# 2026-2027 Action Plan

## Rucker ES



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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 |
|---|

2025-2026 STAAR Data
ELA (Reading) STAAR Data – 2025 vs. 2026
3rd Grade Reading

- Approaches: 73% → 69% ↓
- Meets: 35% → 47% ↑
- Masters: 16% → 26% ↑

*Significant increase across Meets and Masters. Continue Action Steps and Systems.*
4th Grade Reading

- Approaches: 69% → 68% ↓
- Meets: 46% → 36% ↓
- Masters: 18% → 14% ↓

*Performance decreases across all performance levels. Refine Actions Steps and Systems.*
5th Grade Reading

- Approaches: 84% → 74% ↓
- Meets: 59% → 38% ↓
- Masters: 29% → 13% ↓

*Performance decreases across all performance levels. Refine Actions Steps and Systems.*

Mathematics STAAR Data – 2025 vs. 2026
3rd Grade Math

- Approaches: 69% → 53% ↓
- Meets: 31% → 26% ↓
- Masters: 4% → 10% ↑

*Notable decline, particularly in Approaches and Meets level. Requires targeted math intervention.*
4th Grade Math

- Approaches: 76% → 88% ↑
- Meets: 44% → 67% ↑
- Masters: 16% → 41% ↑

*Performance decreases across all performance levels. Refine Actions Steps and*

*Systems.*

5th Grade Math

- Approaches: 79% →67% ↓
- Meets: 48% → 26% ↓
- Masters: 31% → 8% ↓

*Performance decreases across all performance levels. Refine Actions Steps and Systems.*

Summary of Key Insights

- Reading performance showed mixed results, with strong gains in 3rd grade but declines in 4th and 5th grades.
- Mathematics performance showed performance decreases in 3rd, 4th and 5th grade math.
- Priority areas for improvement include 4th and 5th grade Reading & 3rd grade and 4th Math mastery

2025-2026 TELPAS Data: 40.68% of EBs meeting Target (Composite to Composite)

View: Detail Summary

Key: Decreasing Maintaining Rising Totals

| Summary | | TELPAS 25-26 | | | | | |
|---|---|---|---|---|---|---|---|
| | | Rising | | Maintaining | | Decreasing | |
| | | # | % | # | % | # | % |
| TELPAS 24-25 | Beginning | 18 | 15.25% | 9 | 7.63% | 0 | 0% |
| | Intermediate | 25 | 21.19% | 34 | 28.81% | 4 | 3.39% |
| | Advanced | 4 | 3.39% | 17 | 14.41% | 1 | 0.85% |
| | Advanced High | 0 | 0% | 1 | 0.85% | 5 | 4.24% |
| | Totals | 47 | 39.83% | 61 | 51.69% | 10 | 8.47% |

NWEA MAP End of Year (EOY '25 – '26) Math indicated that: 43% median percentile

- 25% of students were in the (1st-21st) percentile;
- 21% in (21st - 40th) percentile;
- 24% in (41st – 60th) percentile;
- 21% in (61st – 80th) percentile;
- 9% in (81st to 99th) percentile.

NWEA MAP End of Year (MOY '25 – '26) Reading data indicated that: 43% median percentile

- 21% of students were in the (1st-21st) percentile;
- 23% in (21st - 40th) percentile;
- 28% in (41st – 60th) percentile;
- 19% in (61st – 80th) percentile;

- 9% in (81st to 99th) percentile.

NWEA MAP End of Year (MOY '25 – '26) Science data indicated that: 60% median percentile

- 14% of students were in the (1st-21st) percentile;
- 13% in (21st - 40th) percentile;
- 23% in (41st – 60th) percentile;
- 28% in (61st – 80th) percentile;
- 22% in (81st to 99th) percentile.

## Needs related to improving the quality of instruction

**ROOT CAUSE**

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which grew from 12.35 – BOY IRT 1 to 15.25 EOY IRT 4, year IRT average of 14.17, the AIM platform (Lead Rating: Pending Summative Rating), and the HISD Sot App. The data derived from the quality of instruction indicates a need for professional development centered on providing effective support to our students in special populations, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on how to effectively gradually release content and engage students through multiple response strategies and active monitoring.

## System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Rucker ES.

- **Identifying Baseline Data:** By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.
- **Setting Measurable Goals:** Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
- **Monitoring Implementation:** Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.
- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.

