# Campus Improvement Plan

## 2023-2024

## Rodriguez Montessori Elementary

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# Board of Trustees

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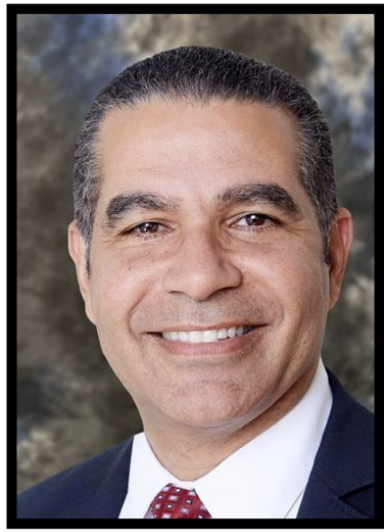

Superintendent of Schools
Dr. Jaime Aquino

Vision, Mission, Core Values, and Core Beliefs

## VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

## MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

## CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

## CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

# SAISD District and Campus Goals

**SAISD 5 Year Board Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2023-2024 Board Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ___ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ___ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ___ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2023-2024 Campus Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 50% in August 2023, to 80% in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ___ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ___ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

Comprehensive Needs Assessment Process

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

**The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]**

| CNA Development Dates | Meeting Topics and Actions |
|---|---|
| **Meeting #1**<br>**May 11, 2023** | Topics: Processes and programs, Perceptions, and Demographics -<br>Actions:<br>● As a CAC review 22-23 CIP strategies created and determined through data and artifacts, if the EOY KPIs are achieved. Assign each strategy a rating.<br>● As a CAC determine the level of completion for each performance objective. Determine what will be enhanced and what will be discontinued. Examine data and artifacts to rate the progression towards each performance objective. Assign each strategy a rating.<br>● As a CAC, determine gaps in Demographics, and Processes & Programs. Craft two problem statements and root causes for each Multiple Measure discussed. |
| **Meeting #2**<br>**May 24, 2023** | Topics: Student Learning -<br>Actions :<br>● As a CAC, determine gaps in Student Learning. As a CAC, review Performance Objectives identified as continuing, align problem statements and root causes. Craft strategies to achieve new Performance Objectives. |

**How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?**

Based on our 2022-23 CIP Summative Evaluation the RMES CAC determined :

- ➔ 2 of 8 teachers are Montessori Certified. From 2021 to present we have a yearly teacher turnover rate of 30% and the campus lacks financial ability to sustain sending teachers to Montessori Certification training each year. Therefore we will work to develop a long-range commitment plan for all staff returning and new hires for the 2023-24 school year.
- ➔ Parental Involvement at non-academic related events is 80% of our enrolled student population but only 12% attend Montessori parent education courses.
- ➔ 80% of our PreKindergarten students transitioning to Kindergarten next year are identified as Tier 1 according to Circle Assessment, while K-3rd student grade level readiness did not meet our 80% growth target. Across all grade levels 50% of our students (or higher) are Tier 1 in Reading and 54% are identified as Tier 3 in Math. Our implementation of Heggerty and Estrellitas is having an impact on the PreKindergarten students although we incorporated intervention K-3 for math and reading the inconsistencies of intervention Reading Comprehension and Math practices resulted in 20-45% achievement gaps. We will continue to integrate those phonics and phonological awareness strategies and codify our Intervention practice to provide better individualized student support.
- ➔ Our campus will continue to focus on Performance Objectives 1-4 as stated in our 22-23 CIP however, we will re-examine and codify our strategies to better support student performance, teacher retention, attendance, addressing student behaviors by training teachers how to support SPED specific behaviors, proper implementation of Montessori Pedagogy and offer a menu of support will be created aligned to the needs of the campus.
- ➔ Based on student outcomes in all grade levels,our year-long professional development will focus on effective implementation of the Montessori Scope and Sequence, Montessori Lesson Study, and aligning the TEKS while utilizing Montessori and TEKS aligned supplemental resources.

Comprehensive Needs Assessment – Demographics

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

**The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.**

**Demographics (Minimum 2 Areas)**

| Area Examined | Data Sources | | Problem Statements and Root Causes |
|---|---|---|---|
| Teacher Retention | Teacher Demographics & Rosters 2020-2023<br>Teacher Exit Interviews | **PS DE-1** | From the 2021-2023 school year 30% our teachers leave Rodriguez Montessori each year. |
| | | **RC DE-1** | Lack of clarity in alignment for how the school meets the demand of the implementation of the Montessori pedagogy in a public school environment. (ESF 2.1) |
| Behavior | PEIMS & Frontline Behavior Reports<br>Branching Minds | **PS DE-2** | 38% of Rodriguez Montessori behavior referrals are for students identified with disabilities (ED and AU, ADHD). |
| | | **RC DE-2** | Teachers lack the skills and training to address and mitigate robust behaviors within the classroom; and lack consistent AIP documentation to support the development of appropriate behavior strategies/interventions. (ESF 2.1) |
| Attendance | PEIMS Attendance Yearly Report<br>Attendance Review Committee Tracker | **PS DE-3** | Rodriguez Montessori's 2022-23 year end Attendance rate is 90.6% which is lower than the campus and district goal of 97% |
| | | **RC DE-3** | RMES Attendance Committee has not consistently communicated attendance policies and will continue efforts to educate/train families to increase awareness and understanding of SAISD & State-Based Attendance Protocols & Policies. (ESF 3.3) |
| | | **PS DE-4** | |
| | | **RC DE-4** | |
| **Data Determinations** | 2 of 10 teachers are fully Montessori Certified. Since 2021, the turnover rate of teachers who have completed the Montessori Certification process is 30%. The campus Frontline and PEIMS Behavior report trends reflect 38% of Rodriguez Montessori behavior referrals are for students identified with disabilities. Teachers lack the skills and training to address and mitigate the explosive behaviors within the classroom; and lack consistent AIP documentation to support the development of appropriate behavior strategies/interventions. Lastly our attendance trends for six week cycles 2-3 were below 90% but after the district began sending attendance communication to families six week cycles 6-9 saw a 10-15% increase. | | |

