

2025-2026 Action Plan

Rucker ES

Noe Denova

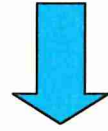
School Action Plan – Needs Assessment

District philosophy and guiding framework:

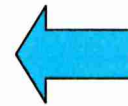
Core Beliefs

Vision

Theory of Action



Parameters and metrics established by the District

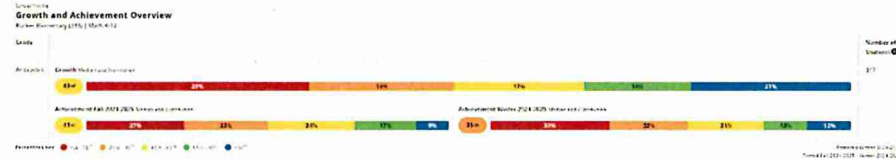


Needs related to student achievement data

MOY MAP:

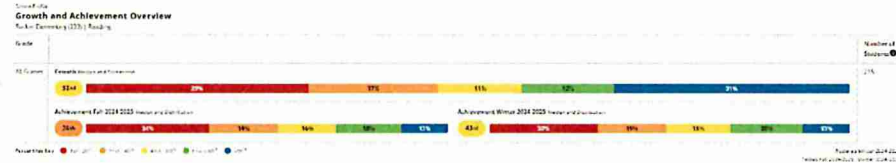
K-5th grade students met the 1.6 growth at the 36% percentile on the 24-25 MOY NWEA Math assessment. (See Image 3.)

Image 3:



2nd-5th grade students met the 1.6 growth at the 43% percentile on the 24-25 MOY NWEA Reading assessment. (See Image 4.)

Image 4:



DIBELS data:

Read 24-25 MOY: 40% of K-2 students were At or Above Benchmark on the DIBELS MOY 24-25 assessment.

| Performance Level Summary | # | % |
|---------------------------|-----|-------|
| Number of Students Tested | 171 | |
| 2 - Well Below Benchmark | 71 | 41.52 |
| 3 - Below Benchmark | 31 | 18.13 |
| 4 - At Benchmark | 41 | 23.98 |
| 5 - Above Benchmark | 28 | 16.37 |

Lectura 24-25 MOY: 57% of K-2 students were At or Above Benchmark on the Lectura MOY 24-25 assessment.

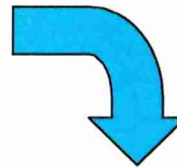
| Performance Level Summary | # | % |
|---------------------------|-----|-------|
| Number of Students Tested | 101 | |
| 2 - Well Below Benchmark | 33 | 32.67 |
| 3 - Below Benchmark | 10 | 9.9 |
| 4 - At Benchmark | 32 | 31.68 |
| 5 - Above Benchmark | 26 | 25.74 |

Needs related to improving the quality of instruction

- Improve the quality of instruction in reading, writing, math, and science
- Close the learning gaps for students in special populations (Emergent Bilingual, Special Education, Dyslexia, and 504) and improve the quality of instruction they receive
- Improve PLC structure to support instructional capacity of teachers and improve lesson internalization process
- Increase the effectiveness of Multiple Response Strategies (MRS) to

System evaluation (philosophy, processes, implementation, capacity)

- NES LSAE model implementation effectiveness
- Improve the quality of PLCs
- Improve the quality of instruction
- Build leadership density of all leaders and teachers



Key Actions

1. Improve the quality of instruction in reading, writing, math, and science.
2. Improve staff capacity.
3. Improve special education quality of instruction.

