



Sylvan Rodríguez Elementary School

2025-2026 Action Plan

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Sylvan Rodríguez Elementary School – Needs Assessment

District philosophy and guiding framework

[Core Beliefs](#)

[Vision](#)

Theory of Action

Needs related to student achievement

In 2024-2025, 2023-2024 and 2022-2023, Sylvan Rodríguez ES had 100% participation on the STAAR online administration. In 2021-2022, Sylvan Rodríguez ES had 100% participation on the STAAR paper administration. Over the past three years, the campus has experienced change in curriculum and testing practices to better align for more equitable access to higher achievement. In 2025-2026, it will be the fourth year of Eureka implementation for mathematics and first year of HISD curriculum implementation. In 2025-2026, it will be the second year of HISD curriculum implementation for science. The implementation of a high quality curriculum in mathematics, reading and science has impacted an upward shift in overall campus student achievement as demonstrated on STAAR.

Rodríguez ES STAAR Data (2022, 2023, 2024 & 2025)

Year & Subject	Approaches	Meets	Masters
2022 Mathematics (Paper)	60%	29%	16%
2023 Mathematics (Online)	56%	31%	12%
2024 Mathematics (Online)	63%	32%	12%
2025 Mathematics (Online)	66%	39%	17%
2022 Reading (Paper)	65%	35%	14%
2023 Reading (Online)	56%	23%	6%
2024 Reading (Online)	55%	23%	7%
2025 Reading (Online)	55%	29%	12%
2022 Science (Paper)	63%	37%	14%
2023 Science (Online)	49%	29%	13%
2024 Science (Online)	47%	10%	1%
2025 Science (Online)	53%	18%	2%

[Mathematics STAAR Review]

In 2022-2023, Sylvan Rodríguez ES launched Eureka as the mathematics curriculum for all Kinder through 5th grade classrooms. Prior to 2022-2023, the teachers had full autonomy in mathematics to utilize district or teacher-created curriculum. The shift to Eureka was due to the campus needing a vertically aligned high quality curriculum that allows for increased conceptual understanding of the content. The 2024-2025 school year was the third year of Eureka implementation and had the

highest overall mathematics STAAR results in the past three years. In 2024-2025, 66% approaches, 39% meets, and 17% masters. In 2023-2024, the campus received 63% approaches, 32% meets and 12% masters in mathematics. In 2022-2023, the campus received 56% approaches, 31% meets, and 12% masters in mathematics. In 2021-2022 (paper-based STAAR), the campus received 60% approaches, 29% meets, and 16% masters in mathematics.

[Reading STAAR Review]

In 2023-2024, Sylvan Rodríguez ES launched Amplify as the reading curriculum for all Kinder through 5th grade classrooms. Prior to the 2023-2024 school year, teachers had full autonomy in the reading curriculum of their choice. This ranged from teachers utilizing HMH, Neuhaus, TPT items and more. There was limited vertical alignment in reading, which was the fundamental rationale to shift towards Amplify as the campus high quality instructional reading material. In 2024-2025, the campus received 55% approaches, 29% meets, and 12% masters. In 2023-2024, the campus received 55% approaches, 23% meets, and 7% masters in reading. In 2022-2023, the campus received 56% approaches, 23% meets, and 6% masters in reading. In 2021-2022 (paper-based STAAR), the campus received 65% approaches, 35% meets, and 14% masters. Due to the overall stagnant reading STAAR results over the past three years, the campus will be shifting to HISD curriculum as their reading curriculum,

[Science STAAR Review]

The 2023-2024 school year was the last year at Sylvan Rodríguez ES to not formally adopt a science high quality instructional material. In 2024-2025, the campus implemented the HISD curriculum. In 2024-2025, the campus received 53% approaches, 18% meets, and 2% masters. In 2023-2024, the campus received 57% approaches, 10% meets and 1% masters in science. In 2022-2023, the campus received 49% approaches, 29% meets, and 13% masters in science. In 2021-2022, the campus received 63% approaches, 37% meets, and 14% masters in science.

[Overall SRE STAAR Trends]

Overall, Sylvan Rodríguez ES experienced a decrease in STAAR scores in the transition from the paper administration to the online administration. Additionally, the campus has experienced limited to stagnant growth in the first year of high quality instructional material implementation, but experienced increased growth in the second year of implementation. This trend largely aligns with the historical data provided by CRIMSI on high quality instructional material implementation. CRIMSI states that the shift in scores is not immediate, but will occur overtime due to fluidity of the curriculum building upon itself. SRE saw this trend in Eureka implementation through STAAR and NWEA MAP data.

During the 2023-2024 school year, Houston ISD launched the **NWEA MAP Assessment** for K-5th in mathematics and 2nd-5th in reading. The 2025-2026 school year will be the third year utilizing MAP, and the campus has shown significant growth in the first two years of the implementation of the assessment. Based on Fall 2024 to Winter 2025 NWEA performance, SRE was in the **61st Percentile** for mathematics growth and in the **41st Percentile** for mathematics achievement. Based on Winter 2025 to Spring 2025 NWEA performance, SRE was in the **72nd Percentile** for mathematics growth and in the **54th Percentile** for mathematics achievement. Based on Fall 2024 to Winter 2025 NWEA performance, SRE was in the **38th Percentile** for reading growth and in the **16th Percentile** for reading achievement. Based on Winter 2025 to Spring 2025 NWEA performance, SRE was in the **62nd Percentile** for reading growth and in the **31st Percentile** for reading achievement. For the 2024-2025 school year, SRE showed a variety of academic gains in achievement and growth across mathematics and reading. Please note that the color coding in this paragraph and in the chart below utilize the NWEA MAP percentile key.

