

Roosevelt Elementary School



Once A Bear, Always A Bear

2025-2026 Action Plan

Roosevelt Elementary School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

1. Writing Ability:

Based on STAAR writing results, **50% of students scored below a 6**, indicating a significant need to improve written communication skills across grade levels. Students struggle with organizing ideas, using text evidence, and applying grammar and conventions effectively.

2. Basic Math Computation:

Current progress monitoring shows that **20% of students are performing below grade level** in basic math fluency. These foundational gaps in addition, subtraction, multiplication, and division are limiting students' ability to engage in higher-order math tasks and multi-step problem solving.

3. Reading Fluency:

Data indicates that **25% of students are reading below grade level expectations**, impacting their comprehension and overall academic achievement. Interventions focused on improving fluency through repeated readings, targeted decoding strategies, and guided oral reading are necessary to close this gap.

Needs related to improving the quality of instruction

1. Second Teach/Intervention Instruction:

There is a need to improve the **effectiveness of second teach** by ensuring it is timely, targeted, and based on real-time student data. Many current second teaches do not fully close gaps or re-engage students who did not master the initial instruction.

2. Addressing Misconceptions:

Teachers need support in **identifying and addressing student misconceptions** during instruction. Misconceptions are often missed or not corrected in the moment, leading to persistent learning gaps.

System evaluation (philosophy, processes, implementation, capacity)

1. Accommodations Documentation:

There is a need to improve the **consistent and timely documentation of accommodations** in PowerSchool to ensure students in SPED, 504, and EB populations are receiving the support outlined in their plans.

2. Summit K12 Implementation:

Although **85% of students completed their PLP**, many were not completed by TELPAS testing. There is a need for **increased usage and progress monitoring** of Summit K12 to ensure all Emergent Bilingual (EB) students are actively working on and completing their required language development plans.

3. Gifted Education Plans (GEPs):

There is a need to ensure **100% completion and compliance of GEPs** for all identified GT students, with clear instructional differentiation reflected in lesson planning and delivery.

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve Utilization of High-Quality Instructional Materials
	Indicators of success (Measurable results that describe success.)
	- By the end of the academic year, 80% of teachers score 1 point on the “Planning for Misconceptions” indicator of the Planning & Professionalism rubric, “The teacher identifies common student misconceptions and pre-plans targeted instructional moves to address them most of the time ahead of the lesson.” - By the end of the academic year, 80% of teachers score 1 point on the standards alignment indicator of the Planning & Professionalism rubric " The teacher consistently plans opportunities to differentiate and/or scaffold instruction for all student groups.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Deliver targeted PD and model best practices related to addressing misconceptions, differentiation, and student engagement strategies. - Enhance PLCs to focus on anticipating misconceptions, planning scaffolds, and differentiating instruction using clear protocols and planning tools. - Implement instructional coaching cycles focused on individual teacher growth in planning and Domain II (Monitor & Adjust, Engage & Deliver). - Provide weekly feedback on lesson plans, emphasizing planning for misconceptions and supports for all student groups.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	- Intentionally plan for misconceptions by identifying likely student errors during lesson prep and scripting specific strategies or questions to address them. - Differentiate instruction and scaffolds for all learners by using data (e.g., MAP, CFUs, exit tickets) to plan varied tasks, supports, and groupings. - Actively participate in PLCs by bringing student work, contributing to collaborative planning, and sharing successful strategies or supports used in the classroom. - Submit lesson plans consistently and on time, ensuring alignment to standards, clear learning objectives, and inclusion of misconceptions and differentiation components.

Key Action One: Staff Development

Who: Leaders: Principal, Assistant Principal, Instructional Coaches
Staff: All instructional staff, interventionists, support staff
Students: Actively track progress and engage in goal setting

What: Provide August and monthly PD on misconceptions, differentiation, small group instruction, and engagement with modeling and exemplars. Hold weekly PLCs to review data, identify misconceptions, and plan scaffolds. Conduct twice-monthly walkthroughs with 24-hour feedback and follow-up coaching. Review lesson plans weekly for alignment, misconceptions, and differentiation. Use weekly leadership and biweekly teacher meetings to adjust groups and refine instruction. Maintain weekly student trackers and hold monthly student goal-setting conferences.

When: Initial PD in August; monthly follow-ups
PLCs weekly (minimum 45 minutes)
Walkthroughs twice per month per teacher with 24-hour feedback
Lesson plans due Tuesday 4:00 PM; feedback Friday EOD
Leadership meetings weekly; teacher data meetings biweekly
Student trackers updated weekly; conferences monthly

Where: Classrooms and intervention spaces for instruction
PD room for training
Collaboration rooms for PLCs and data meetings
Digital platforms for lesson plans, data tracking, and shared resources

Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	PD slide decks, Planning & Professionalism rubric, Domain II SPOT rubric, video exemplars, example lesson plans, PLC agendas, data reports, differentiation checklists, intervention curriculum, fidelity checklists, observation rubrics, feedback forms, MAP RIT band resources, manipulatives, formative assessment tools, student trackers, goal-setting sheets	\$0
Purchased services		
Other		
Other		
TOTAL		\$0

Funding sources:

