San Marcos CISD

Rodriguez Elementary

2026-2027 Campus Improvement Plan



Mission Statement

To ensure that every student is provided a quality education in a safe, nurturing, and respectful environment based on the premise that every student can learn.

Vision

To provide a holistic education that is personalized to the individual learner, preparing all students to become leaders within their families, communities, and of their own learning.

Table of Contents

Comprehensive Needs Assessment 4
Student Learning 4
Priority Problem Statements 7
Comprehensive Needs Assessment Data Documentation 8
Goals 9
Goal 1: SMCISD expects high performance and continuous improvement. 9
Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready. 10
Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success. 13
Title I Personnel 15
Policies, Procedures, and Requirements 16

Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Student learning data reflects a school that is making positive progress while continuing to focus on ensuring success for all students. Overall, the school earned a C rating with an overall score of 75.
Student Achievement received a score of 72 (C), reflecting students' overall academic performance. Within this area, STAAR performance contributed to the achievement results, with a scaled score of 72.
School Progress was a relative strength, earning a 77 (C). Academic Growth received a scaled score of 73 (C), demonstrating that students are making meaningful progress in their learning. Our relative performance score of 77 (C) also indicates positive performance when compared with schools serving similar economically disadvantaged student populations.
A key area for continued growth is Closing the Gaps, which received a score of 69 (D). This highlights the importance of continuing to address differences in achievement and ensuring that every student has equitable access to high-quality instruction, targeted support, and opportunities to demonstrate success.
In addition to these accountability results, we are proud to have received a distinction for both Reading and Science. These distinctions recognize areas where our students and staff have demonstrated strong academic performance and are an important indicator of the impact of focused instruction and student learning.
Overall, the data shows steady academic growth and notable strengths in Reading and Science, while also identifying opportunities to strengthen student achievement and close performance gaps. Our continued focus will be on maintaining academic growth, building on areas of distinction, and providing targeted support so that all students continue to grow and achieve at high levels.

Student Learning Strengths

- Reading is a significant campus strength, demonstrated by the 2026 Reading distinction and strong RLA performance in Grades 4 and 5.
- Grade 5 students demonstrated particularly strong RLA performance, with 78% of students performing at Approaches Grade Level or above, 56% at Meets Grade Level, and 28% at Masters Grade Level. This strength is supported by the 75% of students who demonstrated annual growth in Reading/ELA in 2025.
- Grade 4 students also demonstrated strong RLA outcomes, with 49% of students reaching Meets Grade Level and 28% reaching Masters Grade Level.
- Science is a demonstrated area of strength, with the campus earning a 2026 Science distinction. This success is supported by the 81% of students who reached Approaches Grade Level or above in Science in 2025.
- Students are demonstrating continued academic growth, with 75% of students demonstrating annual growth in Reading/ELA and 71% demonstrating annual growth in Mathematics in 2025.
- Several student groups demonstrate strong academic outcomes, particularly non-economically disadvantaged students in 2026. Grade 5 non-economically disadvantaged students reached 75% Meets Grade Level in RLA and 61% Meets Grade Level in Mathematics.
- School Progress is a relative strength, with a score of 77 (C), indicating that students are making positive academic progress.
- Relative Performance is also a strength, with a score of 77 (C), demonstrating positive performance compared with schools serving similar economically disadvantaged student

populations.
- The combination of strong Reading and Science performance, continued academic growth, and positive School Progress provides the campus with a solid foundation for continued improvement and accelerated student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Mathematics Achievement The percentage of students achieving Meets Grade Level or above in Mathematics remains below the desired level, with 2026 STAAR results showing 26% in Grade 3, 37% in Grade 4, and 37% in Grade 5 reaching Meets or above.
Root Cause: Inconsistent implementation of standards-aligned Mathematics instruction and limited opportunities for targeted reteaching and small-group intervention may be preventing students from moving from Approaches to Meets performance levels.

Problem Statement 2: Special Education Achievement Gaps Students receiving Special Education services continue to perform significantly below their peers in Mathematics and RLA. In 2026, Special Education students reached Meets Grade Level at 0%-12% in Mathematics and 5%-22% in RLA across Grades 3-5.
Root Cause: Instructional scaffolds, accommodations, and interventions may not be consistently aligned to individual student needs or implemented across classrooms, limiting access to grade-level standards and rigorous instruction.

Problem Statement 3: Emergent Bilingual Achievement Gaps Emergent Bilingual students demonstrate lower rates of Meets Grade Level performance than their peers, particularly in Mathematics and RLA. In Grade 5, 28% of Emergent Bilingual students reached Meets in Mathematics and 38% in RLA.
Root Cause: Academic language supports and intentional integration of language development within content instruction may not be consistently implemented, limiting Emergent Bilingual students' ability to demonstrate mastery of grade-level content.

Problem Statement 4: Economically Disadvantaged Achievement Gaps Economically disadvantaged students continue to demonstrate lower achievement than non-economically disadvantaged students. In Grade 5, the gap was 28 percentage points in Mathematics and 30 percentage points in RLA at the Meets level.
Root Cause: Students experiencing economic disadvantage may require more consistent access to targeted academic intervention, supplemental learning opportunities, and differentiated instruction to address unfinished learning and accelerate progress toward grade-level expectations.

Problem Statement 5: Inconsistent Performance Across Grade Levels Although Reading is a campus strength and the campus earned a Reading distinction, RLA performance varies across grade levels, with 2026 Meets performance ranging from 33% in Grade 3 to 56% in Grade 5.
Root Cause: Variability in instructional practices, vertical alignment, and collaborative planning across grade levels may be contributing to inconsistent student outcomes and limiting the development of skills and knowledge from one grade level to the next.

Problem Statement 6: Limited Masters-Level Performance percentage of students achieving Masters Grade Level remains an area for growth, particularly in Mathematics, where campus performance was 11% or lower at the Masters level across Grades 3-5.
Root Cause: Instruction may not consistently provide sufficient opportunities for students to engage in rigorous, higher-order thinking and application of grade-level concepts needed to progress from Meets to Masters performance.

Problem Statement 7: Closing Achievement Gaps Although the campus has demonstrated success in supporting student groups in previous years, Closing the Gaps remains an area of need, with a current score of 69 (D). Performance varies among student groups, indicating that some students are not experiencing the same level of academic success as their peers.
Root Cause: Academic supports and differentiated instructional practices are not yet consistently addressing the specific needs of identified student groups. Progress-monitoring data is not always being used systematically to identify gaps early, adjust instruction, and provide timely intervention

Problem Statement 8: Sustaining Growth While Accelerating Achievement The campus has established a positive foundation through School Progress, Academic Growth, and distinctions in Reading and Science. However, continued growth must translate into higher levels of overall student achievement.
Root Cause: The campus has effective instructional practices that are producing growth, but these practices are not yet consistently resulting in accelerated achievement for all

students. Strengthening the alignment between data analysis, instructional planning, intervention, and progress monitoring will help ensure that growth leads to increased performance at Meets and Masters levels.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Mobility/stability rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

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

Goals

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By June 2027, our campus will ensure a guaranteed and viable curriculum by implementing consistent, collaborative PLCs, normalizing the use of MTSS and Data-Based Student Meetings to identify and respond to student needs, and achieving campus-wide participation in LIFT.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Progress will be monitored through PLC documentation, implementation data, and student achievement outcomes, with the goal of increasing instructional consistency and ensuring all students receive timely, targeted support aligned to their identified needs. **Staff Responsible for Monitoring:** Campus Administration, IC **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Establish consistent MTSS meetings to identify students at risk of falling behind and collaboratively determine targeted interventions and supports based on student data. Hold summative meetings three times per year following i-Ready assessments to monitor the progress of all students, identify areas of need, and adjust instruction and interventions to ensure students remain on track for academic success. **Staff Responsible for Monitoring:** Campus Administration, IC **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 1: By Spring 2027, the performance gap on the 5th Grade RLA STAAR between students receiving Special Education services and all 5th grade students will decrease from 34 percentage points to 24 percentage points, as measured by the Spring 2027 STAAR RLA assessment, through targeted, standards-aligned instruction, collaborative planning, and progress monitoring

High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments, PLC Notes, Lesson Planning, STAAR and the Campus Report Card

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement targeted RLA instruction for students receiving Special Education services. Use collaborative planning and PLC time between general education and Special Education teachers to identify priority RLA standards and provide explicit, scaffolded instruction, small-group support, and accommodations aligned to student needs.	Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Establish a consistent progress-monitoring and intervention cycle. Monitor student mastery of priority RLA skills through common formative assessments and classroom evidence at regular intervals. Teacher teams will review results, identify students needing additional support, and adjust instruction or interventions to ensure students are progressing toward grade-level expectations as part of the PLC process.	Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 2: By Spring 2027, the percentage of 3rd grade students achieving the Meets Grade Level performance standard on the STAAR Mathematics assessment will increase from 33% to 44%, as measured by the Spring 2027 STAAR Math assessment, through targeted, standards-aligned instruction and ongoing progress monitoring.