Rodríguez ES NWEA MAP Growth: Fall 2024 to Winter 2025

Grade Level	Math Growth	Math Achievement	Reading Growth	Reading Achievement
Kinder	58th Percentile	47th Percentile	N/A	N/A
1st	52nd Percentile	44th Percentile	N/A	N/A
2nd	65th Percentile	38th Percentile	25th Percentile	19th Percentile
3rd	64th Percentile	40th Percentile	25th Percentile	20th Percentile
4th	57th Percentile	35th Percentile	47th Percentile	35th Percentile
5th	67th Percentile	38th Percentile	54th Percentile	40th Percentile

Rodríguez ES NWEA MAP Growth: Winter 2025 to Spring 2025

Grade Level	Math Growth	Math Achievement	Reading Growth	Reading Achievement
Kinder	72nd Percentile	45th Percentile	N/A	N/A
1st	76th Percentile	58th Percentile	N/A	N/A
2nd	80th Percentile	59th Percentile	55th Percentile	26th Percentile
3rd	70th Percentile	54th Percentile	58th Percentile	25th Percentile
4th	52nd Percentile	45th Percentile	68th Percentile	34th Percentile
5th	80th Percentile	56th Percentile	64th Percentile	42nd Percentile

In 2024-2025, 84% of Rodríguez Elementary students identified as emergent bilingual and/or multilingual learners. In 2023-2024, 85% of Rodríguez Elementary students identified as an emergent bilingual and/or multilingual learner. The campus currently has 18 different home languages, and continues to welcome more families from around the world as the neighborhood of Gulfton-Sharpstown is often the first site of resettlement for immigrant and refugee families. Throughout the 2023-2024 school year, the campus received an influx of newcomers from Central America and South America. Newcomer students continue to arrive on a weekly and monthly basis, which means it is a top campus priority to ensure strong tier one instruction is occurring with the appropriate differentiated and scaffolded supports needed to support objective mastery for ALL learners. In 2022-2023, 83% of Rodríguez ES students identified as multilingual learners. This demonstrates that the emergent bilingual population of SRE has increased over the past school year and is anticipated to trend upward with families resettling to the neighborhood.

Rodríguez ES TELPAS Data (2022, 2023, 2024 & 2025)				
TELPAS Year	Beginner	Intermediate	Advanced	Advanced High
2023 TELPAS	40%	34%	18%	8%
2024 TELPAS	45%	35%	15%	5%
2025 TELPAS	33%	44%	17%	6%

In 2024-2025, 33% received beginner, 44% received intermediate, 17% received advanced and 6% received advanced high. In the 2024-2025 school year, more students than ever have been exited out per LPAC criteria. This is an attestation to the commitment of increasing English language proficiency of all students over the past three years. In 2023-2024, 45% received beginner, 35% received intermediate, 15% advanced and 5% advanced high as their composite TELPAS scores. In 2022-2023, 40% received beginner, 34% received intermediate, 18% received advanced and 8% received advanced high as their composite TELPAS score.

The campus experienced an overall decline in language growth due to the changing demographic and shifting the language of instruction to have increased Spanish content to better support the changing demographic. This data demonstrates that our emergent bilingual and multilingual learners need increased opportunities to listen, speak, read, write and think across languages. Through the implementation of intentional engagement strategies within high quality instructional materials, our Space Rangers at Rodríguez ES will have increased opportunities to become more proficient in the English language. This will promote greater academic success, objective mastery and access to resources for all Space Rangers on their journey towards Destination 2035. For the 2024-2025 school year, 2nd through 5th grade classrooms will provide content instruction in English. For the bilingual Spanish cohorts, teachers will provide tier one instruction in English with supplemental Spanish support in the classroom. Beginning in the 2024-2025 school year, all enrichment courses were taught in English so that students have increased blocks of time to support English as a Second/Third language. As a result of the increasing demographic of newcomers, emergent bilinguals and multilingual learners, the campus will continue to increase the engagement strategies necessary to support with the language scaffolds to support with content mastery.

In 2024-2025, 47 students were referred to IAT and entered into Special Education programming. In 2023-2024, there were 54 students referred to IAT and entered into Special Education programming. Students were placed in various settings and programs to meet their individual needs. In 2022-2023, there were 88 students referred to IAT and entered into Special Education programming. This large number was a result of the campus not previously having appropriate structures and systems for IAT referral. This system was cleaned up upon the current Principal and IAT Administrator arriving to the campus and making interventions a priority for the campus.

In 2023-2024, there were 51 students receiving special education support in Resource, 20 students in ECSE and 20 students in SLL across three SPED teachers. In 2024-2025, there were 57 students receiving special education support in Resource, 29 students in ECSE and 24 students in SLL. Now, there are six SPED teachers (2 resource, 2 ECSE and 2 SLL). All six special education teachers were rated proficient I and/or higher on the Middle of Year Teacher Proficiency Screener. For the beginning of year, middle of year and end of year administration of NWEA MAP and DIBELS/Lectura, 100% enrolled students participated in these assessments.

Rodríguez ES SPED Student Growth: Fall 2024 to Spring 2025		
Grade Level	% of SPED students growing on MAP Mathematics	% of SPED students growing on DIBELS/Lectura/MAP Reading
Kinder	65th Percentile	21st Percentile
1st	64th Percentile	20th Percentile
2nd	43rd Percentile	18th Percentile
3rd	43rd Percentile	35th Percentile
4th	39th Percentile	31st Percentile
5th	64th Percentile	43rd Percentile

As a result of the 2024-2025 campus data and trends, it is critical to support teachers in increasing academic achievement for all learners. This will occur through the continuation of high quality instructional materials, so that 100% students will have on-grade level, rigorous academic content in front of them 100% of the tier one instructional block and during ROVER intervention block. Additionally, there will be a strong focus on supporting emergent bilingual, multilingual learners, and neurodiverse learners to ensure all Space Rangers have an equitable education.

