Houston Independent School District

372 Rodriguez Elementary School

2023-2024 Campus Improvement Plan

Mission Statement

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Sylvan Rodriguez Elementary School Mission Statement

Our mission is to provide a safe and positive learning enviroment that will develop students into motivated, life- long learners and globally-aware citizens through the use of inquiry-based, integrated curriculum with a focus on science, technology, and the fine arts.

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La Mision de la Escuela Primaria Sylvan Rodriguez

Nuestra mision es garantizar un ambier positivo y seguro que le permita a los alumnos desarrollarse como estudiantes motivados de por vida y ciudadanos preocupados por el mundo a traves del integrado con enfasis en ciencias technologia y bellas artes.

Value Statement

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Core Values

1. Every decision is made for **Students**

2. Safety is a **Must**

3. We strive for **Excellence** on what we do

4. Always **Learning**

5. We work together as a **Team**

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

In 2022-2023, Sylvan Rodriguez ES had 100% participation on the STAAR online administration. For reading, the campus received 56% approaches, 23% meets, and 6% masters. For mathematics, the campus received 56% approaches, 31% meets, and 12% masters. For Science, the campus received 49% approaches, 29% meets, and 13% masters. In 2021-2022, Sylvan Rodriguez ES had 100% participation on the STAAR paper administration. For reading, the campus received 65% approaches, 35% meets, and 14% masters. For mathematics, the campus received 60% approaches, 29% meets, and 16% masters. For science, the campus received 63% approaches, 37% meets, and 14% masters. Sylvan Rodriguez ES experienced an overall decrease in STAAR scores in the transition from the paper administration to the online administration. For STAAR Alternate 2 Mathematics in 2022-2023, 50% students received satisfactory and 50% received accomplished.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The 2022-2023 academic year was the first school year that students at Rodriguez ES tested on online platforms for STAAR. This past school year was also the first year of Eureka Math implementation. Students performed higher on the English assessments than the Spanish assessments, which has contributed to increased language of instruction in English in 2023-2024. Overall, 5th grade math was the highest achieving grade level and content at 87% approaches, 54% meets and 24% masters.

Between 2021-2022 and 2022-2023, more multilingual learners have received an advance high composite score on TELPAS. This implies that emergent bilingual students are continuing to enhance their language proficiency across bands.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: As we prepare for Destination 2035 amongst our Space Rangers, it is critical that we support our 84% multilingual learner population with high quality instruction to increase academic achievement. Our goal is to increase academic achievement for every child and will be demonstrated in meeting and/or exceeding projected NWEA growth, DIBELS, STAAR and TELPAS. This school year, Kinder through 5th.   **Root Cause:** Over the years at Rodriguez ES, the language of instruction has shifted from English to Spanish in the bilingual education program. The inconsistency of the language of instruction has resulted in confusion across languages, but this school has a clearly defined plan to increase student achievement with the intentionality in language of instruction. All upper elem. students are receiving language.

School Culture and Climate

School Culture and Climate Summary

In 2022-2023, Sylvan Rodriguez ES had 100% participation on the STAAR online administration. For reading, the campus received 56% approaches, 23% meets, and 6% masters. For mathematics, the campus received 56% approaches, 31% meets, and 12% masters. For Science, the campus received 49% approaches, 29% meets, and 13% masters. In 2021-2022, Sylvan Rodriguez ES had 100% participation on the STAAR paper administration. For reading, the campus received 65% approaches, 35% meets, and 14% masters. For mathematics, the campus received 60% approaches, 29% meets, and 16% masters. For science, the campus received 63% approaches, 37% meets, and 14% masters. Sylvan Rodriguez ES experienced an overall decrease in STAAR scores in the transition from the paper administration to the online administration. For STAAR Alternate 2 Mathematics in 2022-2023, 50% students received satisfactory and 50% received accomplished. For STAAR Alternate 2 Reading 2022-2023, 100% students received satisfactory.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

PBIS is implemented with fidelity at the campus. Students receive Space Ranger cash throughout the day for desired behaviors, and have the opportunity to attend the Space Ranger Store at the end of each month. Students are able to spend their money or save their funds, so that they have an interdisciplinary understanding

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: As we prepare for Destination 2035 with our Space Rangers, we must ensure our students have equitable access to high quality instruction. High quality instruction will increase academic achievement through the continuation of PBIS and implementation of multiple response strategies. This school year, every classroom will increase classroom engagement, which will increase our multilingual learner's **Root Cause:** Throughout the campus existence, the school has experienced a variety of shifts in initiative implementation. Teachers across grade levels and/or on the same grade level were teaching content different ways. This poses challenges in the vertical alignment and conceptual understanding of the academic and social-emotional material. By having curriculum and campus essential agreements streamlined, th

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2023-2024 school year, there are 55 teachers at Sylvan Rodriguez ES. Of the 55 teachers: 7% are first-year teachers, 42% have 1-5 years of experience, 22% have 6-10 years of experience, and 29% have more than 10 years of experience. In preparation for the campus vision of reaching "Mission Possible", 86% of returning teachers received a new grade level, content, partner teacher, and/or physical classroom to create a culture of learning and growth amongst the team. By creating this shift for the campus, Rodriguez ES has been able to streamline instructional operations. For all dyads, the classroom on the left teaches STEM and the classroom on the right teaches Literacy. This practice allowed for the restructure to streamline campus operations in implementing high quality instructional materials.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

In 2022-2023, the 80% the instructional leadership team was new (including the principal). 82% staff returned for the 2023-2024 school year. This was one of the lowest campus turnovers since the pandemic for the campus. By having strong majority of staff return, this provides a more stable community.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Through the implementation of multiple response strategies in the execution of high-quality instructional materials, students at Sylvan Rodriguez ES will have increased student engagement. High student engagement is directly connected to high student achievement. When students are spending a bulk of the classroom doing the heavy cognitive lift, students have a deeper conceptual framework of the co   **Root Cause:** Throughout the campus existence, the school has experienced a variety of shifts in curriculum implementation. Teachers across grade levels and/or on the same grade level were teaching content different ways. This poses challenges in the vertical alignment and conceptual understanding of the material. By having streamlined instructional and operational systems, the campus is better set up for long-

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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
- 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
- Equity data
- 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Key Actions

Key Action 1: All students can learn and reach their potential. In order for this statement to be true, our goal is to hold every staff member accountable to ensure all learners have the tools and resources needed for academic success. Academic achievement will increase through the implementation of high-quality instructional materials and multiple response strategies across contents.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 85% SRE students meet and/or exceed their individualized NWEA growth goal as measured between Fall 2023 to Spring 2024 MAP growth norms.

Indicator 1: 85% SRE students meet and/or exceed their individualized NWEA growth goal as measured between Fall 2023 to Spring 2024 MAP growth norms.

Indicator 2: 85% SRE Kinder and 1st grade students will meet and/or exceed their expected growth between Fall 2023 and Spring 2024 in DIBELS. 85% SRE 4th and 5th graders meet/and or exceed their individualized STAAR growth goal for mathematics and reading as measured on STAAR 2024. 85% SRE students receive at least approaches on mathematics and reading STAAR.

