

**San Antonio Independent School District**  
**Rodriguez Montessori Elementary**  
**2022-2023 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rodriguez Montessori students are from all over Bexar county. Currently, Rodriguez Montessori serves Pre-Kindergarten 3year olds through Third Grade students.

### Campus Demographics:

- Our ethnic and racial demographic is 75.37% Hispanic, 18% White, 1% Asian, 1.9% African American, and 3.73% Two or More Races
- Economically Disadvantaged 64%
- Teachers Highest Degree Held: Bachelors 25% Masters 75% Teachers' Years of Experience Beginning Teachers 17% 1-5 Years Experience 0% 6-10 Years Experience 25% 11-20 Years Experience 33% Over 20 Years Experience 25
- 21-22 school year there were fewer than 20 office referrals/disciplinary Level I-II infractions.
- This year we have experienced less than a 10% mobility rate.
- Our 21-22 EOY average daily attendance rate is 88%.

### Demographics Strengths

All professional teaching staff at Rodriguez Elementary is highly qualified and certified by the state of Texas. Our school is part of the SAISD Monarca Montessori School Network (Monarcaschools.org) and the second public Montessori in Bexar county. The staff is representative of the student population. Many of our families, 22% are life-long residents of our community.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Rodriguez Montessori's student attendance rate is averaging 87-89%, which is lower than the campus and district attendance goal of 97%. **Root Cause:** Lack of Rodriguez Montessori parent education/awareness of SAISD & State Attendance protocols.

**Problem Statement 2 (Prioritized):** 20% of Rodriguez Montessori PK3 & PK4 families remain in attendance for the subsequent school year in an effort to remain financially sustainable to support effective instruction. **Root Cause:** SAISD enrolled families return to their zoned schools for Kindergarten and beyond.

# Student Learning

## Student Learning Summary

Student achievement takes into account performance as measured by MAP (Measure of Academic Progress) for Kinder-2nd Grade. This year we will have students in grades PK3-3rd Grade. In measuring our 21-22 EOY Academic Progress 21-22 BOY Overall Scores our data shows that students are showing Academic Progress but are still slightly under Achieving. We must continue to strengthen and refine our implementation of quality first-line instruction and refine our remediation practices in ELA and Math.

### Performance Measure 2: Student Achievement Domain

<b>Rodriguez 21-22 EOY Math Data</b>	<b>Required</b>	<b>How did we do? <a href="#">Percentages from BI</a></b>
	<b>2021-22</b>	
Circle % at Tier 1	64%	30%
Reading PK4		
Circle % at Tier 1	92%	56%
Math PK4		
MAP % Tier 1	73%	68%
Reading KG		
MAP % Tier 1	61%	<b>78%</b>
Math KG		
MAP % Tier 1	44%	42%
Reading G1		
MAP % Tier 1	49%	46%
Math G1		
MAP % Tier 1	52%	<b>73%</b>
Reading G2		
MAP % Tier 1	64%	55%
Math G2		

### Performance Measure 3: Progress Domain

Rodriguez 21-22 EOY Reading Data	Required	How did we do? <a href="#">Percentages from BI</a>
	<b>2021-22</b>	
Circle % Growth	71%	53%
Reading PK4		
Circle % Growth	92%	<b>78%</b>
Math PK4		
MAP % Growth	56%	53%
Reading KG		
MAP % Growth	56%	35%
Math KG		
MAP % Growth	51%	45%
Reading G1		
MAP % Growth	61%	57%
Math G1		
MAP % Growth	51%	<b>92%</b>
Reading G2		
MAP % Growth	61%	<b>80%</b>
Math G2		

### Student Learning Strengths

The Montessori approach uses many hands-on materials that continuously support and provide students with multiple opportunities to practice at the foundational and concrete understanding level prior to scaffolding their learning to the abstract. In grades PK-3rd we will continue multi-age classrooms with limited grade ranges in lower elementary to encourage and scaffold student growth as well as the small group and individualized approach to providing Tier1 instruction. We will refine our daily master schedule to include a designated social-emotional education curriculum All Things EQ and daily academic remediation.

Beginning of the Year Data strengths-

Circle

Pre-K

Rapid letter naming & Letter Sound - 42% On Track

Measuring Adequate Progress (MAP)

Reading

Students who met their growth projection Grade 3 - 70%

Math

Students who met their growth projection Grade 3 - 72%

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 60% of Kindergarten - 2nd Grade Met Reading Growth as measured by 21-22 EOY MAP Data **Root Cause:** Lack of consistent explicit instruction in phonics using a sequenced standard aligned curriculum.

**Problem Statement 2 (Prioritized):** 58% of Kindergarten - 2nd Grade Met Math Growth as measured by 21-22 EOY MAP Data. **Root Cause:** Lack of consistent explicit instruction in numeracy, and basic math fact fluency.

**Problem Statement 3 (Prioritized):** 58% of Rodriguez Elementary students are not fluent decoders and lack comprehension skills. **Root Cause:** Rodriguez Montessori did not have adequate Phonological and Phonemic Awareness tracking data.

**Problem Statement 4 (Prioritized):** Student Attendance rate is averaging 87-89%, which is lower than the campus and district attendance goal of 97% **Root Cause:** Lack of Parent education/awareness of SAISD & State Attendance protocols

**Problem Statement 5 (Prioritized):** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

# School Processes & Programs

## School Processes & Programs Summary

Rodriguez Montessori Elementary School was established in the 2020-21 school year and is in its second year as a Public charter Montessori School. Rodriguez Montessori is a Montessori school with a Dual Language Academic Pathway, Social Emotional Learning -Conscious Discipline, and Special Student Populations Programs. Montessori education is based on the Montessori model researched and proposed by Dr. Maria Montessori. Her research focused on a child's natural abilities to concentrate, explore, discover, and learn about the world around them. The main components of Montessori education include mixed-age classrooms, uninterrupted work periods, Montessori materials, building independence, the emphasis on outdoor learning/real-world activities, and focusing on the social and emotional needs of the child. Montessori works by offering children choices and activities that motivate them to engage deeply and work independently. Montessori classrooms are carefully prepared environments stocked with unique educational materials and teachers who have been specially trained to assist children in exploring, concentrating, and mastering key academic and social/emotional skills. Teachers must meet to obtain Montessori training and credentialing requirements to teach at our school and implement the Montessori Curriculum.

## School Processes & Programs Strengths

- To address the challenges with the misalignment of the Texas Academic Instructional TEKS to the Montessori Developmental Continuum we will supplement the Montessori curriculum by implementing the use of coherent standards aligned ELA and Math curriculum of Amplify Reading and Eureka Math.
- To support building teacher capacity we will continue the practices of weekly professional learning communities routinized in the priority practices of Lesson Internalization, Instructional Coach supported lesson planning, frequent data, and student work sample analysis, and providing quality campus-wide Observational feedback.
- In order to ensure the effectiveness of the implementation of our curriculum and programs we have implemented the following practices but are not limited to 1882 Partnership with Monarca Schools, Weekly and Bi-Weekly TTESS visits, Monthly Instructional Rounds, All Things EQ campus-wide- SEL Curriculum, Quarterly family feedback sessions, School Design Committee, Sunshine Committee, Weekly PLC- Professional Learning Communities, Campus Leadership Team, Parent Advisory Council, and our two-way Dual Language Committee.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 40-42% of Rodriguez Montessori Elementary students in Grades K-2nd are identified as Tier 3 as measured by 21-22 EOY MAP Data in Reading and Mathematics. **Root Cause:** Inconsistent explicit instruction utilizing standard aligned ELA and Mathematics curriculum.

**Problem Statement 2 (Prioritized):** 16% of Rodriguez Elementary students had 10 or more unexcused absences. **Root Cause:** Lack of Parent education/awareness of SAISD & State Attendance protocols

# Perceptions

## Perceptions Summary

Rodriguez Montessori will be the second public Montessori school to open within SAISD. The Public Montessori Network will allow the two Montessori schools to function as one unit yet allowing for each school to establish its own culture. Rodriguez Montessori Elementary School, fostering happy children who advocate for others and pursue their passions. What we believe: We believe that being in the present moment can help us focus better and bring us peace to our well-being. We believe we all are reflective learners who set meaningful goals for themselves. We believe that school is a joyful student-centered place to spend your day. We believe that the Earth is precious and full of resources that we must ethically manage. We believe that all children deserve access to a free and public Montessori education. We believe authentic and challenging work gives us a sense of purpose. We ARE deeply passionate and engaged in the work that we do. We do meaningful work that contributes to our community. We live in harmony with one another and treat each other with grace and courtesy. When surveying stakeholders many community and parent members responded to the desire to sustain community and cultural traditions thus the creation of the Family and Community Engagement parent committee and calendar. Based on community input we are unique in design by ensuring a 50/50 model.

## Perceptions Strengths

The Montessori Model is a child-focused approach that respects the strengths of our students and their developmental stages. As families are chosen to attend Rodriguez Montessori participates in a New Family welcome parent Orientation during the school year. At this orientation, presenters review the school's policies, key aspects of the Montessori Curriculum, and the Second Step Curriculum for Social-Emotional support, and our Two-Way Dual Language Model. To develop leaders and teachers Weekly Professional Learning Communities will be held by the teachers, administrators, and instructional coach. These meetings will act as mini professional developments driven by the teachers. At these meetings, the teachers will review all available data to make a plan to address the needs that are present according to the data. At the meetings, the teachers will also share instructional strategies with which they have experienced success, discuss ideas for the next theme to be taught, and discuss behavior concerns. Lesson studies will also be held during PLC time. This process will let teachers share ideas that will support the upcoming themes of study, ideas for teaching social/emotional strategies, or ideas that will enhance the Montessori environment in the classrooms. The basic components of our school structure will ensure we implement strong systems to support students such as our SEL and MTSS processes. Rodriguez Montessori Family and Community Engagement will bring families together by offering presentations to help parents understand the Montessori model and how they can help their children at home, we will offer different volunteer opportunities for parents to support the success of the school, and through different methods, we will work to have the family/community voice be heard at the school. Events will be but are not limited to movie nights, Fiesta at Rodriguez, and Mother's Day Tea. To engage families in events that impact the community, the school will participate in events such as Dia De Los Muertos, Basura Bash, and Chalk It Up. These events will expose the students and their families to culturally and environmentally based events that are outside of the immediate area of Rodriguez, thus reinforcing the global awareness aspect of the Montessori Model. There is a parent room at Rodriguez where the parents are able to house all the materials they need in order to be effective volunteers. There is an area that houses books and toys for the younger non-school age children that the parents may bring while volunteering. The parents will have tables, chairs, laminators, and office supplies so they can complete the work that the teachers have asked them to do. The room will also act as the Family and Community Engagement Specialist's office so the parent volunteers have easy access to her if questions arise.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 80% of Rodriguez Montessori families do not attend or participate in school-hosted curriculum-specific events and activities. **Root Cause:** Inconsistent parent and community communication system approach at the campus level



# Priority Problem Statements

**Problem Statement 1:** Rodriguez Montessori's student attendance rate is averaging 87-89%, which is lower than the campus and district attendance goal of 97%.

**Root Cause 1:** Lack of Rodriguez Montessori parent education/awareness of SAISD & State Attendance protocols.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 20% of Rodriguez Montessori PK3 & PK4 families remain in attendance for the subsequent school year in an effort to remain financially sustainable to support effective instruction.

**Root Cause 2:** SAISD enrolled families return to their zoned schools for Kindergarten and beyond.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 60% of Kindergarten - 2nd Grade Met Reading Growth as measured by 21-22 EOY MAP Data

**Root Cause 3:** Lack of consistent explicit instruction in phonics using a sequenced standard aligned curriculum.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 58% of Kindergarten - 2nd Grade Met Math Growth as measured by 21-22 EOY MAP Data.

**Root Cause 4:** Lack of consistent explicit instruction in numeracy, and basic math fact fluency.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Student Attendance rate is averaging 87-89%, which is lower than the campus and district attendance goal of 97%

**Root Cause 5:** Lack of Parent education/awareness of SAISD & State Attendance protocols

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** 40-42% of Rodriguez Montessori Elementary students in Grades K-2nd are identified as Tier 3 as measured by 21-22 EOY MAP Data in Reading and Mathematics.

**Root Cause 6:** Inconsistent explicit instruction utilizing standard aligned ELA and Mathematics curriculum.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** 80% of Rodriguez Montessori families do not attend or participate in school-hosted curriculum-specific events and activities.

**Root Cause 7:** Inconsistent parent and community communication system approach at the campus level

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** 58% of Rodriguez Elementary students are not fluent decoders and lack comprehension skills.

**Root Cause 8:** Rodriguez Montessori did not have adequate Phonological and Phonemic Awareness tracking data.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** 16% of Rodriguez Elementary students had 10 or more unexcused absences.

