

Katy Independent School District
Rhoads Elementary
2025-2026 Campus Improvement Plan



Mission Statement

As a team at Rhoads Elementary, we will seek to inspire and challenge all culturally diverse learner in our community to succeed in our changing world and become good citizens and life long learners. Together, in partnership with parents and the community, we will strive to develop all children to their fullest potential by embracing their unique individuality.

Vision

The Katy Independent School District, in collaboration with parents and community, will provide an exemplary education for all students in a safe environment.

Value Statement

R- Rhoads

E - Elementary

S - Students

P - Promote

E - Excellence

C - Citizenship

T - Teamwork

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Jack & Sharon Rhoads Elementary (RES) opened in 2004. RES is projected to serve approximately 800 students in grades EE-5th during the 2025-2026 school year, which has maintained in enrollment from the previous year. The campus is an elementary school. The 2025-2026 school year will be our 21st year providing instruction to a very diverse student body. We celebrate the many cultural and socio-economic family backgrounds our students represent.

List of Stakeholders and roles

Principal	Timothy Wolff	Parent	Deborah Christopher
Assistant Principal/ Other school leader	Dr. Angela Plut	Parent	Ferah Syed
Assistant Principal/Other school leader	Christina Halbot	District Representative	Vivian Muldune
Counselor/ Other school leader	Shola Ladejobi Griffin	District Representative	Tiffany White
Teacher	Maria Velasquez	Community/Business	Kevin Correa
Teacher	Amy Kutinac	Community/Business	Chad Clark
Counselor / Other school leader	Mirna Mercado	Instructional Coach/ Other school leader	Prabhjoot Sandhu
Instructional Coordinator/ Other School leader	Jennifer Magallan	Paraprofessional	Linda Carter
Diagnostician/ Specialized School Support	Dr. Kathleen Connelly	Nurse/ Specialized School Support	Lisa Laws
School Psychologist/ Specialized School Support	Elizabeth Cruz	Paraprofessional	Luz "Kathy" Diaz

RES needs assessment process is described below. The campus leadership team evaluated the 2024-2025 data. We reviewed the following data:

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

- EBs

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on January 30, 2025, and again on April 3, 2025 to develop the CNA. The meetings were held in the campus LGI starting at 4:00pm on both dates.

At the first meeting on January 30, 2025, Dr. Tsang began the meeting with introductions. Mr. Wolff reported on campus celebrations and team expectations were shared with the group. The purpose of the Comprehensive Needs Assessment was shared along with a review of the Formative Goals & Strategy Progress. The team began to review and revise Campus Needs Assessment by concentrating on the 4 Focus Areas (look at Priority Problem Statements), examining the Data Reports (to determine Strengths & Weaknesses), and selecting data reports that best represented RES. Dr. Tsang discussed upcoming events that required Title I funds such as the next Parent & Family Engagement Night: STAAR Parent Night #2 on February 13, 2025, from 5:30pm - 7:00pm. Dr. Tsang also discussed the upcoming Lead Your School Trainings (Stack the Deck Part 2 (3rd-5th), Powerwalk observations for Sean Cain (all grades), and Long-Range Planning in May). Afterwards Next Steps for the CNA were discussed, such as Putting together all the data, Analyzing reports (strengths/weaknesses), and Recommendations of top 3-4 priorities. It was explained that these steps would take place during the final meeting in April. Dr. Tsang then opened the floor to discussions and questions. Mr. Wolff thanked everyone for their participation and reminded everyone of the second CNA meeting on April 3, 2025.

At the second meeting on April 3rd, the school support team reviewed the listed data and prioritized the information into strengths and problems. The purpose of the meeting was to Create/review CNA and Campus Improvement Plan. The meeting began punctually at 4:00 PM. Dr. Plut started the meeting with a round of celebrations, highlighting the dedication and achievements within the school community.

Next the committee reviewed campus performance google data and reviewed focus areas and priority statements. Attendees were directed to examine the data thoroughly, focusing on patterns and trends that may have emerged over the past year. Attendees were asked to reassess the current priority problem statements. The goal was to determine whether these statements continue to align with the most recent data findings. Any necessary adjustments should be noted for further discussion. Following the review of the current focus areas and problem statements, Dr. Plut asked if there were any other issues to consider. Mr. Wolff took this opportunity to highlight the importance of professional development for teachers, emphasizing its role in enhancing educational practices and supporting student achievement. The meeting then moved on to discuss Title 1 and Family Engagement initiatives. Upcoming events and initiatives were discussed. Dr. Plut concluded the meeting by thanking everyone for their attendance and participation. She invited committee members to continue their involvement in the upcoming year and encouraged them to reach out with any further questions or contributions. With no additional questions from the committee, the meeting was adjourned at 5 pm.

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

Demographics:	Strengths: Diversity, increase in bilingual/ESL students, Problems: Student Mobility; teacher turnover
Student Learning:	Strengths: Growth social/emotional needs of all stakeholders. Innovation, flexibility, and adaptability shown by teachers. Problems: The campus did not meet all campus performance objective targets in 2024-2025.
School Processes & Programs:	Strengths: Discipline has decreased; increase in instructional time Problems: Consistent implementation of Tier 1 instructional practices (Fundamental 5); growth in student achievement for all students
Perceptions:	Strengths: High parent attendance at parent events Problems: Consistently promoting and communicating ways that all parents can be involved

Priority Problem Statement and Root Causes

Problem The teachers are not consistently implementing practices exhibiting high quality and high

Statement frequency fundamental Tier 1 teaching strategies to all students.

Root Cause The teachers have not taken time to plan for effective Tier 1 strategies in their lessons and/or not following the lesson plans with fidelity. Staff needs additional training to show success in this area.

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

Root Cause RLA: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively. Staff needs additional training to show success in this area.

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

Root Cause Math: We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.

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

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

to show success in this area.

Problem Statement	With a high population of students considered At-Risk, RES loses highly qualified and highly trained staff members to schools with smaller At-Risk populations.
Root Cause	RES needs to provide more support, training, and incentives to increase the retainment of highly qualified teachers as a school with a majority of At-Risk students.