School Action Plan Template

| | |
|---|--|
| KEY ACTION ONE | Key Action <i>(Briefly state the specific goal or objective.)</i> |
| | Improve the quality of instruction in reading, writing, math, and science. |
| | Indicators of success <i>(Measurable results that describe success.)</i> |
| | <ul style="list-style-type: none"> ● By December 2025, 60% of teachers in grades 3-5 will score 5/10 in Domain II (Engage & Deliver and Monitor & Adjust) as evidenced by Spot Observations and by April 2025, 75% of teachers in grades 3-5 will score 7/10 or higher in Domain II (Engage & Deliver and Monitor & Adjust) as evidenced by Spot Observations. ● By December 2025, 60% of teachers in grades 3-5 will score 1 on the Planning domain of the Spot Form, consistently planning to ensure all instructional activities and moves align to the learning objective and DOL alignment, and by the end of the academic year 70% of teachers in grades 3-5 will score 2 on the Planning domain of the Spot Form, consistently planning to ensure all instructional activities and moves align to the learning objective and DOL alignment. |
| | Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> |
| | <ul style="list-style-type: none"> ● Leaders will facilitate effective PLCs that focus on the customization and internalization of Knowledge (Read/Write) & Skills (Science of Reading) lesson plans focusing on the alignment of LO and DOL. PLC focus shifts over the academic school year. ● Leaders will provide monthly Professional Development of NES Expectations and maximizing the LSAE block. ● Leaders will facilitate weekly PLCs and Demo Days that focus on fluid delivery and include opportunities for in-the-moment rehearsals (demonstrations) and feedback. ● Leaders will facilitate professional development in understanding the Great 8 instructional moves and Spot Form. ● Leaders will conduct frequent spot observations as an appraisal team to calibrate and analyze data to identify trends and plan Professional Development in response to data. ● Leaders will provide on-the-job coaching regularly to reading teachers and written feedback at least once a month for every teacher using the district-provided spot observation form. ● Leaders facilitate PLCs focused on analyzing, scoring, and giving feedback to students' constructed response samples and QRCs. |
| Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> | |

- Teachers will attend campus Professional Development sessions, including PLCs, Demo Days
- Teachers will reflect on instructional feedback, on-the-spot coaching and improve the delivery of instruction as appropriate.
- Teachers will Implement the NES Systems and Expectations and district instructional characteristics in all lessons
- Teachers will internalize lessons and analyze daily DOLs to identify trends and needs for adjusting lessons
- Teachers will analyze the NWEA MAP and DIBELS student data to improve their instructional practices to increase student academic achievement
- Teachers will utilize RACE strategy with students in each content area for at least one extended constructed response per week, bringing writing samples to PLC for discussion.
- Teachers ensure students write constructed responses and use rubric to increase performance.

Key Action One: Staff Development

Who: Campus Leadership, Teachers, Teacher Apprentices, Learning Coaches,

What: NES Curriculum Lesson Internalization PD

When: August PD, monthly PD Day, on-going PLCs

Where: Rucker ES

Key Action One: Budget

| Proposed item | Description | Amount |
|---------------------|---|--------|
| Staff development | Lesson Internalization PD | \$0 |
| Materials/resources | Curriculum Lesson Slide Decks, Whiteboards, Markers, Pencils, Response Cards, Digital Timer | \$0 |
| Purchased services | | \$0 |

| | | |
|------------------|--|-----|
| Other | | \$0 |
| Other | | \$0 |
| TOTAL | | \$0 |
| Funding sources: | | |

| | |
|----------------------|---|
| KEY ACTION TWO | Key Action <i>(Briefly state the specific goal or objective.)</i> |
| | Improve staff capacity. |
| | <i>Indicators of success (Measurable results that describe success.)</i> |
| | <ul style="list-style-type: none"> By December 2025, campus average on the Domain II (Monitor & Adjust and Engage & Deliver) section of the Spot observation for all IRT visits will be 5 or higher. By the end of the academic year, campus average on the Domain II (Monitor & Adjust and Engage & Deliver) section of the Spot observation for all IRT visits will be 7 or higher. By December 2025 (2nd IRT), average IRT score between IRT round 1 and IRT round 2 will increase by .5 point. By the end of the academic year, the average IRT score between IRT round 1 and IRT round 4 will increase by 1.0 point. |
| | <i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i> |
| | <ul style="list-style-type: none"> Leaders will provide professional focused on Instructional Coaching to establish high performing culture Leaders will provide BOY Professional Development of NES Expectations Leaders will provide on-the-job coaching to teachers to build teacher capacity and improve the quality of instruction. Leaders will maintain a high performing culture expectation while building rapport and relationships with campus staff. |
| | <i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i> |
| | <ul style="list-style-type: none"> Teachers will read the Teacher Employee Value Proposition to understand the high performing culture. Teachers will participate in professional development focused on Instructional Coaching. Teachers will receive frequent in-the-job coaching and written feedback via Spot Form to increase capacity. Teachers will implement coaching and feedback to impact student learning. Teachers will complete campus culture surveys to provide feedback on building their capacity. |