**Root Cause 9:** Lack of Parent education/awareness of SAISD & State Attendance protocols

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

**Root Cause 10:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

**Problem Statement 10 Areas:** Student Learning

# 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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS






1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 1:** Increase the yearly attendance rate from 88% to 97% as measured by the SAISD Monthly Attendance Reports and EOY Qualtrics Report.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TSDS PEIMS Disaggregation of PEIMS Attendance Data Reports  
Q1-Q4 SAISD Monthly Attendance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance marketing campaigns Host parent information session regarding attendance Quarterly Attendance recognition incentives- parent thank you letters, student certificates for improving attendance percentage</p> <p><b>KPI/Metric/Measure:</b> The campus will have 95% ADA Quarter I-II The campus will have 95% or higher ADA Quarter III-IV</p> <p><b>Staff Responsible for Monitoring:</b> Teachers FACE Specialist Senior Coordinator of Operations Attendance Review Committee Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Flyers, Advertisements, Student communication folders - 234 - Rodriguez Montessori - \$600</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

### Performance Objective 1 Problem Statements:

## Demographics

**Problem Statement 1:** Rodriguez Montessori's student attendance rate is averaging 87-89%, which is lower than the campus and district attendance goal of 97%. **Root Cause:** Lack of Rodriguez Montessori parent education/awareness of SAISD & State Attendance protocols.

**Goal 2: ENSURE PROFICIENCY**






2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

**Performance Objective 1:** By the end of the Montessori Pre-Kindergarten cycle, 80% of all PK students will recognize 30/44 letter sounds, and their associated symbols as measured by MCLASS.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Circle Assessment - BOY - EOY  
MCLASS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide daily explicit Phonics and Phonological Awareness Instruction.</p> <p><b>KPI/Metric/Measure:</b> By the end of Q1 Grade period, all Primary lesson plans will have evidence of daily Phonics instruction and Amplify Skills Reading groups. By the end of Q4 80% of PK4 students will be identified as OnTrack(Tier 1) in Language.</p> <p><b>Staff Responsible for Monitoring:</b> Guides Instructional Assistants Montessori Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Core Knowledge Anthologies, Estrellitas &amp; Lunitas Kits, Heggerty Phonics &amp; Phonological Awareness Kits, English and Spanish Decodable Readers - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> 58% of Rodriguez Elementary students are not fluent decoders and lack comprehension skills. <b>Root Cause:</b> Rodriguez Montessori did not have adequate Phonological and Phonemic Awareness tracking data.</p>

**Goal 3: ENSURE PROFICIENCY**






2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

**Performance Objective 1:** Rodriguez Montessori will have 65% K-3rd Grade students who will be able to decode on grade level as measured by CKLA Decodable readers, and 80% show growth as measured by MOY-EOY MAP.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CKLA Monthly Assessment Skill Checks  
MAP -BOY, MOY, and EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Explicit instruction in early language and literacy skills. (K) Daily SG ELA Skills Lessons during Work Cycle (K-3rd) Bi-Monthly Progress Monitoring using MCLASS</p> <p><b>KPI/Metric/Measure:</b> ELA Skill Tracker (charts) MAP MOY to EOY Progress Points</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Montessori Instructional Coach Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Core Knowledge Anthologies, Skills Readers, and Skill Workbooks - 234 - Rodriguez Montessori - \$4,000, ELA Remediation Sessions - 211 - ESEA Title I, Part A - Regular - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 60% of Kindergarten - 2nd Grade Met Reading Growth as measured by 21-22 EOY MAP Data <b>Root Cause:</b> Lack of consistent explicit instruction in phonics using a sequenced standard aligned curriculum.</p>



## Student Learning

**Problem Statement 3:** 58% of Rodriguez Elementary students are not fluent decoders and lack comprehension skills. **Root Cause:** Rodriguez Montessori did not have adequate Phonological and Phonemic Awareness tracking data.

**Goal 3: ENSURE PROFICIENCY**


2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR





**Performance Objective 2:** 65% of K-3rd Grade students will demonstrate grade-level proficiency in math as measured by the end of module assessments in Eureka math and 80% show growth as measured by MOY-EOY MAP data.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Daily Exit Tickets  
Eureka Math End of Module Assessments  
MAP MOY to EOY Progress Points

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement coherent knowledge-based standards-aligned curriculum- Eureka Math K-3rd Dual Language and English students. (Daily WG, and SG math lessons during work cycle)</p> <p><b>KPI/Metric/Measure:</b> Daily Exit Tickets End of Module Assessment MOY to EOY Growth percentages</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Math Curriculum extended components &amp; Math Remediation Sessions - 211 - ESEA Title I, Part A - Regular - \$10,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 2:** 58% of Kindergarten - 2nd Grade Met Math Growth as measured by 21-22 EOY MAP Data. **Root Cause:** Lack of consistent explicit instruction in numeracy, and basic math fact fluency.