Indicator 3:
Out of 55 walkthrough observations conducted by the Instructional Leadership Team in October 2023, 60% of teachers will receive at least 1 point on planning (T-TESS Domain 1). This percentage will increase to 80% by March 2024.
Out of 55 walkthrough observations conducted by the Instructional Leadership Team in October 2023, 60% of teachers will receive at least 4 points or higher on instruction (T-TESS Domain 2). This percentage will increase to at least 80% by March 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: All students can learn and reach their potential. In order for this statement to be true, our goal is to hold every staff member accountable to ensure all learners have the tools and resources needed for academic success. Academic achievement will increase through the implementation of high-quality instructional materials and multiple response strategies across contents.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Teachers and Teaching Assistants will attend IXL training and All In Learning training by EOD Friday, September 29th to ensure they are trained on the digital multiple response strategies, digital demonstrations of learning for Eureka and Amplify, and digital interventions for Eureka and CKLA Amplify. HISD IT will need to upload IXL and All in Learning onto the Clever accounts of both teachers and students upon teacher training. Teachers will submit weekly Eureka and Amplify lesson planning guides on Google Drive by 8:00 AM Friday to their individualized folder. If applicable, teachers will implement feedback by following 8:00 AM Monday. Teachers and teaching assistants will engage in weekly PLCs and coaching conversations with an open-mind and vulnerability to improve campus instructional practices. Teachers and teaching assistants will implement high leverage instructional strategies reviewed in PLCs, in-the-moment feedback instructional rounds and written feedback **Staff Actions** Principal will create a campus master schedule to reflect appropriate instructional minutes and block for Eureka and Amplify implementation prior to August 2023. Principal will train teachers during in-service professional development on the SRE Vision for Excellence by August 25, 2023. Professional development will be directly connected to the SRE Instructional Vision (lesson internalization protocol and instructional non-negotiables). Administrators will provide in-the-moment coaching (almost daily) and written feedback at least twice a month for every teacher using the Walkthrough Form. This data will be located on PowerApp. Administrators will conduct effective weekly PLCs that focus on high leverage instructional practices, content planning and data-driven instruction. Testing Coordinator will work with Student Assessments to administer TEA Interim Assessment in Fall 2023 and Spring 2024. Administrators will support all 4th and 5th grade mathematics and reading teachers by ensuring they receive a paper/digital copy of each students' respective 3rd and 4th grade STAAR scores by September 22, 2023. Upon students enrolled into 4th and 5th grade after September 22nd, teachers will receive a paper/digital copy of their STAAR scores within 10 business days of their first day of school. This timeline will be dependent upon Student Assessments release of STAAR scores. Teachers will administer Interim Assessment I in Fall 2023 and Interim Assessment II in Spring 2024. Upon receiving IA data, teachers will review this data with each student so that they understand their individual growth goal. Communicate IA data and goals with parents by sending home the information, and being available for student-parent-teacher data conferences. Teachers will review every student's STAAR data to understand their individualized STAAR growth goal. Teachers will communicate to parents/ guardians of the child their specific STAAR growth goal.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 2: This will be the first year of multiple response strategies being a daily expectation to increase student engagement. High student engagement across all contents is our goal. We will ensure our teachers receive intentional training on the different strategies, annotate the strategies into lesson internalizations, practice the strategies and execute the strategies.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By October 2023, 60% of teachers will utilize at least three different multiple response strategies per lesson as demonstrated in their lesson internalization/plans and daily lesson execution. This percentage will increase to 85% by February 2024.

Indicator 1: By May 2024, 70% of teachers will be rated proficient or higher in the learning environment as measured in the teacher evaluation system (T-TESS Domain 3).

Indicator 2: In the climate survey conducted in December 2023 and May 2024, at least 80% of teachers will agree or strongly agree that Professional Learning Communities and coaching conversations have positively impacted their instructional practices.

Specific Action 1 Details	Reviews			
Specific Action 1: Specific Actions	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Principal will train teachers and teaching assistants during in-service professional development on the SRE Vision for Excellence by August 25, 2023. Professional development will be directly connected to the SRE Instructional and Cultural Vision. Leadership will train 100% staff on the SRE PBIS Plan by August 25, 2023. Within the PBIS Plan, every staff member is responsible for implementing the campus-wide monetary system for intrinsic and extrinsic incentives. Principal will delegate the Space Ranger Store to the textbook clerk. The Space Ranger Store will be open for business to all PK-5th grade students the last week of each month between September - May. Administrators will provide in-the-moment coaching (almost daily) and written feedback at least once a month for all teachers using the SRE Walkthrough Observation Form. This data will be located on the SRE Observation Data Tracker. Administrators will conduct effective weekly PLCs that focus on high leverage instructional practices (multiple response strategies), content planning and data-driven instruction. Administrators will scaffold MRS PLCs over the first twelve weeks of instruction. Principal and SDMC will finalize he SRE Climate Survey. Principal will implement SDMC feedback prior to the release of the survey. Survey will be available to staff in the Weekly Newsletter delivered on Friday, December 1, 2023 and Friday, May 3, 2024. **Staff Actions** All staff members will attend SRE Vision for Excellence training by August 25, 2023, where they will dive deep into the campus data, mission, vision and goals for the 2023-2024 school year. 100% staff will implement the SRE PBIS Plan by September 1, 2023. This should be reviewed with students so that they have a deep understanding of the protocol. During the first month of school, students should receive more Space Ranger Cash for 100% engagement in the lesson cycle. After the first month, staff must continue to award students for high engagement with Space Ranger Cash. Teachers will engage in weekly PLCs and coaching conversations with an open-mind and vulnerability to improve campus instructional practices. Teachers will implement high leverage instructional strategies reviewed in PLCs, in-the-moment feedback instructional rounds and written feedback. Teachers and Teaching Assistants will participate in the SRE Climate Survey with 100% candid honesty to ensure accurate survey results and reflections for the SRE ILT.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 3: Sylvan Rodriguez ES will be able to have increased academic achievement and growth due to the high quality of teacher's instruction.
Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The quality of instruction will directly yield the academic outcomes of our Rodriguez Space Rangers, so continuously improving our quality of instruction will be a top goal for this school year. The quality of instruction will improve through our priorities on effective coaching, intentional collaborative PLCs, and the implementation of high-quality instructional materials.

