

**JOHN & BARBARA RODERICK EL**  
**Roderick Elementary School: Campus Improvement Plan**  
**2024/2025**

*#itsaRoderickthing*



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Date Reviewed:

DMAC Solutions ®

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8/13/2024

# JOHN & BARBARA RODERICK EL

## **Mission**

*Empowering all students achieve their goals in a safe and loving learning environment.*

## **Vision**

*Inspiring high achievers who are generous, passionate, humble and wise.*

### Nondiscrimination Notice

JOHN & BARBARA RODERICK EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# JOHN & BARBARA RODERICK EL Site Base

Name	Position
Swain, Tiffany	Campus Administrator
Heath, Meagan	Assistant Principal
Webb, Kimberly	Teacher
Cochran, Lisa	Counselor
Freeman-Moore, Denay	Parent
Montemayor, Ryan	Teacher
Sanson, Vicki	Mayor of Lavon
Sharkey, Hannah	3rd grade team lead, teacher
Beville, Samantha	SPED

# Resources

Resource	Source
No rows defined.	

# JOHN & BARBARA RODERICK EL

**Goal 1.** The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

**Objective 1.** Roderick will earn a campus rating of a "B" as determined through TEA accountability framework. Targeted or ESF High Priority

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. PLCs will meet weekly to unpack standards to ensure teachers understand learning progressions and are able to create student tasks that align to the standard. The PLC will also create common formative assessments to track student mastery throughout each unit. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.1)</p>	<p>Campus Administration, Instructional Coaches</p>			<p>Criteria: Common formative assessment, student tasks, unit assessments</p> <p>03/20/24 - Pending</p>
<p>2. Campus Leadership team will intentionally plan walk throughs in the classroom to focus on campus expected, research based instructional strategies. (Power zone, No Opt Out, Think Talk Write) Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance (Title I SW Elements: 2.5) (Target Group: All)</p>	<p>Administrative Team, Instructional Coaches</p>	<p>August to May</p>		<p>08/08/24 - Pending 03/20/24 - On Track</p>
<p>3. Student goal setting will take place after each diagnostic assessment (BOY, MOY, EOY) so students can take ownership of their learning and growth. Conferences will be had with each student to create goals. Strategy's Expected Result/Impact: Intentional and increased student achievement, intentional and increased teacher performance (Title I SW Elements: 2.2) (Target Group: All)</p>	<p>Administrative Team, Instructional Coaches, Team Leads</p>	<p>August to May</p>		<p>Criteria: End of year assessment data, TTESS Summative data</p> <p>08/08/24 - Pending 04/30/24 - Some Progress</p>
<p>4. Once per month, our teaching staff will attend PD that is tailored to the campus needs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Administrative Team</p>	<p>August to May</p>		<p>Criteria: Staff surveys, Student achievement data, TTESS summative data</p> <p>08/08/24 - Pending 04/30/24 - Some Progress</p>
<p>5. Each 9 weeks, teachers will participate in learning walks. We will debrief after each set of</p>	<p>Administrative Team, All teachers</p>	<p>August to May</p>		<p>Criteria: Classroom observations will improve and scores will</p>

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**Objective 1.** Roderick will earn a campus rating of a "B" as determined through TEA accountability framework. Targeted or ESF High Priority

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
learning walks to discuss take-aways and determine new impementation opportunities. We will look for best practices, including campus wide strategies. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,4.1,5.1,5.2)				increase, Tier 1 instruction will improve 08/08/24 - Pending 04/30/24 - On Track
6. Students will meet expected weekly minutes and assignments per iReady diagnostic recommendation. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.3)	Administrative Team, All Core Teachers	August to May		Criteria: iReady reports 04/30/24 - Pending
7. Teachers will utilize Ellevation reports, data, and accommodations to support growth on TELPAS for our EB students. (Title I SW Elements: 2.5) (Target Group: BI,ESL,EB) (Strategic Priorities: 2,4) (ESF: 4,5,5.1,5.3,5.4)	Administrative Team, All teachers	August to May		Criteria: Campus data reports, demographic report 08/08/24 - Pending 04/30/24 - On Track

# JOHN & BARBARA RODERICK EL

**Goal 1.** The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

**Objective 2.** Increase attendance rate for campus to 96%. Evaluation Data Sources: Daily monitoring of attendance including contacting parents of absent students day. Regular monitoring for truancy issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Classrooms can earn attendance incentives through Here Everyday Ready and On Time system students can earn the letters that spell "ATTENDANCE" to earn rewards as a class. Strategy's Expected Result/Impact: High attendance rates by students Staff Responsible for Monitoring: Campus Administration (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)</p>	<p>Administrative Team, All Core Teachers</p>	<p>August to May</p>		<p>Criteria: Weekly reports from PEIMS clerk  08/08/24 - Pending 04/30/24 - On Track</p>
<p>2. Truancy Protocol will be implemented and used with fidelity with Truancy Prevention Measures in place. Strategy's Expected Result/Impact: High attendance rates by students Staff Responsible for Monitoring: Principal, Assistant Principal and Attendance Committee, Counselors (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)</p>	<p>Administrative Team, All teachers</p>	<p>August to May</p>		<p>Criteria: Weekly attendance report  08/08/24 - Pending 04/30/24 - Significant Progress</p>
<p>3. Students will earn 2 Tribe Tickets daily for attending school everyday on time, which is by 7:30AM. (Title I SW Elements: 2.6) (Target Group: All)</p>	<p>Administrative Team, All Staff</p>	<p>August-May</p>		

# JOHN & BARBARA RODERICK EL

**Goal 1.** The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

**Objective 3.** All STAAR tested subjects will aim for the goal of 90-60-30 percentages on the 2023 STAAR assessments. Targeted or ESF High Priority Evaluation  
Data Sources: Spring 2023 STAAR and District assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will utilize campus-developed strategies for math and reading to ensure consistency and growth across grade levels. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 5)	Administrative Team, Instructional Coaches	August to May		Criteria: Unit assessments, formative assessment, classroom observations, PLC meetings  08/08/24 - Pending 04/30/24 - Significant Progress
2. Teachers will attend weekly PLC meetings to unpack standards and ensure that learning targets and tasks are aligned to the standard specificity. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance Staff Responsible for Monitoring: Campus Administration, Instructional Coach and Curriculum Specialist (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5)	Administrative Team, All teachers	August to May		Criteria: PLC meetings- return with student task samples, classroom data  08/08/24 - Pending 04/30/24 - On Track
3. Teachers will work in PLC meetings to create common formative assessments and will track performance and growth on grade level data tracker. We will discuss data and findings in the following PLC meeting to determine action steps. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5)	Administrative Team, All teachers	August to May		Criteria: PLC debrief, data tracking  08/08/24 - Pending 04/30/24 - Significant Progress
4. Dyslexia Therapist will utilize Take Flight Program to intervene for student with Dyslexia to work towards the goal of on grade level reading. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk,Dys) (Strategic Priorities: 2) (ESF: 4,4.1,5)	Campus Administration	August to May		Criteria: Progress Monitoring Data from Take Flight, iReady data, Staar data  08/08/24 - Pending 04/30/24 - On Track
5. Teachers will utilize Math GPS resource books in grade 2 to help close the learning	Campus Administration, Math Teachers	August to May		Criteria: iready data, STAAR data



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Data Sources: Spring 2023 STAAR and District assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
gaps. Grades 3-5 will utilize Lonestar learning daily. (Title I SW Elements: 2.5) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3,5.4)				04/30/24 - Pending

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**Goal 1.** The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

**Objective 4.** Phonics will be taught daily in grades PK-2.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement district phonics curriculum daily. (Grades PK-1) Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1)	Administrative Team, All Core Teachers	August to May		Criteria: Weekly assessment to monitor progress, daily small group anecdotal notes  08/08/24 - Pending 04/30/24 - On Track
2. Performance Assessments will be created and discussed during weekly PLC meetings in order to determine if phonics implementation is effective and student growth is observed. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)	Administrative Team, All teachers	August to May		Criteria: Data trackers, weekly assessments  08/08/24 - Pending 04/30/24 - On Track
3. Provided district curriculum will be implemented as expected by the district. (HMH, Iready, Savvas, SS Weekly) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)				Criteria: CFAs, UAs, STAAR

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**Goal 1.** The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

**Objective 5.** Writing will be embedded across subject areas. Students will respond to prompts that align to the subject area using RAP (restate the question, answer the question, provide evidence/prove your answer)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Writing Strategies will be utilized to ensure all portions of short constructed response and extended constructed responses are covered. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Administrative Team, All teachers	August to May		Criteria: Review of ECR/SCR in PLC meetings and admin will observe in classroom walkthroughs  04/30/24 - Pending
2. Writing conferences will take place between students and teachers. Teachers will look for RAP components and give a small piece of feedback for students to master during each conference. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	All teachers	August to May		Criteria: ECR, SCR, STAAR scores, Unit assessments  08/08/24 - Pending 04/30/24 - On Track

# JOHN & BARBARA RODERICK EL

**Goal 1.** The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

**Objective 6.** Increase student achievement in approaches, meets, and masters across all areas evidenced by state performance standards and increase the number of academic distinctions received by the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will employ an Campus Instructional Coach to support teachers in improving Tier 1 instruction in the classroom; aimed at improving academic performance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 1)	Administration, Administrative Team	August to May		Criteria: STAAR data, campus unit assessment data, walkthrough/observation data  08/08/24 - Pending 04/30/24 - Completed
2. Teachers will write clear, manageable, measurable learning targets that align to student tasks. Student tasks/work samples will be reviewed during PLC meetings to discuss levels of mastery and action steps for students who did not master learning target. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.1)	Administrative Team, All teachers	August to May		Criteria: Student work/tasks  08/08/24 - Pending 04/30/24 - On Track
3. When looking at student work, we will discuss student groups to determine if there are groups of students performing lower than their peers. We will use a protocol to determine the discrepancy and form action steps to correct this issue. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 5.1,5.3)	Administrative Team, All teachers	August to May		Criteria: Student work/tasks, campus assessment data  08/08/24 - Pending 04/30/24 - On Track

# JOHN & BARBARA RODERICK EL

**Goal 2.** The campus shall recruit, hire, train, and retain a highly qualified staff.

**Objective 1.** Teaching staff will grow in the areas of instruction and management through weekly walkthroughs and feedback sessions. Evaluation Data Sources: Teacher evaluations by campus admin, feedback sessions

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District trained teacher mentors will spend required hours with their mentee teacher. They will focus on growth in the areas of instruction and classroom management as determined by TTESS data. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1)	Administrative Team, Mentor teachers	August to May		Criteria: Mentor meetings with district personel as scheduled by administrative team, TTESS data  04/30/24 - Pending
2. Learning walks will be implemented each 9 weeks. The focus will be to reflect on best practices and create action steps to utilize immediately. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Administrative Team, All teachers	August to May		Criteria: PLC meetings, Learning walk debriefs, classroom walkthroughs  08/08/24 - Pending 04/30/24 - On Track
3. Weekly walkthroughs will be planned. Feedback sessions will be provided weekly as well. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Administrative Team	August to May		Criteria: DMAC T-TESS walkthrough data reports  08/08/24 - Pending 08/08/24 - Pending 04/30/24 - Completed

# JOHN & BARBARA RODERICK EL

**Goal 2.** The campus shall recruit, hire, train, and retain a highly qualified staff.

**Objective 2.** We will retain 90% of our teaching staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. New staff members will be assigned a mentor that will communicate campus expectations and offer continuous encouragement.                      Strategy's Expected Result/Impact: Increased teacher retention, increased staff morale                      Staff Responsible for Monitoring: Mentor teachers, Campus Administration (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,4,5)</p>		August to May		<p>Criteria: End of year retention rate for campus, staff survey results                       08/08/24 - Pending                      04/30/24 - On Track</p>
<p>2. Campus Leadership will survey staff 3 times per year to assess needs of individual staff members, as well as teams.                      Results will be used to drive campus PD and support from team leads. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)</p>	Administrative Team, Campus Teacher Lead	August to May		<p>Criteria: yearly surveys                       08/08/24 - Pending                      04/30/24 - On Track</p>
<p>3. The Sunshine Committee will plan events throughout the year to provide opportunities for the staff to get to know one another in order to develop a culture of teamwork and positive mindsets.                      Strategy's Expected Result/Impact: Increased teacher retention.                      Staff Responsible for Monitoring: Teacher Leaders (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3)</p>	Administrative Team	August to May		<p>Criteria: BOY, MOY, EOY culture surveys                       08/08/24 - Pending                      04/30/24 - On Track</p>

# JOHN & BARBARA RODERICK EL

**Goal 2.** The campus shall recruit, hire, train, and retain a highly qualified staff.

**Objective 3.** RES will build leadership capacity through campus Guiding Coalition Team. Evaluation Data Sources: Classroom walkthroughs, monthly meetings, student achievement data

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Guiding coalition will review campus data to locate areas of need and prepare action steps to address needs. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1)	Administrative Team, Leadership Team, Mentor teachers	August to May		Criteria: Campus assessments, climate surveys  08/08/24 - Pending 04/30/24 - On Track
2. Guiding Coalition will meet monthly and is dedicated to ensuring high levels of learning for ALL students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,1.2)	Administrative Team, Leadership Team, Mentor teachers	August to May		Criteria: Campus assessments, Staar data  08/08/24 - Pending 04/30/24 - On Track
3. Assistant principals will support campus initiatives through purposeful planning and development of school wide systems. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2)	Assistant Principals	August to May		Criteria: Discipline data, campus assessments  08/08/24 - Pending 04/30/24 - On Track

# JOHN & BARBARA RODERICK EL

**Goal 3.** The campus will maintain a safe and orderly environment.

**Objective 1.** RES will establish procedures to ensure a safe and orderly environment. Evaluation Data Sources: Staff and Parent Middle & End of Year Surveys

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will complete monthly safety drills including fire, tornado and lock down and secure using SRP Protocol. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.3)	Administrative Team, District Police Department	August to May		Criteria: Drill debriefs  08/08/24 - Pending 04/30/24 - On Track
2. Counselor will conduct small group sessions on student topics centered around safety, conflict resolution, and state required subjects.  Strategy's Expected Result/Impact: Decreased office referrals, safe and orderly environment (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.3)	Administrative Team, Counselors	August to May		Criteria: Decreased discipline referrals  08/08/24 - Pending 04/30/24 - On Track
3. Students will be presented with Drug Prevention materials and content during Red Ribbon Week (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3)	Administrative Team, Counselors	August to May		Criteria: Parent surveys  08/08/24 - Pending 04/30/24 - Completed
4. All visitors will sign in using the Raptor Program in the front office. Strategy's Expected Result/Impact: Increased safety for campus Staff Responsible for Monitoring: Campus office staff, Campus Administration (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.3)	Administrative Team, Front Office Staff	August to May		Criteria: Parent and Staff Surveys  08/08/24 - Pending 04/30/24 - On Track
5. Guidance lessons will be delivered monthly utilizing the Capturing Kids Hearts curriculum. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3)	Administrative Team	August to May		Criteria: Decrease in discipline referrals, yearly surveys  08/08/24 - Pending 04/30/24 - On Track
6. All staff members will be trained prior to the first day of school by the Community ISD Police Department of Safety and Security Measures and Standard Response Protocol. (Title I SW Elements: 2.3) (Target Group: All)	Administrative Team, Campus SRO	August to May		Criteria: Drills will go as planned, staff and students will follow SRP expectations  08/08/24 - Pending



# JOHN & BARBARA RODERICK EL

**Goal 3.** The campus will maintain a safe and orderly environment.

**Objective 1.** RES will establish procedures to ensure a safe and orderly environment. Evaluation Data Sources: Staff and Parent Middle & End of Year Surveys

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 3.2,3.3)				04/30/24 - Completed

# JOHN & BARBARA RODERICK EL

**Goal 3.** The campus will maintain a safe and orderly environment.

**Objective 2.** Campus will will have teams in place for medical emergencies and well as any crisis situations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. MERT team is developed and trained on how to handle medical emergencies on our campus.</p> <p>Responsible: Nursing staff (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.3)</p>	Campus Nurses	August to May		<p>Criteria: Nurse feedback after emergency has taken place</p> <p>08/08/24 - Pending 04/30/24 - On Track</p>
<p>2. Nurse will train several staff members on CPR annually.</p> <p>Responsible: Nursing staff (Target Group: All) (ESF: 3.2,3.3)</p>	Campus Nurses	August to May		<p>Criteria: Nurse feedback</p> <p>08/08/24 - Pending 04/30/24 - Completed</p>

# JOHN & BARBARA RODERICK EL

**Goal 4.** The campus shall exhibit excellence in financial and facility planning, management and stewardship

**Objective 1.** RES will utilize financial resources allotted to maximize student success  
Evaluation Data Sources: EOY assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campus budgeted instructional monies shall be used to impact student achievement. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1)	Administrative Team	August to May		Criteria: Campus assessment data  08/08/24 - Pending 04/30/24 - Completed
2. RTI efforts will be funded through proper funding source aligned with closing achievement gaps for our at risk students. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5.3,5.4)	Campus Principals	August to May		Criteria: Demographic data reports, campus assessment data  08/08/24 - Pending 04/30/24 - Completed

# JOHN & BARBARA RODERICK EL

**Goal 5.** Parents and members of the community will have meaningful opportunities to participate in the educational processes of Roderick Elementary.

**Objective 1.** Host a variety of events throughout the school year to allow parents and families opportunities to be involved. Evaluation Data Sources: Attendance reports for events. Reviewing with parents and Leadership team regularly to see if there are better ways to increase attendance at each event offered.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RES will host at least 1 fall and 1 spring event for families to attend. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Administrative Team, PTO Representatives	August to May		Criteria: Feedback from community, social media  08/08/24 - Pending 04/30/24 - Completed

# JOHN & BARBARA RODERICK EL

**Goal 5.** Parents and members of the community will have meaningful opportunities to participate in the educational processes of Roderick Elementary.

**Objective 2.** 100% of parents/families will participate in the fall parent/teacher conference, and 100% of parents of invited parents will attend the spring conference. Evaluation Data Sources: Parent Communication Logs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fall parent conferences will require that teachers meet with every parent of their homeroom class. Spring conferences will require that teachers meet with students not meeting grade level expectations. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.4)	Administrative Team, All teachers	Fall 2023 and Spring 2024		Criteria: Increased support from families should positively impact student achievement  08/08/24 - Pending 04/30/24 - Completed

# JOHN & BARBARA RODERICK EL

**Goal 6.** The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

**Objective 1.** Surveys will be distributed 2-3 times per year to receive feedback from staff and families.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Admin team will discuss survey results that are received from staff and parent surveys. We will reflect and determine next steps if needed. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.4)	Administrative Team	August to May		Criteria: Survey Data 08/08/24 - Pending 04/30/24 - Completed

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Roderick Elementary School serves students in grades Pre-K through fifth grade and is located in Josephine, TX within Community Independent School District. Roderick is composed of students that live in the communities of Lavon, Nevada, Josephine, and Copeville as well as rural, unincorporated regions of southeastern Collin County and a small portion of unincorporated Hunt County.

**-Enrollment** for the 2022-2023 school year was 757, as of 8-8-2024 we have 652 students enrolled.

**-Ethnic Distribution:** African American 14%, Hispanic 37%, White 42%, American Indian 1%, Pacific Islander .6% and Two or More Races 4%, Asian .3%

**-Campus Profile/Student Information:** Economically Disadvantaged is 37.88%, English Language Learners 10.58% and Students receiving Special Education Services 16.72%

### Demographics Weaknesses

STAAR performance Domain 2: Student Growth

### Demographics Needs

Problem Statement 2 (Prioritized): There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

Root Cause 2: Need to increase the quality of Tier I instruction in the classroom.

Root Cause Statement 2 Areas: Student Achievement, Demographics

Problem Statement 4: The EL population of students are not performing at the same level as their white peers.

Root Cause 4: The fast changing demographics with the growth of our community is bringing a diverse population with different educational needs. Due to this, our campus lacks expertise in this area and resources to help students, parents, and teachers.

Problem Statement 4 Areas: Demographics

## Student Achievement

# Comprehensive Needs Assessment

## Student Achievement Strengths

Strengths are based on 2023-2024 Staar Data

- 3rd grade **math** scores grew 16 percentage points in MEETS from the prior year STAAR, and in **reading** we increased 5 percentage points in MEETS (53%), and 7 percent in approaches (79%).
- 4th grade reading scores grew by 4% in both meets and masters.
- 5th grade reading scores grew 4 points in MEETS from 46 to 50 percent.

Overall TEKS based Strengths:

**Math:** Summarizing and representing data sets, 3rd and 4th grade Numerical Representations and Relationships, 5th grade Data Analysis and Personal and Financial Literacy

**Reading/Writing:** Editing drafts using standard English conventions, 4th and 5th grade using text evidence to support an appropriate response

**Science:** Identify and compare physical characteristics of the Sun, Earth and Moon, Classify matter based on properties, observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within and ecosystem

## Student Achievement Weaknesses

Our 4th and 5th grade math data is a campus weakness. Our 4th grade scores decreased by 23% in approaches and by 22% in meets. For 5th grade, we saw a decrease of 23% in approaches and by 22% in meets.

## Student Achievement Needs

Problem Statement 1 (Prioritized): There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels.

Root Cause 1: The quality of Tier 1 instruction in the classroom and must reteach based on data results from assessments.

Root Cause Statement 1 Areas: Student Achievement

Problem Statement 2 (Prioritized): There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

Root Cause 2: Data practices among teachers needs to be improved and planned data digging must take place.

Root Cause Statement 2 Areas: Student Achievement, Demographics

Problem Statement 3: Student Attendance is low.

Root Cause 3: Attendance intervention must be prioritized and campus attendance committee must follow district procedures.

Problem Statement 3 Areas: Student Achievement



# Comprehensive Needs Assessment

## Student Achievement Needs (Continued)

Problem Statement 4: The EL population of students are not performing at the same level as their white peers.

Root Cause 4: The fast changing demographics with the growth of our community is bringing a diverse population with different educational needs. Due to this, our campus lacks expertise in this area and resources to help students, parents, and teachers.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Extended constructed response scores are reporting over half of our students earning a zero.

Root Cause 5: Students are not writing a little bit each day. They must write a little a lot and be taught proper approach to constructing an ECR.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Students are not reaching the goal of 90% (approaches) - 60% (meets) and 30% (masters) achievement on each grade level STAAR assessment.

Root Cause 6: TEKS must be unpacked, proficiency expectations discussed, and monitored. Plans for reteach must take place and data practices must be improved.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

## Student Achievement Summary

On the Spring 2024 STAAR, the following scores for all grades show the percentage of Satisfactory Standard or Above:

### The STAAR Scores for the 2023 - 2024

5th Grade Reading - approaching 81% meets 50% masters 17%

5th Grade Math- approaching 55% meets 22% masters 4%

5th Grade Science- approaching 48% meets 15% masters 7%

4th Grade Reading- approaching 79% meets 46% masters 13%

4th Grade Math- approaching 55% meets 17% masters 10%

3rd Grade Reading approaching 79% meets 53% masters 18%

3rd Grade Math approaches 66% meets 47% masters 19%

## School Culture and Climate

### School Culture and Climate Strengths

Parent Organizations:PTO

Student Organizations, Groups and Clubs

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

Annual Events & Activities: Boosterthon Fun Run, Fall Family Fun Night, Grade Level Music Programs monthly, Thanksgiving Lunch, Field Day and Classroom parties

## School Culture and Climate Needs

Problem Statement 1: Our school has been stagnant in growing our students.

Root Cause: The emphasis may not have been on growing all students.

## School Culture and Climate Summary

The teachers at Roderick Elementary are committed to the students they teach. Our staff is dedicated to providing quality instruction to all students. The teachers and staff are committed to serving the community from which the students come from. Visitors often say that they feel very welcomed when they come into the school.

Students and parents describe the school climate as family oriented. The community has a lot of respect for the administration, teachers and staff members at NRoderick. Discipline is a strength and student achievement is a priority. Students and staff feel that RES is a safe place. The beliefs, vision and goals of RoderickElementary are based our dedication to student achievement, growth, and well being.

Roderick is continuing to build a strong school culture and focusing on Positive Behavior Intervention Systems through assemblies, newsletters, parent education, mentoring programs and SEL lessons provided monthly for all classes by our counselor. The implementation of morning meetings campus wide will help build relationships and classroom communities where students feel comfortable to learn and take risks in their academic journey. Capturing Kids Hearts is at the top of our priority list with helping to build a strong connection and community among staff, students and parents. We have set a goal as a campus to be a Nationally Recognized Showcase School through CKH.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

- Grade level PLCs strengthen instruction through exploration of data from common assessments and collaborative planning time.
- Our instructional leaders present at faculty meetings and professional development sessions. They are leaders among their CISD colleagues.
- We have built a climate where teachers feel comfortable to discuss and critique instructional practices and take risks.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary

Roderick believes in building a collaborative environment where all voices are heard. We focus on being solution focused and relationship driven in order to work together in a productive way.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Weekly PLCs to review instruction and data  
Dyslexia Program - Take Flight through Scottish Right Hospital  
Small group instruction based on student needs  
Structured intervention/enrichment time for all students on a daily basis.  
Students receiving effective interventions and making substantial progress.  
Response to Intervention team in place  
math manipulatives along with guided math training and now have writing resources.  
GT program Grades 1- 5 - cross curricular thematic based pull out program (2 hours a week)

### Curriculum, Instruction and Assessment Summary

Staff reviews student assessments in order to provide targeted instruction for improvement. PLCs meet weekly to discuss student and teacher needs for academic achievement. Data is used to inform curriculum, instruction and assessment decisions. During Professional Learning Communities, instructional activities are aligned with student learning needs and expected outcomes for achievement. Assessments are designed, developed and linked to measure the effect of curriculum and instruction. Response to Intervention teams are data driven, and focus on the best interventions to meet the needs of the students. The curriculum is vertically and horizontally aligned so that teaching and learning expectations are clear for each grade level and subject area.

## Family and Community Involvement

### Family and Community Involvement Strengths

- High number of parent volunteers
- Parents feel welcome at Roderick and have an open dialogue with the staff.

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

- Communication
- Robust social media presence provides up-to-date information for parents and the community.

## Family and Community Involvement Summary

We, along with PTO, host numerous evening events to connect our parents and community members with what is happening at Roderick.

## School Context and Organization

### School Context and Organization Strengths

- Standardized district grading procedures
- PLCs are organized, scheduled and lead by campus instructional coach, campus administrative team, and teachers
- SST teams are in place and data driven
- District and campus goals are developed collaboratively and based on data
- Fidelity to campus requirements for instructional minutes.
- 100% compliant with district safety drill requirements.
- Intervention and enrichment blocks

### School Context and Organization Summary

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## Technology

### Technology Strengths

- Teachers are well versed and integrate technology into their instruction as well as with their communication with parents.

# Comprehensive Needs Assessment

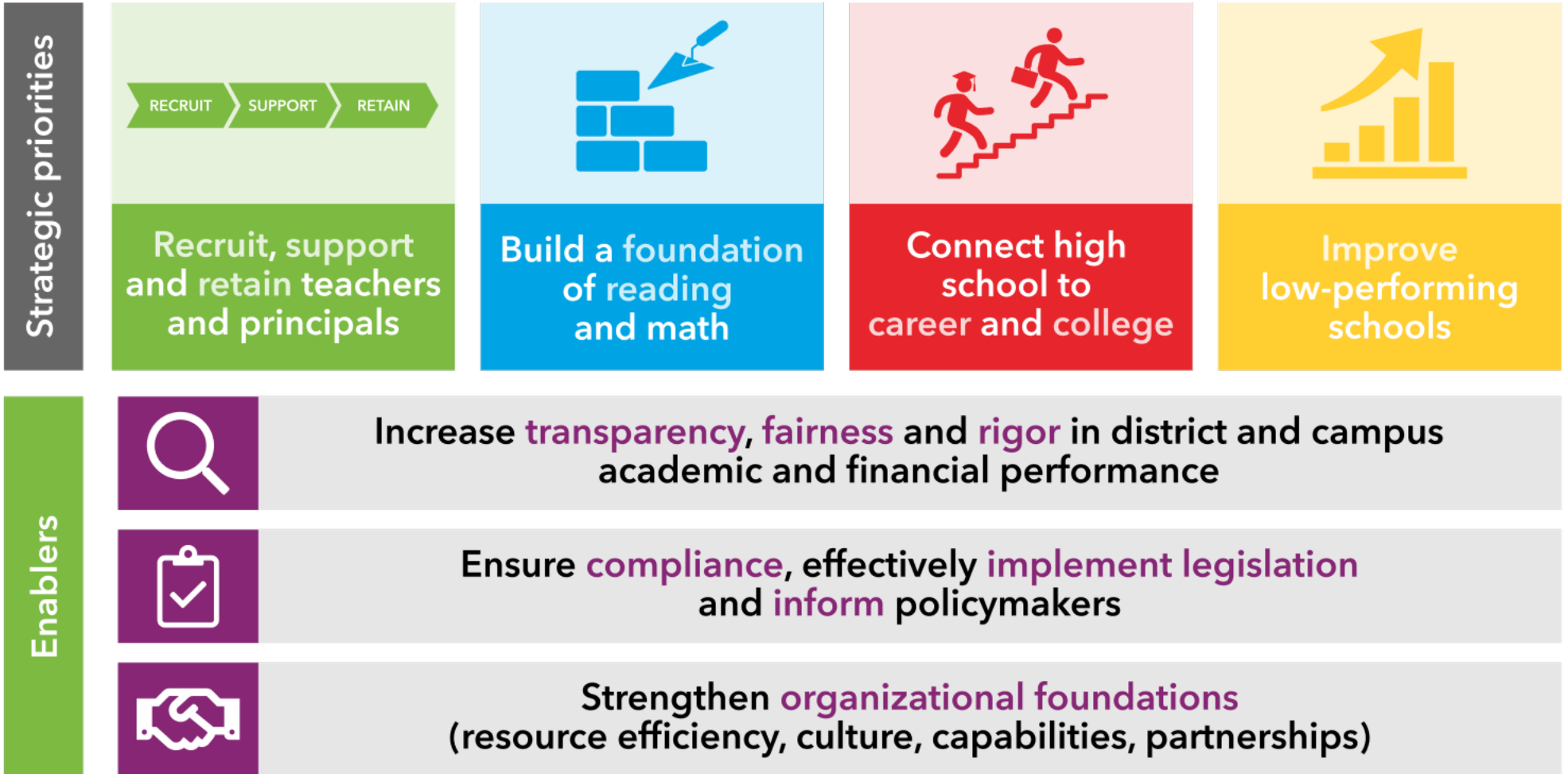
## Technology Strengths (Continued)

- Students are becoming digital natives and are utilizing technology applications and resources in their learning needs.
- Many software programs have been purchased by our district to meet targeted student needs.
- Securely helps keep students safe online

## Technology Weaknesses

CNA committee sees a need for 1:1 devices for Kindergarten and 1st grade to meet diagnostic testing requirements and minutes required by our Iready curriculum program.

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

**Problem Statement 1 (Prioritized):** There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels.

**Root Cause 1:** The quality of Tier 1 instruction in the classroom and must reteach based on data results from assessments.

**Root Cause Statement 1 Areas:** Student Achievement

**Problem Statement 2 (Prioritized):** There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

**Root Cause 2:** Data practices among teachers needs to be improved and planned data digging must take place.

**Root Cause Statement 2 Areas:** Student Achievement, Demographics

**Problem Statement 3:** Student Attendance is low.

**Root Cause 3:** Attendance intervention must be prioritized and campus attendance committee must follow district procedures.

**Problem Statement 3 Areas:** Student Achievement

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**Root Cause 6:** TEKS must be unpacked, proficiency expectations discussed, and monitored. Plans for reteach must take place and data practices must be improved.

**Problem Statement 6 Areas:** Curriculum, Instruction, and Assessment