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Writing Proficiency across Grades 2-5
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the academic year, ELA teachers will implement 3 SCR practice opportunities for students in each lesson. Math/Science teachers will implement 1 SCR Practice in each lesson. - By IRT #4, 6/6 teachers observed will receive 1 full point for “Engagement Strategies (Writing)”. For intermittent checks, 6/6 teachers will receive at least partial point for IRT #1 - #3. - Based on the HISD Curriculum Cycle, 70% of students will receive a 3 or greater on ECR Practice in the months of November – April.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	☐ Model and Monitor SCR/ECR Integration Conduct frequent walkthroughs and SPOT observations to ensure SCR practice is embedded in lesson cycles, providing immediate feedback and exemplars where needed. ☐ Provide Targeted Professional Development Offer PD sessions on crafting strong SCR/ECR prompts, scaffolding writing in all content areas, and using rubrics to calibrate scoring across teachers. ☐ Create and Share Exemplars Develop campus-wide exemplar banks (student and teacher-created) for SCRs and ECRs to guide instruction, highlight success criteria, and promote consistent expectations. ☐ Use Data to Drive Adjustments Regularly analyze student SCR/ECR results during PLCs, identify trends, and plan reteach strategies, ensuring alignment with HISD’s curriculum cycle. ☐ Embed Accountability Structures Require teachers to document planned SCR opportunities in lesson plans and review them during planning meetings, celebrating progress when teachers meet implementation targets.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	☐ Plan SCRs/ECRs Intentionally Embed at least 3 SCR opportunities (ELA) or 1 SCR opportunity (Math/Science) into every lesson plan, ensuring alignment with the LO/DOL. ☐ Model and Scaffold Writing Use sentence stems, graphic organizers, and exemplars to guide students in crafting responses that demonstrate reasoning and evidence. ☐ Integrate Writing Across Instruction Provide SCR prompts during Do Now, We Do, and You Do portions of lessons to build consistency and stamina in writing. ☐ Use Rubrics to Calibrate Student Work Score student responses with HISD rubrics, provide feedback, and have students revise so they learn what a “3 or greater” looks like.

Key Action Two: Staff Development

Who: School leaders will guide the work by providing exemplars, rubrics, and calibration opportunities, while monitoring implementation through SPOT checks and IRTs. Teachers will plan and embed SCR/ECRs daily, score and reteach with HISD rubrics, and use scaffolds to support all learners. Students will practice writing consistently, revise their work, and learn from feedback.

What: The focus will be on embedding three SCR in every ELA lesson and one SCR in each Math/Science lesson, while building student proficiency with ECRs. Leaders will provide PD, track progress, and celebrate growth. Teachers will intentionally plan writing opportunities, model strong responses, and use exemplars to clarify expectations.

When: Writing practice will occur daily in classrooms. PLCs will be used weekly to review student work and plan reteach strategies. Leaders will provide PD monthly and monitor writing strategies through SPOTs. Each quarter, IRTs will serve as checkpoints to measure progress toward teacher and student goals.

Where: Classrooms will serve as the daily space for SCR/ECR practice. PLCs will be the hub for scoring calibration and instructional adjustments. PD sessions will provide models and new strategies. Campus-wide celebrations will recognize teachers who meet writing targets and students who earn a 3+ on ECRs.

Key Action Two: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve accountability of Special Populations (GT, EB, SPED, 504)
	Indicators of success <i>(Measurable results that describe success.)</i>
	- Based on the Special Education Folder Audit, the campus will increase their “Quality of IEP” ratings from 2/5 to 4/5. - By January 2026, 100% of students identified as EB will complete their Summit K12 Learning Plan. - By January 2026, 100% of students identified for GT Service will have an GEP developed according to district guidelines.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Host targeted professional development sessions at the start of the year (and refreshers mid-year) on documenting SPED/504 accommodations, Summit K12 usage, and GT GEP development, aligned with district expectations. - Designate point persons (e.g., SPED Lead, LPAC Coordinator, GT Coordinator) to monitor progress, provide teacher support, and ensure documentation is completed accurately and on time. - Integrate progress checks, data reviews, and support into weekly PLCs and coaching conversations to ensure all teachers are on track in providing and documenting special populations documentation. - Conduct audits to identify gaps bi-weekly and course correct.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Clearly outline how lessons will meet the needs of SPED, 504, EB, and GT students, using data and student accommodations to drive differentiation. - Consistently record SPED/504 accommodation implementation for students by the end of each grading cycle. - Monitor progress and provide time/support for students in special populations to reach the goals on their education plans. - Engage regularly with case managers and coordinators to ensure accurate implementation of student supports and updates to instructional practices.

Key Action Three: Staff Development

Who: Leaders: Principal, Assistant Principal, SPED Lead, LPAC Coordinator, GT Coordinator
Staff: All instructional staff, case managers, coordinators
Students: SPED, 504, EB, and GT students actively participating in education plans

What: Provide targeted PD in August and mid-year on documenting accommodations, Summit K12 usage, and GT GEP development. Assign point persons to monitor compliance, support teachers, and track deadlines. Review progress in weekly PLCs and coaching conversations, integrating data checks and problem-solving. Conduct bi-weekly audits to identify and address gaps. Teachers will plan lessons using student accommodations, record implementation in PowerSchool each grading cycle, support student progress toward goals, and collaborate regularly with coordinators.

When: Initial PD in August; refresher PD in January
Documentation in PowerSchool completed each grading cycle
Weekly PLCs and coaching sessions to review progress
Bi-weekly audits by point persons
Summit K12 plans completed by EOY
GT GEPs completed by January 2026

Where: PD room for training sessions
Classrooms for lesson implementation
PLC meeting spaces for progress checks
Digital systems (PowerSchool, Summit K12, district GT platform) for documentation

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	PD slide decks, district guidelines for SPED/504, EB, and GT documentation, accommodation checklists, Summit K12 access, GEP templates, audit checklists, PowerSchool access, progress monitoring forms	
Purchased services		
Other		
Other		
TOTAL		

Funding sources: