



## **School Action Plan**

### **Rice\_25-26\_Action\_Plan**

**The Rice School / La Escuela Rice K-8**

**Kimberly Hobbs, Principal**

**Key Action: Improve the quality of instruction for English Language Arts (ELA) Grades K-8.****Indicators of success**

- By the end of the academic year, 80% of students in Grades 3-8 will reach the growth target in Reading as defined by TEA Domain 3 accountability.
- By the end of June 2026, 40% of Emergent Bilingual students will meet their individual growth target for Grades 2-8 NWEA EOY MAP Reading.
- By the end of the academic year, 80% of tier 2 and tier 3 students will meet or exceed their individual growth target on NWEA EOY MAP.
- By the end of October 2025, 80% of SPOT observations will reflect that core content teachers receive a 2 or higher in Engage & Deliver. By the end of March 2026, this will increase to 90% of core teachers receive a 3 or higher.

**Specific actions – school leaders**

- Train teachers during pre service with a focus on Engage & Deliver and Monitor & Adjust
- Coach teachers and use SPOT observation form to highlight Planning (LO/DOL alignment), Engage & Deliver, Monitor & Adjust, Reinforce & Redirect, and Learning Environment.
- Train teachers during professional development to utilize Short Constructed Responses (SCR) and Extended Constructed Responses (ECR) in all content areas.
- Conduct effective PLCs by demonstrating Lesson Internalization using slide decks to support reading, writing, math, science, and social studies.
- Coach teachers and provide high-quality feedback to improve High Quality Instruction (HQI).
- Coach and monitor teachers as they utilize the district curriculum with 100% fidelity.

**Specific actions – staff**

- Teachers will internalize the district curriculum, slide decks, activities with 100% fidelity.
- Teachers will internalize DOL data, track formative assessments, and provide feedback to students.
- Teachers will create a daily SCR in all core content subjects.
- Teachers will develop one ECR a month in ELA, related to social studies or science (cross-curricular).
- Use the rubric provided by TEA to assess student SCR's and ECR's
- Teachers will implement a response card for students to record their thinking.

|               |                                                                          |                                   |               |
|---------------|--------------------------------------------------------------------------|-----------------------------------|---------------|
|               | <b>Key Action One:</b>                                                   |                                   |               |
|               | Who: Principal, Assistant Principals, Instructional Specialist, Teachers |                                   |               |
|               | What: Improve the quality of instruction for Reading/ELA                 |                                   |               |
|               | When: August 2025 through June 2026                                      |                                   |               |
|               | Where: Rice K-8 campus                                                   |                                   |               |
| <b>BUDGET</b> | <b>Proposed item</b>                                                     | <b>Description</b>                | <b>Amount</b> |
|               | Staff development                                                        | Preservice and designated PD days |               |
|               | Materials/resources                                                      | Handouts                          |               |
|               | Purchased services                                                       | IXL (group package)               | \$10,000      |
|               | Other                                                                    |                                   |               |
|               | Other                                                                    |                                   |               |
|               | <b>TOTAL</b>                                                             |                                   | \$10,000      |
|               | Funding sources: GF1                                                     |                                   |               |

**Key Action****Improve the quality of instruction for Math in Grades K-8.****Indicators of success**

- By the end of the academic year, 60% of Grade 5 students will reach the achievement target in Math as defined by TEA Domain 3 accountability.
- By the end of the academic year, 80% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA EOY MAP.
- By the end of the academic year, 60% of students in Grades 3-4 will reach the growth target in Math as defined by TEA Domain 3 accountability.
- By the end of the academic year, 90% of teachers score 1 point on the lesson objective indicator of the Planning & Professionalism rubric, "The teacher consistently plans to ensure all instructional activities align to the lesson objective."

**Specific actions – school leaders**

- Train teachers during preservice and facilitate engagement strategies which support math instruction in the classroom.
- Coach teachers and use SPOT observation forms to highlight Planning (LO/DOL alignment), Engage & Deliver, Monitor & Adjust, Reinforce & Redirect, and Learning Environment.
- Train teachers during professional development throughout the year to use Short Constructed Responses (SCR) in each content area.
- Coach, provide high-quality feedback in Monitor & Adjust for teachers to improve instruction.
- Train teachers to implement high-engagement strategies (white board, ink-pair-share, SCR) to improve HQI in math.
- Coach and monitor teachers as they utilize the district curriculum with 100% fidelity.

**Specific actions – staff**

- Teachers will internalize the district curriculum with 100% fidelity.
- Teachers will internalize DOL data, track formative assessments data to provide feedback to students.
- Teachers will ensure "at bats" are implemented for authentic engagement
- Utilize high-engagement strategies in math, i.e. whiteboard, turn & talk, table talk.
- Teachers will conduct goal-setting conferences with students for NWEA BOY, MOY, and EOY

|               |                                                             |                                    |               |
|---------------|-------------------------------------------------------------|------------------------------------|---------------|
|               | <b>Key Action Two:</b>                                      |                                    |               |
|               | Who: Principal, Assistant Principals, Teachers              |                                    |               |
|               | What: Improve the quality of math instruction in Grades K-8 |                                    |               |
|               | When: August 2025 through June 2026                         |                                    |               |
|               | Where: Rice K-8 Campus                                      |                                    |               |
| <b>BUDGET</b> | <b>Proposed item</b>                                        | <b>Description</b>                 | <b>Amount</b> |
|               | Staff development                                           | Pre-service and designated PD days |               |
|               | Materials/resources                                         | Handouts                           |               |
|               | Purchased services                                          | IXL (group package)                | \$10,000      |
|               | Other                                                       |                                    |               |
|               | Other                                                       |                                    |               |
|               | <b>TOTAL</b>                                                |                                    | \$10,000      |
|               | Funding sources: GF1                                        |                                    |               |