Three Areas of Focus for Next Year

1. Student Achievement in Reading, Math, & Science
2. Student Performance in ED, EB/EL, SpEd, AA
3. Continued implementation of high quality and high frequency fundamental Tier 1 teaching strategies

Demographics

Demographics Summary

Jack & Sharon Rhoads Elementary opened in 2004. As a school we are very proud of our more than twenty years of providing an education for an ever changing and very diverse student body. We celebrate the many cultural and socio-economic family backgrounds our students represent. Starting out with a population of about 900 students, RES has expanded to over 1,100 students, and contracted to around 700 students as our neighborhoods have changed. Most recently, our population has maintained between 700-800 students.

During the 2006-07 school year, we became a school-wide Title I school.

Rhoads started serving families with a Bilingual program during the 2009-10 school year. At that time we welcomed students from our attendance zone and Wolfe Elementary's attendance zone who had previously received bilingual instruction at McRoberts Elementary and Schmalz Elementary.

The current Rhoads Elementary enrollment is approximately 750 students. Pertinent statistics from our student body include the following.

- We are a Community Eligibility Provision (CEP) school, which means all of our fulltime students are provided a free lunch and a free breakfast, and we continue to be considered a school-wide, or 100%, Title I campus.
- 67% of our students are identified as At-Risk.
- 44% of our students are identified and monitored as Limited English Proficient.
- 27% of our students qualify for Special Education services.
- 25% of our students participate in the Bilingual program.
- 12% are served through the ESL program.
- 2% of our students are identified as Gifted and Talented.

Demographically, we are currently:

- 59% Hispanic
- 21% Black or African American
- 12% White
- 5% Two or More Races
- 3% Asian

Rhoads Elementary continues to consider it a high priority to employ and retain a highly-qualified and talented staff. According to the most recent published data, 18% of our teachers have more than twenty years of experience. This is about 5% higher than the district average and 4% higher than the state average. 26% have eleven to twenty years and about 8% have six to eleven years. Additionally, 3% of our teachers have over 30 years of experience. According to data published at the same time, about 38% of the teachers at RES are white, 48% are Hispanic, and 10% are African American. This year's staff turnover is less than many of our previous years, and much of this year's turnover is because some members of our staff have changed campuses within KISD, been promoted, or left the district to pursue other opportunities.

Demographics Strengths

Rhoads Elementary represents a diverse population. Many cultures and languages are represented through our students, their families, and our staff.

Rhoads Elementary invests in student growth and achievement. Beyond our classroom teachers, Academic Support teachers, ESL teachers, Title I teachers, and Special Education

teachers provide intervention and additional support as needed. This is scheduled during appropriate times within the school day, during before and after school tutorials, and through a inclusion and pull-out model as is appropriate based on student need.

Staff at Rhoads Elementary value professional growth. Professional development opportunities are provided by KISD and also outside of KISD when appropriate. Both classroom teachers and support staff, including administration, participate in multiple professional development opportunities throughout the school year and into the summer. All grade levels have teachers who are ESL certified or are working towards their ESL certification. Grade level planning, and Professional Learning Communities, where relevant data is discussed, strengthen instruction through the understanding of the TEKS, alignment of curriculum resources, collaboration on lesson delivery, and a long-term planning focus. Staff development focused on technology integration continues to help staff become more competent and effective with their use of instructional technology.

Strengths:

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

- Many families move to KISD and the Rhoads attendance zone specifically for the schools. Because our families value education, we have increasing numbers of parents and guardians who are committed to student success.
- With the increasing diversity among our student population, Rhoads becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and the ability to collaborate with peers of all backgrounds. We believe we are equipping young learners to collaborate with all kinds of people. We find that Rhoads Elementary students are very accepting of new students regardless of race, ethnicity, or culture.
- Our attendance rate is consistently higher than state expectations. Families at Rhoads value student success and understand that attendance is crucial to student success. We celebrate consistent attendance and provide grade level incentives for improvement.
- We support our teachers. From New Teacher Academy to the campus mentor and "buddy" system, we strive to help new Rhoads teachers be successful.
- All teachers receive instructional support through the Academic and Instructional Support Team and the Administrative Team. Grade level Professional Learning Communities are supported by the Instructional Coach, Instructional Coordinator, and Administration. Feedback is provided by all staff including peer observations, model lessons, and classroom walk-throughs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With a majority population of students considered At-Risk, Rhoads Elementary frequently loses highly-qualified and highly-trained staff members to schools with lower populations of students considered At-Risk.

Root Cause: RES needs to continue providing increasing support, training, and incentives to retain highly qualified teachers as a school with a majority of At-Risk students.

Student Learning

Student Learning Summary

Data indicates that the students at Rhoads Elementary have room for academic growth and increased academic achievement. We are a campus of continuous improvement and we expect more from our students through the adults who serve them.

Our teachers regularly design and administer checkpoints, module assessments, and campus based assessments. We analyze the results and then continue with reteaching and remediation. Specific interventions are based on this data as well district and state assessment data. Teachers differentiate instruction through guided reading and in writing, math, and science.

During appropriate instructional times, students are grouped by their proficiency on the specific TEK or skill being taught. These groups are "fluid" and change as students show mastery. Students in need are invited to additional extended learning times before and after school when available. Additional learning opportunities are also generally provided for ESL students or students with need beyond a single subject.

A significant challenge many Rhoads Elementary students face is in relation to language development (both monolingual and bilingual students). A significant percentage of our students are behind district peers with regards to language development. This is a major emphasis on our campus and with our parents. TELPAS data has consistently indicated that there is additional focus needed in developing language skills.

When analyzing our student groups, we note that growth in our students is not equitable. The performance of our students who qualify for Special Education services is significantly lower than other demographic sub-populations.

Professional development opportunities are determined based on the needs of the students and the experience level of the individual teacher. Staff are expected to seek professional growth and implement strategies to improve teaching and learning. RES is a campus of continuous improvement. This year RES continues to implement practices known for high-yield results. We especially focus on Tier 1 teaching strategies, or teaching strategies provided for all students.

Charted below compares how students performed on the 2024 and 2025 STAAR exams.

Based on the 2025 STAAR results, and other campus and district assessments that show similar trends, RES will continue to emphasize differentiated instruction across the subject areas. Interventions, individualized support, and extended learning opportunities will be essential to continue accelerated student growth in the months to come.

*Note -

- "Approaches Grade Level Expectations" indicates that students are likely to succeed in the next grade with targeted academic intervention.
- "Meets Grade Level Expectations" indicates that students have a high likelihood of success in the next grade but may still need some short-term, targeted academic interventions.
- "Masters Grade Level Expectations" indicates that students have mastered all content and have a high probability of success in the next grade level.

Assessment	% Approaches Grade Level Expectations	% Meets Grade Level Expectations	% Masters Grade Level Expectations
2025 3rd Grade Reading & Language Arts	72	50	28
2024 3rd Grade Reading & Language Arts	77	47	16

Assessment	% Approaches Grade Level Expectations	% Meets Grade Level Expectations	% Masters Grade Level Expectations
2025 3rd Grade Math	63	31	11
2024 3rd Grade Math	67	37	13
2025 4th Grade Reading & Language Arts	78	44	16
2024 4th Grade Reading & Language Arts	77	34	10
2025 4th Grade Math	60	31	15
2024 4th Grade Math	60	37	13
2025 5th Grade Reading & Language Arts	72	51	21
2024 5th Grade Reading & Language Arts	80	48	20
2025 5th Grade Math	69	43	13
2024 5th Grade Math	62	30	9
2025 5th Grade Science	61	27	4
2024 5th Grade Science	40	13	3
2025 Combined Reading & Language Arts (3rd, 4th, 5th)	74	48	21
2024 Combined Reading & Language Arts (3rd, 4th, 5th)	78	43	15
2025 Combined Math (3rd, 4th, 5th)	64	35	13
2024 Combined Math (3rd, 4th, 5th)	63	35	12

Student Learning Strengths

Students, parents, and teachers showed determination, resilience, and grit throughout the 2024-2025 school year. Student learning and growth took many forms. Most of which are not measured or assessed. Our school grew significantly in supporting the social/emotional needs of our students, their families, and our staff. Our school also benefited significantly because of teacher innovation, flexibility, and adaptability.

also-

- In the most recently released rating, ...
- In the most recently released rating, ...

also-

- In the most recently released rating, ...
- In the most recently released rating, ...

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): RLA: Rigorous planning for both Reading and Writing is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students.

Root Cause: RLA: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively. Staff needs additional training to show success in this area.

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

Root Cause: Math: We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.

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

Root Cause: Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.

Problem Statement 4: Social Studies: We are not maximizing planning to build cultural relevance for all students.

Root Cause: Social Studies: We have not intentionally created lessons that are culturally relevant for all students. Staff needs additional training to show success in this area.

Problem Statement 5: The campus did not meet all campus performance objective targets in 2024-2025.

Root Cause: The teachers need to deepen understanding of and address specific academic needs of all student groups. Staff needs additional training to show success in this area.

School Processes & Programs

School Processes & Programs Summary

Rhoads Elementary teaches the TEA prescribed Texas Essential Knowledge and Skills (TEKS). Strategies to ensure successful teaching and learning include: District Assessments, Campus Based Assessments, a Reading/Language Arts focus, and Math Workshop. All assessments and resources used assist in teaching the depth and complexity established in the TEKS. KISD supports schools by creating curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area. These documents align to the TEKS and Texas STAAR assessments.

Campus, district, and state assessments are used in grades K through 5. Kindergarten through 5th grade all also use the targeted Amira reading assessments to assess the student's reading progress. Dyslexia and LEP instruction use the same standards of assessment as the grade levels for students they serve. TELPAS is another state assessment for LEP students. Additional assessments used this year to monitor progress included the Texas KEA (Pre-K), TPRI/Tejas Lee.

Parents, teachers, and students at Rhoads Elementary take pride in their school and the school's tradition of success. The perception of Rhoads Elementary is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building student character. Rhoads Elementary's focus goes far beyond just academic assessments, or STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. We also treat teacher planning as sacred. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their colleagues to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As part of Katy ISD, Rhoads Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart technologies, Chrome Books, document cameras, and laptops/netbooks. Wireless access points have been installed all over the building and truly makes technology integration possible. As part of Katy ISD's 1 to 1 technology initiative, all students in grades 3-5 are issued a Chromebook to use both at school and at home throughout their tenure here at RES. Additionally, there are computers located in the library for teachers and students use to search for books, research interests, and to support other learning projects.

Students are encouraged to use a variety of programs and apps on iPads and computers such as: Padlet, Educreations, PicCollage, Plickers, Canvas and Google Drive to create and display their learning. The majority of the teachers are accustomed to integrating the use of Smart technologies, including document cameras, into their daily activities and lessons.

School Processes & Programs Strengths

Rhoads Elementary staff members have a strong congenial and colloquial relationship. They are able to work together in grade level teams and vertical teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks throughout the Rhoads campus. This has helped align our best practices, incorporate high yield strategies, and focus on engaged learning.

At RES we recognize the following as strengths:

- Teacher generated road maps that target specific instruction by TEK.
- Teacher created Campus Based Assessments.
- Weekly team planning including the Professional Learning Communities (PLC) framework.
- Teachers attending professional development within KISD and beyond.
- Teachers conducting learning walks to observe peers.
- Used available funding to fund extended learning opportunities within and beyond the school day.

- Providing differentiated instruction.
- Conducting meaningful professional developments.
- Scheduled Data Meetings focused in instructional improvement and student needs.

At RES we also focus on the following to strengthen our school:

- Focused professional growth utilizing proven instructional practices from the Fundamental 5 framework and implementation training from Texas School Improvement Specialist Sean Cain and the Lead Your School organization.
- Teachers appreciate the sense of urgency for best instructional practices expected by our school community.
- Teachers accommodate special populations with more time and individualized instructional plans.
- A Multi-Tiered System of Supports (MTSS) framework is used to identify students and prescribe appropriate support.
- A daily instructional schedule and calendar designed to maximize the amount of time spent on instruction.
- Interruptions to the instructional day are kept to a minimum.
- Safety and security drills are performed frequently and efficiently.

Each teacher has access technology for individual use of instructional material and school related business. Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology. All primary classrooms are equipped with iPads, Smart technologies, and document cameras in keeping with current technology. Intermediate classrooms are also equipped with Smart technologies, and document cameras along with students 1 to 1 issued Chromebooks. Additionally, our campus collaborates with our Classroom Technology Designer.

Building positive staff morale is recognized as a critical component in retaining high-quality staff at Rhoads. Each month staff members receive an incentive that shows how much they are appreciated. Throughout the year, will also have events such as “Ten Days of Christmas” and "Teacher Appreciation Week" in which staff members receive appreciation and treats. Other fun activities including Chili Cook-off and spontaneous treat carts help to promote a positive culture campus wide.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The teachers are not consistently implementing practices exhibiting high quality and high frequency fundamental Tier 1 teaching strategies to all students.

Root Cause: The teachers have not taken time to plan for effective Tier 1 strategies in their lessons and/or not following the lesson plans with fidelity. Staff needs additional training to show success in this area.

Perceptions

Perceptions Summary

The staff at Rhoads Elementary work hard to create an environment where families feel they are entering a school with a tradition of positivity and productivity. We work to ensure open lines of communication by providing families with the ability to engage with faculty in a variety of ways, including RES S'more (weekly newsletter), phone calls, emails, planners, Dojo, classroom communication, and through social media. Informational documents and graded work are sent home each week in a campus Tuesday communication folder. As a Title I campus, we are obligated annually to educate our community about the importance of parent involvement in their child's education. As a bilingual campus, both English and Spanish speakers are made available for parent and community needs. We also offer several events, activities, and programs throughout the school year to encourage families to visit our school.

Events designed for parents continue to be well-attended by many of our parents. Parents join us for events such as Meet the Teacher, Parent Orientation, Popsicles with Pop, Mommy Make-over, Book Fair Nights, STAAR Nights, Talent Show, Kinder Round-up, and PE Night.

Our Community Advisory Team (CAT) is composed of campus staff, parents, community members and district staff members. We meet at least 4 times per year to discuss the school budget, Title I components, and areas of growth and improvements. Parents are also encouraged to share any concerns they may have and make suggestions to be implemented at Rhoads Elementary.

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

Many of our students participate in the Read/Deed/Run Program.

RES continues to welcome Watch DOGS (Dads of Great Students) into our school. The kick-off is held in September, and dads come to school with their students to share pizza and to hear a presentation about the Watch DOG program. More than 150 dads have participated in this program, coming to school for the day. After being introduced on morning announcements, they follow a schedule which includes time in their child's classroom, the cafeteria, the front drive, the library, and other classrooms. Our students love our Watch DOGS, and we have seen this program foster goodwill between our school's staff and parents.

Traditionally, parents, community members, and high school students provide the Junior Achievement Program to all classes in our school.

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

Rocket Singers and Rockets Con Ritmo offer students opportunities to participate in choir and instrumental training.

One of the core beliefs at Rhoads Elementary is that all children can learn. It is important that student and teacher mindsets support resiliency and grit. This results in improved student performance. One of our non-negotiables is that students and staff treat one another with respect. We emphasize this with our RESPECT mnemonic: Rhoads Elementary Students Promote Excellence, Citizenship, and Teamwork!

In our effort to improve student engagement, student behavior, and student performance, we have established a positive campus rewards system. Our campus rules and expectations are embedded in our PBIS/RISE (Respect, Integrity, Safety, and Effort) program. We continue to implement the PBIS (Positive Behavior Intervention Support) program by using BLAST Bucks, which students use to make purchases at classroom BLAST stores. This past year we also held a PBIS holiday store that allowed students to use BLAST bucks for purchasing gently used items for the holidays. These incentives provide reinforcement to all students for meeting the campus PBIS/RISE expectations.

Components of our PBIS philosophy include:

- A purpose and approach to discipline.
- A clear set of positive expectations and behaviors.
- Procedures for teaching expected behaviors.
- A continuum of procedures for encouraging expected behavior.
- A continuum of procedures for discouraging inappropriate behavior.
- Procedures for on-going monitoring and evaluation.

Perceptions Strengths

Increased parent and community engagement, by providing multiple opportunities for parents and students to participate in activities at school such as, Meet the Teacher, Parent Orientation, PTA, KEYS Mentors, Junior Achievement, Reed-Deed-Run, Watch DOGS, choral and instrumental music programs, PE Night, Curriculum Nights, the Book Fair, Sister Schools Program, and Student Council.

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

Students are awarded BLAST Bucks on a regular basis that they can use to purchase items and incentives from the BLAST store. In some classes, students are selected to be Rocket Guides. We also have many teachers who mentor students. RES staff focus on increasing positive student behaviors by analyzing student behavior data and implementing the PBIS/RISE philosophy.

Campus discipline data shows a need for a reduction in disruptive behaviors and behaviors exhibiting inappropriate contact (i.e. pushing, hitting, kicking, etc.). Students can earn BLAST Bucks to redeem for prizes as incentives for meeting PBIS/RISE expectations. All classrooms, hallways, restrooms and common areas have PBIS posters with behavior expectations that are specific to each area. Students are regularly seen throughout the building displaying appropriate behavior aligned to the school-wide behavior expectations. Rhoads PBIS/RISE team reviews behaviors and PBIS implementation and makes necessary adjustments to increase positive student behaviors and decrease disruptive student behaviors.

The Rhoads Sunshine Committee and Administrative Team plan events, treats, and food throughout the year to appreciate RES's hard-working staff. Weekly communication is shared with staff with events, dates, and reminders in the Rocket Review (campus newsletter).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent and Family Engagement: We are not providing enough opportunities for all parents to be consistently involved.

Root Cause: Parent and Family Engagement: Most of our parent engagement activities are geared towards STAAR grades and do not focus on parents with students at the primary level.

Priority Problem Statements

Problem Statement 1: The teachers are not consistently implementing practices exhibiting high quality and high frequency fundamental Tier 1 teaching strategies to all students.

Root Cause 1: The teachers have not taken time to plan for effective Tier 1 strategies in their lessons and/or not following the lesson plans with fidelity. Staff needs additional training to show success in this area.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: RLA: Rigorous planning for both Reading and Writing is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students.

Root Cause 2: RLA: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively. Staff needs additional training to show success in this area.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students.

Root Cause 3: Math: We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Science: Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students.

Root Cause 4: Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: With a majority population of students considered At-Risk, Rhoads Elementary frequently loses highly-qualified and highly-trained staff members to schools with lower populations of students considered At-Risk.

Root Cause 5: RES needs to continue providing increasing support, training, and incentives to retain highly qualified teachers as a school with a majority of At-Risk students.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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


High Priority

Evaluation Data Sources: Powerwalk data
 T-TESS data
 Module assessments
 CBA/Checkpoint/Interim data

Strategy 1 Details	Reviews			
<p>Strategy 1: Science: Teachers will consistently plan for hands-on small group activities, with an emphasis on vocabulary development through Interactive Word Walls and reading comprehension.</p> <p>Strategy's Expected Result/Impact: Implementation of McGraw Hill Increased science labs/experiments</p> <p>Staff Responsible for Monitoring: Teachers Instructional coach Instructional coordinator Assistant Principal Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Social Studies: Teachers will plan for all students with an emphasis on vocabulary development.</p> <p>Strategy's Expected Result/Impact: Increase in culturally relevant learning connections, conversations, and writing opportunities</p> <p>Staff Responsible for Monitoring: Teachers Instructional coach Instructional coordinator Assistant Principal Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: General Education , Special education, and Title I funded staff will collaborate and provide targeted intervention and tutorials to deepen understanding and address specific academic needs of all student groups in an effort to provide opportunities for all children, including At-Risk students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) to meet the challenging state academic standards.</p> <p>Strategy's Expected Result/Impact: Increase in usage of high yield instructional strategies Increase effective small group instruction Engage in rigorous plannings, data digs, tutorials, professional development Providing essential resources and materials utilized in instructional settings</p> <p>Staff Responsible for Monitoring: Instructional coordinator Assistant Principal Principal</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: Title I Academic Support Teachers - 211 - Title I Part A - \$310,845, State Comp Ed staff - 199 - State Comp Ed, - 211 - Title I Part A - \$4,608</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: General Education , Special education, and Title I funded staff will collaborate and provide increased learning time for students, including but not limited to Saturday Learning options and Summer Learning, to deepen understanding and address specific academic needs of all student groups in an effort to provide challenging state academic opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Increase in usage of high yield instructional strategies Increase effective small group instruction Engage in rigorous plannings, data digs, tutorials, professional development Providing essential resources and materials utilized in instructional settings</p> <p>Staff Responsible for Monitoring: Instructional coordinator Assistant Principal Principal</p> <p>Title I: 2.51, 2.53</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Title I Academic Support Teachers - 211 - Title I Part A - \$310,845, State Comp Ed staff - 199 - State Comp Ed, - 211 - Title I Part A - \$4,608</p>	Formative			Summative
	Oct	Feb	Apr	June



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: With a majority population of students considered At-Risk, Rhoads Elementary frequently loses highly-qualified and highly-trained staff members to schools with lower populations of students considered At-Risk. Root Cause: RES needs to continue providing increasing support, training, and incentives to retain highly qualified teachers as a school with a majority of At-Risk students.</p>
Student Learning
<p>Problem Statement 1: RLA: Rigorous planning for both Reading and Writing is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students. Root Cause : RLA: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively. Staff needs additional training to show success in this area.</p> <p>Problem Statement 2: Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students. Root Cause: Math: We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.</p> <p>Problem Statement 3: Science: Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students. Root Cause: Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.</p>





School Processes & Programs

Problem Statement 1: The teachers are not consistently implementing practices exhibiting high quality and high frequency fundamental Tier 1 teaching strategies to all students.
Root Cause: The teachers have not taken time to plan for effective Tier 1 strategies in their lessons and/or not following the lesson plans with fidelity. Staff needs additional training to show success in this area.

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

Performance Objective 2: Rhoads Elementary will increase in the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Increased cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: PE teachers Assistant Principals Principal</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: HB3: The percent of Rhoads elementary 3rd grade students who achieve meets and above in Reading will increase to 49% by July 2026.





HB3 Goal

Evaluation Data Sources: STAAR

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

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

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction for all students and targeted intervention for at-risk students to ensure the mastery of required (reading, math, science) TEKS for all sub populations</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and student performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional coach Instructional coordinator</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: RLA: Rigorous planning for both Reading and Writing is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students. Root Cause : RLA: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively. Staff needs additional training to show success in this area.</p>
<p>Problem Statement 2: Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students. Root Cause: Math: We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.</p>
<p>Problem Statement 3: Science: Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students. Root Cause: Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.</p>
School Processes & Programs
<p>Problem Statement 1: The teachers are not consistently implementing practices exhibiting high quality and high frequency fundamental Tier 1 teaching strategies to all students. Root Cause: The teachers have not taken time to plan for effective Tier 1 strategies in their lessons and/or not following the lesson plans with fidelity. Staff needs additional training to show success in this area.</p>

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


Performance Objective 4: HB3: The percent of Rhoads elementary 3rd grade students who achieve meets and above in Math will increase to 39% by July 2026.

HB3 Goal

Evaluation Data Sources: STAAR

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction for all students and targeted intervention for at-risk students to ensure the mastery of required (reading, math, science) TEKS for all sub populations</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and student performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional coach Instructional coordinator</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Feb	Apr	June







Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: RLA: Rigorous planning for both Reading and Writing is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students. Root Cause : RLA: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively. Staff needs additional training to show success in this area.</p>
<p>Problem Statement 2: Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students. Root Cause: Math: We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.</p>
<p>Problem Statement 3: Science: Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students. Root Cause: Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.</p>
School Processes & Programs
<p>Problem Statement 1: The teachers are not consistently implementing practices exhibiting high quality and high frequency fundamental Tier 1 teaching strategies to all students. Root Cause: The teachers have not taken time to plan for effective Tier 1 strategies in their lessons and/or not following the lesson plans with fidelity. Staff needs additional training to show success in this area.</p>

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

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will bring completed data dig analysis sheets, updated data folders, and their updated monitor binders to create a plan in addressing the deepest holes (TEKS)</p> <p>Strategy's Expected Result/Impact: Differentiated instruction in small groups Increased small group instruction for students</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Instructional Coordinator Assistant Principal Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will goal-set with students prior to each assessment and reflect with students after each assessment.</p> <p>Strategy's Expected Result/Impact: Increased student ownership in scores Increase in student performance</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Instructional Coordinator Assistant Principal Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2025-2026 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: TCP Reports
Increase in student assessment scores

Strategy 1 Details	Reviews			
Strategy 1: We will increase staff attendance by implementing PBIS boosters and incentives Strategy's Expected Result/Impact: Decrease in staff absences Increase in student achievement Staff Responsible for Monitoring: Assistant Principals Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: New/novice teachers will be provided a teacher mentor Strategy's Expected Result/Impact: Increase teacher retention Staff Responsible for Monitoring: Assistant Principals Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Staff will be provided job-related training, professional development opportunities. Strategy's Expected Result/Impact: Increase in staff retention Increase in student achievement Staff Responsible for Monitoring: Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Professional Development - 211 - Title I Part A - \$30,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Campus will participate in Katy ISD and regional are job fairs. Strategy's Expected Result/Impact: Increase recruitment pool of highly qualified teachers Increase student achievement and student performance Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: With a majority population of students considered At-Risk, Rhoads Elementary frequently loses highly-qualified and highly-trained staff members to schools with lower populations of students considered At-Risk. Root Cause: RES needs to continue providing increasing support, training, and incentives to retain highly qualified teachers as a school with a majority of At-Risk students.
School Processes & Programs
Problem Statement 1: The teachers are not consistently implementing practices exhibiting high quality and high frequency fundamental Tier 1 teaching strategies to all students. Root Cause: The teachers have not taken time to plan for effective Tier 1 strategies in their lessons and/or not following the lesson plans with fidelity. Staff needs additional training to show success in this area.

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

Performance Objective 1: By the end of the 2025-2026 school year, parent and family engagement will increase by 25%.

Evaluation Data Sources: Raptor reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent & Family Engagement: We will consistently communicate and afford opportunities for parents to be actively involved</p> <p>Strategy's Expected Result/Impact: Planned tasks/activities by PTA & school personnel</p> <p>Staff Responsible for Monitoring: Counselors Instructional Coach Assistant Principals Principal</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote parent and community involvement by hosting academic nights and additional training sessions to assist parents with supporting learning in their homes. Distribute the Parental Involvement Policy and Parent/School Compact at these meetings. Hold these meetings at a variety of times with access through a variety of platforms.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement and attendance at campus-wide events</p> <p>Staff Responsible for Monitoring: Counselors Instructional Coach Instructional Coordinator Assistant Principals Principal</p> <p>Title I: 2.51, 2.52</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: - 211 - Title I Part A - \$4,482</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide PK/K and 5th/6th transition strategies for students and parents. Host transition events that include Kindergarten Round-Up (Orientation), Junior High campus visits and course selection visits with the Counselors.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement and attendance at campus-wide events</p> <p>Staff Responsible for Monitoring: Counselors Instructional Coach Instructional Coordinator Assistant Principals Principal</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Title III: Parent Engagement Event- Navigating TELPAS: A Parent's Guide to the English Language Assessment System</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement and attendance at campus-wide events</p> <p>Staff Responsible for Monitoring: Bilingual Liaison Instructional Coach Assistant Principals Principal</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop a Campus Advisory Team (CAT) including parents, community members, and campus and district staff to allocate Title I funds that address campus identified needs, revise the Parental Involvement Policy, revise the Parent/School Compact, and provide input on Staff Development.</p> <p>Strategy's Expected Result/Impact: Increase in parent input, involvement, and attendance</p> <p>Staff Responsible for Monitoring: Assistant Principals Principal</p> <p>Title I: 2.51, 2.52</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 - Title I Part A - \$150</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: With a majority population of students considered At-Risk, Rhoads Elementary frequently loses highly-qualified and highly-trained staff members to schools with lower populations of students considered At-Risk. **Root Cause:** RES needs to continue providing increasing support, training, and incentives to retain highly qualified teachers as a school with a majority of At-Risk students.

Student Learning

Problem Statement 1: RLA: Rigorous planning for both Reading and Writing is limited and not maximized to the fullest for our ED, AA, EB/EL, and SpEd students. **Root Cause** : RLA: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively. Staff needs additional training to show success in this area.





Problem Statement 2: Math: Rigorous planning is not consistently targeted for our ED, EB/EL, SpEd, and AA students. **Root Cause:** Math: We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.

Problem Statement 3: Science: Rigorous planning and implementing hands-on experiments/labs are not consistent for ED, EB/EL, SpEd, and AA students. **Root Cause:** Science: We have not consistently prioritized time during pre-planning and planning hands-on experiments or labs for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.

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

Performance Objective 1: By May 2026, the number of discipline incidents will be reduced by 10%





Evaluation Data Sources: Discipline Data
Student assessment scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue the implementation of Positive Behavior Interventions & Supports (PBIS) to support a well-rounded education with campus fidelity. This includes positive incentives, a common language, and interventions accessible by both students and staff.</p> <p>Strategy's Expected Result/Impact: Increase in instructional time Increase in student achievement Decrease in office referrals</p> <p>Staff Responsible for Monitoring: Instructional Coach Instructional Coordinator Assistant Principals Principal</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation with fidelity daily community class circle time</p> <p>Strategy's Expected Result/Impact: Purposeful People lessons</p> <p>Staff Responsible for Monitoring: Counselors Assistant Principals Principal</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: By May 2026, the number of RES students eating breakfast daily will increase to 60%





Evaluation Data Sources: Food & Nutrition purchased data

Strategy 1 Details	Reviews			
Strategy 1: Continue strategic movement through the building during the morning, so students pass through/near the cafeteria. Strategy's Expected Result/Impact: Increase in breakfast numbers Staff Responsible for Monitoring: Assistant Principals Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: PK/K students will start their day in the cafeteria Strategy's Expected Result/Impact: Increase in breakfast numbers Staff Responsible for Monitoring: Assistant Principals Principal	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: By the end of the 2025-2026 school year, 100% of the district's safety policies will be implemented.





Evaluation Data Sources: Safety reports and data

Strategy 1 Details	Reviews			
Strategy 1: We will enforce student ID badges, reduction of entry/exit points, reduction and awareness of visitors in the building Strategy's Expected Result/Impact: Increase in student and staff awareness of people in the building Staff Responsible for Monitoring: Assistant Principals Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct ERG Safety drills throughout the year. Strategy's Expected Result/Impact: Increase in familiarity with drill procedures Staff Responsible for Monitoring: Assistant Principals Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: Increase in student achievement Decrease in discipline and office referrals Decrease in P3 reports Staff Responsible for Monitoring: Counselors Assistant Principals Principal	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 4: By the end of the 2025-2026 school year, student attendance will increase by 2%.

Evaluation Data Sources: Attendance data
Tardy data

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

State Compensatory

Budget for Rhoads Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Rhoads Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Barbara Lopez		1
Cathy Cooper		1
Michelle Warren		1

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Jack & Sharon Rhoads Elementary (RES) opened in 2004. RES is projected to serve approximately 800 students in grades EE-5th during the 2025-2026 school year, which has maintained in enrollment from the previous year. The campus is an elementary school. The 2025-2026 school year will be our 21st year providing instruction to a very diverse student body. We celebrate the many cultural and socio-economic family backgrounds our students represent.

List of Stakeholders and roles

Principal	Timothy Wolff	Parent	Deborah Christopher
Assistant Principal/ Other school leader	Dr. Angela Plut	Parent	Ferah Syed
Assistant Principal/Other school leader	Christina Halbot	District Representative	Vivian Muldune
Counselor/ Other school leader	Shola Ladejobi Griffin	District Representative	Tiffany White
Teacher	Maria Velasquez	Community/Business	Kevin Correa
Teacher	Amy Kutinac	Community/Business	Chad Clark
Counselor / Other school leader	Mirna Mercado	Instructional Coach/ Other school leader	Prabhjoot Sandhu
Instructional Coordinator/ Other School leader	Jennifer Magallan	Paraprofessional	Linda Carter
Diagnostician/ Specialized School Support	Dr. Kathleen Connelly	Nurse/ Specialized School Support	Lisa Laws
School Psychologist/ Specialized School Support	Elizabeth Cruz	Paraprofessional	Luz "Kathy" Diaz

RES needs assessment process is described below. The campus leadership team evaluated the 2024-2025 data. We reviewed the following data:

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

- EBs

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on January 30, 2025, and again on April 3, 2025 to develop the CNA. The meetings were held in the campus LGI starting at 4:00pm on both dates.

At the first meeting on January 30, 2025, Dr. Tsang began the meeting with introductions. Mr. Wolff reported on campus celebrations and team expectations were shared with the group. The purpose of the Comprehensive Needs Assessment was shared along with a review of the Formative Goals & Strategy Progress. The team began to review and revise Campus Needs Assessment by concentrating on the 4 Focus Areas (look at Priority Problem Statements), examining the Data Reports (to determine Strengths & Weaknesses), and selecting data reports that best represented RES. Dr. Tsang discussed upcoming events that required Title I funds such as the next Parent & Family Engagement Night: STAAR Parent Night #2 on February 13, 2025, from 5:30pm - 7:00pm. Dr. Tsang also discussed the upcoming Lead Your School Trainings (Stack the Deck Part 2 (3rd-5th), Powerwalk observations for Sean Cain (all grades), and Long-Range Planning in May). Afterwards Next Steps for the CNA were discussed, such as Putting together all the data, Analyzing reports (strengths/weaknesses), and Recommendations of top 3-4 priorities. It was explained that these steps would take place during the final meeting in April. Dr. Tsang then opened the floor to discussions and questions. Mr. Wolff thanked everyone for their participation and reminded everyone of the second CNA meeting on April 3, 2025.

At the second meeting on April 3rd, the school support team reviewed the listed data and prioritized the information into strengths and problems. The purpose of the meeting was to Create/review CNA and Campus Improvement Plan. The meeting began punctually at 4:00 PM. Dr. Plut started the meeting with a round of celebrations, highlighting the dedication and achievements within the school community.

Next the committee reviewed campus performance google data and reviewed focus areas and priority statements. Attendees were directed to examine the data thoroughly, focusing on patterns and trends that may have emerged over the past year. Attendees were asked to reassess the current priority problem statements. The goal was to determine whether these statements continue to align with the most recent data findings. Any necessary adjustments should be noted for further discussion. Following the review of the current focus areas and problem statements, Dr. Plut asked if there were any other issues to consider. Mr. Wolff took this opportunity to highlight the importance of professional development for teachers, emphasizing its role in enhancing educational practices and supporting student achievement. The meeting then moved on to discuss Title 1 and Family Engagement initiatives. Upcoming events and initiatives were discussed. Dr. Plut concluded the meeting by thanking everyone for their attendance and participation. She invited committee members to continue their involvement in the upcoming year and encouraged them to reach out with any further questions or contributions. With no additional questions from the committee, the meeting was adjourned at 5 pm.

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

Demographics:	Strengths: Diversity, increase in bilingual/ESL students, Problems: Student Mobility; teacher turnover
Student Learning:	Strengths: Growth social/emotional needs of all stakeholders. Innovation, flexibility, and adaptability shown by teachers. Problems: The campus did not meet all campus performance objective targets in 2024-2025.
School Processes & Programs:	Strengths: Discipline has decreased; increase in instructional time Problems: Consistent implementation of Tier 1 instructional practices (Fundamental 5); growth in student achievement for all students
Perceptions:	Strengths: High parent attendance at parent events Problems: Consistently promoting and communicating ways that all parents can be involved

Priority Problem Statement and Root Causes

Problem Statement The teachers are not consistently implementing practices exhibiting high quality and high frequency fundamental Tier 1 teaching strategies to all students.

