

**Katy Independent School District**  
**Rhoads Elementary**  
**2024-2025 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

Jack & Sharon Rhoads Elementary (RES) opened in 2004. RES is projected to serve 740 students in grades EE-5th during the 2024-2025 school year, which has maintained in enrollment from the previous year. The campus is an elementary school. The 2024-2025 school year will be our 20th year providing instruction to a very diverse student body. We celebrate the many cultural and socio-economic family backgrounds our students represent.

### List of Stakeholders and roles

Principal	Timothy Wolff	Parent	Deborah Christopher
Assistant Principal	Dr. Tricia Tsang	Parent	Ferah Syed
Assistant Principal	Christina Halbot	District Representative	Vivian Muldune
Counselor	Shola Ladejobi Griffin	District Representative	Silvia Osuna
Teacher	Maria Velasquez	Community/Business	Kevin Correa
Teacher	Mariela Boutte	Community/Business	Chad Clark

**RES needs assessment process is described below. The campus leadership team evaluated the 2023-2024 data. We reviewed the following data:**

- STAAR
- Attendance
- Discipline
- Failure Lists
- Staff Quality
- Homeless Students
- Economically Disadvantaged
- EBs
- Standardized Test
- Surveys and interview with Parents/Students/Staff
- Teacher Turnover Rate
- RTI/MTSS
- Bell Schedule & Master Schedule
- Special Student Populations- 504
- Report Cards

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on March 7, 2024, and again on May 1, 2024 to develop the CNA. The meetings were held in the campus LGI starting at 3:30pm on both dates. We plan to meet again on September 26, 2024, November 14, 2024,

January 30 2025 and April 3, 2025 to review and revise the CNA as needed.

At the first meeting on March 7th, Principal Wolff began the meeting with introductions. Then, Principal Wolff shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Wolff then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2023 -2024 school year. Principal Wolff lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 20 (as our example) specific data points to identify strengths and problems from 2023-2024 school year. Principal Wolff thanked everyone for their participation and reminded everyone of the second CNA meeting on May 1, 2024.

At the second meeting on May 1st, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal Wolff lead the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems

<b>Demographics:</b>	<b>Strengths: Diversity, increase in bilingual/ESL students,</b> <b>Problems: Student Mobility; teacher turnover</b>
<b>Student Learning:</b>	Strengths: Increase in reading scores Problems: Decrease in science scores; not making required growth in student performance
<b>School Processes &amp; Programs:</b>	Strengths: Discipline has decreased; increase in instructional time Problems: Consistent implementation of high-yield instructional practices (Fundamental 5); growth in student achievement for all students
<b>Perceptions:</b>	Strengths: High parent attendance at parent events Problems: Consistently promoting and communicating ways that parents can be involved

**Priority Problem Statement and Root Causes**

**Problem Statement**

**Reading:** Rigorous planning is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students.

**Root Cause**

**Reading:** We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively.

**Problem Statement**

**Math:** Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students.

**Root Cause**

**Math:** We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students.

**Problem Statement**

**Science:** Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students.

**Root Cause**

**Science:** We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students.

**Problem Statement**

The teachers are not consistent in implementing Fundamental 5 strategies during instruction.

**Root Cause**

The teachers have not taken time to plan for Fundamental 5 strategies in their lessons and/or not following the lesson plans with

**Three Areas of Focus for Next Year**

1. Student Achievement in Reading, Math, & Science
2. Student Performance in ED, EB/EL, SpEd, AA
3. Continued implementation of Fundamental 5 practices

**Three Areas of Focus for Next Year:**

# Demographics

## Demographics Summary

Jack & Sharon Rhoads Elementary opened in 2004. The 2024-2025 school year will be a benchmark anniversary and our 20th 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 expanded to over 1,100 students, and contracted to around 700 students as our neighborhoods have changed. Most recently, our population has maintained between 750-850 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 approximately 750 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 growth and achievement. 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:** With a majority of students considered At-Risk, RES lose highly-qualified and highly trained staff members to schools with smaller wAt-Risk population.

**Root Cause:** RES needs to provide more support, training, and incentives to remain working at RES as a school with a majority of At-Risk students.



# Student Learning

## Student Learning Summary

Our campus did not receive an official rating last year from TEA. However, there was a decrease in student growth and academic achievement.

Our teachers regularly design and administer checkpoints, module assessments, CBA's 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 or skill 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.

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. RES started with the implementation of Fundamental 5 last year and continue to do so this year, focusing on Marazano's top 5 high-yields strategies.

Charted below compares how students performed on the 2023 and 2024 STAAR exams.

Based on the 2024 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.

## Student Learning Strengths

Students, parents, and teachers showed determination, resilience, and grit throughout the 2023-24 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):** Reading: Rigorous planning is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students. **Root Cause:** Reading: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively.

**Problem Statement 2:** Writing: There is a lack of consistent writing, exposure, and opportunity to the writing process across all grade levels. **Root Cause:** Writing: We did not take the time to provide feedback to improve student writing.

**Problem Statement 3 (Prioritized):** Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students. **Root Cause:** We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students.

**Problem Statement 4 (Prioritized):** Science: Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students. **Root Cause:** Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students.

**Problem Statement 5:** Social Studies: We are not maximizing planning to build cultural relevance for all students. **Root Cause:** Social Studies: We have not intentionally created lessons that are culturally relevant for all students.

**Problem Statement 6:** The campus did not meet all campus performance objective targets in 2023-2024. **Root Cause:** The teachers need to deepen understanding of and address specific academic needs of all student groups.

# 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 teachers are not consistent in implementing Fundamental 5 strategies during instruction. **Root Cause:** The teachers have not taken time to plan for Fundamental 5 strategies in their lessons and/or not following the lesson plans with fidelity.

# 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 13th 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:** Parent and Family Engagement: We are not providing opportunities for our parents to be consistently involved. **Root Cause:** Parent and Family Engagement: We have a lack of systems in place to communicate and involve our parents.

# Priority Problem Statements

**Problem Statement 1:** Reading: Rigorous planning is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students.

**Root Cause 1:** Reading: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students.

**Root Cause 2:** We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Science: Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students.

**Root Cause 3:** Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** The teachers are not consistent in implementing Fundamental 5 strategies during instruction.

**Root Cause 4:** The teachers have not taken time to plan for Fundamental 5 strategies in their lessons and/or not following the lesson plans with fidelity.

**Problem Statement 4 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
- Effective Schools Framework 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 released test questions
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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-PESS 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
- Other additional data

# Goals

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** SI/ESF: 83% of teachers will proficiently implement 3 or more Fundamental 5 strategies at least 3 times per week by May.

**High Priority**





**Evaluation Data Sources:** Powerwalk data

T-TESS data

Module assessments

CBA/Checkpoint/Interim data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Science: Teachers will consistently plan for hands-on small group activities, with an emphasis on vocabulary development through Interactive Word Walls and reading comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of McGraw Hill Increased science labs/experiments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional coach Instructional coordinator Assistant Principal Principal</p> <p><b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Social Studies: Teachers will plan for all students with an emphasis on vocabulary development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in culturally relevant learning connections, conversations, and writing opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional coach Instructional coordinator Assistant Principal Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> General Education , Special education and Title I funded staff will collaborate and provide targeted intervention and tutorials to deepen understanding and address specific academic needs of all student groups in an effort to provide opportunities for all children, including At-Risk students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) to meet the challenging State academic standards. .</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in usage of Fundamental 5 strategies Engage in rigorous plannings, data digs, tutorials, professional development Providing essential resources and materials utilized in instructional settings</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coordinator Assistant Principal Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Title I Academic Support Teachers - 211 - Title I Part A - \$310,845, State Comp Ed staff - 199 - State Comp Ed, - 211 - Title I Part A - \$4,608</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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:**

### Student Learning

**Problem Statement 1:** Reading: Rigorous planning is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students. **Root Cause:** Reading: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively.

**Problem Statement 3:** Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students. **Root Cause:** We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students.

**Problem Statement 4:** Science: Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students. **Root Cause:** Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students.





### School Processes & Programs

**Problem Statement 1:** The teachers are not consistent in implementing Fundamental 5 strategies during instruction. **Root Cause:** The teachers have not taken time to plan for Fundamental 5 strategies in their lessons and/or not following the lesson plans with fidelity.

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p><b>Staff Responsible for Monitoring:</b> PE teachers Assistant Principals Principal</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:** Strategic Design Goal 2: 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 2025.

**HB3 Goal**

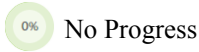
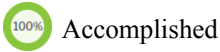
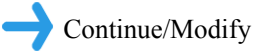

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RLA: Teachers will consistently plan, implement, and reflect small group/mini lesson/conferring with all students with a focus on At-Risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase small group instruction and conferring practices Promote authentic literacy in the class by utilizing interactive journals/notebooks.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional coach Instructional coordinator Assistant Principal Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Writing: Teachers will explicitly teach and implement precise and academic language, grammar, and conventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student critical writing            Increase focus on grammar and mechanics            Increase in teacher modeling, teacher conferring utilizing their notebook, and student-to-student revise &amp; editing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Instructional coach            Instructional coordinator            Assistant Principal            Principal</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Writing: Teachers will increase critical writing with all students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase opportunities in engagement using quick writes</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Instructional coach            Instructional coordinator            Assistant Principal            Principal</p> <p><b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction for all students and targeted intervention for at-risk students to ensure the mastery of required (insert core subject area: reading, math, science) TEKS for all sub populations</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional coach Instructional coordinator</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Reading: Rigorous planning is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students. <b>Root Cause:</b> Reading: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively.</p>

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

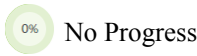
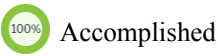
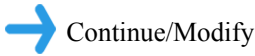

**Performance Objective 4:** HB3: The percent of Rhoads elementary 3rd grade students who achieve meets and above in Math will increase to 38% by July 2025.

**HB3 Goal**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math: Teachers will consistently plan for hands-on and small group instruction with all students with a focus on At-Risk students in order to provide differentiated support in the problem-solving process and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Blended Learning opportunities                      Consistent small group instruction                      Student to student collaboration                      Provide critical writing opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Teachers                      Instructional coach                      Instructional coordinator                      Assistant Principal                      Principal</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction for all students and targeted intervention for at-risk students to ensure the mastery of required (insert core subject area: reading, math, science) TEKS for all sub populations</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional coach Instructional coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June





**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students. <b>Root Cause:</b> We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students.</p>

**Goal 2:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Performance Objective 1:** Teachers will utilize (district/state/campus) assessment data to effectively plan for whole group and small group instruction.

**Evaluation Data Sources:** CBA/Module/Interim/Checkpoint Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will bring completed data dig analysis sheets, updated data folders, and their updated monitor binders to create a plan in addressing the deepest holes (TEKS)</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiated instruction in small groups Increased small group instruction for students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Instructional Coordinator Assistant Principal Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will goal-set with students prior to each assessment and reflect with students after each assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student ownership in scores Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Instructional Coordinator Assistant Principal Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
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**Goal 3:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the 2024-2025 school year, teacher/paraprofessional attendance will increase by 2%.

**Evaluation Data Sources:** TCP Reports  
Increase in student assessment scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will increase staff attendance by implementing PBIS boosters and incentives</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in staff absences Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> New/novice teachers will be provided a teacher mentor</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff will be provided job-related training, professional development opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in staff retention Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Principal</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I Part A - \$30,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus will participate in Katy ISD and regional are job fairs. <b>Strategy's Expected Result/Impact:</b> Increase recruitment pool of highly qualified teachers Increase student achievement and student performance <b>Staff Responsible for Monitoring:</b> Principal	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>				

**Performance Objective 1 Problem Statements:**





Student Learning
<b>Problem Statement 1:</b> Reading: Rigorous planning is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students. <b>Root Cause:</b> Reading: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively.
<b>Problem Statement 3:</b> Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students. <b>Root Cause:</b> We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students.
<b>Problem Statement 4:</b> Science: Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students. <b>Root Cause:</b> Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students.
School Processes & Programs
<b>Problem Statement 1:</b> The teachers are not consistent in implementing Fundamental 5 strategies during instruction. <b>Root Cause:</b> The teachers have not taken time to plan for Fundamental 5 strategies in their lessons and/or not following the lesson plans with fidelity.

**Goal 4:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** By the end of the 2024-2025 school year, parent and family engagement will increase by 25%.

**Evaluation Data Sources:** Raptor reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent &amp; Family Engagement: We will consistently communicate and afford opportunities for parents to be actively involved</p> <p><b>Strategy's Expected Result/Impact:</b> Planned tasks/activities by PTA &amp; school personnel</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Instructional Coach Assistant Principals Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and attendance at campus-wide events</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Instructional Coach Instructional Coordinator Assistant Principals Principal</p> <p><b>Title I:</b> 2.4, 2.6, 4.1</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4</p> <p><b>Funding Sources:</b> - 211 - Title I Part A - \$4,482</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and attendance at campus-wide events</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Instructional Coach Instructional Coordinator Assistant Principals Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Title III: Parent Engagement Event- Navigating TELPAS: A Parent's Guide to the English Language Assessment System</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and attendance at campus-wide events</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Liaison Instructional Coach Assistant Principals Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in parent input, involvement, and attendance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Principal</p> <p><b>Title I:</b> 2.4, 2.6, 4.1, 4.2</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 - Title I Part A - \$150</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
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**Performance Objective 1 Problem Statements:**



### Student Learning

**Problem Statement 1:** Reading: Rigorous planning is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students. **Root Cause:** Reading: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively.