Indicator 1: 85% SRE students meet and/or exceed their individualized NWEA growth goal as measured between Fall 2023 to Spring 2024 MAP growth norms.

Indicator 2: 85% SRE Kinder and 1st grade students will meet and/or exceed their expected growth between Fall 2023 and Spring 2024 in DIBELS.

Indicator 3: 85% SRE 4th and 5th graders meet/and or exceed their individualized STAAR growth goal for mathematics and reading as measured on STAAR 2024. 85% SRE students receive at least approaches on mathematics and reading STAAR.
80% SRE multilingual learners grow at least one TELPAS speaking, listening, reading and/or writing level as measured in the Spring 2024 TELPAS administration.

Specific Action 1 Details	Reviews			
Specific Action 1: The quality of instruction will improve through our priorities on effective coaching, intentional collaborative PLCs, and the implementation of high-quality instructional materials.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**

School Leaders' Actions

Principal will create a campus master schedule to reflect appropriate instructional minutes and block for Eureka and Amplify implementation prior to August 2023. Principal will train teachers during in-service professional development on the SRE Vision for Excellence by August 25, 2023. Professional development will be directly connected to the SRE Instructional Vision (lesson internalization protocol and instructional non-negotiables). Administrators will provide in-the-moment coaching (almost daily) and written feedback at least twice a month for every reading and math teacher using the SRE Walkthrough Observation Form. This data will be located on the SRE Observation Data Tracker. Administrators will conduct effective weekly PLCs that focus on high leverage instructional practices, content planning and data-driven instruction. Principal and SDMC will finalize he SRE Climate Survey. Principal will implement SDMC feedback prior to the release of the survey. Survey will be available to staff in the Weekly Newsletter delivered on Friday, December 1, 2023 and Friday, May 3, 2024.

Staff Actions

Teachers and teaching assistants will engage in weekly PLCs and coaching conversations with an open-mind and vulnerability to improve campus instructional practices. Teachers and teaching assistants will implement high leverage instructional strategies reviewed in PLCs, in-the-moment feedback instructional rounds and written feedback. Teachers and Teaching Assistants will participate in the SRE Climate Survey with 100% candid honesty to ensure accurate survey results and reflections for the SRE ILT. Teachers and Teaching Assistants will attend IXL training and All In Learning training by EOD Friday, September 29th to ensure they are trained on the digital multiple response strategies, digital demonstrations of learning for Eureka and Amplify, and digital interventions for Eureka and CKLA Amplify. HISD IT will need to upload IXL and All in Learning onto the Clever accounts of both teachers and students upon teacher training. On weekly lesson plans/internalizations, teachers will annotate at least three different multiple response strategies per day. MRS should be utilized every ~4 minutes depending on age/grade level appropriateness. Lesson plans/annotations should reflect students doing heavy cognitive lift to increase student engagement. 100% lesson plans should incorporate student's writing in complete sentences in every content area. Core enrichment classrooms must have a daily exit ticket incorporating writing in a complete sentence. If applicable to the teacher, the teacher will implement feedback by following 8:00 AM Monday. During daily lesson execution, teachers will implement at least three different multiple response strategies per lesson. MRS should occur every ~4 minutes depending on age/grade level appropriateness. Teachers will be coached in-the-moment for increased MRS strategies.

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for 372 Rodriguez Elementary School

Total SCE Funds: $282,058.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

State Compensatory Education funds are utilized to support our emergent bilingual and multilingual learner's receive high quality classroom instruction. Through these funds, Rodriguez ES is able to maintain class sizes that allow for maximizing instruction in three bilingual lower elementary classrooms and one trilingual lower elementary teaching assistant. Additionally, the clerk funded through SCE is our LPAC clerk that supports with maintaining federal compliance of our 84% multilingual learner population. In addition to these funds, remaining SCE is utilized for general school supplies that support with increasing student engagement and substitutes to ensure students continuously receive instruction daily.

Personnel for 372 Rodriguez Elementary School

Name	Position	FTE
Juana Alcantar	Bilingual Teacher	1
Leda Martinez	General Clerk III – 11M	1
Lisbeth Mackrizz	Bilingual Teacher	0.5
Manal Jihad	Teaching Assistant – 10M	1
Marita Vargas	Bilingual Teacher	0.5