### School Processes & Programs

**Problem Statement 1:** 40-42% of Rodriguez Montessori Elementary students in Grades K-2nd are identified as Tier 3 as measured by 21-22 EOY MAP Data in Reading and Mathematics. **Root Cause:** Inconsistent explicit instruction utilizing standard aligned ELA and Mathematics curriculum.

**Goal 4: ENSURE PROFICIENCY**


2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)


**Performance Objective 1:** By the end of the year, 80% of K-3 Grade students will meet or exceed their growth goal as measured by MAP and STAAR Assessments.


**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** PK Circle Assessment, TX-KEA, MAP EOY, CKLA Skills Checks, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Take a multistep systematic approach to Implementing knowledge Rich Tier 1 Montessori Instruction</p> <p>1. Utilize Cosmic education focused on Reading and Math made simple by utilizing Science/Culture Studies with rich content (Mechanical Path &amp; Interpretive path with CKLA Read Alouds) and Mathematical conceptual development with Eureka Math.</p> <p>2. Create Montessori Curriculum Maps and TEK aligned Instructional flow charts</p> <p>3. Planning and Progress Tracking/Recordkeeping - CKLA Skills Charts, mClass, CBAs, Eureka End of Module Assessments, Teacher Created Progress Checks, and Montessori grade book(recordkeeping)</p> <p>4. Coaching and Training - High fidelity Montessori Experts: Center for Guided Montessori Studies</p> <p>5. Engage teachers in weekly ongoing professional development experiences - Tuesday Gathering, and 4- Half-Day Professional Development Sessions.</p> <p><b>KPI/Metric/Measure:</b> Guides proficient TTESS Ratings in Dimensions 1.1, 1.3, 1.4 and 2.1, and 2.2.  Q1-Q4- Student obtains 75% or higher on Amplify Skills Readers and End of Unit Eureka math Checkpoints  Q2- 80% of our students have met or exceeded their MOY MAP Reading and Math Growth Targets  Q4- 80% of our students have met or exceeded their EOY MAP Reading and Math Growth Targets  Q4- 75% of our STAAR assessed students will obtain meets or master's level student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Rodriguez Guides  Rodriguez Administration  1882 Partner - Monarca Schools Executive Director</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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional Material - 199 - Local Maintenance - \$5,000, Supplemental Reading Material - 211 - ESEA Title I, Part A - Regular - \$6,000, Montessori/CKLA Skills Readers - 211 - ESEA Title I, Part A - Regular - \$7,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students with a minimum of four Montessori Content Rich "Going Out" Experiences aligned with ELA/SLA CKLA (Amplify)Listening and Learning/Conocimiento units of study.</p> <p><b>KPI/Metric/Measure:</b> At the conclusion of the Going out experience, each student must demonstrate an understanding of domain skills by completing field trip performance/product tasks.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Guides Instructional Coach Administration CLT</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Transportation and Admission - 199 - Local Maintenance - \$1,000, Transportation and Admission - 211 - ESEA Title I, Part A - Regular - \$1,000, Transportation and Admission - 282 - ESSER - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 1. The Family and Community Engagement Specialist in collaboration with Campus Administration and staff will co-facilitate and host four knowledge-rich parent engagement events and provide a safe and respectful environment where families can learn how to support student's academic and behavior growth targets at home from facilitators and each other as individuals and in groups.</p> <p>2. The Family and Community Engagement Specialist will attend the Statewide Family Engagement Conference to gather descriptive information and best practice family engagement strategies to help increase campus-wide parent &amp; family engagement participation and student outcomes.</p> <p><b>KPI/Metric/Measure:</b> Q2-Q4- 50% or higher family attendance at each knowledge-rich parent engagement event SAISD Qualtrics &amp; Campus Family Surveys data Volunteer Tracker</p> <p><b>Staff Responsible for Monitoring:</b> Administration Executive Director CLT Instructional Coach FACE Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3 - School Processes &amp; Programs 1, 2 - Perceptions 1</p> <p><b>Funding Sources:</b> 500.00- Region 20 parent classes, 500.00-Community Resources, 1500.00- Supplies to create take home resources - 282 - ESSER - \$2,500, Family Engagement Specialist Conference Registration and Travel fees - 211 - ESEA Title I, Part A - Regular - \$550</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> 20% of Rodriguez Montessori PK3 &amp; PK4 families remain in attendance for the subsequent school year in an effort to remain financially sustainable to support effective instruction. <b>Root Cause:</b> SAISD enrolled families return to their zoned schools for Kindergarten and beyond.</p>
<b>Student Learning</b>
<p><b>Problem Statement 3:</b> 58% of Rodriguez Elementary students are not fluent decoders and lack comprehension skills. <b>Root Cause:</b> Rodriguez Montessori did not have adequate Phonological and Phonemic Awareness tracking data.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> 40-42% of Rodriguez Montessori Elementary students in Grades K-2nd are identified as Tier 3 as measured by 21-22 EOY MAP Data in Reading and Mathematics. <b>Root Cause:</b> Inconsistent explicit instruction utilizing standard aligned ELA and Mathematics curriculum.</p>