High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments, iReady, PLC Notes, Lesson Planning, STAAR and the Campus Report Card

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen targeted, standards-aligned math instruction. Use assessment and classroom data to identify priority TEKS and skill gaps, then provide targeted small-group instruction, reteaching, and opportunities for students to apply mathematical concepts through problem-solving and mathematical discourse.	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement a consistent progress-monitoring cycle. Use common formative assessments and other classroom evidence to monitor mastery of priority standards. Teacher teams will analyze results, identify students needing additional support or enrichment, and adjust instruction and interventions accordingly.	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 3: By June 2027, the campus will increase its overall academic performance from a C (75) to a B by increasing the percentage of students meeting or exceeding grade-level expectations in Reading, Mathematics, and Science, as measured by state and local assessment data, while reducing achievement gaps for Emergent Bilingual and Special Education student groups by at least 10 percentage points through targeted, data-driven instruction, progress monitoring, and timely academic interventions.

Evaluation Data Sources: Common Assessments (campus and district), iReady, Unit Assessment Data, PLC minutes,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a campus-wide data-driven instructional cycle through the PLC Process. Use state and local assessment data, common formative assessments, and progress-monitoring data to identify specific Reading, Mathematics, and Science skill gaps. Teachers will use the data to provide targeted small-group instruction, reteaching, enrichment, and differentiated supports, with priority given to Emergent Bilingual and Special Education students. **Strategy's Expected Result/Impact:** Implement a campus-wide data-driven instructional cycle through the PLC Process. Use state and local assessment data, common formative assessments, and progress-monitoring data to identify specific Reading, Mathematics, and Science skill gaps. Teachers will use the data to provide targeted small-group instruction, reteaching, enrichment, and differentiated supports, with priority given to Emergent Bilingual and Special Education students. **Staff Responsible for Monitoring:** Campus Administration, IC	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Establish targeted intervention and progress-monitoring systems. Develop intervention plans for students under performing, with clear growth targets and frequent progress monitoring. PLCs and intervention teams will review student progress regularly, adjust instructional strategies promptly, and provide timely academic interventions to reduce achievement gaps for Emergent Bilingual and Special Education students by at least 10 percentage points. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 1: By the end of the 2026-2027 school year, the campus average daily attendance will increase from 92.2% to 96% by implementing a comprehensive attendance intervention plan that includes family communication, attendance monitoring, student recognition, and targeted interventions for students with chronic absenteeism.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen positive attendance culture and family engagement. Implement consistent student recognition for improved and exemplary attendance while using regular, positive communication with families to reinforce the importance of daily attendance. Celebrate campus-wide attendance gains and recognize grade levels or student groups that demonstrate improvement.	Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement an Early Attendance Monitoring Routine: Establish a daily attendance routine in which office staff and CIS review attendance early each morning and proactively contact families when students have attendance concerns before ADA time. Teachers will take and confirm attendance again just before 10:00 a.m. to ensure accurate attendance records and provide an opportunity for staff to address attendance issues promptly.	Considerable			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 2: By May 2027, the campus will increase its OHI Goal Focus level from "Clarity" to "Acceptance" by strengthening data-driven decision-making (LB1), engaging leadership teams in the development and monitoring of campus goals, establishing consistent progress-monitoring and reporting practices, and using student achievement data to identify and address achievement gaps while celebrating measurable successes.

Evaluation Data Sources: End of year OHI Survey, informal campus surveys as needed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a Round Table Committee to provide teachers and staff with a voice in campus-level decisions and concerns. The committee will meet monthly with campus administration to foster collaboration and problem-solving around campus-based issues. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Redefine grade-level and department team leader roles as instructional leads who support team collaboration, serve as a bridge between teams and administration, and coordinate grade-level events. Team leaders will also help ensure alignment with and compliance with district and campus educational priorities and expectations. **Staff Responsible for Monitoring:** Administration, IC **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems	Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Alicia Helling	Instructional Assistant	Title I	1

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Darren Cole-Ochoa	8/10/2026	Twila Guajardo	8/10/2026
Student Welfare: Discipline/Conflict/Violence Management	Walker Cleveland	9/3/2026	Twila Guajardo	9/3/2026