

2025-2026 Action Plan



Eliot Elementary School

Dr. Cortney Richa-Hebert

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

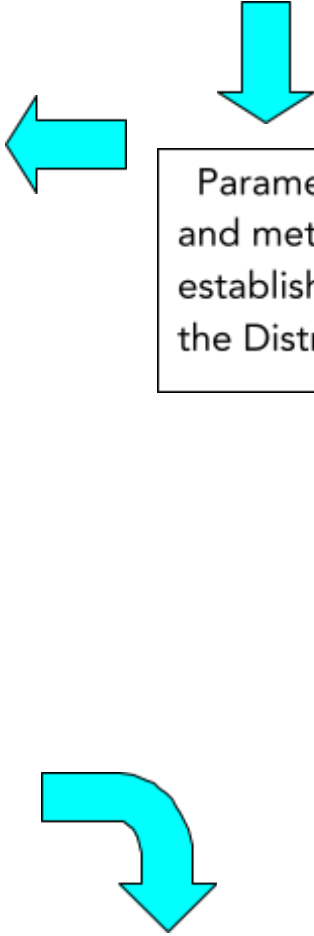
According to the BOY and MOY MAP data, Kindergarten, Second, and Fifth grade have not shown high growth and/or high achievement on their math and reading assessments.

Needs related to improving the quality of instruction

According to current spot score averages from Eliot and IRT, teachers, particularly in grades K, 1, and 2 need to continue to improve in Domain 2, both engage and deliver and monitor and adjust.

System evaluation (philosophy, processes, implementation, capacity)

Currently, Eliot does not have many, if any, teachers who are looking to grow in a teacher leader role. We will continue to grow our faculty as instructors and find ways for them to lead others at our school and in HISD.



**Parameters
and metrics
established by
the District**

Key Actions

- Improve the Quality of Instruction
- Improve Utilization of High Quality Instructional Materials
- Improve Staff Capacity

STAAR Progress 2025

Reading	Approaches	Meets	Masters
5th- 78	59- 76%	44- 56%	21- 27%
4th - 58	48- 83%	32- 55%	10-17%
3rd - 65	53 - 82%	37 - 57%	13 - 20%
Reading Overall	80% (+3)	56% (+3)	21% (-3) 52 = 79 C
Math	Approaches	Meets	Masters
5th- 78	55- 71%	33-42%	20-26%
4th- 60	54- 90%	50-83%	26-43%
3rd - 37	28 - 76%	21 - 57%	8- 22%
3rd Spanish - 30	27 - 90%	22-73%	8-27%
Math Overall	82% (+5)	64% (+13)	30% (+6) 59 = 89 B
Science	Approaches	Meets	Masters
Science Overall- 78	38- 49%	9- 12%	3- 4%
Achievement Overall	49% (+14)	12% (+6)	4% (+3) 22 = 49

School Action Plan Template

KEY ACTION ONE	Key Action One: Quality of Instruction
	Improve the Quality of Instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the middle of the year, 50% of students will meet their individual growth target on 2-5 NWEA MAP Reading and Math assessments. - By the end of the academic year, 55% of students will meet their individual growth target on 2-5 NWEA MAP Reading and Math assessments. - By each district reading and math assessments, at least 50% of students in grades 2-5 will score 60% or higher in Reading and Math.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Leaders will work with teachers in PLC weekly to support high quality instruction by reviewing slide decks and resources provided. - Leaders will coach in the moment daily to support classroom instruction and use of MRS strategies. - Leaders will analyze BOY Reading MAP data in August with the teachers to determine intervention groups and support the instruction and tracking in those groups. - Starting with week 1, monitor Amira usage in all grades.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Teachers will internalize lessons and personalize slide decks daily to provide high quality first instruction. - Teachers will practice their lessons weekly through at-bats during PLC and on Demo Days. - Teachers will analyze MAP data in August to form intervention groups and monitor the progress of their students during intervention time. - Teachers will hold individual student data conferences throughout the year for students to set growth goals and monitor their own progress.

Key Action One: Staff Development

Who: Teachers and Admin

What: Will provide high quality first instruction through the use of slide decks and resources provided by the curriculum department as well as analyzing BOY Math MAP data to provide the necessary intervention support for students to grow from BOY to MOY.

When: This will begin in August as soon as we have MAP data.

Where: In the classroom and during PLC.

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Campus and district training on internalizing lessons, personalizing slide decks, reading and utilizing MAP data.	
Materials/resources	Canvas/district provided unit maps and slide decks along with district provided resources.	
Purchased services	None	
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION TWO	Key Action Two: HQI
	Improve Utilization of High-Quality Instructional Materials
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the academic year, 90% of teachers score 1 point on the Planning and Professionalism Rubric "The teacher consistently plans to ensure alignment between instructional materials (including assessments) and state standards." - The average of the campus IRT Domain 2 average (Engage and Deliver & Monitor and Adjust) observation scores will be at or exceed 5 points during IRT 1 in the fall. During IRT 2, Domain 2 will be at or exceed 6 points. During IRT 3, the Domain 2 score will be at or exceed 7 points.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Leaders will work weekly with teachers in PLC to support the planning of high quality instruction by reviewing slide decks and resources provided. - Leaders will coach in the moment daily to support classroom instruction and monitor planning and professionalism. - Leaders will accurately document what they observe in each teacher's monthly Spot observations and meet with teachers to debrief on their observations. - Leaders will conduct weekly calibration walks to ensure alignment in scoring.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Teachers will internalize lessons and personalize slide decks daily to provide high quality first instruction that also focuses on all areas listed in Planning and Professionalism. - Teachers will practice their lessons weekly through at-bats during PLC and on Demo Days. - During PLC, teachers will view exemplar videos of instruction and score utilizing the Spot form monthly to calibrate among themselves as well as with admin.