Comprehensive Needs Assessment – Student Learning

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

**The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.**

**Student Learning (Minimum 2 Areas)**

| Area Examined | Data Sources | Problem Statements and Root Causes | |
|---|---|---|---|
| Student Performance (All Grades) | Circle Assessment, Golden Clipboard(Montessori progress check), MAP BOY-EOY | **PS SL-1** | 20-45% of all monolingual students K-3rd are identified as Tier 3 in both Reading and Math. |
| | | **RC SL-1** | Lack of explicit Montessori instruction and intervention that is TEKS aligned and the majority of teachers are not consistently using teaching practices that promote critical thinking and differentiation for student groups (ESF 5.1). |
| Grade Level Readiness | mClass, Montessori Progress checks, MAP BOY-EOY | **PS SL-2** | 45% of our monolingual 2nd grade students in both subject areas fall within Tier 3. |
| | | **RC SL-2** | Instructional gaps have yet to be filled for our hybrid Covid students in 2nd grade in reading and math. Teachers are not consistently using teaching practices that promote critical thinking and differentiation for student groups (ESF 5.1). |
| Grade Level Readiness | Teacher created assessments, Montessori Progress checks, MAP BOY-EOY | **PS SL-3** | From BOY to EOY 16% decrease from 1st to 2nd grade in Math MAP testing |
| | | **RC SL-3** | The campus has not provided PD to support teachers in moving from concrete to abstract math problem solving and reading readiness to support students comprehension skills necessary to students 2nd grade and beyond when executing math shelf work and Montessori math lessons students are engaging with complex materials but lack the conceptual understanding to help move them from concrete to abstract mathematical problem solving. (ESF 5.1). |
| | | **PS SL- 4** | |
| | | **RC SL-4** | |
| **Data Determinations** | When it was determined that the students were not growing at the needed rate, interventions were put in place. For the 23-24 school year the campus will codify the intervention/enrichment process and expand participation to students 1st - 4th grades. This is the first year for Rodriguez to take the STAAR Assessment. As a result, Rodriguez scores are in line with the district average.STAAR Preliminary data reflects that 50% of our 3rd grade students are projected as likely to pass to Reading and 30% in Math for Domain 1 Student Achievement. As an initial testing year Rodriguez will not have Domain 2 Student Growth scores. Lastly, based on NWEA MAP data campus-wide Math underperforms reading with 1st and 2nd showing the highest gap reflecting lack of strong foundation mathematical skills. | | |

Comprehensive Needs Assessment – Processes & Programs

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

**The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.**

**Processes and Programs (Minimum 2 Areas)**

| Area Examined | Data Sources | | Problem Statements and Root Causes |
|---|---|---|---|
| Personnel Policy & Procedures | Teacher Demographics & Rosters 2020-2023<br>Teacher Exit Interviews | **PS PP-1** | Only 20% of RMES teachers are Montessori certified. |
| | | **RC PP-1** | From 2021-2023 RMES has a 30% yearly teacher turnover rate and the lack of financial sustainability of paying for Montessori certification training. |
| Professional Practices | BOY, MOY, EOY Staff Surveys | **PS PP-2** | The Spring Rodriguez Staff Climate Survey revealed that 64% of teachers felt that professional development (Tuesday Gatherings/PD Days) sessions helped them build their capacity and improve instruction but the trainings provided were more compliance/procedural and not Montessori specific. |
| | | **RC PP-2** | There was more professional development provided on district/state requirements (testing/data/state screeners/AIP) than on implementing Montessori Essential Elements and Pedagogy. |
| | | **PS PP-3** | |
| | | **RC PP-3** | |
| | | **PS PP-4** | |
| | | **RC PP-4** | |
| **Data Determinations** | Based on our campus survey found that teachers prefer to engage in ongoing year-long professional learning opportunities but desire to engage in training that has greater implication on improving teacher actions to yield greater learning outcomes the greatest learning impact. | | |

Comprehensive Needs Assessment – Perceptions

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

**The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.**

**Perceptions (Minimum 2 Areas)**

| Area Examined | Data Sources | | Problem Statements and Root Causes |
|---|---|---|---|
| Parent Engagement | RMES Family Quarterly Step-Backs feedback, Family Surveys, PFE Sign-In Sheets, Campus Sign-In Sheets, PFE Calendar | **PS PE-1** | 80% of the Rodriguez families attend non-academic school events, while only 10-12% attend campus facilitated Montessori education opportunities. |
| | | **RC PE-1** | 90% of enrolled families live outside of the SAISD/Rodriguez boundaries and many families choose Rodriguez as an educational alternative, understanding of the Montessori philosophy and pedagogy is a need. (ESF 3.4) |
| Parent Engagement | RMES Family Quarterly Step-Backs feedback, Family Surveys | **PS PE-2** | 62% of parents who responded to the Rodriguez Elementary Watch Me Work Night/Parent Conference Surveys responded they believe their children are learning, progressing and ready for the next grade level. |
| | | **RC PE-2** | We will continue the work of providing parent education opportunities on the Montessori philosophy and pedagogy to promote a clear understanding of what students should learn within a public Montessori environment and what grade level TEKS they are expected to master by end of the school year. |
| | | **PS PE-3** | |
| | | **RC PE-3** | |
| | | **PS PE-4** | |
| | | **RC PE-4** | |
| **Data Determinations** | As a member of the SAISD Montessori Network of Schools, Rodriguez Montessori Elementary strives to provide a public Montessori education with an appreciation for equity and diversity. Families and the District 5 Westside Community look to our Network School as an alternative to a traditional school environment. We desire to provide our community with an educational opportunity embedded in the Montessori pedagogy. During our family step back meetings, and parental advisory meetings feedback reflects that parents have a high level of engagement and participation at non-academic social school events and have low participation and attendance for campus Montessori education based events as stated in the first problem statement for parent engagement. Parents continue to request evidence of Montessori implementation within the Network schools. As a campus we will continue to connect with families to support their understanding of what essential elements are and should be in place within a public Montessori environment. | | |