Key Action Two: Staff Development

Who: Campus Leadership, Teachers, Teacher Apprentices, Learning Coaches

What: Campus Culture Surveys, Spot Observation PD

When: District Panorama Campus Culture Survey dates (twice a year), campus culture survey MOY, EOY

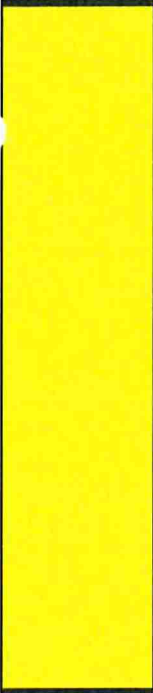
Where: Rucker ES

Key Action Two: Budget

| Proposed item | Description | Amount |
|---------------------|---|------------|
| Staff development | Panorama Campus Culture Survey & Spot Observation PD | \$0 |
| Materials/resources | Spot Form, Panorama Survey link, Campus Culture Survey link | \$0 |
| Purchased services | | \$0 |
| Other | | \$0 |
| Other | | \$0 |
| TOTAL | | \$0 |

Funding sources:

| | |
|--|---|
| KEY ACTION THREE | Key Action <i>(Briefly state the specific goal or objective.)</i> |
| | Improve special education quality of instruction. |
| | Indicators of success <i>(Measurable results that describe success.)</i> |
| | <ul style="list-style-type: none"> ● By December 2025, Spot Scores of campus SPED teachers will meet or exceed 9.0. By the end of the academic year, Spot scores of campus SPED teachers will meet or exceed 10.0. ● By January 2025, 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs. By May 2026, 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs. ● By January 2025, 80% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by either 3-weeks' progress notes; mCLASS/DIBELS and/or MAP Growth MOY and EOY assessments; and/or STAAR performance for students in grades 3-5. By May 2026, 90% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by either 3-weeks' progress notes; mCLASS/DIBELS and/or MAP Growth MOY and EOY assessments; and/or STAAR performance for students in grades 3-5. ● 100% compliant on ARD meetings and other district monitoring criteria for every grading cycle. |
| | Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> |
| | <ul style="list-style-type: none"> ● Leaders will participate in BOY meetings to ensure that students' IEPs are provided to all service providers, including general education teachers, and that teachers have the opportunity to analyze the IEPs and understand how to apply the accommodations and supports in the classroom ● Leaders will participate in bi-weekly special education meetings to monitor IEP and ARD compliance, including progress monitoring compliance ● Leaders will regularly monitor the campus ARD calendar for compliance and participation ● Leaders will conduct routine observations to monitor students' use of designated supports ● Leaders will monitor documentation of accommodations in HISD Connect Power School ● Leaders will facilitate Professional Development on Best Practices for Emergent Bilinguals (CBLI) and dual served students. ● Leaders will conduct calibration walks to monitor designated supports provided for Special Pops. students |
| Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> | |



- Teachers will participate in BOY professional development focused on Special Education services and best practices training.
- Teachers will meet with Special Education Chairperson and Special Education Teachers to understand students' IEPs and accommodations
- Teachers will Implement students' IEPs with fidelity and document students' accommodations for each assignment in HISD Connect Power School
- Teachers will complete Progress Monitoring every 3 weeks with 100% accuracy.
- Teachers will collect work samples to demonstrate student progress during PLCs and ARDs
- Teachers will utilize RACE strategy with students in each content area for at least one extended constructed response per week, bringing writing samples to PLC for discussion.

Key Action Three: Staff Development

Who: Teachers, Teacher Apprentices, Learning Coaches, Special Education Teaching Assistants

What: Access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs

When: August Pre-Service PD, Demo Day Thursdays

Where: Rucker ES

Key Action Three: Budget

| Proposed item | Description | Amount |
|---------------|-------------|--------|
|---------------|-------------|--------|

| | | |
|---------------------|---|-----|
| Staff development | Implementation of IEPs, Accommodations, & Designated Supports, HISD Connect Power School | \$0 |
| Materials/resources | Student IEPs, HISD Connect Power School platform, Whiteboards, Markers, Pencils, Response Cards | \$0 |
| Purchased services | | \$0 |
| Other | | \$0 |
| Other | | \$0 |
| TOTAL | | \$0 |
| Funding sources: | | |
| | | |