Needs related to improving quality of instruction

For the 2025-2026 school year, there are 42 teachers at Sylvan Rodríguez ES. Of the 42 teachers: 45% have 0-3 years of experience, 40% have 4-10 years of experience, and 15% have more than 10 years of experience. In honor of Toy Story turning 30 years old in 2025 and Buzz Lightyear being the original Space Ranger in the world, the campus will be embracing greatness like Buzz Lightyear. Toy Story changed the trajectory for animation, film and storytelling for children. Sylvan Rodríguez ES strives to change the trajectory for elementary education in the Gulfton neighborhood. As of April 2025, there is an anticipated 75% of teachers and 100% of the instructional leadership team returning for the 2025-2026 academic year. Amongst the returning staff members, 0% have been on the campus since the campus was opened in 2001. This is a significant culture shift, as the previous school years had 17% of staff members present in the building for at least 20 years. Teachers left the campus for a variety of reasons: retirement, district relocation, internal transfer, and leaving education. The predominant reason staff members left the campus after the 2024-2025 school year was due to retirement and relocation.

In 2024-2025, the campus engaged in four IRTs. The fourth IRT was optional for the campus, but the principal opted into the opportunity to demonstrate continued improvement at the campus. In IRTs 1-3, there were clearly defined improvements each round demonstrating the campus's commitment to improving the quality of instruction. In IRT 1, the campus received a 9.4. In IRT 2, the campus received a 10.0. In IRT 3, the campus received a 11.5 and the campus declined to a 10.5 for IRT 4. While the campus generally improved each IRT with an overall higher score each round, there were inconsistencies across the fidelity of strong and aligned planning (Domain I). Domain II and Domain III improved across all three IRTs (to date), while Domain I had inconsistencies across grade levels and contents. This inconsistency shows that the campus must actively work towards the fidelity of strong planning, instruction and learning environment 100% of the time. The table below shows the SRE IRT Observation data average as noted on the IRT average and the AIM Portal MOY Teacher Screeners.

Rodríguez ES IRT Observation: 2024-2025

IRT	Domain I (Planning)	Domain II (Engage & Deliver; Monitor & Adjust)	Domain III (Reinforce & Redirect; Learning Environment)	Total IRT Average
IRT 1	1.2	5.6	2.6	9.4
IRT 2	1.9	5.2	2.9	10.00
IRT 3	2.00	6.5	3.00	11.5
IRT 4	1.8	5.7	3.00	10.5

Rodríguez ES MOY Teacher Proficiency Screener: 2024-2025

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplar I	Exemplary II
5%	15%	25%	35%	15%	5%	0%

Rodríguez ES EOY Teacher Proficiency Screener: 2024-2025

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplar I	Exemplary II
0%	0%	17%	56%	20%	7%	0%

Based on the 2024-2025 quality of instruction and student achievement data, the Principal and Assistant Principals received a Proficient I rating. For 2024-2025, the Principal received Progressing II for the MOY Screener based on the quality of instruction and student achievement data. For the EOY Screener, the Principal received Proficient I. While the teachers visited in each IRT were representative of the entire campus, the distribution curve placed the campus at Proficient I due to student achievement. Compared to other campuses, the campus quality of instruction for 2024-2025 has been strong as demonstrated in it being an exemplar PUA to visit. The district has selected Rodriguez Elementary School as a campus that frequently hosts learning lab due to the exemplary implementation of Eureka Math. However, for 2025-2026, the quality of instruction must align to higher student achievement data. The 2025-2026 action plan is grounded on moves to increase student outcomes for ALL Rodriguez Elementary Space Rangers.

System evaluation (philosophy, processes, implementation, capacity)

Located in the heart of one of the most culturally, ethnically and linguistically diverse neighborhoods in Texas, Sylvan Rodriguez Elementary is a PK-5th IB PYP campus in the greater Houston region. We are committed to equipping our students and families with the education, connections and resources to reach their North Star. At Sylvan Rodriguez Elementary, we celebrate our global leaders unique journey while consistently striving towards academic excellence through an inquiry approach. We are committed to provide a safe and positive learning environment that will develop students into motivated, lifelong learners and globally-aware citizens through the use of inquiry-based, integrated curriculum with a focus on science, technology, and the fine arts.

After COVID-19, the campus has experienced a decrease in enrollment. Prior to COVID-19, the campus had ~1100 students. On 2023-2024 Snapshot Day, SRE had 844 students. In an effort to bring back students from the community, SRE launched a Student Recruitment Team in January 2024. The Recruitment Team was intended to be a community of adult learners, who go into the community weekly to share the positive changes happening at the campus level. This timeline also aligned with the School Choice Application, so that community members saw SRE as a competitive campus. As a result of the Student Recruitment Team, SRE enrollment went up to 916 in March 2024. Students from surrounding charter networks enrolled back into the school system to be a part of the neighborhood school change. The Recruitment team has continued in the 2024-2025 school year, and the current student population in March 2025 is 931 students.

In addition to increased enrollment, other positive changes for the campus have been attendance and disciplinary action. As of April 2025, the current attendance average for the 2023-2024 school year is 94.6%. This is an increase from 94.1% in 2023-2024; 93.8% in 2022-2023 and 92.9% in 2021-2022. This school year, 10% of students have zero absences. This percentage has not been this high for SRE since before COVID-19.