**Problem Statement 3:** Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students. **Root Cause:** We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students.

**Problem Statement 4:** Science: Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students. **Root Cause:** Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students.





### School Processes & Programs

**Problem Statement 1:** The teachers are not consistent in implementing Fundamental 5 strategies during instruction. **Root Cause:** The teachers have not taken time to plan for Fundamental 5 strategies in their lessons and/or not following the lesson plans with fidelity.

**Goal 5:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 1:** By May 2025, the number of discipline incidents will be reduced by 10%





**Evaluation Data Sources:** Discipline Data  
Student assessment scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue the implementation of Positive Behavior Interventions &amp; Supports (PBIS) to support a well-rounded education with campus fidelity. This includes positive incentives, a common language, and interventions accessible by both students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in instructional time Increase in student achievement Decrease in office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Coordinator Assistant Principals Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation with fidelity daily class circle time</p> <p><b>Strategy's Expected Result/Impact:</b> Purposeful People lessons</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Assistant Principals Principal</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 5:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 2:** By May 2025, the number of RES students eating breakfast daily will increase to 60%





**Evaluation Data Sources:** Food & Nutrition purchased data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue strategic movement through the building during the morning, so students pass through/near the cafeteria. <b>Strategy's Expected Result/Impact:</b> Increase in breakfast numbers <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PK/K students will start their day in the cafeteria <b>Strategy's Expected Result/Impact:</b> Increase in breakfast numbers <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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 5:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 3:** By the end of the 2024-2025 school year, 100% of the district's safety policies will be implemented.





**Evaluation Data Sources:** Safety reports and data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will enforce student ID badges, reduction of entry/exit points, reduction and awareness of visitors in the building <b>Strategy's Expected Result/Impact:</b> Increase in student and staff awareness of people in the building <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct ERG Safety drills throughout the year. <b>Strategy's Expected Result/Impact:</b> Increase in familiarity with drill procedures <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.)	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**Goal 5:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 4:** By the end of the 2024-2025 school year, student attendance will increase by 2%.

**Evaluation Data Sources:** Attendance data  
Tardy data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will create and implement a plan to promote healthy competition through PBIS boosters and incentives to increase student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance Increase in staff attendance Decrease in morning tardies</p> <p><b>Staff Responsible for Monitoring:</b> Attendance clerk Assistant Principals Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify homeless students and provide the necessary services to support student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in homeless student attendance Decrease in homeless student tardies</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Counselors Assistant Principals Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% 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: 3

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
Michelle Warren		1

# Title I

## 1.1: Comprehensive Needs Assessment

Jack & Sharon Rhoads Elementary (RES) opened in 2004. RES is projected to serve 740 students in grades EE-5th during the 2024-2025 school year, which has maintained in enrollment from the previous year. The campus is an elementary school. The 2024-2025 school year will be our 20th year providing instruction to a very diverse student body. We celebrate the many cultural and socio-economic family backgrounds our students represent.

### List of Stakeholders and roles

Principal	Timothy Wolff	Parent	Karen Malone
Assistant Principal	Dr. Tricia Tsang	Parent	Michelle Warren
Assistant Principal	Christina Halbot	District Representative	Vivian Muldune
Counselor	Shola Ladejobi Griffin	District Representative	Silvia Osuna
Teacher	Kristen Bryant	Community/Business	Kevin Correa
Teacher	Mariela Boutte	Community/Business	Chad Clark

**RES needs assessment process is described below. The campus leadership team evaluated the 2023-2024 data. We reviewed the following data:**

- STAAR
- Attendance
- Discipline
- Failure Lists
- Staff Quality
- Homeless Students
- Economically Disadvantaged
- EBs
- Standardized Test
- Surveys and interview with Parents/Students/Staff
- Teacher Turnover Rate
- RTI/MTSS
- Bell Schedule & Master Schedule
- Special Student Populations- 504
- Report Cards

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on March 7, 2024, and again on May 1, 2024 to develop the CNA. The meetings were held in the campus LGI starting at 3:30pm on both dates. We plan to meet again on September 26, 2024, November 14, 2024, January 30 2025 and April 3, 2025 to review and revise the CNA as needed.