**School Processes & Programs**

**Problem Statement 2:** 16% of Rodriguez Elementary students had 10 or more unexcused absences. **Root Cause:** Lack of Parent education/awareness of SAISD & State Attendance protocols

**Perceptions**

**Problem Statement 1:** 80% of Rodriguez Montessori families do not attend or participate in school-hosted curriculum-specific events and activities. **Root Cause:** Inconsistent parent and community communication system approach at the campus level



**Goal 5: ENSURE PROFICIENCY**

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS**

3a: Increase the percent of Grade 8 students earning HS credit

**Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS**

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

**Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS**  
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

**Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS**

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

**Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS**

4c: Increase the percent of graduates attending College





**Goal 11:** District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 1:** (Testing & Evaluation) By the end of 2021-2022, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

**High Priority**

**Evaluation Data Sources:** CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p><b>KPI/Metric/Measure:</b> By the end of 2021-2022, the grade-level ready ratings will increase by 5%</p> <p><b>Staff Responsible for Monitoring:</b> SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</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> Students will be provided with permanent classroom coverage through the use of substitutes to provide for a seamless transition and the preservation of meaningful instruction, stability and consistency and less disruption to the students' learning.</p> <p><b>KPI/Metric/Measure:</b> Quarterly campus-generated assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration team</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				





**Goal 11:** District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 2:** By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

**Evaluation Data Sources:** CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p><b>KPI/Metric/Measure:</b> By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p><b>Staff Responsible for Monitoring:</b> SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$3,376</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 5:</b> As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>



# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Campus Needs Assessment and Campus Improvement Plan was drafted on May 26, 2022, by the following Rodriguez Montessori stakeholders:

- Alicia Craig, Principal
- Anthony Rodriguez, Assistant Principal
- Michelle Boyle, Executive Director
- Penelope Diaz, Counselor
- Melissa Lara, Teacher
- Erin Aparicio, Teacher
- Martha Delgado-Menchanca, Parent
- J. Bentacourt, Parent

The Campus Improvement Plan was edited, and finalized on June 8, 2022, by the following stakeholders:

- Alicia Craig, Principal
- Anthony Rodriguez, Assistant Principal
- Michelle Boyle, Executive Director
- Melissa Lara, Teacher
- Erin Aparicio, Teacher
- J. Bentacourt, Parent

The Campus Needs Assessment was reviewed and edited on October 27, 2022, by the following stakeholders:

- Alicia Craig, Principal
- Anthony Rodriguez, Assistant Principal
- Melissa Lara, Instructional Coach
- Caitlyn Zwang, Teacher
- J. Betancourt, Parent
- Martha Delgado-Menchaca, Parent
- Chelsea Garza, Family, and Community Engagement Specialist
- Dina Arriola, Secretary

## 2. Campus Improvement Plan

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

The End of the Year 2021-22 Campus Improvement Plan was progress monitored and the 22-23 Campus Improvement Plan was drafted on May 26, 2022, by the following Rodriguez Montessori stakeholders:

- Alicia Craig, Principal
- Anthony Rodriguez, Assistant Principal
- Michelle Boyle, Executive Director
- Penelope Diaz, Counselor
- Melissa Lara, Teacher
- Erin Aparicio, Teacher
- Martha Delgado-Menchanca, Parent
- J. Bentacourt, Parent