An additional layer of support offered this school year was providing Tier 3, emergent bilingual, and multilingual learners with tutorials on Tuesday and Thursday. Between November 2024 through April 2025, 277 students participated in tutorials at least once a week. Based on their tiered levels of support, students were either offered to attend both days in one content or both contents. Tutorials during the 2024-2025 school year were highly structured aligned extension lessons of Eureka and Amplify, so that students received additional support and accessibility to the content. In 2023-2024, 358 students attended tutorials. In 2022-2023, 481 students attended tutorials. While the number decreased over the past three years, the quality of tutorials significantly improved due to the campus having tutorial non-negotiables. This school year, tutorials were treated as an extension of classroom instruction so high quality instructional materials were non-negotiable. As a result of tutorials this school year, the campus has seen significant gains between BOY MAP and MOY MAP.

For the 2024-2025 and 2023-2024 academic school year, there have been 0 students expelled, suspended or placed in in-school suspension. In 2022-2023, there were 0 expelled students, 0 suspended students and 1 in-school suspension. In 2021-2022, there were 0 expelled students, 2 suspended students and 5 in-school suspension. To decrease the disciplinary actions on campus, SRE has adopted PBIS as the campus-wide behavior system. As a result of PBIS implementation, students receive ClassDOJO points to spend at the monthly Space Ranger Store. The Space Ranger Store allows for the campus to embed financial literacy into enrichment classes, so that they are able to make connections to their own earnings and purchased

incentives. In addition to the implementation of PBIS, the campus Counselor has been servicing our highest behavioral need students to ensure appropriate regulation is occurring. The Counselor services 24 students across grade levels: 6 Kinder, 4 1st graders, 9 3rd graders, 3 4th graders and 2 5th graders. These students are selected for on-campus services based on parent request during the student's enrichment block. This service is new this school year and was created as a direct result of parents advocating at 2022-2023 Coffee with the Principal. Counseling services has become a part of the SRE PBIS plan. As a result of positive feedback from students, parents and staff, the campus will continue to utilize PBIS for 2024-2025 as the campus-wide behavior management system.

In order to achieve higher academic achievement through higher quality of instruction, higher language proficiency, stronger progress monitoring and building up instructional leadership density at SRE, it is critical that appropriate progress monitoring and evaluations are occurring throughout the school year. Teachers will administer a daily DOL, end of unit/module assessment, NWEA and Interim STAAR to ensure progress monitoring is strategically happening. SRE campus data will be examined by content, grade level, cohort, and individual teacher to review trends, strengths and weaknesses. Through the implementation of intentional calibration walks, the instructional leadership team (ILT) and teacher leadership board (TLB) will have a stronger leadership pathway at the campus level. By having a highly effective leadership pathway at SREI, we are building up the professional growth and development of every adult learner. When adults continuously learn and improve their practices, students receive the benefits of higher quality instruction. By doing this, SRE will be better prepared and equipped to support its diverse learners.

Sylvan Rodríguez Elementary School Key Actions

As a result of the campus needs assessment, the key actions of SRE are:

1. Strengthen teacher's capacity to deliver high-quality instruction in every PK-5th classroom daily.
2. Strengthen staff's instructional capacity to accelerate language proficiency and academic achievement for emergent bilingual and multilingual learner students.
3. Improve quality of instruction for all SPED students.
4. Increase instructional leadership density of teacher leaders and Tier 2 leaders.

Key Action One	
Key Action One	Strengthen teacher's capacity to deliver high-quality instruction in every PK-5th classroom daily.
	Indicators of Success - By November 2025, 60% of PK-5th grade teachers will demonstrate proficiency in 'Instruction' on the HISD Spot Observation form (8 out of 10 points). This percentage will increase to 90% by May 2026. - By November 2025, 70% of PK through 5th grade teachers will receive at least a Proficient I rating (9-11.5 points) as demonstrated on the HISD Spot Observation. This percentage will increase to 90% by May 2026. - By November 2025, 60% of PK-5th grade teachers will demonstrate mastery in 'Use student answers and questions' and 'Monitor and Adjust' by receiving a full 2 points in instruction on the HISD Spot Observation. This percentage will increase to 85% by May 2026. - By January 2026, 60% of teachers will receive a proficient rating or higher in the delivery and execution of high quality instruction as measured on TES. This percentage will increase to 85% by May 2026.
	Specific Actions - School Leaders - During August pre-service, all teachers will be trained on the "Great 8" and the "Next 8". Every PD Day throughout the 2025-2026 school year will be directly connected to the "Sweet 16". - During August pre-service, all teachers will be trained on maximizing instructional blocks during Tier 1 instruction and ROVER to ensure high quality implementation of HQIM occurs from day 1. The master schedule will have Tier 1 and ROVER in 2nd-5th grade schedules to promote daily differentiated instruction. - SRE Instructional Leadership Team (ILT) will provide in-the-moment coaching daily to improve the quality of classroom instruction and delivery focusing on the Sweet 16. - SRE ILT will conduct teacher weekly calibration walks to observe teachers across contents and grade levels to build their pedagogical skill set and instructional coaching. - SRE ILT will conduct weekly PLCs for teachers that focus on high leverage instructional practices, lesson internalization, lesson customization, content planning and data-driven instruction for HQIM implementation and ROVER. - SRE ILT will train teachers to develop best instructional practices on daily DOLs and use that data to spiral in reteach objectives to ensure content mastery. SRE ILT will monitor student's DOL data, writing samples and authentic student work.
	Specific Actions - Staff - All teachers will engage in August pre-service and weekly PLCs focused on the 'Sweet 16', lesson internalization & customization, and data-driven instruction. - All teachers will implement a variety of engagement strategies promoting listening, speaking, reading, writing and critical thinking daily. All teachers will utilize aggressive monitoring during the implementation of engagement strategies to track students mastery. - All teachers will engage in daily planning for Tier 1 and ROVER for exemplary lesson planning, customization and at-bat demos to ensure highly effective instruction delivery. - All teachers will implement and respond to feedback immediately upon ILT giving verbal/non-verbal feedback (whisper coaching; hand gesture coaching; whiteboard coaching; modeling) daily. Teachers will respond to the feedback given during instruction and planning. - All teachers will submit weekly high quality lesson plan guides on Google Drive by 8:00 AM Friday to their individualized folder to gain feedback from the ILT. Teachers will use the SRE's internalization protocol daily to develop and deliver strong high quality instruction delivery daily.

