

Houston Independent School District
298 Raul C. Martinez Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Key Actions





Key Action 1: Improve the proficiency in student writing across curriculum.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: 70% of 2nd-5th grade students will score at level 3 or higher using the STAAR Scoring Rubric as measured by TEKS aligned short and constructed writing assessments administered in December 2023. This will grow to 80% in February 2024.


Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will focus in improving in student achievement.</p> <p>School Leaders' Actions</p> <p>Leadership will conduct writing professional development training for teachers using the STAAR scoring rubrics by August 2023. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Leadership will conduct staff in writing professional development that is aligned to the NES ELA curriculum. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Leadership will lead staff in weekly PLCs that focus on data and interventions, multiple response strategies, and At-Bats practice sessions with teachers. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Staff Actions</p> <p>Teachers will attend and engage actively in professional development.</p> <p>Teachers will engage in side-by-side coaching and written feedback on the science of reading and effective use of multiple response strategies.</p> <p>Teachers will engage in PLCs focused on data and interventions, as well as apply feedback from instructional coaches immediately.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			


 No Progress
 Accomplished
 Continue/Modify
 Discontinue


Key Action 1: Improve the proficiency in student writing across curriculum.


Indicator of Success 2: 80% of teachers will receive a '2' or higher on their use of multiple response strategies on spot observations by December 2023. This will grow to 90% of teachers receiving a '3' or higher on spot observations by February 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will ensure that quality instruction is happening in every classroom and checks for understandings will show this.</p> <p>School Leaders' Actions</p> <p>Leadership will coach teachers daily on effective writing practices for students to successfully transition from pencil paper constructed response to digital transcription of responses. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Leadership, for select teachers, will provide personalized professional development on the science of reading. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Staff Actions</p> <p>Teachers will dissect student samples for analysis using the STAAR scoring rubrics to inform instruction.</p> <p>Teachers will backwards plan for the STAAR assessment by embedding like-items and accessibility features within daily instruction and use this data rendered to drive instructional decisions.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review cells are empty			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Key Action 2: Grow staff capacity to provide the highest quality instruction.


Strategic Priorities:


Transforming Academic Outreach


Indicator of Success 1: 70% of the scores on the spot observations conducted in December will be proficient or higher; that percentage will increase to 80% in May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus leaders will provide ongoing Professional Development to support school's goals.</p> <p>School Leaders' Actions</p> <p>Leadership will provide professional development tied to "first, good instruction" using multiple response strategies (MRS), demonstrations of learning (DOL), and use of instructional technology as aligned to the NES instructional framework. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Leadership will coach teachers daily on the proficient or higher, differentiated instruction learning criteria of the spot observation form. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Leadership will ensure cross-curricular implementation of story problems in mathematics, science, and social studies. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Staff Actions</p> <p>Teachers will attend and engage actively in NES professional development.</p> <p>Teachers will unpack proficient or higher spot observation descriptors for high-quality instructional strategies to apply to daily instruction.</p> <p>Teachers will internalize daily 'on-the-job' coaching and immediately apply the feedback.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Key Action 2: Grow staff capacity to provide the highest quality instruction.

Indicator of Success 2: 80% of teachers will be proficient or higher in delivering high quality instruction as measured by the teacher evaluation system.


Key Action 3: Implement the LSAE instructional model with fidelity.


Strategic Priorities:


Increasing Organizational Efficiency


Indicator of Success 1: 100% of teachers will receive proficient or higher score on the LSAE scoring rubric assessed in December 2023 and in May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will establish LSAE as a model for leaning.</p> <p>School Leaders' Actions</p> <p>Leadership will provide NES aligned professional development to teachers on the use of the LSAE rubric by August 2023. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Leadership will coach teachers daily on the effective differentiated instruction learning criteria of the spot observation form. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Staff Actions</p> <p>Teachers will engage in NES professional development centered on the LSAE model.</p> <p>Teachers will unpack the LSAE rubric for proficient or higher data-driven, differentiated instruction, and apply these high expectations to every day, 'first, good,' instruction.</p> <p>Teachers will engage in daily data-driven instructional analysis of student data from DOLs to drive high-quality day-to-day instruction to meet or exceed student expectations.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Key Action 3: Implement the LSAE instructional model with fidelity.

Indicator of Success 2: Between the MOY and EOY, students will show growth on the NWEA.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus leaders will provide feedback about LSAE implementation to help increase growth.</p> <p>School Leaders' Actions</p> <p>Leadership will assess the implementation of the LSAE bi-monthly.</p> <p>Leadership will publish the LSAE implementation data monthly to engage teachers and learning coaches in data-driven instruction.</p> <p>Staff Actions</p> <p>Teachers will engage in biweekly data-driven instructional analysis of student data from the LSAE implementation to drive high-quality instruction to meet or exceed student expectations.</p> <p>Teachers will backwards plan for the NWEA by embedding like-items and accessibility features within daily instruction and use this data rendered to drive instructional decisions.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Key Action 4: Implement the "Art of Thinking" class with fidelity.

Strategic Priorities:

Cultivating Team HISD Talent





Indicator of Success 1: 80% of "Art of Thinking" teachers will receive a '2' or higher on spot observations by December 2023. This will grow to 90% of "Art of Thinking" teachers receiving a '3' or higher on spot observations by February 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will ensure the "Art of Thinking" curriculum model is effectively implemented.</p> <p>School Leaders' Actions</p> <p>Leadership will implement the "Art of Thinking" course by providing real-time coaching and feedback surrounding action research methodology that builds critical thinking and student agency/discourse. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>Leadership will engage "Art of Thinking" teachers in side-by-side lesson internalization protocols surrounding the "Art of Thinking" curriculum by August 2023. Leadership will follow-up with a spot observation to observe the effective implementation of the feedback.</p> <p>"Art of Thinking" teachers will engage in side-by-side coaching and written feedback on high-quality instruction tied to the NES "Art of Thinking" curriculum, Research Design, Culturally Responsive Teaching (CRT), & Media.</p> <p>Staff Actions</p> <p>"Art of Thinking" teachers will attend and engage actively in professional development.</p> <p>"Art of Thinking" teachers will unpack proficient or higher spot observation descriptors for high-quality instructional strategies to apply to daily instruction.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<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>				

Key Action 4: Implement the "Art of Thinking" class with fidelity.

Indicator of Success 2: 80% of "Art of Thinking" teachers will be proficient or higher in delivering high quality instruction as measured by the teacher evaluation system.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will keep track of the data showing progress as result of the " Art of Thinking" curriculum.</p> <p>School Leaders' Actions</p> <p>Leadership will facilitate bi-weekly cross-curricular planning and collaboration between "Art of Thinking" teachers and core-content classroom teachers to align critical (high-frequency) learning objectives to research-based instructional strategies, making the critical thinking skills and strategies transferrable across the curriculum.</p> <p>Staff Actions</p> <p>"Art of Thinking" teachers will provide explicit and systematic semantic mapping instruction that will increase students critical thinking capacity that directly informs future instruction that emphasizes effective content creation, collaboration, and communication.</p> <p>"Art of Thinking" teachers will backwards plan action research PBLs and the critical action steps, including progress conferences and calls-to-action, leading up to exhibition; the showcase of student learning.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

State Compensatory

Budget for 298 Raul C. Martinez Elementary School

Total SCE Funds: \$605,500.00

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

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Personnel for 298 Raul C. Martinez Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christina Gonzales	NES Learning Coach ES	1
Cynthia Turner	NES Teacher Apprentice Teacher ES	1
Deborah Swayne	NES Learning Coach ES	1
Fany Ayala	NES Learning Coach ES	1
Jasmine Laird	NES Teacher Apprentice Teacher ES	1
Karla Tejada Martinez	NES Learning Coach ES	1
Leah Rivas	NES Teacher Apprentice Teacher ES	1
Shyra Beniot	NES Teacher Apprentice Teacher ES	1
Victoria McDonough	NES Teacher Apprentice Teacher ES	1

Addendums

School Information

District Name:	HOUSTON ISD
Campus Type:	Elementary
Total Students:	459
Grade Span:	EE - 05

For more information about this campus, see:

<https://TXschools.gov>

or the Texas Academic Performance Report at:

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2022/index.html>

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating

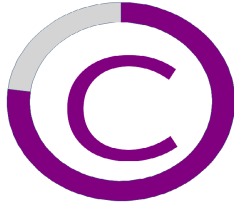
Student Achievement

School Progress

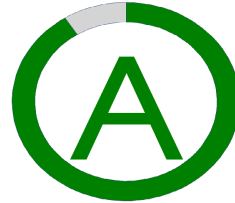
Closing the Gaps



93 of 100



77 of 100









91 of 100



98 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

 Academic Achievement in English/Language Arts/Reading	 Academic Achievement in Mathematics	 Academic Achievement in Science	 Top 25% : Comparative Academic Growth	 Top 25% : Comparative Closing the Gaps	 Postsecondary Readiness
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Texas Education Agency
2022 School Report Card
MARTINEZ R EL (101912298) - HOUSTON ISD - HARRIS COUNTY

Student Information

This section provides demographic information about MARTINEZ R EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	93.2%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	2.4%	22.1%	12.8%
Hispanic	96.3%	61.9%	52.8%
White	1.3%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.0%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.0%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	97.6%	79.2%	60.7%
Special Education	9.8%	8.4%	11.6%
Emergent Bilingual/EL	33.6%	35.1%	21.7%
Mobility Rate (2020-21)			
	5.3%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	16.3	18.2	18.7
Grade 1	21.3	15.7	18.7
Grade 2	19.2	15.4	18.6
Grade 3	18.3	14.4	18.7
Grade 4	14.7	13.7	18.8
Grade 5	21.5	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	-	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	-	21.2	17.5
Science	-	21.5	18.5
Social Studies	-	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,831	\$10,524	\$11,106
Instruction	\$6,507	\$5,989	\$6,358
Instructional Leadership	\$113	\$185	\$186
School Leadership	\$715	\$749	\$654

Texas Education Agency
2022 School Report Card
MARTINEZ R EL (101912298) - HOUSTON ISD - HARRIS COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	73%	50%	74%	*	-	-	-	*	73%
	2021	67%	57%	57%	39%	58%	*	-	-	-	-	55%
ELA/Reading	2022	75%	70%	72%	67%	71%	*	-	-	-	*	71%
	2021	68%	60%	64%	63%	64%	*	-	-	-	-	62%
Mathematics	2022	72%	67%	78%	33%	80%	*	-	-	-	*	78%
	2021	66%	53%	64%	25%	66%	*	-	-	-	-	63%
Science	2022	76%	68%	65%	*	65%	-	-	-	-	*	65%
	2021	71%	59%	39%	*	37%	-	-	-	-	-	39%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	48%	36%	49%	*	-	-	-	*	48%
	2021	41%	33%	28%	13%	29%	*	-	-	-	-	27%
ELA/Reading	2022	53%	49%	47%	33%	49%	*	-	-	-	*	47%
	2021	45%	38%	33%	13%	35%	*	-	-	-	-	32%
Mathematics	2022	42%	38%	51%	33%	51%	*	-	-	-	*	50%
	2021	37%	27%	33%	13%	33%	*	-	-	-	-	32%
Science	2022	47%	39%	43%	*	44%	-	-	-	-	*	42%
	2021	44%	33%	16%	*	15%	-	-	-	-	-	15%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	26%	0%	27%	*	-	-	-	*	25%
	2021	18%	15%	12%	0%	12%	*	-	-	-	-	11%
ELA/Reading	2022	25%	24%	29%	0%	30%	*	-	-	-	*	28%
	2021	18%	16%	14%	0%	15%	*	-	-	-	-	13%
Mathematics	2022	20%	19%	28%	0%	30%	*	-	-	-	*	29%
	2021	18%	13%	17%	0%	18%	*	-	-	-	-	17%
Science	2022	21%	17%	9%	*	10%	-	-	-	-	*	8%
	2021	20%	14%	0%	*	0%	-	-	-	-	-	0%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	84	50	85	-	-	-	-	-	84
	2019	69	68	74	-	74	-	-	-	-	-	74
ELA/Reading	2022	78	81	87	-	88	-	-	-	-	-	86
	2019	68	68	73	-	72	-	-	-	-	-	73
Mathematics	2022	69	75	82	-	83	-	-	-	-	-	82
	2019	70	68	75	-	75	-	-	-	-	-	75
<p style="text-align: center;">- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.</p>												