2024-2025 Action Plan

James Madison High School

Edgar Contreras

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs | **Vision** | **Theory of Action**

Needs related to student achievement data

For the 2023-2024 school year, Madison High School received a "C" rating based on the TEA accountability system. This is growth compared to 2022-2023 school year when Madison was rated an "F" campus. During the 2023-2024 school year, we started with 1673 students. Of those students, approximately 39% are emergent bilinguals, and 74% are at-risk. These percentages are similar to those in 2022-2023 where we had 35% emergent bilinguals, and 73% are at-risk The graduating class of 2024, produced 88% of the seniors to be college and career ready and received a CCMR point for the school. In 2022-2023, 60% of the students earned a CCMR point.

Our goal for the 2024-2025 school year is to increase all student achievement specifically in Math and Reading with a special focus on our emergent bilingual students, increase the number of graduating seniors who are college and career ready, and increase our daily attendance averages. We will focus on building teacher capacity and improving tier 1 instruction.

Madison EOC- 2022, 2023, 2024

	MADISON DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
Alg 1	Spring 2022	697	57	43	13	6
	Spring 2023	637	49	51	17	6
	Spring 2024	466	31	69	30	13
	MADISON DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
Biology	Spring 2022	730	39	61	31	5
	Spring 2023	643	31	69	25	4
	Spring 2024	201	17	83	53	18
	MADISON DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
ELA 1	Spring 2022	822	63	37	22	2
	Spring 2023	730	56	44	24	2
	Spring 2024	582	55	45	30	4
	MADISON DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
ELA 2	Spring 2022	625	55	45	27	1
	Spring 2023	694	54	46	26	1
	Spring 2024	556	44	56	36	1
	MADISON DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
US Hist	Spring 2022	460	23	77	52	25
	Spring 2023	442	19	81	38	10
	Spring 2024	424	11	89	45	17

Despite the overall growth in our state accountability data, there are still gaps in student achievement. Specifically, we see gaps in our Special Education population. As stated above, we currently serve 1585 students, out of which 129 receive special education support (8%).

Madison SPED EOC Data 2023:

2023	Algebra 1 EOC	ELA 1 EOC	ELA 2 EOC	Biology EOC	US History EOC
Campus	App- 51% Meets- 17% Masters- 6%	App- 44% Meets- 24% Masters- 2%	App- 46% Meets- 26% Masters- 1%	App- 69% Meets- 25% Masters- 4%	App- 81% Meets- 38% Masters- 10%
SPED	App- 37% Meets- 6% Masters- 1%	App- 20% Meets- 4% Masters- 0%	App- 21% Meets- 7% Masters- 0%	App- 52% Meets- 9% Masters- 0%	App- 64% Meets- 12% Masters- 2%

Madison SPED EOC Data 2024:

2024	Algebra 1 EOC	ELA 1 EOC	ELA 2 EOC	Biology EOC	US History EOC
Campus	App- 69% Meets-30% Masters- 13%	App- 45% Meets- 30% Masters- 4%	App- 56% Meets- 36% Masters- 1%	App- 83% Meets- 53% Masters- 18%	App- 89% Meets- 45% Masters- 17%
SPED	App- 59% Meets- 14% Masters- 3%	App- 15% Meets- 6% Masters- 0%	App- 17% Meets- 8% Masters- 0%	App- 43% Meets- 7% Masters- 0%	App- 83% Meets- 26% Masters- 6%

Writing is also an area of focus for 2024-2025. We want to prepare our students to not only be successful on state assessment but also to prepare them for college. Students must be able to write proficiently to get accepted into a university. In 2022-2023, 62% of our ELA 1 students scored between 0 and 2 points out of a total of 10 points. It actually worsened in 2023-2024 when 73% of our ELA 1 students scored between 0 and 2 points out of 10 points. Not only was EOC writing a concern, there is also a concern regarding our TELPAS writing data. In 2022- 2023, 36% of our EB students scored advanced high. We did see an improvement in 2023-2024, 53% of our students scored advanced high on the writing portion of TELPAS.

Needs related to improving the quality of instruction

- During the 2023-2024 school year, James Madison High School underwent four Independent Review Team (IRT) instructional walks, with scores of 5.36, 7, 11.8, and 10.6, respectively. These results demonstrate consistent growth in Tier 1 instruction throughout the year. However, as we enter the 2024-2025 school year, we face the challenge of integrating 37 new teachers into our staff of 128, which includes teachers, apprentices, and learning coaches. This presents a critical need to build instructional capacity in both new and returning staff members to ensure continued growth and success.
- Collaborative PLCs: Design the master schedule to prioritize common planning time for both grade-

level and department/content professional development and collaboration. Establish systems to enhance support for students receiving 504, special education, EB, and dyslexia services. Implement differentiated support structures for teachers based on their needs, whether it's internalizing lesson plans or developing assessments. Use data to inform and drive instructional decisions.

- Strengthening Tier 1 Instruction: Elevate reading and math instruction by unpacking the TEKS and refining both the demonstration of learning and curriculum slide decks.
- Closing Learning Gaps: Address learning gaps in special populations (EBs, Special Education, Dyslexia, and 504) by integrating targeted strategies and designated supports into instructional planning and delivery.
- Enhancing Lesson Internalization: Improve the process of lesson internalization to elevate the quality of Tier 1 instructional delivery.
- Building Teacher Capacity: Identify skills gaps through student data analysis to enhance teacher effectiveness and close learning gaps during daily small-group interventions.

System Evaluation (philosophy, processes, implementation, capacity)

- Build instructional leadership capacity amongst the administration team and teacher leader groups.
- Fine tune the PLC system, weekly planning guidelines, and exemplar expectations.
- Build teacher leadership density through peer to peer observations, deprivatizing instructional practices, and utilizing the spot form during demos and classroom walkthroughs.

KEY ACTION ONE

Key Action *(Briefly state the specific goal or objective.)*

Improve instructional capacity of our teaching staff in order to improve student achievement.

Indicators of success *(Measurable results that describe success.)*

- By January 2025 (average of all teachers from October to January), 80% or more of Madison HS teachers will average Proficient 1 (9 - 11 points) or higher based on campus spot observations.
- By April 2025 (average of all teachers from February to April), EOY Conference period, 50% or more of Madison HS teachers will average Proficient 2 (12 - 13 points) or higher based on campus spot observations.
- By May 2025, Madison HS will be at Proficient 1 (9 - 11 points) or higher based on district IRT (Independent Review Team) averages..

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

- School instructional leadership team will conduct weekly calibration walks which will include all teachers, apprentices, and learning coaches.
- School instructional leadership will plan campus professional development based on patterns and trends observed during the calibration walks as a team.
- School instructional leadership team will facilitate PLCs twice a week for all core courses. The first planning PLC of the week will focus on lesson internalization and lesson design depending on the subject. The second PLC of the will focus on demonstration of lessons. After each demonstration, the teacher will receive feedback from the administrator and peers.
- School instructional leadership team will provide weekly on-the-spot coaching during Tier 1 instruction.
- School instructional leadership team will provide feedback after every spot observation with specific strategies to improve instruction.
- School instructional leadership will intentionally visit LSAE classes after push-out to ensure quality of instruction for the 2nd part of the lesson.
- School leaders will facilitate instructional walks to complete spot observations with the focus of written responses and opportunities students are provided to participate in written responses.

- School leaders will create checkpoints to progress monitor implementation of writing across contents based on spot observations. Instructional gaps will be addressed based on the need (campus, content/PLC, one-on-one coaching).

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

- Teachers will respect the time of others by being on time and prepared for all meetings. These meetings include but are not limited to weekly PLCs that are held twice a week.
- Teachers will follow through and implement feedback provided by the leadership team.
- Teachers will ask questions, ask for support, and be open to learning new ideas and new teaching strategies.
- Teachers will actively participate during all campus professional development.
- Teachers will internalize lessons and create exemplar student responses.
- Teachers will rehearse lessons prior to teaching the lesson in front of students.
- LSAE teachers will intentionally plan the 2nd part of the lesson, after push-outs occur.
- Teachers will provide students with opportunities to practice writing and analyzing written exemplars to ensure knowledge of the expectations for completing written essays.
- Participate in campus planning to support the internalization, delivery, and analysis of lessons.
- Analyze and utilize student writing to support grouping for tailored instruction. · Conduct in the moment writing conferences with students.

- Track student growth throughout the year and set specific targets for students and action steps.

Key Action One: Increase Student Achievement

Who: All administration, all instructional staff.

What:

Improve and increase student achievement by focusing on teacher capacity (lesson internalization, at-bats, provide on-the-spot coaching) and intentional professional development.

When:

- Weekly
  - PLCs- Twice a Week
  - On-the-Spot Coaching
- District Professional Development:
  - August 1, 2024 - August 9, 2024
- Campus and South Division Professional Development:
  - September 3
  - October 3
  - November 8
  - January 6
  - February 14
  - May 2

Where:

- PLC rooms
- Classrooms
- Whole Staff Trainings in Cafe or Auditorium

Proposed item	Description	Amount

B U D G E T	Staff development	• Engaging Strategies • Spot Form Look-Fors • On-the-Spot Coaching • Lesson Internalization • Lesson Rehearsal	
	Materials/resources		
	Purchased services		
	Other		
	Other		
		TOTAL	NES Budget
	Funding sources:		

KEY ACTION TWO

Key Action One *(Briefly state the specific goal or objective.)*

Increase the number of graduating seniors who earn a CCMR point.

Indicators of success *(Measurable results that describe success.)*

- By September 2024, 85% of all seniors will be enrolled in a CTE (Career and Technical Education), dual credit, Advanced Placement, or Texas College Bridge course where they can earn a CCMR point by obtaining an Industry Based Certification (IBC), college credit, a score of three or better on the advanced placement test or complete Texas College Bridge modules.
- By March 2025, 80% of our seniors who are registered to complete both Math and Reading modules of the Texas College Bridge program will be 75% completed.
- By April 2025, 80% of our seniors who are registered to complete both Math and Reading modules of the Texas College Bridge program will be 85% completed.
- By graduation in June 2025, 90% of seniors will graduate with a CCMR point. (In 2023-2024, 88% of seniors graduated with a CCMR point.)

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

- By August 2024, the school leadership team will ensure the master schedule will have multiple opportunities for students to earn a CCMR point through dual credit courses, AP College Board Courses, UT On-Ramps, and pathways through CTE.
- By August 2024, the school leadership team will have hired certified CTE and/or highly qualified district approved CTE teachers for courses that require student certification.
- By August 2024, the school leadership team will have ensured the proper teachers have gone through dual credit and/or On-Ramps training prior to the first day of school.
- By August 2024, the school leadership team will have ensured all seniors are properly enrolled in courses for them to be college and career ready prior to graduation.
- By October 2024, the school leadership team will ensure all seniors have registered, created a Texas College Bridge account and have taken the diagnostic exam for both Math and Reading.
- By January 2025, the school leadership will have developed a tracker system to monitor the progress of Texas College Bridge and their progress towards obtaining a CCMR point for all seniors.

- By March 2025, the school leadership will have had individual conversations with seniors to discuss their progress on Texas College Bridge and their progress towards obtaining a CCMR point.
- By February 2025, the school leadership team will identify 50% of the seniors who can take the TSI.
- By March 2025, the school leadership team will have ensured all students needing a certification for a pathway have had an opportunity to take the exam.
- By May 2025, the school leadership team will have ensured all students enrolled in an AP course have had an opportunity to take the AP exam.
- Monitor student enrollment: By September 2024, work closely with counselors to review student schedules and verify that all seniors are enrolled in the necessary courses for CCMR readiness, including dual credit, AP, or CTE pathways. teachers should collaborate with counselors to address any enrollment issues.

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

- By August 2024, 100% of On Ramp, AP, and Dual Credit teachers will obtain proper state certification to teach their respective courses and have completed the necessary training before the school year begins. Teachers should become familiar with the curriculum, resources, and expectations.
- In every unit, CTE teachers will incorporate career exploration activities into the curriculum. CTE teachers will invite guest speakers from different professions, organize field trips to local businesses, and facilitate discussions about career pathways and opportunities.
- Throughout the school year, CTE teachers will encourage students to participate in work-based learning experiences, such as internships, job shadowing, sponsored events like the Houston Rodeo, or volunteer work.
- Promote Dual Credit, AP, UT On-Ramps, and CTE Courses: At the BOY, teachers will encourage students to enroll in these courses and provide guidance on the benefits of each pathway. Discuss CCMR points and how they impact post-graduation opportunities.
- Course Alignment: During weekly PLC, teachers work to align the curriculum of dual credit and On-Ramps courses with the expectations of the respective programs. This ensures that students are receiving the correct instruction to earn college credit.
- Provide Targeted Support: Between BOY and MOY, identify seniors who may need additional support to succeed in their courses and offer tutoring, study sessions, or personalized instruction to ensure they are on track.

- Facilitate Registration: By October 2024, help seniors register and create a Texas College Bridge (TXCB) account. Provide step-by-step guidance during class or advisory periods to ensure all students complete this process.
- Prepare for Diagnostics: Organize and administer the Math and Reading diagnostic exams for seniors (i.e. TXCB, TSI testing). Provide students with resources and practice opportunities to ensure they are prepared for these assessments.
- Once the leadership team develops the tracker system, regularly update it with student progress in Texas College Bridge, CCMR points, and certifications. Monitor student progress and intervene as needed with one on one meetings.
- Identify Eligible Students for TSI: Collaborate with the leadership team to identify students who are eligible to take the TSI. Prepare students by incorporating TSI practice and review sessions into classroom instruction.
- Certification Exam Preparation: Ensure students in CTE pathways are adequately prepared for their certification exams. Provide study materials, practice exams, and review sessions.
- Integrate AP exam preparation into the curriculum weekly, including warm-ups problems, practice exams, review sessions, and exam strategies. Ensure students are aware of exam dates and are fully prepared to take their AP exams.
- Conduct one-on-one meetings with seniors by March 2025 to review their progress on Texas College Bridge and their path to obtaining a CCMR point. Offer personalized guidance and resources to help them succeed.
- By September 30, 2024, we will clearly communicate the expectations and deadlines related to CCMR, Texas College Bridge, TSI, AP exams, and certifications to students and parents. Use multiple channels, including email, classroom announcements, and school meetings.
- Involve parents in the process by keeping them informed of their child's progress towards CCMR goals through call outs, emails, social media posts, senior nights, and senior events. Encourage their support in ensuring students meet deadlines and are adequately prepared for exams.

Key Action Two: CCMR Points

Who:

- Administrators

- Counselors
- College Career Center Staff
- Senior Math and Language Arts Teachers
- CTE Teachers
- Dual Language Teachers
- Advanced Placement Teachers
- UT On-Ramps Teachers

What:

- Prepare students to be college and career ready by ensuring they earn a CCMR point by completing Texas College Bridge, passing TSI, earning a certification through a CTE pathway, earning a point of 3 or more on an AP exam, passing the UT On-Ramps criteria, or receiving the dual language credit.

When:

- On-going tracking system of seniors in their respective pathways and different opportunities to receive a CCMR point at the BOY, MOY, EOY.

Where:

- On-going instruction, activities and learning opportunities inside and outside of CTE, AP, UT On-Ramp, and Dual Language classes.

BUDGET

Proposed item	Description	Amount
Staff development	• TSI Test Security • Texas College Bridge • Advanced Placement Training • UT On-Ramps Certification	
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		NES Budget

Funding sources:

KEY ACTION THR

Key Action *(Briefly state the specific goal or objective.)*

Increase student attendance by grade level through creating a system identifying chronic absences and addressing those students and creating incentives to reward students for their attendance.

Indicators of success *(Measurable results that describe success.)*

- By May 2025, increase campus wide weekly attendance average from 87% (in 2023-2024) to 92%.
- From mid September 2024-April 2025, conduct monthly home visits on the top 5 students with the most absences.
- By October 2024, target the top 30 students with attendance issues from 2023-2024 and assign them a mentor to check on them weekly.
- By May 2025, reduce discipline infractions of out of school suspensions by 25% (514 OSS in 2023-2024 as of April 2024).

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

- Conduct weekly GSM (grade level support meetings) to look at attendance data and decide next steps for specific students.
- Create and execute a system for students that are absent to 1st period.
- Conduct home visits for students that have chronic absences.
- Conference with parents of students with high absences and put them on an attendance contract.
- Celebrate students with perfect attendance every grading cycle.
- Identify students with chronic absences and provide support (ex: bus passes, clean clothes, etc.)
- Create a safe and inviting environment for students.
- Quarterly principal and community meetings to discuss school events, attendance, etc.

E **E**	**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)* ● Call or text parents of absent students. ● Mentor the top 30 students with the most absences. ● Conduct home visits for chronically absent students. ● Communicate with parents and have them sign an attendance contract as applicable. ● Celebrate perfect attendance. ● Celebrate growth in attendance. ● Connect families to wrap around services and counselors as needed.

	Key Action Three: Improve Student Attendance
	Who: ● Administration ● Counselors ● Wrap-Around ● District level support ● Teachers ● Parents ● Students
	What: ● Increase overall student attendance by using a consistent and systematic approach which consists of attendance contracts, parent conferences, home visits, and reducing students that get suspended.
	When: ● All school year (August 2024 - May 2025)
	Where: ● Campus ● Classrooms ● Home Visits

BUDGET	Proposed item	Description	Amount
	Staff development		
	Materials/resources	● Celebratory items: ○ award certificates ○ ice cream ○ snacks ○ lunch	
	Purchased services		
	Other		
	Other		
		TOTAL	NES Budget
	Funding sources:		

KEY ACTION FOUR

Key Action *(Briefly state the specific goal or objective.)*

Strengthen the english language proficiency of all Emergent Bilingual (EB) students.

Indicators of success *(Measurable results that describe success.)*

- 50% or more of our EBs will progress at least one proficiency level on all four domains of TELPAS.
- 30% of EBs will be at meets or higher on the STAAR MOY Interim assessment on ELA 1 (in 2023-2024, 36% were at meets or higher).
- 30% of EBs will be at meets or higher on the STAAR MOY Interim assessment on ELA 2 (in 2023-2024, 34% were at meets or higher).
- By February 2025, EBs will show they have at least 30 minutes of Summit K12 usage a week starting in October.

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

- School leaders will ensure all EB students have an opportunity to engage in Summit K12 at least 45 minutes a week.
- School leaders will provide training for all staff on best practices to support EB students.
- School leaders will provide TELPAS training for all staff.
- School leaders will provide a list of EB students to each teacher that serves the students.
- School leaders will collaborate with teachers during PLCs to discuss data and interventions for individual students.
- School leaders will ensure all EBs understand their TELPAS level, set TELPAS goal and action steps, and monitor progress.
- School leaders will provide campus professional development and require teachers to attend district professional development based on teacher need from spot observations.

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

- Staff will write, post, communicate and embed language objectives aligned to their learning objective daily.
- Staff will incorporate visual examples during tier 1 instruction.
- Staff will embed cognates when appropriate into tier 1 instruction.
- Staff will embed listening, speaking, reading, and writing opportunities into every lesson through the use of "stacked" MRS (think-ink-pair-share, whiteboards, table discussions, short constructed responses using response cards).
- Staff will allow EBs longer wait time to respond to questions as needed.
- Staff will encourage and monitor EBs usage of Summit K12 at least 45 minutes a week.
- Staff will conduct EB talks with individual EBs to discuss TELPAS level, set TELPAS goal and action steps, and monitor progress.
- Staff will participate in professional development with a focus of implementation of writing across all contents.
- Staff will make immediate adjustments to instruction as needed to implement best practices with fidelity.

Key Action Four:

Who:

- Administrators
- Instructional Staff

What:

- Monitor and track EB data to provide data-driven instruction and ensure teachers are providing accommodations and designated supports (ELPS).

When:

- Weekly PLCs
- Campus and South Division Professional Development:
  - September 3
  - October 3
  - November 8
  - January 6

Where:

- PLC rooms
- Classrooms
- Whole Staff Trainings in Cafe or Auditorium

BUDGET

Proposed item	Description	Amount
Staff development	Summit K-12	
Materials/resources	Summit K-12	
Purchased services		
Other		
Other		
TOTAL		NES Budget

Funding sources:

KEY ACTION FIVE

Key Action *(Briefly state the specific goal or objective.)*

Improve student achievement with a focus on writing proficiency.

Indicators of success *(Measurable results that describe success.)*

- By May 2025, less than 60% of our ELA 1 students will score between 0 and 2 points on the Extended Constructed Response question meaning at least 40% will score between 3 and 10 total points. (In 2024, 73% of ELA 1 students scored between 0 and 2 points.)
- By October 2024, all staff will be trained on SCR, ECR and TELPAS writing rubrics.
- By November 2024, all core content teachers will have an opportunity to calibrate on grading current student short constructed responses during PLCs and campus professional staff days.

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

- School leaders will facilitate instructional walks to complete spot observations with the focus of written responses and opportunities students are provided to participate in written responses.
- School leaders will create checkpoints to progress monitor implementation of writing across contents based on spot observations. Instructional gaps will be addressed based on the need (campus, content/PLC, one-on-one coaching).
- School leaders will create opportunities for teachers to analyze student writing samples and calibrate on written responses utilizing the A.C.E.S. writing strategy and the SCR Rubric.

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

- Teachers will actively participate during all campus professional development.
- Teachers will internalize lessons and create exemplar student responses.
- Teachers will provide students with opportunities to practice writing and analyzing written exemplars to ensure knowledge of the expectations for completing written essays.
- Participate in campus planning to support the internalization, delivery, and analysis of lessons.
- Analyze and utilize student writing to support grouping for tailored instruction. Conduct in the moment writing conferences with students.
- Track student growth throughout the year and set specific targets for students and action steps.

Key Action Five: Increase Student Achievement in Writing

Who: All administration, all instructional staff.

What:

Improve and increase student achievement in writing by focusing on teacher capacity (lesson internalization, at-bats, provide on-the-spot coaching) and intentional professional development surrounding writing SCR exemplars, evaluating student work, and ensuring teachers are utilizing the SCR Rubric from TEA and the ACES strategy.

When:

- Weekly
  - PLCs- Twice a Week
  - On-the-Spot Coaching
  - SCR Focus during PLC
- District Professional Development:
  - September 2024
- Campus and South Division Professional Development:
  - September 3
  - October 3
  - November 8
  - January 6
  - February 14
  - May 2

Where:

- PLC rooms
- Classrooms
- Whole Staff Trainings in Cafe or Auditorium

BUDGET

Proposed item	Description	Amount
Staff development	• Engaging Strategies • Spot Form Look-Fors • SCR DOL Exemplars • On-the-Spot Coaching • Lesson Internalization • Lesson Rehearsal	
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		NES Budget

Funding sources:

KEY

Key Action *(Briefly state the specific goal or objective.)*
IEPs are written effectively, staff are provided relevant portions of the IEP and accommodations/modifications are documented in PowerSchool.

Indicators of success *(Measurable results that describe success.)*

- By the end of the first semester, 100% of ARD meetings will be held on or before their scheduled deadlines, ensuring timely compliance.
- The principal and assistant principals will ensure full participation in 100% of ARD meetings, actively contributing to discussions aimed at enhancing student support, as evidenced by ARD minutes and

ACTION SIX

attendance records.

- 100% of IEPs will contain clear, specific, and measurable goals tailored to each student's unique needs, with quarterly random reviews verifying the quality of the plans.
- Within 3 days of IEP finalization, 100% of staff members will receive the relevant portions, as reflected in campus record keeping. Additionally, quarterly audits will show consistent documentation of accommodations and modifications in PowerSchool.

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

- Regularly monitor the Campus Compliance Dashboard in EasyIEP to ensure timely completion of ARD meetings, accurate IEP implementation, and overall compliance with special education regulations.
- Utilize the Outlook Calendar to schedule all ARD meetings, ensuring principals, assistant principals, and counselors are included for seamless coordination and participation.
- Organize grade-level and department PLCs focused on targeted professional development, empowering teachers with the skills and knowledge to effectively support students with diverse learning needs.

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

- Teachers will incorporate visual aids and examples into Tier 1 instruction to enhance student understanding and engagement, ensuring content is accessible to all learners.
- Teachers will integrate opportunities for listening, speaking, reading, and writing into every lesson, utilizing instructional strategies such as MRS (turn and talk, table discussions, short constructed responses) to promote active student participation.
- Teachers will implement IEPs with fidelity and ensure all accommodations and modifications are accurately entered into PowerSchool, maintaining compliance and support for students with special needs.
- SPED Co-Teachers will collaborate with core subject teachers to provide targeted support, co-plan lessons, and deliver differentiated instruction, ensuring that students with IEPs receive appropriate accommodations and interventions within the general education setting.

	Key Action Six: ARDs for students with IEPs will be held on time and principal/assistant principal will participate in ARDs.
	Who: ● Administration ● Counselors ● Special Education Chair ● Teachers ● Parents ● Students
	What: ● Increase overall compliance with ARDs for students with IEPs by ensuring meetings be held on time and principal/assistant principal will participate in ARDs.
	When: ● All school year (August 2024 - May 2025)
	Where: ● Campus

B	Proposed item	Description	Amount
	Staff development		

u	Materials/resources		
d	Purchased services		
g	Other		
e	Other		
t		**TOTAL**	NES Budget
	Funding sources:		