- **Making Adjustments:** When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

## Key Actions (Focus Areas)

- Improve the quality of instruction in math
- Improve English proficiency for identified at-risk population of Emergent Bilingual students
- Improve SPED instruction, service delivery, and outcomes

| KEY ACTION ONE | Key Action (Briefly state the specific goal or objective.) |
|---|---|
| | Improve the quality of instruction in math |
| | Indicators of success (Measurable results that describe success.) |
| | • By January 2027, 70% of math teachers in grades K-5 will score 1.5 on the Planning domain of the Spot Form, consistently planning to ensure all instructional activities and moves align to the learning objective, DOL alignment, and embedding concrete exemplars, and by the end of the academic year 70% of math teachers in grades K-5 will score 2.5 on the Planning domain of the Spot Form, consistently planning to ensure all instructional activities and moves align to the learning objective, DOL alignment, and embedding concrete exemplars.<br>• By January 2027, at least 50% of K-5th grade students will meet their expected growth from BOY to MOY NWEA Math, and by May 2027, at least 53% of K-5th grade students will meet their expected growth from MOY to EOY NWEA Math.<br>• By January 2027, at least 50% of K-5th grade students will meet their expected mid-point completed lessons (45) (30 for 5th grade) in Zearn Math, and by May 2027, at least 53% of K-5th grade students will meet their expected completed lessons (90) (60 for 5th grade) in Zearn Math. |
| | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?) |
| | • Leaders will facilitate effective PLCs that focus on the customization and internalization of math lessons focusing on the alignment of LO and DOL. PLC focus shifts over the academic school year.<br>• 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 Sweet 16 instructional moves and Spot Form.
- Leaders will engage in weekly calibration rounds to coach on the spot using the Observe, Praise, and Polish protocol (OPP) and analyze data to identify trends and plan Professional Development in response to data.
- Leaders will provide on-the-job coaching regularly to math 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.
- Leaders will actively monitor student productive engagement during the scheduled Zearn time.
- Leaders will actively monitor for usage of Zearn workbooks to show their work while completing Zearn lessons.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- 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 by implementing feedback into lesson internalization and instruction delivery resulting in increase of Spot observations scores.
- 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 implement LO-aligned success criteria (steps) to gradually release and chunk the procedural to solving math.
- Teacher will actively monitoring students during the scheduled digital resources time, ex: Zearn, to ensure students are actively completing lessons.

## 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 | NA | |
| State Compensatory Education Funds | Campus must specifically name how much SCE funds are being allocated for EBs and how it is being used. | How much of campus $402,748 will be used for this group? |
| Other | | |
| | TOTAL | 0 |

Funding sources: SCE funds

| KEY ACTION TWO | Key Action (Briefly state the specific goal or objective.) |
|---|---|
| | Improve English proficiency for identified at-risk population of Emergent Bilingual students |
| | Indicators of success (Measurable results that describe success.) |
| | ● By January 2027, 40% of 2-5th Emergent Bilingual students (EBS) will meet their individual growth target to grow at least one proficiency level from their EOY TELPAS rating using |

Summit K12 ELD Snapshot MOY assessment, and by May 2027, 43% of 2-5 Emergent Bilingual students will grow at least one proficiency level on TELPAS.

- By January 2027, 60% of teachers of EBs in grades PK-5 will score 7 out of 13 points on the Instruction domain of the Spot Form, and by the end of the academic year 63% of teachers of EBs in grades PK-5 will score 9 out of 13 points on the Instruction domain of the Spot Form.

Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

● Leaders will coach teachers on effectively implementing MRS to provide various opportunities for scholars to increase their ability to read, write, and speak in English.

- Leaders will train and support with monitoring EB usage of the Summit K12 digital resource ensuring EBs complete at least 4 lessons/weekly preparing them to meet their MOY goal to increase at least 1 proficiency level from previous year TELPAS rating.

● Leaders will track, reflect on, and respond to the emergent bilingual achievement outcomes aligned to reading and/or Math DOLs and unit assessments through block-to-block coaching and weekly leadership team meetings.

● Leaders will coach teachers to mastery on how to effectively monitor, make the needed instructional adjustments and provide feedback to EB students.

● Leaders will train teachers on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB scholars during preservice in August 2026 and as needed throughout the school year.

● Leaders will effectively train all K-1$^{st}$ teachers on how to effectively administer the TELPAS assessment and rate student outcomes by February 2027.

● Leaders will coach and monitor the implementation of SCR and ECR across contents and provide on-going professional development refreshers monthly to ensure mastery in these areas for teacher and scholars.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

● Execute HISD specific engagement strategies (MRS) daily & consistently throughout the instructional block to provide scholars various opportunities to listen to, read, write and speak in English.