Root Cause The teachers have not taken time to plan for effective Tier 1 strategies in their lessons and/or not following the lesson plans with fidelity. Staff needs additional training to show success in this area.

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

Root Cause RLA: We have not invested planning time to consistently dig deep in order to develop and implement specific strategies effectively. Staff needs additional training to show success in this area.

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

Root Cause Math: We have not invested enough time specifically pre-planning and planning for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.

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

Root Cause Science: We have not consistently prioritized time during pre-planning and planning hands-

on experiments or labs for ED, SpEd, AA, and EB/EL students. Staff needs additional training to show success in this area.

Problem Statement	With a high population of students considered At-Risk, RES loses highly qualified and highly trained staff members to schools with smaller At-Risk populations.
Root Cause	RES needs to provide more support, training, and incentives to increase the retainment of highly qualified teachers as a school with a majority of At-Risk students.

Three Areas of Focus for Next Year

1. Student Achievement in Reading, Math, & Science
2. Student Performance in ED, EB/EL, SpEd, AA
3. Continued implementation of high quality and high frequency fundamental Tier 1 teaching strategies

1.2: Location for Evidence of Multiple Meetings Held

At the first meeting on January 30, 2025, Dr. Tsang began the meeting with introductions. Mr. Wolff reported on campus celebrations and team expectations were shared with the group. The purpose of the Comprehensive Needs Assessment was shared along with a review of the Formative Goals & Strategy Progress. The team began to review and revise Campus Needs Assessment by concentrating on the 4 Focus Areas (look at Priority Problem Statements), examining the Data Reports (to determine Strengths & Weaknesses), and selecting data reports that best represented RES. Dr. Tsang discussed upcoming events that required Title I funds such as the next Parent & Family Engagement Night: STAAR Parent Night #2 on February 13, 2025, from 5:30pm - 7:00pm. Dr. Tsang also discussed the upcoming Lead Your School Trainings (Stack the Deck Part 2 (3rd-5th), Powerwalk observations for Sean Cain (all grades), and Long-Range Planning in May). Afterwards Next Steps for the CNA were discussed, such as Putting together all the data, Analyzing reports (strengths/weaknesses), and Recommendations of top 3-4 priorities. It was explained that these steps would take place during the final meeting in April. Dr. Tsang then opened the floor to discussions and questions. Mr. Wolff thanked everyone for their participation and reminded everyone of the second CNA meeting on April 3, 2025.

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2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Rhoads Elementary Campus Improvement Plan is developed with the involvement of parents, teachers, paraprofessionals, other school leaders, district representatives, business/community and campus administrator. They provide feedback and direction collaboration during CAT meetings and discussions throughout the year. This allows the campus to review and revise the Campus Improvement Plan throughout the 2025-2026 school year.

List of Stakeholders and roles

Principal	Timothy Wolff	Parent	Deborah Christopher
Assistant Principal/ Other school leader	Dr. Angela Plut	Parent	Ferah Syed
Assistant Principal/Other school leader	Christina Halbot	District Representative	Vivian Muldune
Counselor/ Other school leader	Shola Ladejobi Griffin	District Representative	Tiffany White
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Diagnostician/ Specialized School Support	Dr. Kathleen Connelly	Nurse/ Specialized School Support	Lisa Laws
School Psychologist/ Specialized School Support	Elizabeth Cruz	Paraprofessional	Luz "Kathy" Diaz

2.2: Stakeholders 1114(b)(2)

List of Stakeholders and roles

Principal	Timothy Wolff	Parent	Deborah Christopher
Assistant Principal/ Other school leader	Dr. Angela Plut	Parent	Ferah Syed
Assistant Principal/Other school leader	Christina Halbot	District Representative	Vivian Muldune
Counselor/ Other school leader	Shola Ladejobi Griffin	District Representative	Tiffany White
Teacher	Maria Velasquez	Community/Business	Kevin Correa
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Instructional Coordinator/ Other School leader	Jennifer Magallan	Paraprofessional	Linda Carter
Diagnostician/ Specialized School Support	Dr. Kathleen Connelly	Nurse/ Specialized School Support	Lisa Laws
LSSP/ Specialized School Support		Paraprofessional	Luz "Kathy" Diaz

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is available to the local educational agency, parents, and the public. The information contained in the plan is understandable and in a uniform format. The document is available in English and Spanish on the campus website. In the event that a community member requires an alternate translation, we could contact the district office and hire an interpreter. Once again, the CIP is available on the campus website and a paper copy can be provided by the RES front office.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Rhoads Elementary confirms that any strategy in which Title I funds are listed as a funding source has Title I Elements tied to it. All specific information regarding the use of Title I funds will be housed in the Title1Crate.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Rhoads Elementary schoolwide plan is created in collaboration with our school's parents, staff, and the greater school community. A review of data sources, focus areas, and discussion/comments regarding the needs of the school is ongoing and encouraged of all stakeholders.

At the end of the academic school year the CAT committee will meet to evaluate the effectiveness of all strategies in the Campus Improvement Plan and adjust needs and goals accordingly.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alitza Walker	Bilingual Academic Support Teacher		1.0
Jennifer Magallan	Instructional Coordinator		1
Mirna Mercado	Counselor		1.0

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	State Comp Ed staff		\$0.00
1	1	4	State Comp Ed staff		\$0.00
Sub-Total					\$0.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title I Academic Support Teachers		\$310,845.00
1	1	3			\$4,608.00
1	1	4			\$4,608.00
1	1	4	Title I Academic Support Teachers		\$310,845.00
1	3	4			\$5,000.00
1	4	2			\$5,000.00
3	1	3	Professional Development		\$30,000.00
4	1	2			\$4,482.00
4	1	5			\$150.00
Sub-Total					\$675,538.00