
Cathy Cooper		1
Karen Malone		1
Michelle Warren		1

Title I

1.1: Comprehensive Needs Assessment

Rhoads Elementary has conducted a comprehensive needs assessment which will drive our improvement process and guide us in goal setting for future success. Student performance data will be used to examine strengths and weaknesses in our instructional practice. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. Factual problem statements were written, and root causes identified. The CNA was reported to the site-based planning team. The CAT team worked together to make the necessary revisions to the CNA for the 2023-2024 school year on 5/3/22.

Rhoads Elementary has created a school wide program with the goal in mind to ensure that all students, particularly those who are low achieving, demonstrate proficient or advanced levels of growth and achievement on a variety of assessment measures, including state assessments.

We are committed to:

- Conducting a comprehensive needs assessment
- Identifying goals and strategies that address those needs
- Conducting an annual review of the effectiveness of the school wide plan and revising it as needed

Our campus will:

- Set high expectations for students and staff
- Implement best practices for teaching and learning
- Focus on student growth and achievement by examining and understanding data with teachers, parents, and students
- Encourage a collaborative spirit among staff members and between staff and parents
- Commit to continuous improvement for every student every year

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Rhoads Elementary Campus Improvement Plan is developed with the involvement of parents, staff, and other members of the learning community. The parents, staff, and community all play an important role in developing the CIP. They provide feedback and direction during collaborative meetings including campus planning and CAT meetings throughout the year.

2.2: Regular monitoring and revision

The Campus Improvement Plan remains in effect for the duration of the school year. Formative and summative reviews are completed throughout the year in October, January, April, and June. Implementation is regularly monitored, and strategies are revised as necessary based on student needs. The goal is to ensure that all students are provided opportunities to meet the challenging state academic standards. The CAT team worked together to suggest the necessary revisions to the CNA for the 2023-2024 school year on 5/3/22.

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

The Campus Improvement Plan is available to the local educational agency, parents, and the public. The information contained in the plan is understandable and in a uniform format. The document is available in English and Spanish on the campus website. In the event we would have a community member that would need an alternate translation we could contact the district office and hire an interpreter. Once again, the CIP is available on the campus website and a paper copy from the website can be provided by the RES front office.

2.4: Opportunities for all children to meet State standards

Strategies are designed to improve student performance and include the following:

1. Instructional strategies which are supported by scientifically based research.
2. Examination of multiple measures, including assessment data, to identify areas of strength and areas of need.
3. Implementation of Positive Behavioral Interventions and Supports schoolwide.

We implement a variety of strategies at Rhoads Elementary such as:

- Reader's & Writer's Workshop
- Guided Math and Progression Bags
- STEM Scopes
- Supplemental instruction through Extended Learning Time and tutorials

We hold at least 4 intervention "kid chats" a year in addition to individual student collaboratives. The BLAST committee meets monthly to review trend data and adjust behavior supports so all students can meet state standards..

2.5: Increased learning time and well-rounded education

Rhoads Elementary will use methods and instructional strategies that strengthen the academic program in the school. We work to increase the quality and amount of student learning time. We help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to support a well-rounded education. We build the master instructional schedule to maximize learning time based on student need. The extended learning times are adjusted to increase the amount of time spent with struggling students. Tutorials beyond the school day are planned for additional help in core areas to increase student growth and achievement. Students are provided morning tutorials based on the data from STAAR, CBAs, DLAs and F&P reading levels. We also include students who use this time to participate in I-Station and DreamBox. Our students identified as Gifted & Talented receive specialized instruction with our Challenge Teacher at least once a week.

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

Rhoads Elementary will address the needs of all students in the school, but particularly the needs of those at risk of not meeting state academic standards. We

have many programs in place to assist our struggling students. The intervention team, admin team and teachers meet at least four times a year to discuss the student's progress. The teachers, interventionists, assistant principals, and support staff may also request a collaborative to discuss struggling students at any time. We always take all necessary measures to ensure student success. Tutorials beyond the school day are planned for additional help in core areas to increase student growth and achievement. Students are provided morning tutorials based on the data from STAAR, CBAs, DLAs and F&P reading levels. We also include students who use this time to participate in I-Station and DreamBox. Our students identified as Gifted & Talented receive specialized instruction with our Challenge Teacher at least once a week.