- Teachers will monitor EB usage of the Summit K12 digital resource ensuring EBs complete at least 4 lessons/weekly preparing them to meet their MOY goal to increase at least 1 proficiency level from previous year TELPAS rating.

| | |
|---|---|
| | ● Intentionally adjust instructional practices to reflect targeted, differentiated, support for all emergent bilingual (at-risk) students in all instructional spaces, on a block-to-block daily basis.<br><br>● Execute daily monitoring to prioritize EB students' quality of student work and overall English language proficiency.<br><br>● Implement instructional best practices focused on the "Sweet 16" provided during PD sessions utilizing the campus lesson internalization framework with a focus on differentiating and scaffolding.<br><br>● Engage in PLCs with a focus on SCR and ECR across content areas; will provide evidence of implementation and provide peer feedback on how to improve students' writing. |

| Key Action TWO: Staff Development |
|---|
| Who: Instructional Leaders |
| What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days. |
| When: Daily & Weekly |
| Where: Campus & District Sites |

| Key Action TWO: Budget | | |
|---|---|---|
| Proposed item | Description | Amount |
| Staff development | Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB students and **to ensure a well-rounded education.** | 0 |
| Materials/resources | Curriculum documents Lead4ward documents Ontrack reports SPOT form Lesson internalization document | 0 |
| Purchased services | NA | |

| | | |
|---|---|---|
| State Compensatory Education Funds | Campus must specifically name how much SCE funds are being allocated for EBs and how it is being used. | How much of campus $402,748 will be used for this group? |
| Other | | |
| | TOTAL | 0 |

Funding sources: SCE

| KEY ACTION THREE | Key Action (Briefly state the specific goal or objective.) |
|---|---|
| | Improve student achievement for Special Education students |
| | Indicators of success (Measurable results that describe success.) |
| | ● The percentage of "instructionally proficient" special education student folder compliance, as measured by a rubric and reviewed by an independent team from the Special Education Department, will be at 75% or higher and increase to at least 90% by May 2027.<br><br>● By January 2027, 66% (2 out of 3) special education teachers will score a 7 or higher in Domain II Instruction on the SPOT observation conducted by the campus leadership team. The percentage of special education teachers scoring 9 or higher will increase to 100% (3 out of 3) by June 2027.<br><br>● By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2027. |

| | |
|---|---|
| | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?) |
| | ● Perform campus based monthly SpEd folder audits, reviewing 20% of all SpEd folders each time, with a focus on Quality of IEPs using the Office of Special Education Services Folder Audit Rubric.<br><br>● Meet with SpEd Department Chair and SpEd support weekly to review multiple layers of SpEd compliance: ARDS, IEPs, Accommodations, Progress Monitoring, 504, Dyslexia, and Documentation.<br><br>● Coach staff on high quality instruction/support during 1st and 2nd teach, with a focus on differentiation and scaffolding to meet the needs of Tier 2/3 and SpEd scholars.<br><br>● Engage in block to block, and daily data sorts to urgently close instructional gaps around SpEd scholar outcomes in 1st and 2nd teach.<br><br>● Coach staff on high quality instructional look fors, based on the specialty guidance for SpEd spaces according to the district SPOT form, with a targeted focus on Domain 2 Instruction. |
| | Specific actions – staff (What specific action steps will the staff take to accomplish the objective?) |
| | ● Co-Teachers and Teachers will document all SpEd. scholar accommodations and/or modifications in PowerSchool, as reflected by the 3 week grading benchmarks.<br><br>● Complete all required paperwork for ARD meetings and documentation of IEP implementation.<br><br>● Implement instructional best practices providing during professional development sessions and on the spot coaching to ensure high quality differentiated and scaffolded instruction, daily, to scholars.<br><br>● Conduct block to block and daily data sorts to determine trends and the highest leverage gap in special education student performance (1st and 2nd teach).<br><br>● Implement high quality instructional look fors based on the district specialty guidance for Special Educations teachers, with a targeted focus on Domain 2 Instruction. |

| Key Action THREE: Staff Development |
|---|
| **Who**: Instructional leaders and Special Education Department Chair |
| **What**: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days. |

**When**: Daily and Weekly

**Where**: District and campus locations

## Key Action THREE: Budget

| Proposed item | Description | Amount |
|---|---|---|
| Staff development | Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher order thinking skills. | 0 |
| Materials/resources | Curriculum documents, IEPs, OnTrack and A4E data reports | 0 |
| Purchased services | NA | |
| Other | | |
| Other | | |
| | TOTAL | 0 |

Funding sources: