

Katy Independent School District

Rhoads Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Rhoads Elementary opened in 2004, making this our fourteenth year for providing instruction to a very diverse groups of students from many cultural and socio-economic backgrounds. Starting out with a population of about 900 students, we grew to over 1,100 students and have maintained approximately that number of students.

During the 2006-2007 school year, we became school wide Title I.

We opened our Bilingual program during the 2009-2010 school year, welcoming the students from our attendance zone and Wolfe Elementary's attendance zone who had previously received bilingual instruction at McRoberts and Schmalz Elementaries.

For the 2017-2018 school year, 72% of our students were economically disadvantaged, 48% were second language learners and we had a 13% mobility rate.

The total enrollment of Rhoads Elementary is 1,041 students. We are 69% At-Risk and 72% Low Income. 45.6% of our students are Limited English Proficient and 12.2% of our students are Special Education. Rhoads Elementary has bilingual students that consists of 25.9% and 3% Gifted/Talented. We are considered a 100% Title I campus with a 96% attendance rate. The population of Rhoads Elementary consists of the following ethnicities and races: Hispanic:59%,White:17%,Black or African American:15%, Asian:6%, Two or More Races: 1%, American Indian or Alaska Native: 0.8%, Other:0.3%.

While the federal mandate for highly qualified requirements has expired, training at Rhoads Elementary school continues to place a high priority in employing a high-quality, talented staff.

Every elementary school has movement within their schools. We gain teachers new to the profession and teachers taking advantage of different positions throughout the district. Our new teachers are supported through a mentor program at the district level. Rhoads Elementary also has implemented a Buddy System, so our teachers have an additional support system.

Teachers will attend professional development sessions throughout the year. The professional development will be based upon the needs identified in this improvement plan. The sessions will be provided by our own teacher leaders, instructional coaches, campus administration, district level specialists and outside conferences. In addition to professional development, the weekly PLC meetings and PDR meetings will reinforce what they are learning.

Demographics Strengths

Rhoads has a diverse population of students. many cultures and languages are represented by our students and staff.

Academic Support, ESOL, and Title I teachers provided intervention during Extended Learning Time and in before school tutorials.

Our staff values professional development and seeks opportunities to participate in staff development outside of what the district provides. The certified staff and paraprofessional staff have participated in multiple professional development opportunities during the school year. Many grade levels have teachers who are ESL and/or GT certified. Grade level PLCs and PDRs strengthen instruction through the alignment of the curriculum, lesson planning and year-at a glance. The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.

Strengths:

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

1. Many families move into our area just for the schools. Because our families value education, we have increasing numbers of parents (moms, dad, aunts, uncles, grandparents) who are committed to student success.
2. 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 an 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.
3. Our attendance rate is consistently higher than 95%. Families at Rhoads value student success and understand that attendance is crucial to student success.
4. Students who are withdrawn from Rhoads are typically moving within the district. A trend that we noted was that some families left Rhoads to attend a new private school and a new charter school that opened within one mile of our campus.

Some of the Rhoads Elementary notable strengths for staff quality include:

New Teacher Academy

Buddies for every person new to campus

Support of the Instructional Support team for the first two weeks in the classrooms of every person new to Rhoads

Grade level PLCs strengthen instruction through weekly planning with our Instructional Coaches

Instructional support staff members work with teachers new to the profession, through observation, model lessons, and feedback sessions

Administrative walk-throughs occur multiple times per semester for every teacher
Restructuring our PDR/PLC grade level meetings to allow teams to meet two times monthly at a time other than their planning period

Problem Statements Identifying Demographics Needs

Problem Statement 1: 72.25% of Rhoads's student population are considered at-risk. **Root Cause:** Staff needs additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 2: As an at risk campus we continue to lose quality trained staff members to campuses with a smaller at risk population. **Root Cause:** Our district is growing and opening new campuses where teachers transfer to be closer to where they live.

Student Academic Achievement

Student Academic Achievement Summary

Our campus made Met Standard according to the 2017 STAAR Test results.

Our teachers regularly designed and administered common assessments, analyzed resulting student performance data (examining Power SEs), and implemented specific intervention/remediation based on this data.

Teachers differentiated instruction through guided reading, writing, math and science.

During Extended Learning Time, students were flexibly grouped so that differentiated instruction and intervention could be provided.

Additional intervention was offered before school for students needing Tier III intervention during Extended Learning Time, as well as intervention in another content area.

Many of the problems Rhoads faces in relation to student achievement relates to students' lack of language development (among both monolingual and bilingual students). A high percentage of our children just have not yet developed their academic language, so this has been a major emphasis on our campus. TELPAS data indicates that there is additional focus needed in developing language skills.

All students at Rhoads participate in hands on science lab investigations on a bi-weekly or weekly basis (depending on grade level.) Students report Science as their favorite subject in all grade levels! After an analysis of student groups we can note that growth in our students is not equal. The performance of our special education students is consistently much lower than other sub-populations.

5th Grade STAAR scores improved by 4% in Reading, 1% in Math and 4% in Science.

Our Instructional Coaches supported teachers through data analysis and modeled effective first time teaching.

Student Academic Achievement Strengths

Improvements in 2017 to 2018 school year

* Scores of Special Education students improved in 5th Grade Science (53% to 67%)

* Scores of African American students improved in 5th Grade Science (57% to 67%)

* Scores of all 4th grade students improved in Writing (72% to 76%)

* Scores of LEP students in Writing improved (71% to 84%)

* Fifth Grade scores improved in Reading (87% to 91%)

* Fifth Grade scores improved in Science (84% to 88%)

Additional strengths are highlighted below as well:

STAAR		16/17	17/18	16/17	17/18	16/17	17/18
		Approaches	Approaches	Meets	Meets	Masters	Masters
3 rd Grade	Reading	80%	82%	52%	42%	35 %	24 %
	Reading (Spanish)	79%	100%	47%	50%	42%	33%
	(6 students) Reading Total	80%	83%				
	Math	86%	85%	55%	51%	27%	21%
4 th Grade	Reading	82%	80%	47%	50%	26%	29%
	Reading (Spanish)	85%	85%	54%	54%	15%	23%
	(13 students) Reading Total	83%	80%				
	Math	84%	81%	48%	49%	17%	27%

	Math (Spanish)	57%	100%	0%	60%	0%	0%
	(5 students) Math Total	83%	82%				
	Writing	72%	74%	28%	45%	6%	14%
	Writing (Spanish)	73%	94%	53%	76%	0%	35%
	(17 students) Writing Total	72%	76%				
5 th Grade	Science	84%	88%	49%	50%	21%	21%
	Science (Spanish)		100%		50%		13%
	(8 students) Science Total	84%	88%				
	Math	95%	96%				
	Reading	87%	91%				

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data indicates that 4th Grade Writing performance was 76%. **Root Cause:** Students are not effectively able to elaborate in their writing. Teachers need training in effective writing instruction and conferencing.

Problem Statement 2: STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas. **Root Cause:** There is a need for more communication between SPED staff and general education teachers.

Problem Statement 3: The number of students scoring at “Meets” and “Masters” performance in reading, writing, math, and science are below the district average. **Root Cause:** There is a need to increase personalized learning experiences including real world applications.

School Processes & Programs

School Processes & Programs Summary

At Rhoads Elementary we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments, campus based assessments, balanced literacy including the Lucy Calkins Units of Study for Reading/Writing and Math Workshop. All assessments and programs used assist in teaching the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area. These align to the TEKS and STAAR assessments.

Pre-Kindergarten is using Circle Progress Monitoring. I-station, DLAs, campus benchmarks and STAAR are focus areas in grades 3 through 5. Kindergarten through 5th grade all use Fountas and Pinnell to assess the student's reading level. 2nd and 4th grade are implementing math running records for math facts. Dyslexia and LEP instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for LEP students.

Parents, teachers, and students at Rhoads Elementary take pride in their school and the school's reputation of success. The perception of Rhoads Elementary among all 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 social character. Rhoads Elementary's focus goes far beyond just 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 do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also 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 the Katy ISD systems, 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, iPad, Smart board, Chrome Books, document camera, and laptops/netbook. Wireless access points have been installed all over the building. There are both primary and intermediate computer labs with 25 computers each. The labs are used for a variety of teaching and learning programs. Additionally, there are 8 computers in the library where teachers and students use to search for books, research projects, and other educational projects.

Students are encouraged to use a variety of programs and apps using iPads and computers such as: Padlet, Educreations, PicCollage, Aurasma, plickers and Google Drive to create and display assignments/projects. The majority of the teachers are accustomed to integrating use of Smart board technology include document cameras and Smart Boards into their daily activities and lessons.

School Processes & Programs Strengths

School Processes and Programs Strengths:

The Rhoads staff have a strong congenial and collegial relationship. They are able to work together in grade level team 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.

Rhoads Elementary has recognized the following strengths:

- Teacher generated road maps that target specific TEKS for instruction
- Teacher analyzed heat maps
- Teacher created common based assessments
- Weekly team planning (PLC)
- Teachers attending outside district professional development
- Teachers conducting learning walks to observe peers
- Used Title I, Title III and Special Projects to fund teacher tutoring
- Providing differentiated instruction
- Conducting professional developments

Rhoads Elementary is also proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. RTI is being utilized successfully with students being referred to the appropriate intervention.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently.

Every classroom has iPad access for students with a minimum of 5 per classroom. Each teacher has access to an iPad 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 computers, iPads, Smart boards, and document cameras in keeping with current technology. Our campus is provided a Classroom Technology Designer as well as Campus Technology Coordinator.

Building staff morale is recognized as a critical component in retaining high-quality staff at Rhoads. Each month staff members will receive a special treat that shows how much they are appreciated by the administration team. Throughout the year, will have events such as “Twelve Days of Christmas” in which staff members receive appreciation gifts.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on campus classroom visits, a portion of teachers are at the emergent level of technology integration. **Root Cause:** Technology is always changing requiring continuous teacher professional development.

Perceptions

Perceptions Summary

Rhoads Elementary works to create an environment where families feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, emails, planners, Dojo, Rhoads Student Communication Log and social media. Informational documents and graded work are sent home each week in a Tuesday Folder. As a Title I campus, we are obligated annually to educate our community about the importance of parent involvement in local education. As a bilingual campus, both English and Spanish speakers are available for parent and community needs. In addition, we offer several events and programs throughout the school year to encourage families to visit our school.

Events designed for parents continue to be well-attended at Rhoads. Many parents join us for Meet the Teacher, Parent Orientation, the Principal's Coffees, Book Fair Nights, Math/Science Night, Literacy Night, PE Night, and Art Night.

Our CAT is composed of teachers, parents, community members and other staff members. We meet 4 times per year to discuss the school budget, Title I components, areas of growth and share where we are making improvements. Parents are able to share any concerns they may have and make suggestions to be implemented at Rhoads Elementary.

Toddler Tales is an event held 2 times a year, which welcomes parents to bring their pre-school age children to school to listen to a Fifth Grader buddy read. Each pre-school child leaves with a book of their own to keep.

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

A record number of students participated in the Read/Deed/Run Program in the 2017-2018 school year.

This year will be our 8th year to welcome Watch DOGS (Dads of Great Students) into our school. The kick-off is held in September, and dad come to school with their students to share pizza and to hear a presentation about the Watch DOG program. 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 student'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 good will between school staff and parents.

We have decided to invite the whole family this year and combine this event with a volunteer kick-off. Members of our PTA and staff will share with parents how they can support the school and become a part of our events. It is a primary goal to increase parent involvement.

Parent and Community members provided Junior Achievement Program instruction in all classes in our school.

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

Rocket Singers and Rockets Con Ritmo offer students opportunities for choral and instrumental training, and concerts are presented twice a year.

One of the core beliefs at Rhoads Elementary is that all children can learn, and it is important that student and teacher mind sets support resiliency and grit, resulting in improved student performance. One of our non-negotiables is that students and staff treat one another with respect, and we emphasize this with our RESPECT mnemonic: Rhoads Elementary Students Promote Excellence Citizenship and Teamwork. We end our announcements each morning by singing the chorus of the Rhoads Respect Song: “Respect begins with RES. Respect begins with me! I’ll do my best to be the best I can be!”

In our effort to improve student engagement, student behavior, and student performance, our staff has been trained by Chris Biffle. The 5 rules are embedded in our revised PBIS/BLAST program. We revised and continue to implement the PBIS (Positive Behavior Instructional 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 PBIS include:

- *a purpose and approach to discipline
- *a clear set of positive expectations and behaviors
- *procedures for teaching expected behavior
- *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, including Meet the Teacher, Parent Orientation, Principal’s Coffees, KEYS Mentors, Junior Achievement, Reed-Deed-Run, Watch DOGS, choral and instrumental music programs, PE Night, I Heart Art Night, Math/Science Night, Book Fairs, Celebrations of Learning, Sister Schools Program, Promise to Read, RISE, Student Council and a Robotics Program.

Increased participation by parents of bilingual students, by providing consistent translations of all written communication and oral communication at school events.

All grade level teachers select a student from their class every week to receive a "yellow ticket" on announcements. The student is given this award because they demonstrated one of our RESPECT characteristics. Students are rewarded with BLAST Bucks on a regular basis in which they can purchase items from

the BLAST Store. In some classes, students are able to participate in the "Super Improver" wall which originated from Whole Brain Teaching. Our staff is focusing on their student progress by analyzing data and enforcing the PBIS/BLAST program."

Campus discipline data shows slow progress with the number of discipline referrals. Students are able to earn BLAST Bucks to redeem for prizes as an 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 will be making necessary adjustments to increase the success rate.

Our Sunshine Committee and administrative team provide events, treats, and food throughout the year to appreciate our hard-working staff. Weekly communication goes out to the staff with events, dates, and reminders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events.

Root Cause: There is a need to increase parent communication to parents in a variety of formats regarding family and community engagement opportunities..

Problem Statement 2: There is a need to decrease the amount of discipline incidents. **Root Cause:** Our campus lacks training in strategies to identify behavioral triggers and how to deescalate behaviors

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented 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
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

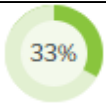
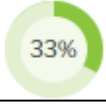
Revised/Approved: July 24, 2017









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

Performance Objective 1: Campus Goal: At least 90% of all students taking the Math STAAR will achieve the minimum expectation. At least 90% of all students taking the Reading STAAR will achieve minimum expectation. Identified At Risk students will receive appropriate intervention/remediation.

Evaluation Data Source(s) 1: At the end of the year we will use STAAR scores for all student groups. to determine if the performance objective was met.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Develop and Utilize Unit Plans and a new planning template to engage in team planning. PDR sessions will focus on planning for deep instruction in order to align our lesson plans to the rigor of the STAAR assessment.</p> <p>Teachers will plan weekly as a team and create common assignments/assessments.</p>	2.4	Instructional Coaches, Administrators and Classroom Teachers	<p>1. Implementation: Lesson plans will be turned in weekly.</p> <p>2. Impact: The effectiveness of our team planning will be evident in the performance of our students in all grade levels.</p>				
Problem Statements: Student Academic Achievement 3							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide additional instructional support for RtI students and special education students through the use of interventionist and tutors. Support will be offered through before school academies, during extended learning time and during instructional time through additional small groups.</p>	2.4, 2.6	Instructional Coordinator	Increased STAAR scores and student progress.				
Problem Statements: Demographics 2 Funding Sources: 211 - Title I Part A - 365670.00							

<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Rhoads Elementary staff members and district data specialist will review campus data of all student groups to identify specific campus needs as determined in monthly grade level professional learning communities.</p>	2.4, 2.5, 2.6	Instructional Coaches	Instruction will be guided by data presented in PLCs.				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 3</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide students with meaningful learning experiences by bringing in educational programs or by taking them into the community to their maximize learning. The experiences will be provided in all academic areas as needed.</p>		Instructional Coaches, Administrators and Classroom Teachers	Follow-up lessons in the classroom to determine the effectiveness of the experience.				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - General Fund - 3500.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Rhoads Elementary will increase student achievement of all student groups by providing materials, including technology integration, professional development and targeted intervention resources to ensure the mastery of reading, writing, math and science.</p>	2.4, 2.6	Instructional Coaches	Increased student achievement on STAAR.				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 Funding Sources: 211 - Title I Part A - 6850.00, 199 - General Fund - 3500.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) To meet the needs of students currently not meeting state expectations in Reading, math, Writing and Science, utilize Title I funds and State Compensatory Education funds to employ specialists who can work with a small group of at-risk children during Extended Learning Time.</p>	2.4, 2.6	Principal	STAAR Scores Reduction in number of RtI students Sub-pop performance on STAAR				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 2 Funding Sources: 192 - Special Project - 9000.00, 211 - Title I Part A - 8000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 72.25% of Rhoads’s student population are considered at-risk. Root Cause 1: Staff needs additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 2: As an at risk campus we continue to lose quality trained staff members to campuses with a smaller at risk population. **Root Cause 2:** Our district is growing and opening new campuses where teachers transfer to be closer to where they live.

Student Academic Achievement

Problem Statement 1: STAAR data indicates that 4th Grade Writing performance was 76%. **Root Cause 1:** Students are not effectively able to elaborate in their writing. Teachers need training in effective writing instruction and conferencing.

Problem Statement 2: STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas. **Root Cause 2:** There is a need for more communication between SPED staff and general education teachers.

Problem Statement 3: The number of students scoring at "Meets" and "Masters" performance in reading, writing, math, and science are below the district average. **Root Cause 3:** There is a need to increase personalized learning experiences including real world applications.

School Processes & Programs

Problem Statement 1: Based on campus classroom visits, a portion of teachers are at the emergent level of technology integration. **Root Cause 1:** Technology is always changing requiring continuous teacher professional development.

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

Performance Objective 1: Teachers will collaborative create at least 2 common assessments per 9 weeks for each content area.

Evaluation Data Source(s) 1: Common assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Teachers will plan weekly as a team and create common assignments/assessments.	2.4	Team Leaders Instructional Coaches	Common assessment scores				
Problem Statements: Student Academic Achievement 1, 2, 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: STAAR data indicates that 4th Grade Writing performance was 76%. Root Cause 1: Students are not effectively able to elaborate in their writing. Teachers need training in effective writing instruction and conferencing.
Problem Statement 2: STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas. Root Cause 2: There is a need for more communication between SPED staff and general education teachers.
Problem Statement 3: The number of students scoring at "Meets" and "Masters" performance in reading, writing, math, and science are below the district average. Root Cause 3: There is a need to increase personalized learning experiences including real world applications.

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 staff will score proficient in Domain IV of T-TESS or Alternate Instrument.

Evaluation Data Source(s) 1: T-TESS/Alternate Instrument

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 7 1) Support new teachers with ongoing professional development sessions and mentor support	2.4, 2.5, 2.6	Instructional Coordinator	Increased teacher capacity.				
	Problem Statements: Demographics 2 - Student Academic Achievement 3 Funding Sources: 211 - Title I Part A - 5000.00						
Critical Success Factors CSF 7 2) Demonstrate commitment to the recruitment and retention of Highly Qualified staff by facilitating job-embedded, ongoing, PD aligned with district and campus goals.		Principal	Increased staff retention.				
	Problem Statements: Demographics 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: As an at risk campus we continue to lose quality trained staff members to campuses with a smaller at risk population. Root Cause 2: Our district is growing and opening new campuses where teachers transfer to be closer to where they live.
Student Academic Achievement
Problem Statement 3: The number of students scoring at "Meets" and "Masters" performance in reading, writing, math, and science are below the district average. Root Cause 3: There is a need to increase personalized learning experiences including real world applications.

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 increased parent/community involvement by offering a variety of activities/events that support student learning.

Evaluation Data Source(s) 1: Increased community events, volunteer hours and surveys will be collected throughout the school year to determine the effectiveness of Rhoads Elementary/PTA efforts.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Promote family and community involvement by hosting academic nights and training sessions at a variety of times to assist parents with learning in their homes, distributing parental involvement policy and parent school compact.	3.1, 3.2	Title I Teachers	Increased attendance and parental involvement				
	Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 5078.00, 199 - General Fund - 1200.00						
2) Provide PK/K transition strategies including Kindergarten Orientation and promote Katy ISD PK/K Summer Program for identified students in ESOL/Bilingual	3.1	PK/Kinder Team Leader	Increased PreK/K Registration				
Critical Success Factors CSF 3 CSF 5 3) Develop a CAT Team with parents, community members and staff to allocate Title I funds that address campus identified needs, revise the parental involvement policy, revise parent /school compact, and provide input on the staff development.	3.1, 3.2	Principal	Increased attendance at CAT meetings				
	Problem Statements: Perceptions 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions







Problem Statement 1: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events. **Root Cause 1:** There is a need to increase parent communication to parents in a variety of formats regarding family and community engagement opportunities..

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 10% from the previous year.

Evaluation Data Source(s) 1: Discipline Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 6 1) Implement the PBIS program including positive incentives, common language, and interventions for students and staff.	2.5	Assistant Principals	Decreased number of incidents.				
Problem Statements: Perceptions 2							
Critical Success Factors CSF 6 2) Implement strategies and activities to prevent bullying/cyber-bullying and encourage kind/appropriate behavior among all students.	2.5	Counselor	Decrease bullying related discipline incidents.				
Problem Statements: Perceptions 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: There is a need to decrease the amount of discipline incidents. Root Cause 2: Our campus lacks training in strategies to identify behavioral triggers and how to deescalate behaviors

State Compensatory

Personnel for Rhoads Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Auristella Maldonado	Teacher	Academic Support	1
Cathy Cooper	Teacher	Academic Support	1
Elizabeth Ollre	Teacher	Academic Support	1
Kalyn King	Teacher	Academic Support	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

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 2018-2019 school year on 5/7/18.