At the first meeting on Marcy 7th, Principal Wolff began the meeting with introductions. Then, Principal Wolff shared with the group the team expectations. Several

handouts were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Wolff then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2023 -2024 school year. Principal Wolff lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 20 (as our example) specific data points to identify strengths and problems from 2023-2024 school year. Principal Wolff thanked everyone for their participation and reminded everyone of the second CNA meeting on May 1, 2024.

At the second meeting on May 1st, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal Wolff lead the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems

<b>Demographics:</b>	<b>Strengths: Diversity, increase in bilingual/ESL students,</b> <b>Problems: Student Mobility; teacher turnover</b>
<b>Student Learning:</b>	Strengths: Increase in reading scores Problems: Decrease in science scores; not making required growth in student performance
<b>School Processes &amp; Programs:</b>	Strengths: Discipline has decreased; increase in instructional time Problems: Consistent implementation of high-yield instructional practices (Fundamental 5); growth in student achievement for all students
<b>Perceptions:</b>	Strengths: High parent attendance at parent events Problems: Consistently promoting and communicating ways that parents can be involved

### **Priority Problem Statement and Root Causes**

#### **Problem Statement**

**Reading:** Rigorous planning is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students.

#### **Root Cause**

**Reading:** We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively.

#### **Problem Statement**

**Math:** Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students.

#### **Root Cause**



**Math:** We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students.

**Problem Statement**

**Science:** Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students.

**Root Cause**

**Science:** We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students.

**Problem Statement**

The teachers are not consistent in implementing Fundamental 5 strategies during instruction.

**Root Cause**

The teachers have not taken time to plan for Fundamental 5 strategies in their lessons and/or not following the lesson plans with

**Three Areas of Focus for Next Year**

- 1. Student Achievement in Reading, Math, & Science
- 2. Student Performance in ED, EB/EL, SpEd, AA
- 3. Continued implementation of Fundamental 5 practices

**2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Rhoads Elementary Campus Improvement Plan is developed with the involvement of parents, teachers, paraprofessionals, other school leaders, district representatives, business/community and campus administrator. . They provide feedback and direction during collaborative meetings including campus planning and CAT meetings throughout the year.

**List of Stakeholders and roles**

<b>Principal</b>	<b>Timothy Wolff</b>	<b>Parent</b>	<b>Karen Malone</b>
Assistant Principal	Dr. Tricia Tsang	Parent	Michelle Warren
Assistant Principal	Christina Halbot	District Representative	Vivian Muldune
Counselor	Shola Ladejobi Griffin	District Representative	Silvia Osuna
Teacher	Kristen Bryant	Community/Business	Kevin Correa
Teacher	Mariela Boutte	Community/Business	Chad Clark

**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.

### **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 provide opportunities for all students to meet State standards 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
- Supplemental instruction through Learning Lab and tutorials

We hold at least 4 intervention "kid chats" a year in addition to individual student collaboratives. The RISE 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 other local assessments.

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.

At the end of the academic school year the CAT committee will meet and evaluate the effectiveness of the strategies in the Campus Improvement Plan.

## **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 5/24/24

## **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	Bilingual Academic Support Teacher		1.0
Angela Plut	Instructional Coordinator		1
Christi Rolett	Academic Support Teacher		1.0
Mirna Mercado	Counselor		1.0

# Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	State Comp Ed staff		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title I Academic Support Teachers		\$310,845.00
1	1	3			\$4,608.00
1	3	4			\$5,000.00
1	4	2			\$5,000.00
3	1	3	Professional Development		\$30,000.00
4	1	2			\$4,482.00
4	1	5			\$150.00
<b>Sub-Total</b>					<b>\$360,085.00</b>

# Addendums



The Percent of **Rhoads** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 47% to 52% by July 2029.

<b>Rhoads: Goals</b>	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	47%					
		State Rate	46%					
		<b>Met State Rate</b>	Yes					
		Internal Goal	-	48%	49%	50%	51%	52%
		<b>Met Internal Goal</b>	-					

		# 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	# EB	% EB
<b>Rhoads: Targets</b>	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	24	38%	82	48%	14	57%	0		4	50%	0		3	67%	30	27%	108	44%	58	47%
	2025 Target						67%										37%				

The Percent of **Rhoads** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 37% to 42% by July 2029.

<b>Rhoads: Goals</b>	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	37%					
		State Rate	40%					
		<b>Met State Rate</b>	No					
		Internal Goal	-	38%	39%	40%	41%	42%
		<b>Met Internal Goal</b>	-					

		# 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	# EB	% EB
<b>Rhoads: Targets</b>	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	24	21%	82	38%	14	50%	0		4	25%	0		3	100%	30	17%	108	34%	58	33%
	2025 Target																27%				