Key Action Two: Staff Development

Who: Admin and teachers

What: Collaborate to support teachers in scoring a 1 on the Planning and Professionalism rubric.

When: During PLC, planning, and Demo Days.

Where: During the school day and as needed outside of regular school hours.

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Campus and district training on the Planning and Professionalism rubric.	
Materials/resources	Spot observation form, campus and district created professional development.	
Purchased services	None	
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION THREE	Key Action Three: Staff Capacity	
	Improve Staff Capacity	
	Indicators of success <i>(Measurable results that describe success.)</i>	
	- By the middle of the academic year, 80% of core teachers will score 7/10 in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot. - By the end of the academic year, 90% of core teachers will score 7/10 in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot. - The average of the campus IRT Domain 2 observation scores will exceed 5 points during IRT 1 in the fall. During IRT 2, Domain 2 will exceed 6 points. During IRT 3, the Domain 2 score will exceed 7 points.	
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>	
	- Leaders will work weekly with teachers in PLC to support high quality instruction and use of Engage and Deliver and Monitor and Adjust strategies by reviewing slide decks and resources provided. - Leaders will coach in the moment daily to support classroom instruction, use of MRS strategies, and other areas of what was previously Domain 2. - Leaders will accurately document what they observe in each teacher's monthly Spot observations and meet with teachers to debrief on their observations. - Leaders will conduct weekly calibration walks to ensure alignment in scoring.	
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>	
	- Teachers will internalize lessons and personalize slide decks daily to provide high quality first instruction that also focuses on all areas listed in Domain 2. - Teachers will practice their lessons weekly through at-bats during PLC and on Demo Days. - During PLC, teachers will view exemplar videos of instruction and score utilizing the Spot form monthly to calibrate among themselves as well as with admin.	

Key Action Three: Staff Development

Who: Admin and teachers

What: Work to improve Engage and Deliver/Monitor and Adjust strategy implementation in lesson planning and delivery.

When: During PLC, planning, and Demo Days.

Where: During the school day and as needed outside of regular school hours.

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Campus and district training on MRS strategies, lesson internalization, utilizing HOTS questions and stems, scaffolds, and structured academic discourse.	
Materials/resources	Spot observation form, campus and district created professional development.	
Purchased services	None	
Other		
Other		
TOTAL		

Funding sources:

Key Action Three: Staff Development

Who: Admin and teachers

What: Work to improve Engage and Deliver/Monitor and Adjust strategy implementation in lesson planning and delivery.

When: During PLC, planning, and Demo Days.

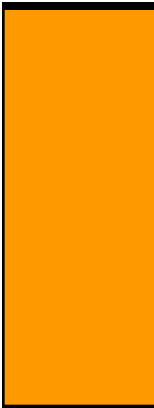
Where: During the school day and as needed outside of regular school hours.

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Campus and district training on MRS strategies, lesson internalization, utilizing HOTs questions and stems, scaffolds, and structured academic discourse.	
Materials/resources	Spot observation form, campus and district created professional development.	
Purchased services	None	
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION FOUR	Key Action Four: SPED
	Improve SPED Quality of Instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the first semester, 100% of campus ARDs are held on or before the deadline. 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. - By the end of the academic year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs as verified through random quarterly reviews. - Throughout the academic year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. - By the end of the academic year, the principal ensures that 100% IEP progress reports are delivered within X days.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Communicate weekly with the SPED chair to ensure ARDs are held on or before the deadline. - Receive IEPs for newly enrolled students with the teachers as they receive the ARD tracker within one week of enrollment as well as check every 2 weeks to ensure accuracy. - Conduct quarterly reviews of IEPs to ensure the goals are tailored to meet student needs and are specific, clear, and measurable. - Receive relevant portions of the IEP with the teachers within 3 days of finalization. - Monitor the completion of IEP progress reports throughout the school year.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

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- Communicate weekly with leaders to ensure ARDs are held on or before the deadline.
 - Provide school leaders IEPs for newly enrolled students with the teachers as they receive the ARD tracker within one week of enrollment as well as check every 2 weeks to ensure accuracy.
 - Conduct quarterly reviews of IEPs to ensure the goals are tailored to meet student needs and are specific, clear, and measurable.
 - Provide relevant portions of the IEP to the teachers and school leaders within 3 days of finalization.
 - Monitor the completion of IEP progress reports throughout the school year.