3.1: Annually evaluate the schoolwide plan

The Rhoads Elementary schoolwide plan is created in collaboration with our school's parents, staff, and the greater school community. A review of data sources, focus areas, and discussion/comments regarding the needs of the school is ongoing and encouraged of all stakeholders.

During the May 3, 2022 meeting, the Rhoads Campus Advisory Team (CAT), with representation from parents, staff, KISD, and our community, began the process of advising the RES Administrative Team regarding the 2022-23 required components of Title I. Their ongoing advisement and support is essential at Rhoads.

4.1: Develop and distribute Parent and Family Engagement Policy

Rhoads Elementary shall jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. This was agreed on by parents and they will be notified of the policy in an understandable and uniform format. It will be 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 school. Rhoads has a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy. The Parent and Family Engagement is also available through the front office public viewing. This policy was reviewed on 5/3/22.

4.2: Offer flexible number of parent involvement meetings

Understanding that parental involvement is crucial to the success of our students, we are working to make parents feel welcome and wanted at Rhoads. We have learned that our parents attend events which welcome them along with their children. With that in mind, we host Meet the Teacher, Back-to-School, PE Night, Book Fairs, Choral and Instrumental Music Programs, Art Night, Literacy, and Math/Science Night, all of which are well-attended events.

Other programs which encourage parental involvement include:

Our Watch DOGS (Dads of Great Students) Program has brought hundreds of dads/uncles/grandfathers into our school, and the goodwill created has been notable; dads who participate have become friendly and supportive.

- Parent and Community members provide Junior Achievement Program instruction in classes at our school.
- In May, students in all grade levels participate in Award Ceremonies. Parents are invited to applaud as students are recognized for their achievements and accomplishments.
- Rocket Singers and Rockets Con Ritmo offer students opportunities for choral and instrumental training, and parents enjoy concerts twice each year.

5.1: Determine which students will be served by following local policy

Rhoads Elementary is a 100% Title I Campus. We utilize a schoolwide plan.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alitza Walker			1.0
Chris Clinefelter			1.0
Krystal Alvarez Figueroa			1.0
Linda Romero			1.0

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$35,000.00
1	1	5			\$32,000.00
1	1	6	Professional Development training		\$35,000.00
1	1	6	Tite I Salary	Professional Development	\$294,560.00
3	1	2	Professional Development, Registrations, Room and Board, Mileage, Reading Materials and other contracted services		\$64,000.00
4	1	1			\$4,133.00
Sub-Total					\$464,693.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		Instructional Materials	\$1,500.00
1	1	5		Professional Development	\$2,500.00
1	1	6			\$5,000.00
Sub-Total					\$9,000.00

Addendums

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	46%	48%
Actual	42%	41%	34%	34%	37%	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rhoads	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	23	39%	101	35%	17	59%	0		9	67%	1	0%	3	100%	18	22%	117	37%	92	37%
		2021 Actual	22	32%	66	30%	18	39%	0		4	100%	0		6	33%	21	0%	87	31%	55	31%
		2022 Actual	21	43%	79	28%	12	50%	1	100%	3	67%	0		3	33%	27	11%	97	31%	52	31%
		2023 Target		39%		38%		59%				67%		0%		100%		21%		47%		47%
		2023 Actual	26	19%	61	34%	19	47%	0		5	100%	0		3	67%	32	6%	88	36%	50	38%
		Met Target		N		N		N				Y				N		N		N		N
		2024 Target		29%		38%		59%				67%		0%		100%		16%		47%		47%

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above in Math will increase from **38%** to **45%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			39%	41%	43%	45%
Actual	51%	38%	24%	31%	35%	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rhoads	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	23	30%	101	37%	17	47%	0		9	44%	1	0%	3	100%	18	11%	117	34%	92	34%
		2021 Actual	22	23%	67	19%	18	33%	0		4	50%	0		6	33%	22	5%	88	17%	55	24%
		2022 Actual	21	19%	79	30%	12	58%	1	0%	3	0%	0		3	67%	27	4%	97	25%	52	37%
		2023 Target		30%		47%		47%				44%		0%		100%		14%		35%		44%
		2023 Actual	26	23%	62	29%	19	47%	0		5	80%	0		3	100%	33	12%	89	34%	51	39%
		Met Target		N		N		Y				Y				Y		N		N		N
		2024 Target		30%		39%		47%				44%		0%		100%		22%		35%		44%