The 22-23 Campus Improvement Plan was edited, and finalized on June 8, 2022, by the following stakeholders:

- Alicia Craig, Principal
- Anthony Rodriguez, Assistant Principal
- Michelle Boyle, Executive Director
- Melissa Lara, Teacher
- Erin Aparicio, Teacher
- J. Bentacourt, Parent

## 2.2: Regular monitoring and revision

The End of the Year 2021-22 Campus Improvement Plan was progress monitored and the 22-23 Campus Improvement Plan was drafted on May 26, 2022, by the following Rodriguez Montessori stakeholders:

- Alicia Craig, Principal
- Anthony Rodriguez, Assistant Principal
- Michelle Boyle, Executive Director
- Penelope Diaz, Counselor
- Melissa Lara, Teacher
- Erin Aparicio, Teacher
- Martha Delgado-Menchanca, Parent
- J. Bentacourt, Parent

The 22-23 Campus Improvement Plan Quarter I Goals were monitored on October 27, 2022, by the following Rodriguez Montessori stakeholders:

- Alicia Craig, Principal
- Anthony Rodriguez, Assistant Principal
- Chelsea Garza, Family, and Community Engagement Specialist
- Penelope Diaz, Counselor
- Melissa Lara, Instructional Coach
- Dina Arriola, Secretary
- Caitlyn Zwang, Teacher
- Martha Delgado-Menchanca, Parent
- J. Bentacourt, Parent

Agenda and Sign-in sheets for meetings are located in CNA/CIP Google folder

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

CIP is located:

- Main Office mailbox file - copies available upon request
- Distributed at Annual Title 1 Meeting
- Campus Website (after SAISD board approval)

Language of version- English

## **2.4: Opportunities for all children to meet State standards**

Schoolwide Reform Strategies:

- GPS- 1.1.1 - Increase the yearly attendance rate from 88% to 97% as measured by the SAISD Monthly Attendance Reports and EOY Qualitrics Report.

## **2.5: Increased learning time and well-rounded education**

Increased learning time and well-rounded education:

- GPS- 4.1.1 - By the end of the year, 80% of K-3 Students will meet or exceed their growth goal as measured by Circle, MAP, and STAAR.
- Strategy 1- Take a multistep approach to implement Knowledge Rich Montessori Instruction.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Please see Title1Crate for the following documentation.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Please see Title1Crate for the following documentation.

### **4.2: Offer flexible number of parent involvement meetings**

Please see Title1Crate for the following documentation.

## **5. Targeted Assistance Schools Only**

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

N/A

# Campus Funding Summary

<b>164 - State Compensatory Education (SCE)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
11	2	1	MAP Assessment Platform		\$3,376.00
<b>Sub-Total</b>					<b>\$3,376.00</b>
<b>199 - Local Maintenance</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Instructional Material		\$5,000.00
4	1	2	Transportation and Admission		\$1,000.00
<b>Sub-Total</b>					<b>\$6,000.00</b>
<b>211 - ESEA Title I, Part A - Regular</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Core Knowledge Anthologies, Estrellitas & Lunitas Kits, Heggerty Phonics & Phonological Awareness Kits, English and Spanish Decodable Readers		\$5,000.00
3	1	1	ELA Remediation Sessions		\$10,000.00
3	2	1	Math Curriculum extended components & Math Remediation Sessions		\$10,000.00
3	2	1	Supplies and Materials		\$5,000.00
4	1	1	Montessori/CKLA Skills Readers		\$7,000.00
4	1	1	Supplemental Reading Material		\$6,000.00
4	1	2	Transportation and Admission		\$1,000.00
4	1	3	Family Engagement Specialist Conference Registration and Travel fees		\$550.00
<b>Sub-Total</b>					<b>\$44,550.00</b>
<b>234 - Rodriguez Montessori</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Flyers, Advertisements, Student communication folders		\$600.00
3	1	1	Core Knowledge Anthologies, Skills Readers, and Skill Workbooks		\$4,000.00
<b>Sub-Total</b>					<b>\$4,600.00</b>
<b>282 - ESSER</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Transportation and Admission		\$2,500.00

282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	500.00- Region 20 parent classes, 500.00-Community Resources, 1500.00-Supplies to create take home resources		\$2,500.00
<b>Sub-Total</b>					\$5,000.00