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 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 curriculum and instruction
- Focus on student 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 each and every student every year

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Rhoads Elementary CIP was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. The teachers, community and parents all play important role in developing the CIP. They get to provide feedback at CAT meetings and planning meeting throughout the year.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school year. Formative and summative reviews are completed throughout the year in November, January, February and June. The implementation is regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The CAT team worked together to make the necessary revisions to the CNA for the 2018-2019 school year on 5/7/18.

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

The CIP 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 written in English, but we have a variety of languages spoken on our campus. On our campus we have personnel that could provide Spanish interpreter if needed. In the event we would have a community member that would need an alternate translation we could contact the district office and hire a interpreter. The CIP is available on the campus website and can be retrieved in the library.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that Rhoads Elementary will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children including each of the subgroups of students.

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

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

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 try increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. This year we developed a scheduling committee to adjust the master schedule in order to maximize learning time. The extended learning times were also adjusted to increase the amount of time spent with struggling students.

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 the challenging state academic standards. We have many programs in place to assist our struggling students. The intervention team, admin team and teachers meet at least 4 times a year to discuss the student's progress. The teachers, interventionists, assistant principals and support staff may request a collaborative to discuss struggling students. We always take all necessary measures to ensure student success.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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 available in the library for public viewing.

3.2: Offer flexible number of parent involvement meetings

Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

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, PE Night, Book Fairs, Choral and Instrumental Music Programs, Art Night, and Math/Science Night, all of which are well-attended events.

This year, a concerted effort is being made to encourage parents to attend Principal's Coffees. Invitations are sent out to all parents, and these are followed up with a reminder. Parents are served a continental breakfast, and the administrators share information and answer questions.

Other programs which encourage parental involvement are as follows:

Our Watch DOGS (Dads of Great Students) Program has brought hundreds of dads/uncles/grandfathers into our school, and the good will created has been notable; dads who previously demonstrated mistrust and even disrespect toward school staff have become friendly and supportive.

- Toddler Tales is an event held 2 times a year, which welcomes parents to bring their pre-school age children to school to listen to a Fifth Grader buddy read. Each pre-school child leaves with a book of their own to keep.
- Parent and Community members provide Junior Achievement Program instruction in all classes in our school.
- In May, students in all grade levels participate in Award Ceremonies. Parents are invited to applaud as student 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.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Smith	Teacher	Title I	1
Kathy Doucet	Teacher	Title I	1
Kelly Manning	Teacher	Title I	1
Linda Romero	Teacher	Title I	1
Linnis Russell	Teacher	Title I	1

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Amanda Weaver	Principal
Administrator	Kara Fox	Assistant Principal
Classroom Teacher	Kathleen Doucet	Title I Teacher
Classroom Teacher	Rhoads Elementary	Staff
Administrator	Jillian Wilke	Assistant Principal
Non-classroom Professional	Jackie Belmarez	Math.Science Instructional Coach
Classroom Teacher	Cathy Cooper	Reading Academic Support Teacher
Non-classroom Professional	Kathryn Johnson	Counselor
Non-classroom Professional	Emily Chambers	ELA Instructional Coach
Non-classroom Professional	Lindsey Volney	Instructional Coordinator
Classroom Teacher	Vanessa Gonzalez	Kinder Teacher
Classroom Teacher	Maria Velasquez	1st Grade Teacher
Classroom Teacher	Mery Molina	2nd Grade Teacher
Classroom Teacher	Cherita McGahee	3rd Grade Teacher
Classroom Teacher	Rebecca Wright	4th Grade Teacher
Classroom Teacher	Gretchen Dehoyos	5th Grade Teacher
Classroom Teacher	Lynn Foglesong	PE Teacher
Classroom Teacher	Christine Bruhnke	Special Ed Teacher
District-level Professional	Katherine McKeever	Office of Other Languages
Parent	Shelly Taylor	Parent

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Extra Duty Pay/Instructional Supplies		\$9,000.00
Sub-Total					\$9,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Professional Development/ Staff and Student Resources		\$3,500.00
1	1	5	Professional Development/ Staff and Student Resources		\$3,500.00
4	1	1	Supplies and Snacks for Parenting Events		\$1,200.00
Sub-Total					\$8,200.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title I Staff/Additional Tutorial Staff		\$365,670.00
1	1	5	Professional Development/ Staff and Student Resources		\$6,850.00
1	1	6	Extra Duty Pay/Instructional Supplies		\$8,000.00
3	1	1	Instructional Materials		\$5,000.00
4	1	1	Supplies and Snacks for Parenting Events		\$5,078.00
Sub-Total					\$390,598.00
Grand Total					\$407,798.00