Plan for Improvement – Demographics

## 2.1 - Campus Improvement Plan (CIP)

**The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes**

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| DE-1 | 1 | By the end of the year, the campus will retain 100% of all Montessori Certified Teachers **Demographics 1** | The Leadership Team will plan and facilitate bi-weekly coaching sessions based on teacher needs. | Administrative Team | |
| | | **Quarterly KPIs** | By the end of Quarter 1, all teachers will have participated in 3-9 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. By the end of Quarter 2, all teachers will have participated in 6-18 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements.By the end of Quarter 3, all teachers will have participated in 9-27 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements.By the year, all teachers will have participated in 12-36 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| DE-2 | 1 | By the end of the year, the campus will retain 100% of all Montessori Certified Teachers **Demographics 1** | PMAI Partners and Campus Leadership Team will establish and facilitate cross network Professional Learning Network- mentor connections, monitor and support CGMS Training Center mentor check-in's, and provide campus-based sustained professional development opportunities, and provide Montessori and supplemental resources for all staff. | Administrative Team PMAI | |
| | | **Quarterly KPIs** | By the end of Quarter 1, all teachers in Montessori Certification training will be assigned CGMS mentees and will have participated in bi-weekly Instructional Coaching sessions. By the end of Quarter 2, all mentees will have completed two CGMS Mentor check-in and participated in three embedded Montessori professional learning sessions. By the end of Quarter 3 all RMES Guides will have completed four embedded Montessori professional learning sessions and provide survey feedback on sessions. By the end of the year, teacher EOY conferences will indicate a 75% or higher positive rating of how supported they felt by their training center, peers and the administrative team. | | |
| DE-3 | 1 | By the end of the year, the campus will increase our yearly ADA by 7% moving from 90.6 to 97.6% **Demographics 2** | The Attendance Review Committee will host quarterly parent information sessions regarding the importance of attendance and state and local policies and provide with families quarterly attendance recognition, (thank you letters, certificates, social media post) | PEIMS Clerk Attendance Review Committee Administrative Team | **199**- Printing certificates, letters & mailing services $100.00 |
| | | **Quarterly KPIs** | By the end of Quarters 1 and 2 the campus will have three or more six week cycles with ADA averages of 90-95%. By the end of Quarters 3 and 4 the campus will have three to four six week cycles averages 92-97% and a yearly with ADA averages of 97% | | |
| DE-4 | 4 | By the end of the year, the number of Rodriguez Montessori behavior referrals for students identified with disabilities will decrease from 38% to 18% **Demographics 3** | As a part of the campus-wide comprehensive counseling & SEL program the campus leadership team, counselor, special education teacher, and PMAI partners will provide professional development to support the implementation of positive discipline, emotional regulation strategies; and the implementation of the Montessori Peace Area. | Administrative Team Counselor | **461** - Peace Area tangibles & emotional regulation fidgets $200.00 |
| | | **Quarterly KPIs** | By the end of Quarter 1, 100% of all staff will have been provided professional development on implementing a Peace Area, and the 5 steps to teaching emotional self-regulation and all classrooms will have a Peace Area. By the end of Q2 all classrooms inclusive of Specials will have implemented strategies as evidenced by teacher and student artifacts. By the end of Quarter 3 100% of all classrooms will have implemented the use of Peace Area and reacclimation into the work cycle strategies as evidenced by teacher and student artifacts. By the end of the year teacher surveys will indicate a 70% positive rating of how emotional regulation and reacclimation strategies resulted in a decrease in office referrals/administrative support requests. | | |

Plan for Improvement – Student Learning

## 2.1 - Campus Improvement Plan (CIP)

**The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes**

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| SL-1 | 1,2 | By the end of the year, 80% of K-4th Grade Student will meet or exceed their growth goal as measured by MAP and STAAR.<br>**Student Learning 1** | Create a specialized instructional school year calendar and daily instructional flow that will provide staff members a year-long PLC series of Montessori lesson study, lesson planning,data collection & analysis, philosophy and pedagogy essential elements implementation sessions for all teachers and instructional assistants. | Administration, Instructional Coach, PMAI | |
| | | **Quarterly KPIs** | By the end of Quarter 1, all teachers in Montessori Certification training will be assigned CGMS mentees and will have participated in weekly PLC sessions. By the end of Quarter 2, all mentees will have completed two CGMS Mentor check-in and participated in eight embedded PLC sessions. By the end of Quarter 3 all RMES Guides will have completed 12, PLC sessions and provide survey feedback on sessions. By the end of the year, teacher EOY conferences will indicate a 75% or higher positive rating of how supported they felt by their training center, peers and the administrative team. | | |
| SL-2 | 1,2 | By the end of the year, 80% of K-4th Grade Student will meet or exceed their growth goal as measured by MAP and STAAR.<br>**Student Learning 1** | The teachers and PMAI will develop and implement Montessori TEKS/Standard aligned scope and sequence for Tier 1 instruction, campus and district resources for lesson planning and the development of student work plans. | Administration, Instructional Coach, PMAI | |
| | | **Quarterly KPIs** | By the end of Quarter 1, all teachers will have participated in 3-9 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. By the end of Quarter 2, all teachers will have participated in 6-18 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements.By the end of Quarter 3, all teachers will have participated in 9-27 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements.By the year, all teachers will have participated in 12-36 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| SL-3 | 1,2 | By the end of the year, 80% of K-4th Grade Student will meet or exceed their growth goal as measured by MAP and STAAR.<br>**Student Learning 1** | Campus Administration team will conduct weekly observations and walkthroughs to monitor the effective implementation of Montessori lessons during the uninterrupted work cycle and identify targeted areas of improvement/goals for each team member. | Administration, Instructional Coach, PMAI | |
| | | **Quarterly KPIs** | By the end of Quarter 1 all teachers will have targeted goals and received at minimum 3 pieces of walkthrough feedback. By the end of Quarter 2 all teachers will have received a minimum of 6 pieces of walkthrough feedback and refined targeted goals. By the end of Quarter 3 all teachers will have received formal TTESS feedback and received areas of refinement and reinforcement. By the end of Quarter 4 all teachers will be rated proficient or higher as measured by TTESS. | | |
| | | | | | |
| | | **Quarterly KPIs** | | | |

Plan for Improvement – Student Learning

## 2.1 - Campus Improvement Plan (CIP)

**The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes**

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| SL-4 | 1,2 | By the end of the year 75% of K-4th Grade students will meet or exceed grade-level academic proficiency standards as measured by MAP<br>**Student Learning 2** | From September - April teachers will provide small group math and literacy enrichment and intervention after school for identified first -fourth grade students. | Administration Team<br>Campus Instructional Coach | **211** - supplemental pay for tutoring and tutoring snacks $7500 |
| | | **Quarterly KPIs** | By the end of quarter 1 all tier 3 students will have an AIP developed in Branching Minds and targeted interventions tracked and monitored. By the end of Quarter 2 all teachers will review anecdotal and formative data to identify next intervention quentitle group and provide targeted intervention. By the end of quarter 3 all tier 2&3 students will have AIP targeted invention plans reviewed and updated. By the end of Quarter all tier 1-3 students will have anecdotal and formative data reflecting 1 or more years growth as measured by MAP. | | |
| SL-5 | 1,2 | By the end of the Primary 3 year cycle 80% of the students will be academically proficient and ready to transition to Lower Elementary as measured by MAP and Circle Assessments.<br><br>**Student Learning 3** | Teachers will ensure students have a Montessori-prepared environment. the instructional materials and shelf work will include resources intentionally designed to meet the needs of diverse sub-populations including by not limited to PK, SPED, ELL, EcoDis, and all racial subgroups. | | **199**- Montessori materials and supplies $2000 |
| | | **Quarterly KPIs** | By the end of Quarter 1, 25% of the Montessori Classroom Environments will be aligned with and mirror the Montessori Model Classroom. By the end of Quarter 2, 50 % of the Montessori Classroom Environments will be aligned with and mirror the Montessori Model Classroom. By the end of Quarter 3, 75% of the Montessori Classroom Environments will be aligned with and mirror the Montessori Model Classroom. By the end of the year 100% of the Montessori Classrooms will be aligned with and mirror the Montessori Model Classroom. | | |
| | | | | | |
| | | **Quarterly KPIs** | | | |
| | | | | | |
| | | **Quarterly KPIs** | | | |

