

Houston Independent School District
233 Rucker Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Rucker Elementary is now a NES Aligned campus for the school year 2023-2024 and is a part of the South Division in the Houston Independent School District. Teachers use high quality instructional materials provided by the district. The curriculum map is aligned to the TEKS. Informative assessments are conducted throughout the lesson delivery every four to five minutes through Multiple Response Strategies. Demonstration of Learning assessments are administered to the students at the end of every lesson to capture their progress towards mastery of the objective taught. Data is used to drive instruction. Specifically the following data was captured in the needs assessment:

Rucker Elementary is a Title I PK-5th grade community school, located near the Houston Ship Channel, on the southeast side of Houston. We currently have about 420 students enrolled, which has declined from 544 in 2016-17. About 94% of our students are Hispanic and 96% are economically disadvantaged. Our student attendance rate was 94% for the 2022-23 school year. About half of our students, 46%, are Emergent Bilinguals. Only 5% are Gifted/Talented while 11% are receiving Special Education services. We offer a dual language program in PK-3rd grades and a transitional bilingual program in 4th grade, as well as general and special education services. Our campus hosts two special education self-contained programs, Behavior Support Class (BSC) and Early Childhood Special Education (ECSE). Our students receive an education in fine arts, including music and dance, library education, and physical education. We have a wraparound resource specialist and partner with the Children's Museum of Houston, partner schools, and Communities in Schools (CIS). Extracurricular activities are available, such as Name that Book, University Interscholastic League academic competitions, and our Shimmers & Shiners Cheer Team. Rucker Elementary has educated the families of Oak Meadows since 1953. We have strong partnerships with TPC Group, INVISTA, and Lyondell-Basel. Since 2019, we have been certified Platinum by the Family and Community Engagement (FACE) Department and in 2022-2023 we reached Diamond certification. We have also been named one of America's Healthiest Schools in 2022 and 2023 by the Alliance for a Healthier Generation. The mission of Rucker Elementary School is to provide our students with high levels of learning, guidance, and encouragement to empower them to be healthy, contributing members of society who are self-confident, self-directed, creative, responsible, and committed.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

According to our CIRCLE end of year data from 2022-2023, 57% of our PK students were proficient in literacy in English, 53% were proficient in literacy in Spanish, 47% in math in English and 46% in math in Spanish. By the end of summer 2022, 94% of our first and second grade students had passed their High-Frequency Word Evaluation.

Preliminary STAR indicates that about 67% of our students in grades 3-5 scored at the

approaches level or above in 2023. Only about 33% of our students scored at the meets level and only 5% at the masters level. Our 5th graders performed at the highest levels for our campus with 82% approaches or better, 49% meets or better, and 22% masters or better for reading and 90% approaches or better, 45% meets or better, and 8% masters or better for math. This data demonstrates a need for increased rigor in the classrooms to better prepare students to perform at the meets and masters levels on STAAR.

TTESS Teacher Appraisal 2023

As a campus, our teachers were strongest in T-TESS Dimensions 2.5, 3.1, 3.2, and 3.3. The

majority of returning teachers on our campus have strengths in classroom routines, culture, and managing student behavior, as well as monitoring and adjusting instruction based upon student needs. Our teachers would benefit from growth in promoting complex, higher-order thinking and creating instructional groups with opportunities for students to take

ownership of group and individual accountability, as well as hold each other accountable within their instructional groups.

Our growth areas included Dimensions 1.2 and 1.4. Our teachers require support in administering frequent assessments and analyzing data, as well as providing that feedback to students. Our achievement data indicates that roughly 50% of our students are leaving Pre-K with proficient levels in both reading and math and those gaps are continuing to grow in the subsequent grades. In addition, our EOY Universal Screener data shows that across most grade levels and content areas, only a third of our students that are performing below benchmark are showing marked growth by moving at least one performance level from beginning of the year to end of the year assessment. And each grade level, approximately 30-50% of students are moving onto the next grade level at or above the grade level benchmark.

These formative assessments are having a compounding impact on the State Assessments of TELPAS and STAAR. In 2022, on TELPAS our progress was 30%. In 2023, on TELPAS our progress was 36%. On STAAR 2022 Reading, 56% of our students scored at the approaches level, 36% at the meets level, and 17% at the masters level. On STAAR 2022 Math, 59% of our students scored at the approaches level, 30% at the meets level, and 13% at the masters level. On STAAR 2022 Science, 58% of our students scored at the approaches level, 36% at the meets level, and 14% at the masters level. On STAAR 2022, more than 90% of 4th and 5th grade students who tested in 2021 met their reading and math growth targets, resulting in an academic growth Domain 2A component score of 90 and scaled score of 94.

According to STAAR 2023 preliminary results for Reading, 67% of our students scored at the approaches level, 32% at the meets level, and 11% at the masters level. According to STAAR 2023 preliminary results for Math, 68% of our students scored at the approaches level, 34% at the meets level, and 7% at the masters level.

The STAAR 2023 data as it relates to special education students illustrates that teachers require additional support with utilizing and documenting student accommodations in their lesson plans with fidelity during classroom instruction and testing. Teachers, Teacher Apprentices, Learning Coaches and Special Education Team can apply the accommodations during instruction to evaluate the effectiveness to maximize student learning.

The achievement data indicates that the majority of students are not yet performing at the level needed to meet state standards. Our Teacher Appraisal data reveals that our teachers need support in providing instructional rigor and engaging students in higher order thinking, as well as being able to accurately diagnose student understanding and misunderstanding providing timely feedback to meet the needs of all students.

Rucker Elementary Action Plan
2023-24

Rucker Elementary Needs Assessment:

According to our CIRCLE end of year data from 2022-2023, 57% of our PK students were proficient in literacy in English, 53% were proficient in literacy in Spanish, 47% in math in English and 46% in math in Spanish. By the end of summer 2022, 94% of our first and second grade students had passed their High-Frequency Word Evaluation.

From Beginning of the Year to End of Year on Renaissance 360 Universal Screener, we saw the following growth in students.

	Rising at least 1 performance level	Maintaining At/Above	Maintaining On Watch or Lower	Decreasing
Math English (1st-5th)	28%	39%	18%	15%
Math Spanish (1st-5th)	30%	57%	6%	7%

	Rising at least 1 performance level	Maintaining At/Above	Maintaining On Watch or Lower	Decreasing
Early Literacy English (K-1st)	45%	14%	26%	15%

	Rising at least 1 performance level	Maintaining At/Above	Maintaining On Watch or Lower	Decreasing
Early Literacy Spanish (K-1st)	34%	36%	13%	17%
Reading English (2nd-5th)	32%	21%	37%	10%
Reading Spanish (2nd-5th)	17%	40%	20%	23%

Additionally, we have these percentages of students performing at the At/Above Benchmark level in each of the grade levels and subjects outlined below:

Renaissance 360 Universal Screener - Early Literacy English

Kinder	57% performing at or above benchmark at EOY
1st	35% performing at or above benchmark at EOY

Renaissance 360 Universal Screener - Early Literacy Spanish

Kinder	59% performing at or above benchmark at EOY
1st	43% performing at or above benchmark at EOY

Renaissance 360 Universal Screener - Reading English

2nd	39% performing at or above benchmark at EOY
3rd	21% performing at or above benchmark at EOY
4th	30% performing at or above benchmark at EOY
5th	38% performing at or above benchmark at EOY

Renaissance 360 Universal Screener - Reading Spanish

2nd	38% performing at or above benchmark at EOY
3rd	55% performing at or above benchmark at EOY
4th	42% performing at or above benchmark at EOY

Renaissance 360 Universal Screener - Math English

1st	56% performing at or above benchmark at EOY
2nd	47% performing at or above benchmark at EOY
3rd	35% performing at or above benchmark at EOY
4th	57% performing at or above benchmark at EOY
5th	64% performing at or above benchmark at EOY

Renaissance 360 Universal Screener - Math Spanish

1st	96% performing at or above benchmark at EOY
2nd	53% performing at or above benchmark at EOY
3rd	83% performing at or above benchmark at EOY
4th	68% performing at or above benchmark at EOY

TELPAS 2023

For the 2022-2023 school year, in TELPAS, students were considered to have met progress if 2 out of 3 domains progressed in listening, speaking, and reading. *(Writing was not counted this 2022-2023 school year.)*

Rucker ES TELPAS Data			
Grade Level	2022 Average Scores	2023 Average Scores	Progress
Kinder	1.6	1.2	
1 st	2.2	2.4	+ 0.8 pts
2 nd	2.4	2.1	- 0.1 pts
3 rd	2.5	2.6	+ 0.2 pts
4 th	2.3	2.4	- 0.1 pts
5 th	2.5	2.9	+ 0.6 pts
TELPAS 2022		TELPAS 2023	
30%		38%	

8 pt gain

TELPAS data indicates a need for additional support for Emergent Bilingual students in all grades with a priority in 2nd and 4th grades.

Preliminary STAAR Data

Preliminary STAAR indicates that about 67% of our students in grades 3-5 scored at the approaches level or above in 2023. Only about 33% of our students scored at the meets level and only 5% at the masters level. Our 5th graders performed at the highest levels for our campus with 82% approaches or better, 49% meets or better, and 22% masters or better for reading and 90% approaches or better, 45% meets or better, and 8% masters or better for math.

This data demonstrates a need for increased rigor in the classrooms to better prepare students to perform at the meets and masters levels on STAAR.

Special Education Students

Our 2022-2023 Rucker ES data uncovers areas where SPED student needs are of high priority.

For the 2022-2023 school year, in TELPAS, students were considered to have met progress if 2 out of 3 domains progressed in listening, speaking, and reading. (Writing was not counted this 2022-2023 school year.)

Rucker ES			
TELPAS Data			
Grade Level	2022	2023	Progress
	Average Scores	Average Scores	
Kinder	1.6	1.2	
1 st	2.2	2.4	+ 0.8 pts
2 nd	2.4	2.1	- 0.1 pts
3 rd	2.5	2.6	+ 0.2 pts
4 th	2.3	2.4	- 0.1 pts
5 th	2.5	2.9	+ 0.6 pts
TELPAS 2022		TELPAS 2023	
30%		38%	
		8 pt gain	

T-TESS Teacher Appraisal 2023

As a campus, our teachers were strongest in T-TESS Dimensions 2.5, 3.1, 3.2, and 3.3. The majority of returning teachers on our campus have strengths in classroom routines, culture, and managing student behavior, as well as monitoring and adjusting instruction based upon student needs. Our teachers would benefit from growth in promoting complex, higher-order thinking and creating instructional groups with opportunities for students to take ownership of group and individual accountability, as well as hold each other accountable within their instructional groups.

Our growth areas included Dimensions 1.2 and 1.4. Our teachers require support in administering frequent assessments and analyzing data, as well as providing that feedback to students.

Our achievement data indicates that roughly 50% of our students are leaving Pre-K with proficient levels in both reading and math and those gaps are continuing to grow in the subsequent grades. In addition, our EOY Universal Screener data shows that across most grade levels and content areas, only a third of our students that are performing below benchmark are showing marked growth by moving at least one performance level from beginning of the year to end of the year assessment. And each grade level, approximately 30-50% of students are moving onto the next grade level at or above the grade level benchmark.

These formative assessments are having a compounding impact on the State Assessments of TELPAS and STAAR. In 2022, on TELPAS our progress was 30%. In 2023, on TELPAS our progress was 36%.

On STAAR 2022 Reading, 56% of our students scored at the approaches level, 36% at the meets level, and 17% at the masters level. On STAAR 2022 Math, 59% of our students scored at the approaches level, 30% at the meets level, and 13% at the masters level. On STAAR 2022 Science, 58% of our students scored at the approaches level, 36% at the meets level, and 14% at the masters level.

On STAAR 2022, more than 90% of 4th and 5th grade students who tested in 2021 met their reading and math growth targets, resulting in an academic growth (Domain 2A) component score of 90 and scaled score of 94.

According to STAAR 2023 preliminary results for Reading, 67% of our students scored at the approaches level, 32% at the meets level, and 11% at the masters level. According to STAAR 2023 preliminary results for Math, 68% of our students scored at the approaches level, 34% at the meets level, and 7% at the masters level.

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The achievement data indicates that the majority of students are not yet performing at the level needed to meet state standards. Our Teacher Appraisal data reveals that our teachers need support in providing instructional rigor and engaging students in higher order thinking, as well as being able to accurately diagnose student understanding and misunderstanding providing timely feedback to meet the needs of all students.

These are the identified core needs and priorities for Rucker Elementary:

- Improve rigor of instruction to ensure students are meeting and/or mastering grade level standard on State Assessments

- Implement systems of support that include internalization of lessons with accommodations and specially designed instruction (SDI) for special education students

- Prioritize the LSAE model to accurately diagnose student misunderstanding and provide immediate feedback and support to close learning gaps and extend

learning for all students

Refine quality of instructional coaching to ensure staff members receive real time and on the spot feedback, resulting in improvement of quality instruction

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Rucker is an NESA for the school year 2023-2024. **Root Cause:** The school needed an structure of the instrutiional practices.

School Culture and Climate

School Culture and Climate Summary

Perceptions Summary Mission: The mission of Rucker Elementary School is to provide our students with high levels of learning, guidance, and encouragement to empower them to be healthy, contributing members of society who are self-confident, self-directed, creative, responsible, and committed. We will collaborate with parents, community members, and other stakeholders to create a safe, positive, and exemplary learning environment to support all students to reach their potential. We will instill a strong sense of pride and believe all children can learn. Vision: At Rucker Elementary, we aim to inspire a passion for learning that creates a pathway for students to achieve their educational and personal goals with confidence. Students will be prepared for a fulfilling future in a rapidly changing world. Rigor Statement: At Rucker, in order to provide students with high levels of learning, we commit to engaging students in a rigorous instructional program that requires students to analyze, evaluate, synthesize and communicate their understanding of concepts, demonstrating their learning in different ways, working toward mastery of content objectives. Core Values & Rucker Acrostic: Respectful, Unique, Committed, Kind, Exemplary, & Responsible. Mantra: Be Radiant

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The school is NESA for the 2023-2024 school year.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Rucker adopted the new NESA staffing model and hired new additional staff members. **Root Cause:** Rucker was designated as a RISE campus for the 2022-2023 school year based on state accountability data.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Mission: The mission of Rucker Elementary School is to provide our students with high levels of learning, guidance, and encouragement to empower them to be healthy, contributing members of society who are self-confident, self-directed, creative, responsible, and committed. We will collaborate with parents, community members, and other stakeholders to create a safe, positive, and exemplary learning environment to support all students to reach their potential. We will instill a strong sense of pride and believe all children can learn. Vision: At Rucker Elementary, we aim to inspire a passion for learning that creates a pathway for students to achieve their educational and personal goals with confidence. Students will be prepared for a fulfilling future in a rapidly changing world. Rigor Statement: At Rucker, in order to provide students with high levels of learning, we commit to engaging students in a rigorous instructional program that requires students to analyze, evaluate, synthesize and communicate their understanding of concepts, demonstrating their learning in different ways, working toward mastery of content objectives. Core Values & Rucker Acrostic: Respectful, Unique, Committed, Kind, Exemplary, & Responsible

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Mission: The mission of Rucker Elementary School is to provide our students with high levels of learning, guidance, and encouragement to empower them to be healthy, contributing members of society who are self-confident, self-directed, creative, responsible, and committed. We will collaborate with parents, community members, and other stakeholders to create a safe, positive, and exemplary learning environment to support all students to reach their potential. We will instill a strong sense of pride and believe all children can learn. Vision: At Rucker Elementary, we aim to inspire a passion for learning that creates a pathway for students to achieve their educational and personal goals with confidence. Students will be prepared for a fulfilling future in a rapidly changing world. Rigor Statement: At Rucker, in order to provide students with high levels of learning, we commit to engaging students in a rigorous instructional program that requires students to analyze, evaluate, synthesize and communicate their understanding of concepts, demonstrating their learning in different ways, working toward mastery of content objectives. Core Values & Rucker Acrostic: Respectful, Unique, Committed, Kind, Exemplary, & Responsible

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Rucker is a new NESAs campus for the 2023-2024 school year. **Root Cause:** Due to the support needed, the school opted to be a NESAs campus.

Parent and Community Engagement

Parent and Community Engagement Summary

At Rucker, in order to provide students with high levels of learning, we commit to engaging students in a rigorous instructional program that requires students to analyze, evaluate, synthesize and communicate their understanding of concepts, demonstrating their learning in different ways, working toward mastery of content objectives. Being that Rucker has grown from being F rated to B rated during a pandemic, the campus is regaining community support and trust.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

At Rucker, in order to provide students with high levels of learning, we commit to engaging students in a rigorous instructional program that requires students to analyze, evaluate, synthesize and communicate their understanding of concepts, demonstrating their learning in different ways, working toward mastery of content objectives. Being that Rucker has grown from being F rated to B rated during a pandemic, the campus is regaining community support and trust.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Achievement data indicates that the majority of students are not yet performing at the level needed to meet state standard. Teachers are unable to accurately diagnose student understanding and misunderstanding and make adjustments to their whole-group and small-group instruction to meet the needs of students. **Root Cause:** Parent engagement continues to grow and needs more support for students' learning goals.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Key Actions

Key Action 1: In alignment with Houston ISD Core Value #3, Teachers will improve the rigor of instruction to ensure students are meeting and/or mastering grade level standard on State Assessments.





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Monitoring Purposeful instruction.

Indicator 1: * 75% of teachers will score 3 points in "purposeful instruction" on their spot observation forms in December 2023

Indicator 2: * 90% of teachers will score 3 points in "purposeful instruction" on their spot observation forms in May 2024

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * Ms. Puente will provide August pre-service and ongoing professional development (PLC, after school) on spot observation expectations.</p> <p>* The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will provide on-the-spot coaching and written feedback, minimum of 1 time per month per teacher based on tiered teacher appraisal assignments. This will be evidenced by our campus on-the-spot coaching tracker.</p> <p>* The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will conduct calibration walks twice a month with a specific focus on purposeful instruction and identify overall growth areas to focus on for professional development.</p> <p>* The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will conduct effective PLCs regarding spot observations, lesson internalization, sharing instructional best practices, and lesson rehearsals.</p> <p>* The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will monitor curriculum internalization processes completed by teachers weekly and provide feedback during live teacher lessons.</p> <p>* The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will facilitate Demo Days weekly after-school for teachers to rehearse upcoming lessons and provide feedback to teachers.</p> <p>School Leaders' Actions</p> <p>* Ms. Puente will provide August pre-service and ongoing professional development (PLC, after school) on spot observation expectations. * The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will provide on-the-spot coaching and written feedback, minimum of 1 time per month per teacher based on tiered teacher appraisal assignments. This will be evidenced by our campus on-the-spot coaching tracker. * The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will conduct calibration walks twice a month with a specific focus on purposeful instruction and identify overall growth areas to focus on for professional development. * The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will conduct effective PLCs regarding spot observations, lesson internalization, sharing instructional best practices, and lesson rehearsals. * The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will monitor curriculum internalization processes completed by teachers weekly and provide feedback during live teacher lessons. * The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will facilitate Demo Days weekly after-school for teachers to rehearse upcoming lessons and provide feedback to teachers.</p> <p>Staff Actions</p> <p>* All teachers and staff will participate in professional development on on-the-spot observations and expectations in August Pre-service and throughout the school year. * Teachers will implement on-the-spot feedback throughout the course of the school year. * Unsatisfactory and progressing teachers, with a coach, will conduct peer observations of exemplary teachers, once per grading cycle. * Teachers will engage in the internalization protocol for Eureka & Amplify implementation during daily planning periods and PLCs. * Teachers will participate in effective PLCs regarding spot observations, lesson internalization, sharing instructional best practices, and lesson rehearsals. * Teachers will participate in Demo Days weekly after-school to rehearse upcoming lessons and provide feedback to each other. * Teachers will set target scores for all students after each assessment to ensure students achieve their expected growth at the end of the year.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Key Action 1: In alignment with Houston ISD Core Value #3, Teachers will improve the rigor of instruction to ensure students are meeting and/or mastering grade level standard on State Assessments.

Indicator of Success 2: The percentage of 3rd-5th grade students performing at or above grade level as measured by STAAR 2024 will reflect the following:

- * Meets will improve from 33% to 40% (7 percentage point increase)
- * Masters will improve from 9% to 15% (6 percentage point increase)

To close achievement gaps, the percentage of 3rd-5th grade students performing below grade level will reflect the following:

- * Did Not Meet will decrease 67% to 57% (10 percentage point decrease)

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * Ms. Puente will provide August pre-service and ongoing professional development (PLC, after school) on spot observation expectations.</p> <p>* The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will provide on-the-spot coaching and written feedback, minimum of 1 time per month per teacher based on tiered teacher appraisal assignments. This will be evidenced by our campus on-the-spot coaching tracker.</p> <p>* The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will conduct calibration walks twice a month with a specific focus on purposeful instruction and identify overall growth areas to focus on for professional development.</p> <p>* The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will conduct effective PLCs regarding spot observations, lesson internalization, sharing instructional best practices, and lesson rehearsals.</p> <p>* The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will monitor curriculum internalization processes completed by teachers weekly and provide feedback during live teacher lessons.</p> <p>* The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will facilitate Demo Days weekly after-school for teachers to rehearse upcoming lessons and provide feedback to teachers.</p> <p>School Leaders' Actions</p> <p>* Ms. Puente will provide August pre-service and ongoing professional development (PLC, after school) on spot observation expectations. * The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will provide on-the-spot coaching and written feedback, minimum of 1 time per month per teacher based on tiered teacher appraisal assignments. This will be evidenced by our campus on-the-spot coaching tracker. * The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will conduct calibration walks twice a month with a specific focus on purposeful instruction and identify overall growth areas to focus on for professional development. * The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will conduct effective PLCs regarding spot observations, lesson internalization, sharing instructional best practices, and lesson rehearsals. * The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will monitor curriculum internalization processes completed by teachers weekly and provide feedback during live teacher lessons. * The Leadership Team (Ms. Puente, Ms. Perez, and Ms. Corprew) will facilitate Demo Days weekly after-school for teachers to rehearse upcoming lessons and provide feedback to teachers.</p> <p>Staff Actions</p> <p>* All teachers and staff will participate in professional development on on-the-spot observations and expectations in August Pre-service and throughout the school year. * Teachers will implement on-the-spot feedback throughout the course of the school year. * Unsatisfactory and progressing teachers, with a coach, will conduct peer observations of exemplary teachers, once per grading cycle. * Teachers will engage in the internalization protocol for Eureka & Amplify implementation during daily planning periods and PLCs. * Teachers will participate in effective PLCs regarding spot observations, lesson internalization, sharing instructional best practices, and lesson rehearsals. * Teachers will participate in Demo Days weekly after-school to rehearse upcoming lessons and provide feedback to each other. * Teachers will set target scores for all students after each assessment to ensure students achieve their expected growth at the end of the year.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: In alignment with Houston ISD Core Value #1, Rucker Leadership team will implement systems of support that include internalization of lessons with accommodations and specially designed instruction (SDI) for special education students

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: * 100% of teachers will utilize individualized folders created by the Special Education team that contain the specific accommodations and designated supports to ensure their academic success.


Indicator 1: * 100% of teachers will utilize individualized folders created by the Special Education team that contain the specific accommodations and designated supports to ensure their academic success.


Indicator 2: * 90% of SpEd students will demonstrate progress of 1.0 grade level on NWEA MAP from BOY to EOY 2023-24.

* 100% of IEPs and Special Education progress reports will be in compliance with district expectations.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * The Leadership Team and Special Education Leaders will provide high-quality initial training and ongoing staff development for teachers that focuses on Specially Designed Instruction (SDI). * The Leadership Team will implement an internalization protocol to be used during PLCs and lesson planning to include accommodations for Math and Reading. * The Leadership Team will review IEPs and adjust where needed to ensure quality of effectiveness of students' goals. * The Leadership Team will monitor designated supports and accommodations for Special Education students, including teacher utilization of individualized folders. * The Leadership Team and Special Education Leaders will meet bi-weekly to ensure campus is on track regarding upcoming ARDs, FIEs, and Special Education progress reports.</p> <p>School Leaders' Actions</p> <p>* The Leadership Team and Special Education Leaders will provide high-quality initial training and ongoing staff development for teachers that focuses on Specially Designed Instruction (SDI). * The Leadership Team will implement an internalization protocol to be used during PLCs and lesson planning to include accommodations for Math and Reading. * The Leadership Team will review IEPs and adjust where needed to ensure quality of effectiveness of students' goals. * The Leadership Team will monitor designated supports and accommodations for Special Education students, including teacher utilization of individualized folders. * The Leadership Team and Special Education Leaders will meet bi-weekly to ensure campus is on track regarding upcoming ARDs, FIEs, and Special Education progress reports.</p> <p>Staff Actions</p> <p>* Teachers will implement student IEPs, including accommodations and designated supports, with fidelity and have access to individualized student folders. * Teachers will document accommodations according to district guidelines. * Teachers will support special education students through the LSAE model. * Special education staff will provide push-in or pull-out support to special education students based upon their IEPs. * Special Education Teachers will attend bi-weekly meetings to ensure campus is on track regarding upcoming ARDs, FIEs, and Special Education progress reports.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Key Action 2: In alignment with Houston ISD Core Value #1, Rucker Leadership team will implement systems of support that include internalization of lessons with accommodations and specially designed instruction (SDI) for special education students

Indicator of Success 2: * The number of 3rd-5th grade special education students performing at grade level as measured by STAAR 2024 will reflect the following:

- * Number of students in 3rd grade scoring at the meets level or above will increase from 2 out of 16 tests (12%) to 4 out of 16 tests (25%)
- * Number of students in 4th grade scoring at the meets level or above will increase from 0 out of 10 tests (0%) to 4 out of 10 tests (40%)
- * Number of students in 5th grade scoring at the meets level or above will increase from 9 out of 33 tests (27%) to 14 out of 33 (42%)

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * The Leadership Team and Special Education Leaders will provide high-quality initial training and ongoing staff development for teachers that focuses on Specially Designed Instruction (SDI). * The Leadership Team will implement an internalization protocol to be used during PLCs and lesson planning to include accommodations for Math and Reading. * The Leadership Team will review IEPs and adjust where needed to ensure quality of effectiveness of students' goals. * The Leadership Team will monitor designated supports and accommodations for Special Education students, including teacher utilization of individualized folders. * The Leadership Team and Special Education Leaders will meet bi-weekly to ensure campus is on track regarding upcoming ARDs, FIEs, and Special Education progress reports.</p> <p>School Leaders' Actions</p> <p>* The Leadership Team and Special Education Leaders will provide high-quality initial training and ongoing staff development for teachers that focuses on Specially Designed Instruction (SDI). * The Leadership Team will implement an internalization protocol to be used during PLCs and lesson planning to include accommodations for Math and Reading. * The Leadership Team will review IEPs and adjust where needed to ensure quality of effectiveness of students' goals. * The Leadership Team will monitor designated supports and accommodations for Special Education students, including teacher utilization of individualized folders. * The Leadership Team and Special Education Leaders will meet bi-weekly to ensure campus is on track regarding upcoming ARDs, FIEs, and Special Education progress reports.</p> <p>Staff Actions</p> <p>* Teachers will implement student IEPs, including accommodations and designated supports, with fidelity and have access to individualized student folders. * Teachers will document accommodations according to district guidelines. * Teachers will support special education students through the LSAE model. * Special education staff will provide push-in or pull-out support to special education students based upon their IEPs. * Special Education Teachers will attend bi-weekly meetings to ensure campus is on track regarding upcoming ARDs, FIEs, and Special Education progress reports.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Key Action 3: In alignment with Houston ISD Core Value #6 with a focus on equity, 3rd-5th Grade Teachers, Teacher Apprentices, Learning Coaches, and Administrators will prioritize the LSAE model and implement the model with integrity in order to accurately diagnose student misunderstanding and provide immediate feedback and support to close learning gaps and extend learning for all students.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: * Rucker ES will see at least a 10% reduction in the percentage of students who perform at or below the 35th percentile from the NWEA MAP Growth Assessment from BOY to MOY 2023-24. We will also see at least a 10% increase in the percentage of students performing at or above the 50th percentile from the NWEA MAP Growth Assessment from BOY to MOY 2023-24.

Indicator 1: * Rucker ES will see at least a 10% reduction in the percentage of students who perform at or below the 35th percentile from the NWEA MAP Growth Assessment from BOY to MOY 2023-24. We will also see at least a 10% increase in the percentage of students performing at or above the 50th percentile from the NWEA MAP Growth Assessment from BOY to MOY 2023-24.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * The Leadership Team will ensure all teachers, teacher apprentices and learning coaches have initial LSAE training prior to the first day of school through district and campus training.</p> <p>* Leadership Team will develop a professional development calendar that includes continued support for LSAE, instructional delivery, alignment, purposeful instruction, and engagement.</p> <p>* Leadership team will conduct calibration walks twice a month with a specific focus on LSAE implementation and identify overall growth areas to focus on for professional development and provide feedback to grade levels regarding LSAE implementation.</p> <p>* The Leadership team will provide on-the-spot coaching feedback at least once per month to each 3rd-5th grade teacher, teacher apprentice, and learning coach, specifically addressing implementation of LSAE in his/her classroom.</p> <p>* The Leadership Team will monitor the progress of students with weekly DOL trackers.</p> <p>School Leaders' Actions</p> <p>* The Leadership Team will ensure all teachers, teacher apprentices and learning coaches have initial LSAE training prior to the first day of school through district and campus training. * Leadership Team will develop a professional development calendar that includes continued support for LSAE, instructional delivery, alignment, purposeful instruction, and engagement. * Leadership team will conduct calibration walks twice a month with a specific focus on LSAE implementation and identify overall growth areas to focus on for professional development and provide feedback to grade levels regarding LSAE implementation. * The Leadership team will provide on-the-spot coaching feedback at least once per month to each 3rd-5th grade teacher, teacher apprentice, and learning coach, specifically addressing implementation of LSAE in his/her classroom. * The Leadership Team will monitor the progress of students with weekly DOL trackers.</p> <p>Staff Actions</p> <p>* Teachers, Learning Coaches and Teacher Apprentices will attend initial LSAE training prior to the first day of school at the district and/or campus level. * Teachers, Learning Coaches and Teacher Apprentices will attend ongoing professional development on the LSAE model. * Teachers, Learning Coaches and Teacher Apprentices will implement the LSAE model beginning the first week of school. * Teachers, Learning Coaches, and Teacher Apprentices will receive on-the-spot coaching and feedback on the LSAE implementation at least once per month from campus and district leaders, and make instructional changes based upon recommendations. * Teachers, Learning Coaches, and Teacher Apprentices will engage in weekly Demo Day practices of delivering L, S1 lessons in the LSAE Model. * Teachers will collaborate with learning coaches and teacher apprentices on grading DOL efficiently and transitioning smoothly to LSAE.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Key Action 3: In alignment with Houston ISD Core Value #6 with a focus on equity, 3rd-5th Grade Teachers, Teacher Apprentices, Learning Coaches, and Administrators will prioritize the LSAE model and implement the model with integrity in order to accurately diagnose student misunderstanding and provide immediate feedback and support to close learning gaps and extend learning for all students.

Indicator of Success 2: * 70% of Rucker students will meet or exceed their EOY RIT Score Growth Target on the NWEA MAP Math Growth Assessment 2023-24.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * The Leadership Team will ensure all teachers, teacher apprentices and learning coaches have initial LSAE training prior to the first day of school through district and campus training. * Leadership Team will develop a professional development calendar that includes continued support for LSAE, instructional delivery, alignment, purposeful instruction, and engagement. * Leadership team will conduct calibration walks twice a month with a specific focus on LSAE implementation and identify overall growth areas to focus on for professional development and provide feedback to grade levels regarding LSAE implementation. * The Leadership team will provide on-the-spot coaching feedback at least once per month to each 3rd-5th grade teacher, teacher apprentice, and learning coach, specifically addressing implementation of LSAE in his/her classroom. * The Leadership Team will monitor the progress of students with weekly DOL trackers.</p> <p>School Leaders' Actions</p> <p>* The Leadership Team will ensure all teachers, teacher apprentices and learning coaches have initial LSAE training prior to the first day of school through district and campus training. * Leadership Team will develop a professional development calendar that includes continued support for LSAE, instructional delivery, alignment, purposeful instruction, and engagement. * Leadership team will conduct calibration walks twice a month with a specific focus on LSAE implementation and identify overall growth areas to focus on for professional development and provide feedback to grade levels regarding LSAE implementation. * The Leadership team will provide on-the-spot coaching feedback at least once per month to each 3rd-5th grade teacher, teacher apprentice, and learning coach, specifically addressing implementation of LSAE in his/her classroom. * The Leadership Team will monitor the progress of students with weekly DOL trackers.</p> <p>Staff Actions</p> <p>* Teachers, Learning Coaches and Teacher Apprentices will attend initial LSAE training prior to the first day of school at the district and/or campus level. * Teachers, Learning Coaches and Teacher Apprentices will attend ongoing professional development on the LSAE model. * Teachers, Learning Coaches and Teacher Apprentices will implement the LSAE model beginning the first week of school. * Teachers, Learning Coaches, and Teacher Apprentices will receive on-the-spot coaching and feedback on the LSAE implementation at least once per month from campus and district leaders, and make instructional changes based upon recommendations. * Teachers, Learning Coaches, and Teacher Apprentices will engage in weekly Demo Day practices of delivering L, S1 lessons in the LSAE Model. * Teachers will collaborate with learning coaches and teacher apprentices on grading DOL efficiently and transitioning smoothly to LSAE.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 3: In alignment with Houston ISD Core Value #6 with a focus on equity, 3rd-5th Grade Teachers, Teacher Apprentices, Learning Coaches, and Administrators will prioritize the LSAE model and implement the model with integrity in order to accurately diagnose student misunderstanding and provide immediate feedback and support to close learning gaps and extend learning for all students.

Indicator of Success 3: * 50% of Rucker students will meet or exceed their EOY RIT Score Growth Target on the NWEA MAP Reading Growth Assessment 2023-24.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * The Leadership Team will ensure all teachers, teacher apprentices and learning coaches have initial LSAE training prior to the first day of school through district and campus training. * Leadership Team will develop a professional development calendar that includes continued support for LSAE, instructional delivery, alignment, purposeful instruction, and engagement. * Leadership team will conduct calibration walks twice a month with a specific focus on LSAE implementation and identify overall growth areas to focus on for professional development and provide feedback to grade levels regarding LSAE implementation. * The Leadership team will provide on-the-spot coaching feedback at least once per month to each 3rd-5th grade teacher, teacher apprentice, and learning coach, specifically addressing implementation of LSAE in his/her classroom. * The Leadership Team will monitor the progress of students with weekly DOL trackers.</p> <p>School Leaders' Actions</p> <p>* The Leadership Team will ensure all teachers, teacher apprentices and learning coaches have initial LSAE training prior to the first day of school through district and campus training. * Leadership Team will develop a professional development calendar that includes continued support for LSAE, instructional delivery, alignment, purposeful instruction, and engagement. * Leadership team will conduct calibration walks twice a month with a specific focus on LSAE implementation and identify overall growth areas to focus on for professional development and provide feedback to grade levels regarding LSAE implementation. * The Leadership team will provide on-the-spot coaching feedback at least once per month to each 3rd-5th grade teacher, teacher apprentice, and learning coach, specifically addressing implementation of LSAE in his/her classroom. * The Leadership Team will monitor the progress of students with weekly DOL trackers.</p> <p>Staff Actions</p> <p>* Teachers, Learning Coaches and Teacher Apprentices will attend initial LSAE training prior to the first day of school at the district and/or campus level. * Teachers, Learning Coaches and Teacher Apprentices will attend ongoing professional development on the LSAE model. * Teachers, Learning Coaches and Teacher Apprentices will implement the LSAE model beginning the first week of school. * Teachers, Learning Coaches, and Teacher Apprentices will receive on-the-spot coaching and feedback on the LSAE implementation at least once per month from campus and district leaders, and make instructional changes based upon recommendations. * Teachers, Learning Coaches, and Teacher Apprentices will engage in weekly Demo Day practices of delivering L, S1 lessons in the LSAE Model. * Teachers will collaborate with learning coaches and teacher apprentices on grading DOL efficiently and transitioning smoothly to LSAE.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 4: In alignment with Houston ISD Core Value #2, the Rucker Leadership Team will refine the quality of our instructional coaching to ensure staff members receive frequent real time and on-the-spot feedback, resulting in improvement of quality instruction

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent





Indicator of Success 1: * Principal and APs score at Proficient I or higher for the 2023-24 school year.

Indicator 1: Principal and APs score at Proficient I or higher for the 2023-24 school year.

Indicator 2: * Principal and APs will conduct at least one on-the-spot coaching form for each assigned appraisee per month and provide feedback to teachers.

* Principal and APs will conduct at least five one on-the-spot coaching forms per week.

Indicator 3: * 70% of scores on spot observation cards in December 2023 will be Proficient I or higher; that percentage will increase to 80% by May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * Attend district curriculum professional development * Become knowledgeable regarding district principal effectiveness areas * The Leadership Team will provide PD and coaching on instructional delivery, alignment, purposeful instruction, and engagement. * Ensure special education compliance by monitoring and providing feedback for ARDs, IEPs, progress monitoring, etc. * Coach teachers to implement SDI and student IEPs for special education achievement, including proper internalization protocols for special education students</p> <p>School Leaders' Actions</p> <p>* Attend district curriculum professional development * Become knowledgeable regarding district principal effectiveness areas * The Leadership Team will provide PD and coaching on instructional delivery, alignment, purposeful instruction, and engagement. * Ensure special education compliance by monitoring and providing feedback for ARDs, IEPs, progress monitoring, etc. * Coach teachers to implement SDI and student IEPs for special education achievement, including proper internalization protocols for special education students</p> <p>Staff Actions</p> <p>* Teachers will participate in weekly Demo Day rehearsals to prepare for their lessons. * Teachers will utilize feedback from their spot coaching forms to adjust their instructional practice. * Teachers, with a coach, will conduct peer observations of exemplary teachers. * Teachers will engage in a weekly internalization protocol for Eureka & Amplify implementation.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for 233 Rucker Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.49

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

Personnel for 233 Rucker Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
MANCA, CAMILLA ELIZABETH	NES-A Pre-K Reg Teacher	0.49