



School Action Plan

Rice_24-25_Action_Plan

The Rice School / La Escuela Rice K-8

Kimberly Hobbs, Principal

Key Action: Improve the quality of English Language Arts (ELA) instruction in grades 3-8."

Indicators of success

· By the end of the 2024-2025 school year 70% of all students tested in Grades 2-8 will score at or above the 60th national percentile in achievement as measured by the EOY NWEA Reading assessment.

· By June 2025, 50% of Emergent Bilingual students will meet their individual growth target on NWEA MAP Reading in Grades 2-8.

· In the 2024-2025 school year, 70% of the students in Grades 3-8 taking STAAR reading will move from 55% Meets in June 2024 to 60% in June 2025.

· 80% of SPOT observations conducted by the leadership team will receive a 2 or higher in Engage & Deliver by the end of October 2024. By March 2025, it will increase to 95%.

Specific actions – school leaders

- Provide preservice training with a focus on Purposeful Instruction and Engagement
- Use SPOT observation form with teachers to highlight planning (LO/DOL alignment), instruction, and classroom environment.
- Provide professional development for teachers in all content areas using Short Constructed Responses (SCR) and ECR.
- Strengthen ELA curriculum to support reading and writing with a focus on social studies and science content.
- The Administrative Team will provide teachers with at least one monthly walkthrough with feedback to improve HQL.
- Ensure teachers follow the district curriculum with 100% fidelity.

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

- Teachers will follow the district curriculum 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.
- 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.

	Key Action One:		
	Who: Principal, Assistant Principals, Teachers		
	What: Improve Reading/ELA instruction		
	When: August 2024 through June 2025		
	Where: Rice K-8 campus		
BUDGET	Proposed item	Description	Amount
	Staff development	Preservice and designated PD days	
	Materials/resources	Handouts	
	Purchased services	IXL (group package)	\$10,000.00
	Other		
	Other		
	TOTAL		\$10,000
	Funding sources: GF1		

Key Action: Rice will improve the quality of mathematics instruction for all students Grades Kindergarten through 8th and ensure that our struggling students are closing achievement gaps.

Indicators of success

- By the end of the 2024-2025 school year, 70% of all students tested in Grades 2-8 will score at or above the 60th percentile in achievement as measured by the EOY NWEA MAP mathematics.
- The average percentile growth of Grades 2-8 students in NWEA math will exceed 2 percentile points as reflected by the EOY MAP results in June 2025.
- In the 2024-2025 school year, 70% of the students in Grades 3-8 taking STAAR math will move from 42% Meets in June 2024 to 50% Meets in June 2025.
- 85% of SPOT observations conducted by the leadership team will receive a 2 or higher in Monitor and Adjust during Math instruction by the end of October 2024. The percentage will increase to 95% by March 2025.

Specific actions – school leaders

- Administrators will provide preservice training to facilitate instructional strategies in mathematics to support instruction in the classroom.
- Leaders will use SPOT observation forms with teachers to highlight planning (LO/DOL alignment), instruction, and classroom management.
- Leaders will provide professional development throughout the year for teachers to use Short Constructed Responses (SCR) in each content area.
- Leaders will provide Coaching and support to teachers who are not making progress toward the indicators of success.
- Administrators will ensure that teachers receive at least one monthly walkthrough with feedback to improve HQI in math.
- Ensure teachers follow the district math curriculum with 100% fidelity

Specific actions – staff

- Teachers will follow the district curriculum with 100% fidelity.
- Teachers will internalize DOL data, track formative assessments data, and provide feedback to students.
- Teachers will ensure “at bats” are implemented in slide deck for authentic engagement with math content.
- Use research-based MRS strategies in math, i.e. whiteboard, turn, talk, to ensure full knowledge and mastery of content.
- Teachers will conduct goal-setting conferences with students at the end of each NWEA math testing window BOY, MOY, and EOY.

	Key Action Two:		
	Who: Principal, Assistant Principals, Teachers		
	What: Improve the quality of math instruction in Grades K-8		
	When: August 2024 through June 2025		
	Where: Rice K-8 Campus		
BUDGET	Proposed item	Description	Amount
	Staff development	Pre-service & designated PD days	
	Materials/resources	Handouts	
	Purchased services	IXL (group package)	\$10,000
	Other		
	Other		
	TOTAL		\$10,000
	Funding sources: GF1		

KEY ACTION THREE

Key Action: Improve the quality of instruction delivered to students identified in special education. #1. ARDs for students with IEPs will be held on time and principal/assistant principals will participate in ARDs. #2. Principal/APs ensure IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

Indicators of success

- By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
- The principal/assistant principals will ensure timely and full attendance at 100% ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.
- By the end of the 2024-2025 school 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 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
- 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 and conduct ARD meetings to bring them to proficiency. Ensure SPED teachers set up IEP goals in Easy IEP progress track.
- Administrators will assign homerooms to students receiving special education services to promote an efficient system of delivering support, resources, and dyslexia services.
- Administrators will ensure all teachers providing instruction to students with disabilities receive copies of the IEPs during pre-service and are familiar with the goals and accommodations. Ensure Goalbook is utilized to create measurable goals.
- 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 Goalbook 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.

Key Action Three:

Who: Principal, Assistant Principals, SPED Chairperson, SPED Team, Teachers

What: Improve the quality of instruction delivered to students identified in special education.

When: August 2024 through June 2025

Where: Rice K-8 campus

BUDGET	Proposed item	Description	
	Staff development	Pre-service & designated PD days	
	Materials/resources	Handouts	
	Purchased services	N/A	
	Other		
	Other		
	TOTAL		500.00
	Funding sources: GF1		