	All teachers will calibrate monthly through peer observations once to gain insight on identifying effective instruction. Every teacher will visit at least 5 different teachers (various contents and grade levels) during the school year for peer observations.
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Key Action One: Strengthen teacher’s capacity to deliver high-quality instruction in every PK-5th classroom daily.	
Staff Development Plan	
Key Action One	Who: Teachers, Teaching Assistants and ILT
	What: High Quality Instruction Professional Development and Professional Learning Community to build pedagogical capacity: During the week of August Pre-Service, 100% teachers and teaching assistants will attend 20 hours of SRE HQI training. Sessions will be differentiated by content to ensure strong vertical alignment across grade levels. During these HQI content sessions, teachers will walk away with highly effective strategies and internalization protocols to ensure strong delivery of Eureka, HISD Curriculum and SAAVAS for SRE Space Rangers. During the professional development days, 100% teachers and teaching assistants will engage in at least 90 minutes of differentiated content SRE HQI training. During these content sessions, Space Ranger teachers will engage in vertical alignment planning to ensure systematic HQIM alignment. Content administrators and teacher leadership board members (proficient II, exemplary I and exemplary II teachers) will be facilitating these sessions to ensure strong Domain II (instruction on teacher evaluation system). Every Monday will be grade level content planning PLC; every Wednesday will be grade level PLC; every Friday will be student work analysis. Grade level PLCs will alternate between lesson internalization and execution, data-driven instruction, and engagement strategies. Between these three major buckets of PLCs, 100% staff members will actively be pursuing highly effective implementation of HQIM throughout the 2025-2026 academic school year.
	When: August Pre-Service; Weekly Monday Content Planning PLC; Weekly Wednesday Grade Level Planning PLC; Weekly Friday Demo PLC
	Where: Sylvan Rodríguez Elementary School

Key Action One: Strengthen teacher’s capacity to deliver high-quality instruction in every PK-5th classroom daily.		
Budget Plan		
	Proposed Item	Description
	Staff Development	Campus-Based
	Materials / Resources	Eureka Math Amplify HISD Curriculum SAAVAS
		Amount
		\$0
		\$0

	Purchased Services	IXL Sirius Education	\$16,145.00 \$9,450.00
	Other	N/A	\$0
TOTAL COST		\$25,595.00	
	Funding Sources: Title I		

Key Action Two	
Key Action Two	Strengthen staff's instructional capacity to accelerate language proficiency and academic achievement for emergent bilingual and multilingual learner students.
	Indicators of Success • By November 2025, 60% of Bilingual and ESL teachers will meet or exceed an 11.5 on the HISD Spot Form. This percentage will increase to 90% by May 2026. • By October 2025, 60% of all teachers will utilize at least four different high impact engagement strategies to build emergent bilingual and multilingual learners capacity for mastery and achievement as demonstrated in receiving 3 full points on Engagement Strategies (listening and speaking; writing; reading annotation) on Instruction. This percentage will increase to 90% by May 2026. • 60% of SRE teacher's HISD Spot observations conducted by the SRE ILT in November 2025 will receive a full point for 'Scaffolds'. This percentage will increase to 100% by May 2026. • 70% SRE emergent bilingual and multilingual learners will grow at least one TELPAS speaking, listening, reading and writing level as measured on the practice TELPAS in November 2025. This percentage will increase to 90% by Spring 2026 TELPAS administration.
	Specific Actions - School Leaders • During August pre-service, SRE ILT will train all teachers and teaching assistants on the HISD 'Sweet 16' and SRE Vision for Excellence. Professional development will be directly connected to the SRE Instructional Vision (lesson internalization, instructional non-negotiables and explicit training on four critical high-impact engagement strategies to promote language proficiency). • SRE ILT will conduct weekly PLCs that focus on high leverage instructional practices (high impact engagement strategies), content planning and data-driven instruction. Administrators will scaffold HIES PLCs over the first twelve weeks of instruction. • After each high impact engagement strategy is shared at PLC, SRE ILT will monitor progress on the implementation of that HIES through strategic instructional calibration walks. This data will be tracked in the SRE Quality of Instruction data tracker. • SRE ILT will conduct daily observations, in-the-moment coaching and written feedback to ensure teachers are utilizing a variety of engagement strategies throughout the lesson cycle. Campus instructional feedback will be given through the SRE Quality of Instruction tracker and through the implementation of HISD SPOT forms. • SRE ILT will create a mock TELPAS on SummitK12 that will be administered in November 2025 to support tracking students' language growth and proficiency.
	Specific Actions - Staff • All teachers will engage in August pre-service and weekly PLCs focused on the 'Great 8', lesson internalization & customization, and data-driven instruction. • All teachers will script out at least four different engagement strategies in their lesson internalizations and embed them into their slide decks accordingly. Upon demo'ing and executing, teachers will implement these strategies to ensure students are actively engaging in listening, speaking, reading, writing and critical thinking throughout the lesson. • Upon teachers attending a PLC focused on a high-leverage engagement strategy, all teachers will implement the weekly instructional practice into their daily lesson cycle at least three times a week to become a new engagement routine. This will directly support the increased engagement of emergent bilingual and multilingual learners. • All teachers will implement and respond to feedback immediately upon ILT giving verbal/non-verbal feedback (whisper coaching; hand gesture coaching; whiteboard coaching;

	modeling) daily. Teachers will respond to the feedback given during instruction and planning. • Technology-based enrichment teachers will regularly utilize Summit K12 to support student's language proficiency and reading comprehension demonstrating mastery on the TELPAS assessment platform. • All core content teachers will administer and analyze the interim TELPAS data to drive instruction for maximum growth for emergent bilingual and multilingual learner students.
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Key Action Two: Strengthen staff's instructional capacity to accelerate language proficiency and academic achievement for emergent bilingual and multilingual learner students.	
Staff Development Plan	
Key Action Two	Who: Teachers, Teaching Assistants and ILT
	What: High Quality Engagement Professional Development and EB/ML Professional Learning Community During the week of August Pre-Service, 100% of teachers and teaching assistants will attend 4 hours of SRE High Impact Engagement Strategies PLC. This professional development will be focused on the implementation of engagement strategies that promote emergent bilingual and multilingual learners language proficiency and academic growth. Beginning the first day of school, every lesson will be expected to have at least four different engagement strategies, sentence stems, and an introduction of critical vocabulary. Additionally, all staff members will be trained on SRE normed non-verbal gestures that promote strong communication across all grade levels and contents for the 2025-2026 academic school year. During the HISD professional development days, 100% teachers and teaching assistants will engage in differentiated content SRE HQI training. During these content sessions, the Space Ranger Instructional Leadership Team and Teacher Leadership Board (proficient II, exemplary I and exemplary II teachers) will support staff with intentional strategies that increase language proficiency for all learners. SRE TLB will support the vertical alignment of total physical response vocabulary words. This small gesture will have a large impact on SRE EB and ML's cognitive capacity and connection to vocabulary. Additionally, there will be professional development on differentiation and scaffolds through visual aid implementation (manipulatives, pictures, drawings, charts, graphic organizers, anchor charts, and video clips) to support objective and academic vocabulary mastery. Every Wednesday throughout the school year will have a professional learning community rotating between the topics of lesson internalization/execution, data-driven instruction and engagement strategies. The prioritized PLC engagement strategies will be: think-pair-share, choral response, table talk, response cards and white boards. These five strategies are the campus focus to ensure strong alignment with the TELPAS growth goal for every emergent bilingual and multilingual learner. In addition to these engagement strategies, 100% of teachers will be trained on QSSSA, strong question types and gamified learning. This will result in stronger engagement and heavier cognitive lift of emergent bilingual and multilingual learners, which will lead to higher language growth and student achievement.
	When: August Pre-Service; Weekly Monday Content Planning PLC; Weekly Wednesday Grade Level Planning PLC; Weekly Friday Demo PLC
	Where: Sylvan Rodriguez Elementary School

Key Action Two: Strengthen staff's instructional capacity to accelerate language proficiency and academic achievement for emergent bilingual and multilingual learner students.

Budget Plan

	Proposed Item	Description	Amount
	Staff Development	Campus-Based	\$0
	Materials / Resources	Eureka Math Amplify HISD Curriculum SAAVAS	\$0
	Purchased Services	IXL Sirius Education	\$16,145.00 \$9,450.00
	Other	N/A	\$0
TOTAL COST		\$25,595.00	
	Funding Sources: Title I		

Key Action Three

Key Action Three

Improve quality of SPED programming with high quality instruction and high quality compliance.

Indicators of Success

- By October 2025, 100% of campus ARDs will be held on or before the deadline. This percentage will remain at 100% through June 2026. To ensure the ARD is upheld, 100% staff members will submit appropriate paperwork at least 48 hours prior to the ARD meeting.
- By December 2025, 100% of IEPs will include specific, clear and measurable goals tailored to each student's unique needs as verified through random quarterly reviews by the leadership team. This percentage will remain at 100% through June 2026.
- By November 2025, 60% of SPED teachers will meet or exceed an 11.5 on the HISD Spot Form. This percentage will increase to 100% by May 2026.
- By November 2025, 60% of general education teachers will receive the full 2 points for 'Scaffolds' and 'Monitor and Adjust' on the HISD Spot form for differentiating supports based on student needs. This percentage will increase to 85% by May 2026.
- By May 2025, 90% of all teachers will score 1 point on the intervention indicator of the Planning & Professionalism TES rubric, "the teacher consistently utilizes high-quality intervention and/or digital resources".
- By October 2025, 75% SPED students will have the support in core instruction as described in their IEPs, and by May 2026, 100% SPED students will have the support in core instruction described in their IEPs.

Specific Actions - School Leaders

- During August pre-service, all teachers will be trained on maximizing instructional blocks during Tier 1 instruction and ROVER to ensure high quality implementation of HQIM occurs from day 1. The master schedule will have Tier 1 and ROVER in 2nd-5th grade schedules to promote daily differentiated instruction.
- SRE ILT will provide in-the-moment coaching daily to improve the quality of classroom instruction and delivery focused on high impact engagement strategies, scaffolds and effective aggressive monitoring to support with high quality instruction.
- SRE ILT will provide in-the-moment coaching during ROVER to ensure the teacher is executing high-quality small-group interventions and reteaches during the reteach block.
- SRE ILT and SPED Chair calendar all existing student's ARDs and new students ARDs for the year to ensure everyone had it appropriately scheduled.
- SRE ILT and SPED Chair will create a SPED progress monitoring spreadsheet with student's unit/module assessments, NWEA data, interim STAAR data, previous STAAR data (if applicable) and any other common assessment data. SPED Chair will facilitate professional development by September 2025 on the instructional-non negotiable SRE strategic progress monitoring spreadsheet for SPED students.

