



**2025-2026 Action Plan
Westbury High School**

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Westbury HS – School Profile



Westbury High School stands as a premier Fine Arts magnet, ranking second in Fine Arts magnet enrollment behind HSPVA. In addition, Westbury offers one of the largest CTE Automotive programs in the district, providing students with career opportunities and internships in the automotive industry. The campus is also home to one of the top three Disaster Response CTE programs in HISD and boasts a thriving Engineering pathway, ranking second in enrollment behind Westside High School. With a richly diverse student body, Westbury continues to expand academic opportunities—beginning in the 2025–2026 school year, students will be able to earn substantial dual credit coursework, with the potential to graduate high school having already made significant progress toward an associate degree.

Campus Demographics

At Risk Students: 64.5%

Economically Disadvantaged: 90.19%

Emergent Bilingual Students: 41.75%

Languages Spoken: English, Spanish, Farsi, Pashto, Korean, Vietnamese,

Student Attendance	25-26 Current Enrollment	24-25 Enrollment	Avg Daily Attendance	23-24 Enrollment	Avg Daily Attendance	22-23 Enrollment	Avg Daily Attendance
	1,754	1,866	91.1%	2,263	92.5%	2,243	92%

Campus 3 Year Rating

<u>Projected 2025 Score</u>	<u>Projected 2025 Rating</u>	<u>HISD 2024 Score</u>	<u>HISD 2024 Rating</u>	<u>TEA 2023 Score</u>	<u>TEA 2023 Rating</u>
85	B	72	C	64	D

Needs Related to Student Achievement Data

3 Year Achievement Data STAAR EOC Using Performance Level & Higher Method

Year	EOC	Percent Approaches or Higher	Percent Meets or Higher	Percent Master	Percent DNM
24-25	Eng 1*Spring Only	49%	34%	7%	50%
23-24	Eng 1	56%	33%	6%	39.6%
22-23	Eng 1	54%	29%	3%	42%
24-25	Eng 2 *Spring Only	64%	41%	2%	36%
23-24	Eng 2	58%	35%	2%	42%
22-23	Eng 2	58%	32%	3%	42%
24-25	Alg 1 *Spring Only	81%	48%	29%	19%
23-24	Alg 1	78%	31%	16%	22%
22-23	Alg 1	69%	24%	8%	31%
24-25	Bio* Spring Only	72%	47%	18%	28%
23-24	Bio	88%	40%	9%	12%

22-23	Bio	77%	28%	5%	23%
24-25	USH* Spring Only	93%	56%	26%	7%
23-24	USH	92%	57%	20%	8%
22-23	USH	89%	58%	24%	11%

Key Findings:

- **English I:** Looking at the Spring testing data the percentage of students with Meets or Masters performance levels have increased over the years however we had a 10% increase in students that did not meet.
- **English II:** The percentage of students that were at the DNM performance level decreased by 6% which in turn resulted to a 6% increase in students passing approaches or higher and a 6% increase in students at meets.
- **Algebra I:** There was a 3% decrease in students at the DNM performance level, a 17% increase in students at meets or higher and a 13% increase in students at the masters performance level.
- **Biology:** Due to the change in the science sequence for the 24-25SY there were no Biology first time testers and the data represents Biology re-testers. There was a 16% increase in students at the DNM performance level but a 7% increase in students at the meets or higher level and a 9% increase in students at the masters performance level.
- **U.S History:** There was a 1% decrease in students at DNM, leading to a 1% increase where 93% of students are at approaches or higher. There was a 6% increase of students at masters performance level.

TELPAS Composite Ratings Spring 2025 Compared to 2024 Spring

24-25 Spring TELPAS							23-24 Spring TELPAS						
Grade	INC	Beg	Int	Adv	Adv H	Total Tested	Grade	INC	Beg	Int	Adv	Adv H	Total Tested
09	1.22%	16.33%	32.24%	34.69%	15.51%	245	9	0.00%	15.06%	21.69%	34.34%	28.92%	166
10	0.00%	12.50%	29.81%	42.31%	15.38%	208	10	0.00%	9.40%	23.93%	56.41%	10.26%	117
11	0.00%	14.29%	25.60%	41.07%	19.05%	168	11	0.00%	3.23%	24.19%	33.87%	38.71%	124
12	0.70%	10.49%	29.37%	41.96%	17.48%	143	12	0.00%	2.53%	22.78%	18.99%	55.70%	79
Total	0.52%	13.74%	29.58%	39.53%	16.62%	764	Total	0.00%	8.64%	23.05%	37.04%	31.28%	486
Grade	INC	Beg	Int	Adv	Adv H	Total Tested	Grade	INC	Beg	Int	Adv	Adv H	Total Tested
09	3	40	79	85	38	245	9	0	25	36	57	48	166
10		26	62	88	32	208	10	0	11	28	66	12	117
11		24	43	69	32	168	11		4	30	42	48	124
12	1	15	42	60	25	143	12	0	2	18	15	44	79
Total	4	105	226	302	127	764	Total	0	42	112	180	152	486

Key Findings:

- There was a 52% increase in EB students tested indicating Westbury had more EB students enrolled compared to prior years. Overall, there was an increase in students performing at the INT and ADV levels across all grade levels but a decrease in students performing at the AH level except in the 10th grade. Here is a further breakdown:
 - For the 9th grade there was a decrease in students performing at AH but an increase in students performing at INT and ADV levels.
 - For the 10th grade there was an increase in students performing at the INT and AH levels.
 - For the 11th grade there was an increase in students performing at INT and ADV levels but a decrease in students performing at the AH level.
 - For the 12th grade there was an increase in students performing at the INT and ADV levels and a decrease in students performing at AH levels.

CCMR Data Comparisons

	25-26 SY (24-25 12 th) at EOY	24-25 SY (23-24 12 th Graders)	23-24 SY (22-23 12 th Graders)
CCMR Type (Cannot Designate in A4E which was earned first, some students duplicate CCMR but only counts once overall)			
TSI Math & English Criteria	409/82%	331; 84%	19.9%
AP or OnRamps	115/23% AP; 170/34% OnRamps	66/16% AP ; 32/8% OnRamps	17.4% AP; 3.9% OnRamps
CTE IBCs	214/43%	180/45%	
Overall CCMR	25-26 SY (24-25 12 th) at EOY	24-25 SY (23-24 12 th)	23-24 SY (22-23 12 th)
Grads without CCMR	44/8%	99/20%	47%
Total Grads with CCMR	453 of 497 – 91% (A4E June 2025)	394/80%	53%

Key Findings:

- There was an 11% increase in seniors with a CCMR indicator from the 24-25SY. CCMR metrics are improving as we increase the amount of OnRamps courses and students enrolled in Texas College Bridge.
- There was a **431%** increase in students that obtained OnRamps credit (32 to 170) and a **74%** increase in students that obtained AP credit (66 to 170).
- There was also a **19%** increase in students that obtained Industry Based Certifications 180 to 214 students.
- When students are provided with the opportunity for rigorous course work our teachers are scaffolding and helping students achieve.

School Progress (Domain 2) & Closing the Gaps for Special Populations (Domain 3)

Domain 2 - School Progress	2025 Projected D2 Scale Score	2025 Projected D2 Rating	2024 D2 Scale Score	2024 D2 Rating	2023 D2 Scale Score	2023 D2 Rating
	82	B	78	C	70	C
Domain 3 - Closing the Gaps	Projected D3 Scale Score	Projected D3 Rating	2024 D3 Scale Score	2024 D3 Rating	2023 D3 Scale Score	2023 D3 Rating
	89	B	64	D	49	F

Domain 3 CONT. Achievement 50%	Max Pts.	2025					2024	2023
		Points Earned	Achieved Math %	Target Math %	Achieved Reading %	Target Reading %	Points Earned	Points Earned
Academic Achievement (% Meets+ Math & Reading)	32	21					17	~2
All Students	8	4	43	38	36	44		
Lowest Performing Race 1 - Hispanic	8	5	43	35	35	36		
Lowest Performing Race 2 - Afr. Amer.	8	6	39	26	35	32		
High Focus	8	6	43	31	34	32		

Domain 3 CONT. CCMR 30%	Max Pts.	2025			2024	2023
		Points Earned	Achieved %	Target %	Points Earned	Points Earned
School Quality Status (CCMR Performance)	16	13			0	4
All Students	4	3	79	63		
Lowest Performing Race 1 - Hispanic	4	3	80	60		
Lowest Performing Race 2 - Afr.	4	4	77	47		

Amer.					
High Focus	4	3	78	56	

Domain 3 CONT. Grad Rate 10%	Max Pts.	2025			2024	2023
		Points Earned	Achieved %	Target %	Points Earned	Points Earned
Graduation Rate (4-Year Federal)	16	9			4	0
All Students	4	2	83.1	90		
Lowest Performing Race 1 - Hispanic	4	2	81.6	88.1		
Lowest Performing Race 2 - Afr. Amer.	4	3	87	86.3		
High Focus	4	2	82.8	86.5		

Domain 3 CONT. TELPAS 10%	Max Pts.	2025			2024	2023
		Points Earned	Achieved %	Target %	Points Earned	Points Earned
ELP Status (TELPAS Performance)	4	4	53.9	34	4	4

Key Findings:

- Growth and Relative Performance in Domain 2 increased with our rating moving from a C to a B in relative performance and a 77 to a 79 in academic growth.
- In closing the gaps overall we went from a D (64) to a B (89). Our TELPAS performance met the max target indicating interventions and Tier 1 instruction for emergent bilingual students has improved.
- For our special populations groups in meeting the state target in math and reading we increased by 4 points towards the state target.
- For our special populations School Quality CCMR Performance we exceeded the state targets in everywhere we were only 3 points from a perfect score in that category of Domain 3.
- Our graduation rate for special pops improved for Domain 3 with over 80% achievement in all metrics earning 5 more points in the category.
- We earned all points maximum for TELPAS performance, 9.9% higher than the state target for Domain 3.

Needs Related to the Improvement of Quality of Instruction

24-25 IRT Ratings

Year	Round 1	Round 2	Round 3	Round 4
24-25	7.95	10.2	10.05	10.95
23-24	7.5	6.1	8.7	10.8

EOY SPOT Proficiency Level Averages *Data from HISD SPOT Dashboard

SPOT Performance EOY	Unsat.	Prog. 1	Prog. 2	Prof. 1	Prof. 2	Exemp. 1	Exemp 2.
24-25	0%	.7%/1	18.8%/26	72%103	8.4%/12	0	0
23-24	0%	2.36%	29.92%	44.88%	29.92%	9.4%	3.94%

EOY Teacher Performance Ratings

EOY	Null	Improv Need	Develop.	Prof.	Accomp.	Distingu.
23-24 T-TESS	22%	4%	5.3%	14.6%	33.33%	20%

2025 AP Exam Scores

(*22.6% of Students Nationally earned a 3 or higher in U.S Public Schools per College Board)

AP Exams 2025	1	2	3	4	5	Total Tested
2-D Art and Design	8.33%	75.00%	16.67%	0.00%	0.00%	12
3-D Art and Design	0.00%	0.00%	100.00%	0.00%	0.00%	1

African American Studies	33.33%	31.25%	20.83%	14.58%	0.00%	48
Calculus AB	50.00%	28.57%	14.29%	0.00%	7.14%	14
Computer Science Principles	61.82%	27.27%	7.27%	3.64%	0.00%	55
Drawing	50.00%	25.00%	25.00%	0.00%	0.00%	4
English Language and Composition	44.59%	24.84%	22.93%	7.01%	0.64%	157
English Literature and Composition	58.55%	28.29%	13.16%	0.00%	0.00%	152
Environmental Science	58.82%	1.96%	25.49%	11.76%	1.96%	51
Macroeconomics	0.00%	100.00%	0.00%	0.00%	0.00%	1
Precalculus	21.64%	26.90%	38.01%	12.28%	1.17%	171
Psychology	83.05%	11.86%	5.08%	0.00%	0.00%	59
Seminar	14.85%	50.99%	34.16%	0.00%	0.00%	202
Spanish Language and Culture	8.09%	20.81%	31.21%	26.01%	13.87%	173
United States Government and Politics	66.36%	27.27%	5.45%	0.91%	0.00%	110
United States History	43.55%	32.26%	19.35%	4.03%	0.81%	124
World History: Modern	47.71%	43.14%	5.23%	3.92%	0.00%	153
Grand Total	38.94%	30.67%	21.39%	6.99%	2.02%	1487

UT On Ramps Credit Earned

Course	24-25 SY % Earned Credit	23-24 SY % Earned Credit
Economics - Fall	96.88%	Course not offered
Economics - Spring	96.67%	Course not offered

Physics I	100.00%	89%
Biology I	100.00%	Course not offered
Biology I Lab	100.00%	Course not offered
Chemistry I	92.00%	Course not offered
Physics I Lab	97.18%	89%
Geoscience	93.81%	80%
Chemistry I Lab	83.50%	Course not offered
College Algebra	64.18%	20%

Key Findings:

- Our 24-25 SY IRT ratings significantly improved compared to the 23-24SY.
- Campus calibration on the SPOT form improved to better align with the district's expected distribution curve for teacher performance ratings. This calibration has helped to tighten instructional performance in the classroom leading to improvements in metrics for rigorous courses like AP and OnRamps courses which had incredible improvements in student achievement rates.

Needs related to improving the quality of instruction

- Our campus is **43%** emergent bilingual. As we have improvements in achievement in areas for TELPAS and STAAR achievement varies by grade and subject area for example, many of our EB students perform well in science, mathematics, and social studies however more lesson internalization and scaffolding is needed in ELAR curriculum for EBs.
- The Great 8 and Sweet 16 strategies need to be re-enforced in all subject so EB students are reading, writing and speaking in all classes to support their mastery of the English language.
- Teacher lesson internalization is always a focus to improve scaffolds for EB students as well as providing scaffolds for writing and non-calculator math functions in advanced courses to improve TSI & PSAT/SAT metrics.
- All 11th grade ELAR and Mathematics teachers will be integrating Khan Academy to improve national standard performance metrics embedded in their curriculum.
- All 12th grade ELAR and Mathematics teachers will be utilizing Texas College Bridge embedded in their curriculum to remediate deficits and accelerate learning aligned with the national Accuplacer standards.
- 80% of teachers will teach advanced courses in alignment with the advanced scheduling tool requirements for student enrollment. These teachers will attend Pre-AP, AP, and or OnRamps professional development throughout the year to provide students with scaffolded instruction for rigorous coursework in preparation for college readiness.

System evaluation (philosophy, processes, implementation, capacity)

Appraisers will:

- Monitor student data through writing samples, DOL, and authentic student work samples.
- Provide on-the-job coaching regularly around best practices for Engage and Deliver and Monitor and Adjust
- Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching.
- Facilitate effective planning systems during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities.

Systems to improve:

- Continue to fine tune Instructional leadership SPOT calibration protocol
- Continue to fine tune Demo Day showcasing of exemplar practices
- Continue to improve campus-wide on the spot coaching
- Continue to improve standardized writing best practices in all content areas
- Continue to increase dual credit enrollment rates in OnRamps and HCC
- Continue to advocate for high-quality CTE programs of study specifically Engineering and additional pathways that offer Dual Credit to increase the number of buckets students can obtain CCMR through CTE courses for example an A/V Pathway with UT OnRamps or HCC credit
- Improve SPED Quality IEPs metric

School Action Plan Template

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve Staff Capacity to provide high quality instruction
	Indicators of success (Measurable results that describe success.)
	70% of the scores on spot observations conducted on IRT 2 will be proficient or higher; that percentage will increase to 80% by May 2026 *70% of teachers will average 6 points or higher in instruction with increases in engagement strategies (listening and speaking, reading writing), annotation, providing multiple opportunities, and scaffolds as defined by MOY SPOT averages by January 2026; that point average will increase to 7 points by May 2026. - IRT 1 and 2 scores will average at or above 9 and will increase to a 10.5 by IRT 4 May 2026 - There will be an increase of 5% or higher of students in Algebra 1, English 1, & English 2 that will achieve overall mastery on the HISD MOY DSA compared to the 24-25 SY. - There will be at least a 1% increase in students that achieve meets or higher for all subjects of STAAR interim data compared to the 24-25 SY STAAR interim data.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Train teachers on the new spot form during August PD and thread throughout the year during Campus PD days. - Monitor student data through writing samples, DOL, and authentic student work samples. - Provide on the job coaching regularly around best practices for Engage and Deliver and Monitor and Adjust. - Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching. - Facilitate effective planning systems during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

	● Engage weekly in effective PLC focused on lesson internalization, the new spot form sections, and data. ● All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction. ● Implement the use of engagement strategies and aggressive monitoring techniques daily. ● Engage in daily planning consisting of lesson internalization, customization, and demo'ing to ensure effective delivery of instruction. ● Respond openly to on-the-job coaching both in the moment and/or during planning.
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Key Action One: Staff Development		
Who: All teachers, co-teachers, teacher apprentices, learning coaches, & appraisers		
What: Great 8 professional development, lesson internalization, at-bats, coaching feedback		
When: Campus PD days, weekly PLCs, classroom coaching walks & spots		
Where: On-Campus		
Key Action One: Budget		
Proposed item	Description	Amount
Staff development	Campus PD Days, PLC At-Bats & internalization. Demo Day At-Bats	
Materials/resources	SCR Cards, White boards, NES, OnRamps, & College Board curriculum & pacing guides	
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve SPED Accountability.
	Indicators of success (Measurable results that describe success.)
	● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● *By the end of the academic year, Spot scores of campus SPED teachers will meet or exceed 10.0 ● By the end of the school year, the principal 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 school year, 100% of staff members receive the relevant portions of the IEP within 3 school/ business days of its finalization as demonstrated by campus record keeping.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Monitor the Campus Compliance Dashboard in EasyIEP. ● Maintain campus ARD tracker to ensure all ARDs are held on time and with required members. ● Work with the Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool. ● Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs. ● Ensure special education teachers set up IEP goals in Easy IEP progress track. ● Follow up with Ms. Douglas & Ms. Rye to ensure progress reports are distributed with report cards.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● The Westbury HS SPED staff will calendar all meetings, PLCs, and PD by September, to avoid any out-of-date ARDs, create high-quality ARD documents, and ensure WHS remains at or near 100% compliance across all categories. ● Hold a PLC every grading cycle with the caseload manager to ensure IEPs are being strictly met, including all accommodations and modifications needed with curriculum, assessments, and/or daily assignments. ● Know their IEP students and implement the IEP daily as required by law. ● Complete all required paperwork for ARD meetings and documentation of IEP ● Implementation ● All general education and CTE teachers will attend ARD meetings as required

Key Action Two: Staff Development

Who: Who: All Faculty – General Education & Special Education		
What: All faculty will receive a minimum of 3 hours of campus-based co-teaching, differentiation, and accommodations training to support the delivery of consistent and effective special education services and co-teaching instructional practices during district professional development days.		
When: Training will be completed by December 2025		
Where: Campus-based training provided by Westbury HS, West Division or HISD staff.		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff development	District and campus training	
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve CCMR
	Indicators of success (Measurable results that describe success.)
	- By the end of the academic school year, 70% of graduates with a CTE Concentrator status will achieve their self-identified postsecondary plan of being accepted into college, obtaining employment aligned to their POS, or enlisting into any branch of the military. - By the end of the academic year, campus will see a 25% increase in the number of students graduating with earned college credit in HCC Dual Credit, UT OnRamps, Advanced Placement and International Baccalaureate Exams. - By the end of the academic year, there is a 25% increase in students in a Level 3 or Level 4 course participating in a significant experiential learning opportunity in CTE programs of study. In-scope opportunities include work-based learning, summer internships, or practicum. *By the end of academic year, campus will see a 10% increase in the number of students in cohort 2026 who are TSI ready in English and Math (SAR/ACT/TSIA/TCB).
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Ensure counselors have identified students with concentrator status and have partnered with the unit College Readiness department tracking FASFA completion and college application completion for a goal of 70% of Cohort 2026 applied to college or trade school and completed FAFSA. - During summer 2025 ensure counselors are using the advanced schedule tool to schedule students in correct advanced courses and ensure parent meetings are held for students that are trying to opt out. Maintain emphasis on the benefit and cost savings of earning college credit in High School. - Ensure counselors have correctly utilized schoolinks and A4E data from our division CTE unit to ensure students are scheduled or rescheduled into CTE courses they need to complete so they are verified completers of their pathways. Counselors will show evidence through transcript audit tracking. Ensure partnerships between CTE teachers and practicum providers for health science, and automotive.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	- The Counselling team will partner with unit support to utilize schoolinks reports, and A4E data with their transcript audits to ensure students are completing credit in the correct sequence for their endorsement and CTE pathways. - Counseling team will meet with students to encourage them to be scheduled to advanced courses they are identified for. - Teachers will attend OnRamps, HCC, & College Board training to improve scaffolding of skills for student success in advanced course work. In PLCs teachers will incorporate HISD strategies to help scaffold advanced coursework and increase peer collaboration in class discussion. - CTE teachers will partner with unit CTE division to increase business partnership, internship, and practicum opportunities for students.

Key Action Four: Staff Development

Who: CTE Teachers, Advanced Coursework Teachers, Counselors

What: CTE Professional Development, HCC, College Board, OnRamps professional development, Counselor professional development, PLCs

When: PD as scheduled by provider/district/unit , and then weekly teacher internalization & adjustments by teachers in PLC

Where: PD Professional development days on campus, at specific site locations and in PLC Rooms

Key Action Four: Budget

Proposed item	Description	Amount
Staff development	OnRamps, College Board, HCC, Campus and District Trainings.	
Materials/resources	SCR Cards, White boards, NES, OnRamps, & College Board curriculum & pacing guides	
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve EB Accountability
	Indicators of success (Measurable results that describe success.)
	● *By the end of the academic year, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. ● By the end of the academic year, 10% of students will grow at least one level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite. ● By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers. ● Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate. ● Identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters. ● Continue defined systems on campus for identification, enrollment, scheduling, and monitoring coding for all EB students.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Know their EB students and effectively and consistently implement the LPAC accommodations daily as required by law. ● Complete all required paperwork for LPAC meetings and documentation of implementation ● Attend LPAC meetings as requested

Key Action Four: Staff Development		
Who: Campus teachers and instructional leadership team		
What: All designated faculty will attend on-going campus-based and content-specific training to build capacity and model best practices with peers		
When: Trainings will occur in PLCs and during PD professional development days		
Where: PD Professional development days on campus and in PLC Rooms		
Key Action Four: Budget		
Proposed item	Description	Amount
Staff development	Campus and District Training: NES, MRS, LSAE, Lesson Internalization, Data Driven Instruction	
Materials/resources	SCR Cards, White boards, NES EB Curriculum Guides & Curriculum	
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		