**Key Action****Improve the quality of instruction in Special Education.****Indicators of success**

- By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
- By the end of the year, the principal/assistant principals will have 100% attendance at ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.
- By the end of the academic year, the principal/assistant principals 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 2025-2026 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus recordkeeping.
- 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

**Specific actions – school leaders**

- Administrators will assess all IEPs of returning students during the summer of 2025 and conduct ARD meetings to bring them to proficiency.
- Administrators will assign homerooms to students receiving special education services to promote an efficient system of delivering support, resources, and dyslexia services.
- Administrators will train all teachers who provide instruction to students with disabilities, receive copies of the IEPs during pre-service and are familiar with the goals and accommodations.
- Administrators and Special Education Chairperson will attend monthly meetings with HISD SPED Director to review ARD data and support for students receiving special education services.

**Specific actions – staff**

- The special education chairperson and special education teachers will participate in professional development in the Standards-Based IEP Process training through TEA Learns and utilize Goal Book to create measurable goals.
- During preservice, instructional staff will meet with the special education team and members of the administrative team to review current student's IEP goals and accommodations.
- The special education chairperson will ensure the instructional staff is knowledgeable of their students' IEPs, the identified curriculum and support needed.
- The teachers will familiarize themselves with each student's IEP prior to the first day of school. Work with the SPED team to document accommodations and modifications in PowerSchool.

|               |                                                                            |                                  |               |
|---------------|----------------------------------------------------------------------------|----------------------------------|---------------|
|               | <b>Key Action Three:</b>                                                   |                                  |               |
|               | Who: Principal, Assistant Principal, SPED Chairperson, SPED Team, Teachers |                                  |               |
|               | What: Improve the quality of instruction in Special Education.             |                                  |               |
|               | When: August 2025 through June 2026                                        |                                  |               |
|               | Where: Rice K-8 Campus                                                     |                                  |               |
| <b>BUDGET</b> | <b>Proposed item</b>                                                       | <b>Description</b>               | <b>Amount</b> |
|               | Staff development                                                          | Pre-service & designated PD days |               |
|               | Materials/resources                                                        | Handouts                         | \$500         |
|               | Purchased services                                                         | N/A                              |               |
|               | Other                                                                      |                                  |               |
|               | Other                                                                      |                                  |               |
|               | <b>TOTAL</b>                                                               |                                  | \$500         |
|               | Funding sources: GF1                                                       |                                  |               |

# Rice K-8 School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

## Needs related to student achievement...

Based on the current level of achievement at Rice K-8, we are focused on the MAP NWEA and STAAR performance for this school year. Our data for the NWEA Winter term 2024-2025 in Math showed growth at the 54<sup>th</sup> percentile, an increase from the Fall term which reflected the 53<sup>rd</sup> percentile. Students in Grade 8 scored the lowest at the 45<sup>th</sup> percentile, followed by Grade 6 at the 48<sup>th</sup> percentile. Grade 7 math was 51<sup>st</sup> percentile. Grade 1 at 55<sup>th</sup> was followed by Grades 3 and 4 reflecting the 56<sup>th</sup> percentile. Grade 2 reflected 57<sup>th</sup> and Grade 5 at the 58<sup>th</sup> percentile. Our Kindergarten classes reflected the highest in math at the 71<sup>st</sup> percentile. Our focus in math will continue for all students, but specifically in Grades 6, 7, 8 based on this assessment. For Grades 2-8, our Reading on the NWEA demonstrated growth at the 60<sup>th</sup> percentile. Achievement from the Fall 2024-2025 which grew from 57<sup>th</sup> percentile to the 59<sup>th</sup> percentile in the Winter term. Students in Grades 2-8 taking NWEA Science grew to the 61<sup>st</sup> percentile. Achievement in science demonstrates the 59<sup>th</sup> in Fall 2024 and 61<sup>st</sup> in Winter 2024-2025. Overall, we are performing well in reading, math, and science as reflected in the MAP NWEA.

Our STAAR performance for the past 2 years indicates students performed better in STAAR Reading 85% (2022-2023) and 83% (2023-2024) than math. Students in Grades 3-8 scored 69% (2023-2024) and 73% (2022-2023) in STAAR Mathematics. STAAR data trends in reading show our students' performance levels increasing at the Masters Level. STAAR Reading Masters level for 2022-2023 was 43% and is improving yearly. Our STAAR Math results from Spring 2024 demonstrated that for Grades 3-8 students were at a 70% Approaches Grade Level. Subpopulations reflected that our African American students scored the lowest at 65% Approaches Grade Level in the STAAR Math.

## Needs related to improving the quality of instruction...

We will improve the overall quality of instruction at Rice K-8 as we target the following:

- Provide high-quality professional development during preservice and throughout the school year
- Weekly PLCs meetings with teachers to plan, reflect, and internalize lessons and instructional strategies
- Target MRS strategies, LO, DOL, Real-world Connections, Higher Order Thinking Skills
- Coordinate calibration walks with Admin Team, Executive Director to ensure alignment of lessons
- On-the-spot Coaching with direct link between teacher's actions and student performance
- Ensure feedback to teachers will improve student outcomes
- Internalize, reflect, adjust, and create a Culture with a Growth Mindset