Specific Actions - Staff

- All teachers will engage in August pre-service and weekly PLCs focused on the 'Great 8', lesson internalization & customization, and data-driven instruction to promote differentiated instruction for all learners.
- All teachers will implement a variety of engagement strategies as scaffolded support for all learners daily. These engagement strategies will promote students' listening, speaking, reading, writing and critical thinking skills.
- All SPED teachers will implement and respond to feedback immediately upon ILT giving verbal/non-verbal feedback (whisper coaching; hand gesture coaching; whiteboard coaching;

	modeling) daily. Teachers will respond to the feedback given during instruction and planning. • All teachers will engage in daily planning for Tier 1 and ROVER (intervention) for exemplary lesson planning, customization and at-bat demos to ensure highly effective instruction delivery. • All appropriate staff members will submit all paperwork for the ARD 48 hours prior to the meeting to ensure appropriate planning for the execution of the ARD. • All teachers will actively progress monitor and track their student's scaffolded interventions as noted in student's IEP and RTI documentation. For students without an IEP or in the process of being IAT'd, all teachers will still maintain documentation for differentiated instruction.
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Key Action Three: Improve quality of instruction for all SPED students.	
Staff Development Plan	
Key Action Three	Who: Teachers, Teaching Assistants and ILT
	What: High Quality Special Education and Progress Monitoring Professional Development and Professional Learning Community to build neurodiverse pedagogical capacity: During the week of August Pre-Service, 100% teachers and teaching assistants will attend a 4-hour SRE Equity training focused on scaffolded supports and accommodations in IEP implementation and intervention progress monitoring. This is a campus priority to ensure all Space Rangers are receiving adequate support that are being upheld in HISD documentation. In addition to this training, there will be at least two additional professional development days (90 minutes in October; 90 minutes in January) focused on supporting neurodiverse learners. To ensure strong collaboration and alignment amongst the Special Education Team and General Education teachers, the SPED teachers will attend weekly PLC with general education teachers. The ECSE teacher will attend PK/K PLC, the SLL teacher will attend 1st and 3rd PLC, and the Resource teacher will attend 5th PLC. These grade levels were selected due to the NWEA MAP data for the students serviced by the teachers. Every Monday throughout the school year will be dedicated to IAT meetings, and every Thursday throughout the school will be dedicated to ARD meetings. This streamlined system will promote appropriate scheduling to ensure all Space Rangers are properly receiving their individualized needs and accommodations. The last Friday of every month will be dedicated to the monthly IAT PLC, which will be focused on progress monitoring students receiving interventions and the effectiveness of the implemented interventions. By holding a monthly IAT PLC, this will build up teacher's capacity to ensure all Space Rangers are receiving necessary support and programming for quality instruction in 2025-2026.
	When: August Pre-Service; every Monday and Thursday throughout the 2025-2026 academic calendar.
	Where: Sylvan Rodríguez Elementary School

Key Action Three: Improve quality of instruction for all SPED students.	
Budget Plan	

	Proposed Item	Description	Amount
	Staff Development	Campus-Based	\$0
	Materials / Resources	Eureka Math Amplify HISD Curriculum SAAVAS	\$0
	Purchased Services	IXL Sirius Education	\$16,145.00 \$9,450.00
	Other	N/A	\$0
TOTAL COST		\$25,595.00	
	Funding Sources: Title I		

Key Action Four	
Key Action Four	Increase instructional leadership density of teacher leaders and Tier 2 leaders.
	Indicators of Success • By December 2025, the campus will average at least a Proficient I rating on IRT. By May 2025, the campus will receive a Proficient II or above on IRT. • By November 2025, 15% of core content teachers will consistently score Proficient II on the HISD Spot Observation. This percentage will increase to 50% by March 2026. • By December 2025, 60% of the SRE instructional leadership team will receive a proficiency rating as measured on the LEAD Day-to-Day coaching rubric (at least 24 out of 30 points and/or equivalent) and campus leadership rubric (at least 48 out of 60 points and/or equivalent). By May 2026, 100% of SRE ILT will receive a proficiency rating as measured on the LEAD Day-to-Day coaching rubric (at least 24 out of 30 points and/or equivalent) and campus leadership rubric (at least 48 out of 60 points and/or equivalent). • By December 2025, 15% of teachers will be a member of the SRE Teacher Leadership Board. This percentage will increase to 30% by May 2026.
	Specific Actions - School Leaders • SRE Instructional Leadership Team (ILT) will provide in-the-moment coaching daily to improve the quality of classroom instruction and delivery focusing on ‘Engage & Deliver’ and ‘Monitor & Adjust’. • SRE ILT will conduct teacher weekly calibration walks to observe teachers across contents and grade levels to build their pedagogical skill set and instructional coaching. • SRE ILT will conduct weekly PLCs for teachers that focus on high leverage instructional practices, lesson internalization, lesson customization, content planning and data-driven instruction for HQIM implementation and ROVER. • Principal will conduct weekly 1:1 walkthroughs with each Tier 2 leader of the ILT (all appraisers) to ensure quality feedback is provided to the observed teachers. Principal will coach Tier 2 leaders on the spot. • Principal will facilitate biweekly ILT and TLB team meetings to address campus instructional needs based on calibration feedback. Additionally, an independent book study for Get Better Faster will be a responsibility of members in the ILT and TLB.
	Specific Actions - Staff • All teachers will implement and respond to feedback immediately upon ILT giving verbal/non-verbal feedback (whisper coaching; hand gesture coaching; whiteboard coaching; modeling) daily. Teachers will respond to the feedback given during instruction and planning. • All teachers will submit weekly high quality lesson plan guides on Google Drive by 8:00 AM Friday to their individualized folder to gain feedback from the ILT. Teachers will use the SRE’s internalization protocol daily to develop and deliver strong high quality instruction delivery daily. • All teachers will calibrate monthly through peer observations once to gain insight on identifying effective instruction. Every teacher will visit at least 5 different teachers (various contents and grade levels) during the school year for peer observations. • ILT and TLB will engage in biweekly calibration walks to improve campus instructional practices, coaching and feedback cycle, and collect school trend data. ILT and TLB will implement the feedback given amongst one another, principal, EDI and Leadership Development team members to improve SRE quality of instruction. • ILT and TLB members will engage in biweekly leadership meetings to review campus instructional

	data trends to ensure 100% of Space Rangers are receiving strong instruction daily. ILT and TLB will engage in a book study for Get Better Faster as a result of the biweekly leadership meetings.
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Key Action Four: Increase instructional leadership density of teacher leaders and Tier 2 leaders.	
Staff Development Plan	
Key Action Four	Who: Teacher Leadership Board, Instructional Leadership Team
	What: High Quality Coaching and Feedback Cycle for Teacher Leadership Board and Instructional Leadership Team: Every Monday after-school, the instructional leadership team and teacher leadership board will have administrative meetings. The SRE Teacher Leadership Board will comprise of 10 teacher leaders, who hold at least Proficient II in their 2024-2025 EOY Evaluation. These teacher leaders will have opportunities to engage in increased campus decision-making, professional development and coaching due to their strong instructional practices demonstrated in 2024-2025. The SRE TLB members will facilitate at least 3 professional developments for all teachers throughout the 2025-2026 school year. TLB members will have opportunities to facilitate high quality instruction and high quality engagement PD during August in-service, PD Days and PLCs. After each PD day, the ILT and TLB will have a reflection meeting facilitated by the Principal to tighten up their professional development delivery.. In addition to these trainings, SRE TLB members will be coaching their peers utilizing the HISD Spot Form at least twice a month. The principal will engage in weekly 1:1 walkthroughs with each member of the instructional leadership team. This will ensure every member of the instructional leadership team is growing in their coaching and feedback cycle across all grade levels and contents. To ensure strong alignment across the SRE ILT, the principal will also facilitate weekly ILT calibration walks. This means that every instructional leadership team member is collaborating on quality instruction and receiving individualized support to increase their coaching capacity. Additionally, the executive director, senior executive director and members of the leadership professional development team will be invited on calibration walks to strengthen the ILT’s capacity. By having a streamlined system to increase instructional capacity, teachers will receive higher quality feedback by the ILT and TLB. This will result in higher academic achievement, academic growth and increasing leadership density for all SRE Space Rangers.
	When: Pre-Service; HISD PD Days; 4th Wednesday of the month PLC; weekly Monday meetings; calibrations and 1:1s will vary date weekly to ensure variety
	Where: Sylvan Rodríguez Elementary School

Key Action Four: Increase instructional leadership density of teacher leaders and Tier 2 leaders.			
Budget Plan			
	Proposed Item	Description	Amount
	Staff Development	Campus-Based	\$0
	Materials / Resources	Get Better Faster	\$0 (book available on campus)
		HISD Leadership and Professional	\$0

		Development Department	
	Purchased Services	Get Better Faster	\$0 (book available on campus)
	Other	N/A	\$0
TOTAL COST		\$0	
	Funding Sources: N/A		

As a result of the following actions, Space Ranger's academic achievement will increase. Sylvan Rodríguez Elementary school will reach the following achievement goals:

Goal 1: Reading Proficiency

1. On the MOY DIBELS/Lectura, 80% of SRE Kinder and 1st grade students will exceed their reading individualized growth goal of .75. This will increase to the EOY (May 2026) annual growth goal of 1.5x expected growth.
2. On the MOY NWEA, 80% SRE 2nd-5th grade students will exceed their reading individualized expected growth goal of .75. This will increase to the EOY (May 2026) annual growth goal of 1.5x expected growth.
3. In the 2025-2026 school year, SRE 3rd-5th graders will have at least 35% students performing at meets or higher on the Reading STAAR.

Goal 2: Math Proficiency

1. On the MOY NWEA, 80% SRE Kinder-5th grade students will exceed their math individualized expected growth goal of .75. This will increase to the EOY (May 2026) annual growth goal of 1.5x expected growth.
2. In the 2025-2026 school year, SRE 3rd-5th graders will have at least 40% students performing at meets or higher on the Mathematics STAAR.

Goal 3: Science Proficiency

1. On the MOY NWEA, 80% SRE 2nd-5th grade students will exceed their science individualized expected growth goal of .75. This will increase to the EOY (May 2026) annual growth goal of 1.5x expected growth.
2. In the 2025-2026 school year, SRE 5th graders will have at least 30% students performing at meets or higher on the Science STAAR.

Goal 4: Special Education Proficiency

1. 60% SRE 3rd, 4th and 5th SPED students will meet their individualized STAAR goal on the Fall Interim Assessment. This percentage will increase to 80% on STAAR 2026.
2. 85% of SPED students will exceed their individualized expected NWEA reading, math and science growth goals as measured between Fall 2025 to Spring 2026 MAP growth norms.

Goal 5: Language Proficiency

1. On the MOY NWEA, 80% SRE 2nd-5th grade emergent bilingual and multilingual learner students will exceed their mathematics and reading individualized expected growth goal of .75. This will increase to the EOY (May 2026) annual growth goal of 1.5x expected growth.
2. 60% SRE emergent bilingual and multilingual learners will grow at least one TELPAS speaking, listening, reading and writing level as measured on the practice TELPAS in November 2025. This percentage will increase to 80% by Spring 2026 TELPAS administration.