Plan for Improvement – Processes & Programs

## 2.1 - Campus Improvement Plan (CIP)

**The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes**

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| PP-1 | 1, 2, 3, & 4 | By the end of the 2023 school year the Rodriguez Montessori teacher turnover rate will decrease from 30% for the 2023 school year to 0% for the 2024 school year.<br>**Processes and Programs 1** | Implement a cross-Montessori Network support and onboarding system that orients new teachers to the school, policies, procedures,and Montessori pedagogy practices to help retain effective, state and Montessori certified personnel. | Administration, Instructional Coach, PMAI | |
| | | **Quarterly KPIs** | By the end of Quarter 1 all new hires will have participated in Pre-Service Onboarding session with the Montessori Instructional Coach and established Q1 instructional and professional implementation targets. By the end of Quarter 2 all new hires will have participated in two cross network grade level aligned PLN sessions. By the end of Quarter 3 all new hires will have completed 18 PLN sessions and provide survey feedback on effectiveness of sessions. By the end of the year conferences all new hires will indicate a 75% or higher positive rating of how supported they felt by their Administration, PMAI Partners and cross network peers resulting in retention of staff member. | | |
| PP-2 | 1, 2, 3, & 4 | By the end of the 2023 school year 90% of all Rodriguez Montessori Teachers will participate in Montessori Certification Program Training resulting in improved quality of work as measured by their TTESS EOY Rating.<br>**Processes and Program 2** | PMAI Partners and Campus Leadership Team will establish and facilitate cross network Professional Learning Network- mentor connections, monitor and support CGMS Training Center mentor check-in's, and provide campus-based sustained professional development opportunities, and provide Montessori and supplemental resources for all staff. | Administration, Instructional Coach, PMAI | |
| | | **Quarterly KPIs** | By the end of Quarter 1, all teachers will have participated in 3-9 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. By the end of Quarter 2, all teachers will have participated in 6-18 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements.By the end of Quarter 3, all teachers will have participated in 9-27 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements.By the year, all teachers will have participated in 12-36 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| | | | | | |
| | | **Quarterly KPIs** | | | |
| | | | | | |
| | | **Quarterly KPIs** | | | |

Plan for Improvement – Perceptions

## 2.1 - Campus Improvement Plan (CIP)

**The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes**

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| PE-1 | 1,2,3,4 | By the end of the year the percentage of families represented at campus programs from BOY to EOY will increase from 20% to 60% as measured by event sign-in sheets. **Perceptions 1** | Maintain a robust family engagement plan linked to learning to provide families with various programs (Family Orientation, Watch Me Work, Family Conferences, Literacy/Math luncheons, Learning Showcases, Community Coffees) that educate parents on how to support students mastery of concepts, and increase their personal knowledge of Montessori philosophies and practices. | Administration | |
| | | **Quarterly KPIs** | By the end of Quarter 1 the family engagement calendar events will shared in multimodal forms resulting in family participation at monthly events to increase by 15%. By the end of Quarter 2 the family engagement calendar events will be shared in multimodal forms resulting in family participation at monthly events to increase by 30% . By the end of Quarter 3 the family engagement calendar events will be shared in multimodal forms resulting in family participation at monthly events to increase by 45%. By the end of the year family engagement participation will have increased from 20’5 to 60% or higher at all events as measured by event sign-in sheets. | | |
| PE-2 | 1,2,3,4 | By the end of the year 75% of Rodriguez families will respond their children are learning, progressing and ready for the next grade level as measured by the Rodriguez Elementary Watch Me Work Night/Family Conference Surveys. **Perceptions 2** | Provide families a monthly family education course (First Thursdays) on the Montessori material, lesson pacing and sequence of Montessori learning and how it aligns to student grade level mastery expectations. | Administration<br>PMAI | |
| | | **Quarterly KPIs** | By the end of Quarter 1, 25% of Families participating in First Thursday will rate First Thursdays education course satisfactory and beneficial as measures by post course exit survey.By the end of Quarter 2, 50% of Families participating in First Thursday will rate First Thursdays education course satisfactory and beneficial as measures by post course exit survey. By the end of Quarter 1, 75% of Families participating in First Thursday will rate First Thursdays education course satisfactory and beneficial as measures by post course exit survey. By the end of the year family education course surveys will indicate a 75% or higher positive rating on the effectiveness of First Thursday’s monthly family education courses. | | |
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| | | **Quarterly KPIs** | | | |
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| | | **Quarterly KPIs** | | | |

Quarter 1 Formative Review

## 2.2 – First Quarterly Review Meeting

**The CAC will use artifacts and data to check KPI progression for all strategies.**

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|---|---|---|---|
| DE1 | By the end of Quarter 1, all teachers will have participated in 3-9 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| DE1 | By the end of Quarter 1, all teachers in Montessori Certification training will be assigned CGMS mentees and will have participated in bi-weekly Instructional Coaching sessions. | | |
| DE2 | By the end of Quarters 1 the campus will have three or more six week cycles with ADA averages of 90-95%. | | |
| DE3 | By the end of Quarter 1, 100% of all staff will have been provided professional development on implementing a Peace Area, and the 5 steps to teaching emotional self-regulation and all classrooms will have a Peace Area. | | |
| DE4 | By the end of Quarter 1, 100% of all staff will have been provided professional development on implementing a Peace Area, and the 5 steps to teaching emotional self-regulation and all classrooms will have a Peace Area. | | |
| SL1 | By the end of Quarter 1, all teachers in Montessori Certification training will be assigned CGMS mentees and will have participated in weekly PLC sessions. | | |
| SL2 | By the end of Quarter 1, all teachers will have participated in 3-9 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| SL3 | By the end of Quarter 1 all teachers will have targeted goals and received at minimum 3 pieces of walkthrough feedback. | | |
| SL4 | By the end of quarter 1 all tier 3 students will have an AIP developed in Branching Minds and targeted interventions tracked and monitored. | | |
| SL5 | By the end of Quarter 1, 25% of the Montessori Classroom Environments will be aligned with and mirror the Montessori Model Classroom. | | |
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**DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)**

Quarter 1 Formative Review

## 2.2 – First Quarterly Review Meeting

**The CAC will use artifacts and data to check KPI progression for all strategies.**

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|---|---|---|---|
| PP1 | By the end of Quarter 1 all new hires will have participated in Pre-Service Onboarding session with the Montessori Instructional Coach and established Q1 instructional and professional implementation targets. | | |
| PP2 | By the end of Quarter 1, all teachers will have participated in 3-9 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| PE1 | By the end of Quarter 1 the family engagement calendar events will shared in multimodal forms resulting in family participation at monthly events to increase by 15%. | | |
| PE2 | By the end of Quarter 1, 25% of Families participating in First Thursday will rate First Thursdays education course satisfactory and beneficial as measures by post course exit survey. | | |
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**DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)**

Quarter 2 Formative Review

## 2.2 – Second Quarterly Review Meeting

**The CAC will use artifacts and data to check KPI progression for all strategies.**

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|---|---|---|---|
| DE1 | By the end of Quarter 2, all teachers will have participated in 6-18 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| DE1 | By the end of Quarter 2, all mentees will have completed two CGMS Mentor check-in and participated in three embedded Montessori professional learning sessions. | | |
| DE2 | By the end of Quarters 2 the campus will have three or more six week cycles with ADA averages of 90-95%. | | |
| DE3 | By the end of Q2 all classrooms inclusive of Specials will have implemented strategies as evidenced by teacher and student artifacts. | | |
| DE4 | By the end of Q2 all classrooms inclusive of Specials will have implemented strategies as evidenced by teacher and student artifacts. | | |
| SL1 | By the end of Quarter 2, all mentees will have completed two CGMS Mentor check-in and participated in eight embedded PLC sessions. | | |
| SL2 | By the end of Quarter 2, all teachers will have participated in 6-18 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| SL3 | By the end of Quarter 2 all teachers will have received a minimum of 6 pieces of walkthrough feedback and refined targeted goals. | | |
| SL4 | By the end of Quarter 2 all teachers will review anecdotal and formative data to identify next intervention quentitle group and provide targeted intervention. | | |
| SL5 | By the end of Quarter 2, 50 % of the Montessori Classroom Environments will be aligned with and mirror the Montessori Model Classroom. | | |
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**DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)**

Quarter 2 Formative Review

## 2.2 – Second Quarterly Review Meeting

**The CAC will use artifacts and data to check KPI progression for all strategies.**

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|---|---|---|---|
| PP1 | By the end of Quarter 2 all new hires will have participated in two cross network grade level aligned PLN sessions. | | |
| PP2 | By the end of Quarter 2, all teachers will have participated in 6-18 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| PE1 | By the end of Quarter 2 the family engagement calendar events will be shared in multimodal forms resulting in family participation at monthly events to increase by 30% . | | |
| PE2 | By the end of Quarter 2, 50% of Families participating in First Thursday will rate First Thursdays education course satisfactory and beneficial as measures by post course exit survey. | | |
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DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 3 Formative Review

## 2.2 – Third Quarterly Review Meeting

**The CAC will use artifacts and data to check KPI progression for all strategies.**

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|---|---|---|---|
| DE1 | By the end of Quarter 3, all teachers will have participated in 9-27 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| DE1 | . By the end of Quarter 3 all RMES Guides will have completed four embedded Montessori professional learning sessions and provide survey feedback on sessions. | | |
| DE2 | By the end of Quarters 3 the campus will have three to four six week cycles averages 92-97% and a yearly with ADA averages of 97% | | |
| DE3 | By the end of Quarter 3 100% of all classrooms will have implemented the use of Peace Area and reacclimation into the work cycle strategies as evidenced by teacher and student artifacts. | | |
| DE4 | By the end of Quarter 3 100% of all classrooms will have implemented the use of Peace Area and reacclimation into the work cycle strategies as evidenced by teacher and student artifacts. | | |
| SL1 | By the end of Quarter 3 all RMES Guides will have completed 12, PLC sessions and provide survey feedback on sessions. | | |
| SL2 | By the end of Quarter 3, all teachers will have participated in 9-27 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| SL3 | By the end of Quarter 3 all teachers will have received formal TTESS feedback and received areas of refinement and reinforcement. | | |
| SL4 | By the end of quarter 3 all tier 2&3 students will have AIP targeted invention plans reviewed and updated. | | |
| SL5 | By the end of Quarter 3, 75% of the Montessori Classroom Environments will be aligned with and mirror the Montessori Model Classroom. | | |
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| | **DI - Discontinue \| NR – Not Reviewed \| NP – No Progress (0% - 50%) \| GP – Good Progress (51% - 75%) \| SP – Significant Progress (76% - 99%) \| MT – Met Target (100%)** | | |

Quarter 3 Formative Review

## 2.2 – Third Quarterly Review Meeting

**The CAC will use artifacts and data to check KPI progression for all strategies.**

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|---|---|---|---|
| PP1 | By the end of Quarter 3 all new hires will have completed 18 PLN sessions and provide survey feedback on effectiveness of sessions. | | |
| PP2 | By the end of Quarter 3, all teachers will have participated in 9-27 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| PE1 | By the end of Quarter 3 the family engagement calendar events will be shared in multimodal forms resulting in family participation at monthly events to increase by 45%. | | |
| PE2 | By the end of Quarter 3, 75% of Families participating in First Thursday will rate First Thursdays education course satisfactory and beneficial as measures by post course exit survey. | | |
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DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 4 Formative Review

## 2.2 – Fourth Quarterly Review Meeting

**The CAC will use artifacts and data to check KPI progression for all strategies.**

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|---|---|---|---|
| DE1 | By the year, all teachers will have participated in 12-36 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| DE1 | By the end of the year, teacher EOY conferences will indicate a 75% or higher positive rating of how supported they felt by their training center, peers and the administrative team. | | |
| DE2 | By the end of the year the campus will have three to four six week cycles averages 92-97% and a yearly with ADA averages of 97% | | |
| DE3 | By the end of the year teacher surveys will indicate a 70% positive rating of how emotional regulation and reacclimation strategies resulted in a decrease in office referrals/administrative support requests. | | |
| DE4 | By the end of the year teacher surveys will indicate a 70% positive rating of how emotional regulation and reacclimation strategies resulted in a decrease in office referrals/administrative support requests. | | |
| SL1 | By the end of the year, teacher EOY conferences will indicate a 75% or higher positive rating of how supported they felt by their training center, peers and the administrative team. | | |
| SL2 | By the year, all teachers will have participated in 12-36 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| SL3 | By the end of Quarter 4 all teachers will be rated proficient or higher as measured by TTESS. | | |
| SL4 | By the end of Quarter all tier 1-3 students will have anecdotal and formative data reflecting 1 or more years growth as measured by MAP. | | |
| SL5 | By the end of the year 100% of the Montessori Classrooms will be aligned with and mirror the Montessori Model Classroom. | | |
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Quarter 4 Formative Review

## 2.2 – Fourth Quarterly Review Meeting

**The CAC will use artifacts and data to check KPI progression for all strategies.**

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|---|---|---|---|
| PP1 | By the end of the year conferences all new hires will indicate a 75% or higher positive rating of how supported they felt by their Administration, PMAI Partners and cross network peers resulting in retention of staff member. | | |
| PP2 | By the year, all teachers will have participated in 12-36 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| PE1 | By the end of the year family engagement participation will have increased from 20’5 to 60% or higher at all events as measured by event sign-in sheets. | | |
| PE2 | By the end of the year family education course surveys will indicate a 75% or higher positive rating on the effectiveness of First Thursday’s monthly family education courses. | | |
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**DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year**

Quarter 4 Summative Review

## 3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives

**The CAC will use artifacts and data to evaluate all Performance Objectives.SL5**

| Performance Objective | Q4 Rating | Findings / Next Steps |
|---|---|---|
| DE1- By the end of the year, the campus will retain 100% of all Montessori Certified Teachers | | |
| DE2- By the end of the year, the campus will increase our yearly ADA by 7% moving from 90.6 to 97.6% | | |
| DE3- By the end of the year, the number of Rodriguez Montessori behavior referrals for students identified with disabilities will decrease from 38% to 18% | | |
| DE4-By the end of the year teacher surveys will indicate a 70% positive rating of how emotional regulation and reacclimation strategies resulted in a decrease in office referrals/administrative support requests. | | |
| SL1-By the end of the year, teacher EOY conferences will indicate a 75% or higher positive rating of how supported they felt by their training center, peers and the administrative team. | | |
| SL2-By the year, all teachers will have participated in 12-36 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| SL3-By the end of Quarter 4 all teachers will be rated proficient or higher as measured by TTESS. | | |
| SL4- By the end of Quarter all tier 1-3 students will have anecdotal and formative data reflecting 1 or more years growth as measured by MAP. | | |
| SL5-By the end of the year 100% of the Montessori Classrooms will be aligned with and mirror the Montessori Model Classroom. | | |
| PP1-By the end of the year conferences all new hires will indicate a 75% or higher positive rating of how supported they felt by their Administration, PMAI Partners and cross network peers resulting in retention of staff member. | | |
| PP2- By the year, all teachers will have participated in 12-36 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements. | | |
| PE1-By the end of the year family engagement participation will have increased from 20’5 to 60% or higher at all events as measured by event sign-in sheets. | | |
| PE2-By the end of the year family education course surveys will indicate a 75% or higher positive rating on the effectiveness of First Thursday’s monthly family education courses. | | |
| | | |

**ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO**

District Purchases

| District Purchases | | | | | |
|---|---|---|---|---|---|
| **Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.** | | | | | |
| **Multiple Measure** | **Problem Statement & Root Cause** | | | | |
| | | | | | |
| **#** | **Board Goal** | **Performance Objective** | **Strategy** | **Monitor(s)** | **Fund /Purchase/ Amount** |
| DP-1 | | | | | |

Quality Checklists

# Campus Improvement Plan Quality Checklist

## Comprehensive Needs Assessment - Problem Statements and Root Causes

| | | | |
|---|---|---|---|
| All are based on the analysis of data and we have listed all sources. | ✘ | All are based on the success criteria of the ESF. | ✘ |
| All are based on issues that the campus can control and improve on. | ✘ | All talk to adult systems and behaviors. | ✘ |

## Improvement Plan – Performance Objectives

| | | | |
|---|---|---|---|
| All are in SMART format | ✘ | All are tied to at least one problem statement. | ✘ |
| All are measured by a data source. | ✘ | | |

## Improvement Plan – Strategies

| | | | |
|---|---|---|---|
| All are in BEST format. | ✘ | All strategies are targeted to eliminate at least one root cause. | ✘ |
| All are measured by quarterly KPI outcomes. | ✘ | Entire plan has been checked for spelling and grammar. | ✘ |

## Federally Required Strategies – Do we have strategies that address -

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Accelerated Learning | ✘ | Support for Special Populations | ✘ | Parent & Family Engagement | ✘ | Students Not On Grade Level | ✘ |
| Recruiting/Retaining Teachers | ✘ | Violence Prevention/Intervention | | Professional Development | ✘ | Dropout Prevention / Enrollment | |
| Physical Activity | | Social and Emotional Support | ✘ | Student Attendance | ✘ | Transition PK to Elementary | ✘ |
| Quality of Learning Environment | ✘ | CCMR - Secondary | | MTSS – Behavioral Interventions | ✘ | | |

## Equitable Availability of the Campus Improvement Plan to Parents

| | |
|---|---|
| Physical Locations of the Plan | Main office, School Website |
| Languages Available | Spanish upon request |
| URL to Online Version | https://schools.saisd.net/page/133.homepage |

## Equitable Availability of the School-Parent Compact to Parents

| | |
|---|---|
| Physical Locations of the Plan | Main office, School Website |
| Languages Available | Spanish upon request |
| URL to Online Version | https://schools.saisd.net/page/133.homepage |

## Equitable Availability of Parent-Family Engagement Policy to Parents

| | |
|---|---|
| Physical Locations of the Policy | Main office, School Website |
| Languages Available | English and Spanish upon request |
| URL to Online Version | https://schools.saisd.net/page/133.homepage |

| How and When was the PFE Policy Distributed |
|---|
| Family Engagement Meeting - September 21, 2023, 6:00 |

Documentation and Submissions

| Title I Compliance Documentation and Submissions | | | |
|---|---|---|---|
| **Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)** | | | |
| **Action** | **Documentation** | **CIP Location / Upload Location** | **Done** |
| Comprehensive Needs Assessment | Description of the CNA process, data sources used, and outcomes from the Summative Evaluation | CIP - CNA Process | |
| | Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| Campus Improvement Plan | Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting | | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| | The CIP is in an accessible location on your campus, list of available languages, and posted on your website | CIP - Quality Checklist | |
| | Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan | Google Shared Folder | |
| Quarterly Reviews | Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| Summative Review | Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued. | CIP - Summative Review | |
| | Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| **Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)** | | | |
| PFE Policy | A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature | Google Shared Folder | |
| PFE Policy Review & Revise Meeting | Dated invitation(s)/notice(s) of meeting(s) | Google Shared Folder | |
| | Dated agenda and minutes from the meeting documenting discussion and decisions | | |
| | All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures | | |

Documentation and Submissions

| Title I Compliance Documentation and Submissions | | | |
|---|---|---|---|
| **Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)** | | | |
| **Documentation** | **Description** | **CIP Location / Upload Location** | **Done** |
| PFE Distribution | Answered how and when was your PFE Policy distributed | CIP - Quality Checklist | |
| PFE Availability | PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website | | |
| PFE Meetings | Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times | Google Shared Folder | |
| **School-Parent-Compact (ESSA Sec. 1116(d)** | | | |
| School-Parent Compact | A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification | Google Shared Folder | |
| | PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website | CIP - Quality Checklist | |
| School-Parent Compact Review & Revise Meeting | Dated invitation(s)/notice(s) of meeting(s) | Google Shared Folder | |
| | Dated agenda and minutes from the meeting documenting discussion and decisions | | |
| | All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures | | |
| **Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))** | | | |
| Title I Meetings | Dated invitations/notices of a minimum of 2 meetings | Google Shared Folder | |
| | Presentation/Slide Deck and agendas for both meetings | | |
| | CIP was presented to parents & families during Title I meeting presentation as noted on agenda | | |
| | Campus Parents Right to Know information was included in Title I meeting presentation/slide deck | | |
| | Dated sign-in sheets that include printed names,roles, and signatures for both meetings | | |
| Staff Training: Value & Utility of Parents | Presentation/Slide Deck and agenda | | |
| | All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names,<br>roles, and signatures | | |

## Assurances and Approval Information

**Assistant Superintendent Assurance**

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

**Campus Principal Assurance**

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

| Campus Name | Campus Number |
|---|---|
| Rodriguez Montessori Elementary | 15907- ###133 |
| **Superintendent** | **Assistant Superintendent** |
| Dr. Jaime Aquino | Angelica Romero |
| **Principal** | **SAISD Board Approval Date** |
| Alicia Craig | |
| **Date #1 Presented to Stakeholders** | **Date #2 Presented to Stakeholders** |
| August 8, 2023 | September 21, 2023 |

Committee Members

# Committee Members

**Listed below are the members who were part of developing the Campus Improvement Plan**

| Name | Role | Name | Role |
|---|---|---|---|
| Alicia Craig | Principal | | |
| Anthony Rodriguez | Assistant Principal | | |
| Melissa Lara | Instructional Coach | | |
| Penelope Diaz | Counselor | | |
| Martha(Patricia) Menchaca | Parent | | |
| Josie Bentencourt | Parent | | |
| Yzamar Bernal, YMCA | Business Partner | | |
| Caitlyn Zwang | Teacher | | |
| Dina Arriola | Paraprofessional | | |
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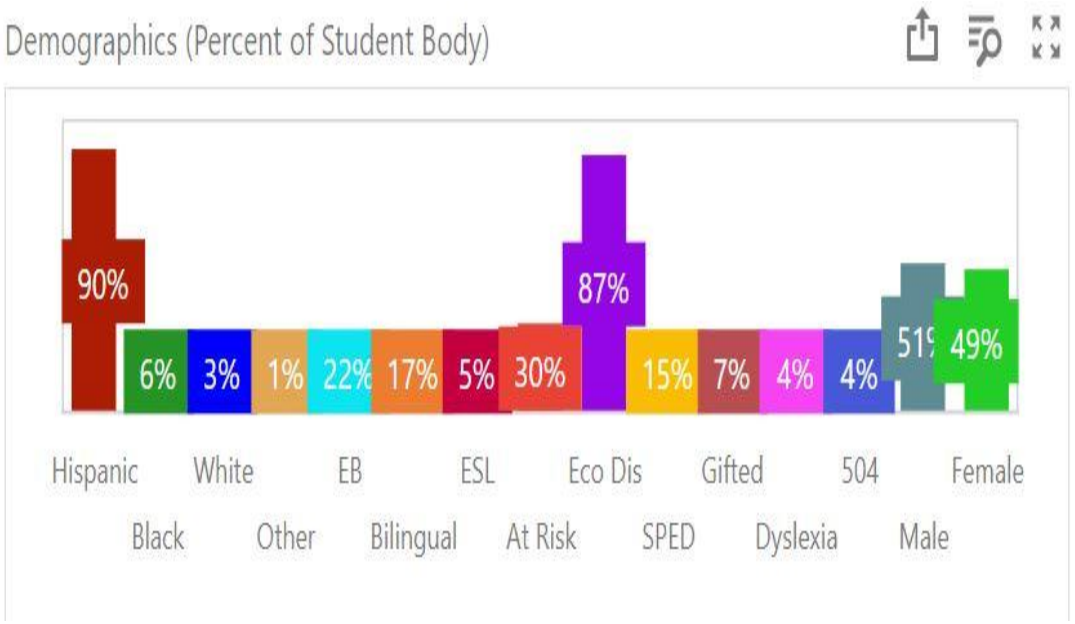
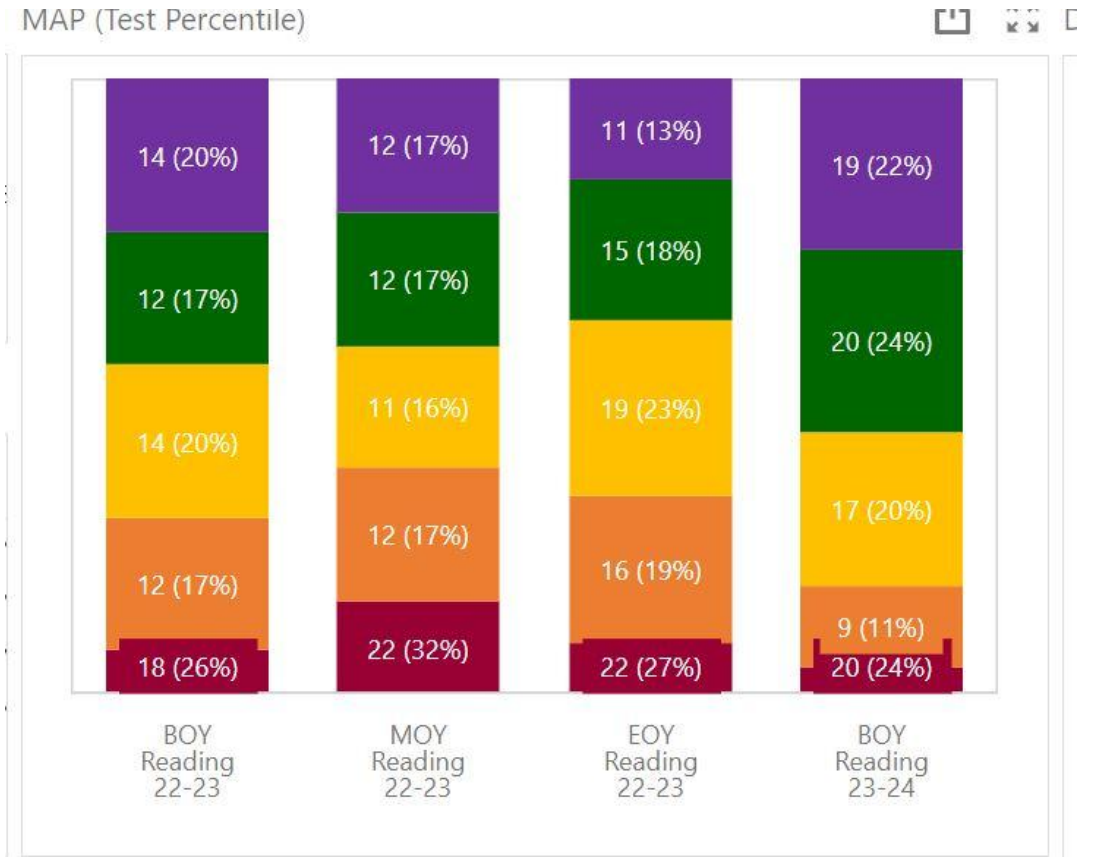
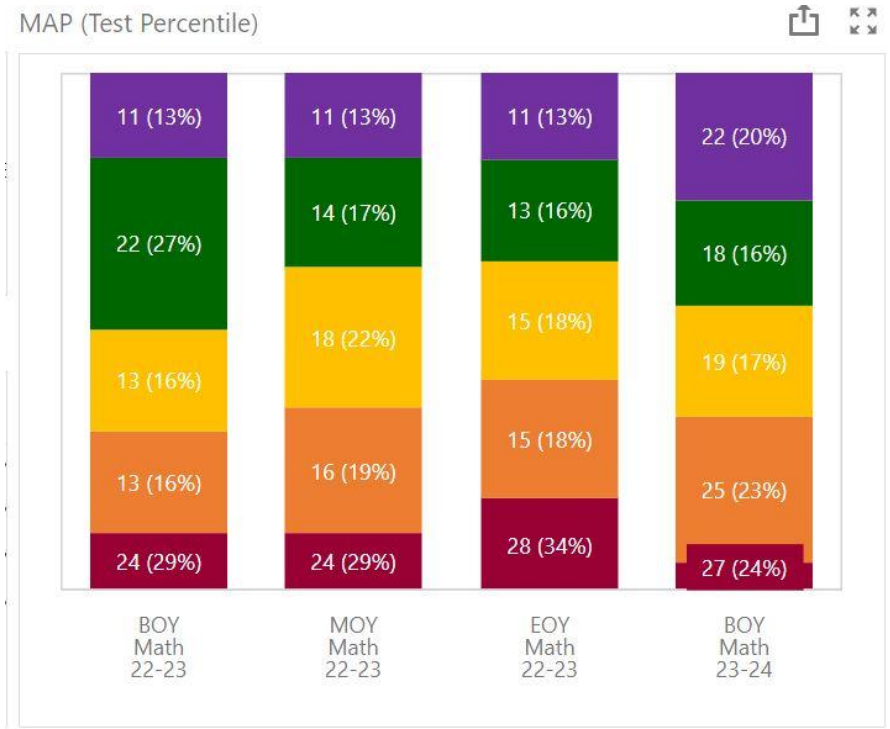
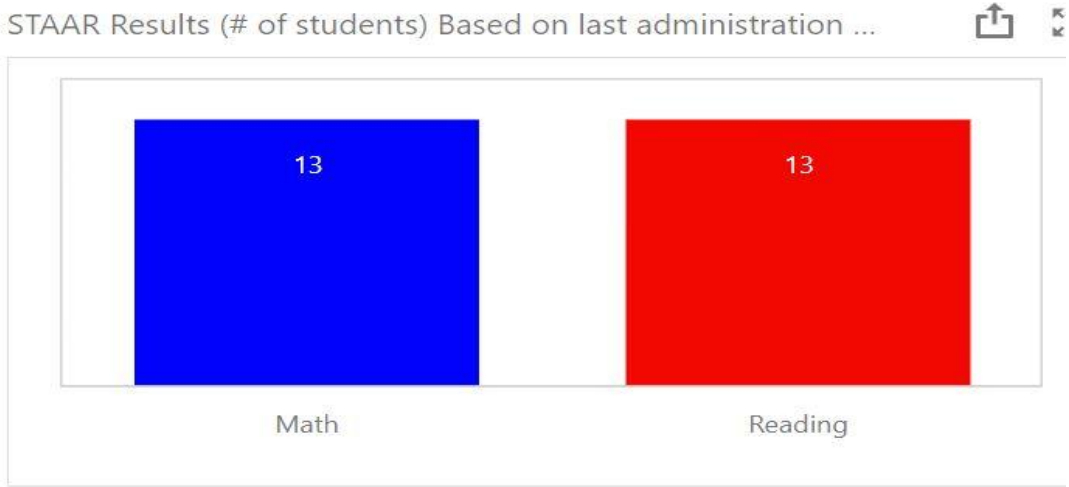
# Data Tables


Demographics (Percent of Student Body)
90%
6%
3%
1%
22%
17%
5%
30%
87%
15%
7%
4%
4%
51%
49%
Hispanic
White
EB
ESL
Eco Dis
Gifted
504
Female
Black
Other
Bilingual
At Risk
SPED
Dyslexia
Male


MAP (Test Percentile)
14 (20%)
12 (17%)
14 (20%)
12 (17%)
18 (26%)
12 (17%)
11 (16%)
12 (17%)
22 (32%)
11 (13%)
15 (18%)
19 (23%)
16 (19%)
22 (27%)
19 (22%)
20 (24%)
17 (20%)
9 (11%)
20 (24%)
BOY Reading 22-23
MOY Reading 22-23
EOY Reading 22-23
BOY Reading 23-24


MAP (Test Percentile)
11 (13%)
22 (27%)
13 (16%)
13 (16%)
24 (29%)
11 (13%)
14 (17%)
18 (22%)
16 (19%)
24 (29%)
11 (13%)
13 (16%)
15 (18%)
15 (18%)
28 (34%)
22 (20%)
18 (16%)
19 (17%)
25 (23%)
27 (24%)
BOY Math 22-23
MOY Math 22-23
EOY Math 22-23
BOY Math 23-24


STAAR Results (# of students) Based on last administration ...
13
13
Math
Reading