2026-2027 Action Plan



A.A. Milne Elementary

Shantá N. Creeks

A.A. Milne 2026-2027
School Action Plan – Needs Assessment

Houston ISD philosophy and guiding framework:

HISD Vision
By the year 2030, HISD will implement wholescale systemic reform of 150 schools to significantly narrow achievement gaps and prepare all students for the year 2035 workplace and world.

Core Beliefs
"A high performing culture operationalizes its core values."

1. All students can learn and reach his/her potential.
2. Effective teachers make the most difference in student academic performance.
3. For every child to succeed, we must hold students and ourselves to high expectations.
4. Service oriented: we will be here for our families.
5. We rely on clearly defined outcomes to guide our work and hold us accountable.

Milne ES philosophy and guiding framework:

Mission
Our community aims to serve students' academic and emotional needs with pride and excellence, fostering lifelong learners who become global leaders through a strong academic foundation.

Vision
Our vision is to create an environment where every learner thrives. We are dedicated to nurturing lifelong learners who not only excel academically but also develop into global leaders.

Belief
Commitment to Excellence:
We believe in delivering education and support services with pride and excellence.

Holistic Student Development:
We believe in addressing both academic and emotional needs to foster well-rounded individuals.

Lifelong Learning:
We believe in cultivating a passion for learning that extends beyond education.

Global Leadership:
We believe in preparing students to become future leaders on a global scale.

Equity and Inclusivity:
We believe in providing equitable opportunities and support to our diverse student body.

Needs related to student achievement data

Milne STAAR

Reading 3rd	% Approaches+	% Meets+	% Masters
2025	69	25	8
2026	75	38	17
Prior Year Change	6	13	9

Reading 4th	% Approaches+	% Meets+	% Masters
2025	59	35	12
2026	61	31	7
Prior Year Change	2	-4	-5

Reading 5th	% Approaches+	% Meets+	% Masters
2025	59	43	11
2026	81	57	31
Prior Year Change	22	14	20

Math 3rd	% Approaches+	% Meets+	% Masters
2025	76	48	17
2026	67	41	15
Prior Year Change	-9	-7	-2

Math 4th	% Approaches+	% Meets+	% Masters
2025	50	31	15
2026	65	34	9
Prior Year Change	15	3	-6

Math 5th	% Approaches+	% Meets+	% Masters
2025	64	23	5
2026	87	57	25
Prior Year Change	23	34	20

Emergent Bilingual

EB	% Approaches+	% Meets+	% Masters
2025	62	29	8
2026	73	46	18
Prior Year Change	11	17	10

Non-Emergent Bilingual

NON EB	% Approaches+	% Meets+	% Masters
2025	73	41	16
2026	58	38	15
Prior Year Change	-15	-3	-1

DIBELS

Period	Well Below	Below	At	Above	Total
24-25 BOY	62%	11%	17%	10%	196
24-25 MOY	48%	18%	21%	13%	186
24-25 EOY	32%	10%	27%	31%	184
25-26 BOY	58%	11%	12%	19%	155
25-26 MOY	24%	13%	27%	36%	150
25-26 EOY	17%	10%	26%	47%	149

Lectura

Period	Well Below	Below	At	Above	Total
24-25 BOY	30%	6%	40%	24%	67
24-25 MOY	25%	9%	30%	36%	56
24-25 EOY	17%	5%	37%	41%	60
25-26 BOY	34%	10%	31%	25%	71
25-26 MOY	11%	13%	32%	44%	71
25-26 EOY	10%	7%	37%	46%	71

Student achievement data indicates that Milne Elementary continues to make meaningful progress in literacy outcomes across multiple measures. Local assessment data from DIBELS and Lectura, combined with STAAR Reading results, demonstrates that students are building stronger foundational literacy skills and achieving higher levels of academic performance.

DIBELS results show significant improvement in English literacy development. The percentage of students performing At or Above benchmark increased from 58% at the end of the 2024–2025 school year to 73% at the end of the 2025–2026 school year. During the same period, the percentage of students performing Well Below benchmark decreased from 32% to 17%, indicating that fewer students require intensive intervention and that a greater percentage of students are reading on or above grade level.

Spanish literacy outcomes, as measured by Lectura, continue to demonstrate strong performance. At or Above benchmark performance increased from 78% in 2024–2025 to 83% in 2025–2026, while the percentage of students performing Well Below benchmark decreased from 17% to 10%. These results suggest that students are developing strong literacy foundations in their home language while simultaneously strengthening English literacy skills.

STAAR Reading results present a mixed picture across grade levels. Grade 3 Reading demonstrated growth of six percentage points at Approaches Grade Level, thirteen percentage points at Meets Grade Level, and nine percentage points at Masters Grade Level. Grade 5 Reading demonstrated substantial gains, increasing twenty-two percentage points at Approaches, fourteen percentage points at Meets, and twenty percentage points at Masters. Grade 4 Reading, however, did not remain stable — it declined at the levels that matter most. Meets Grade Level dropped four percentage points and Masters dropped five percentage points, even though Approaches rose slightly. A student moving out of Meets and into Approaches-only represents a step backward, not stability, and Grade 4 is now the campus's weakest reading cohort relative to its own prior-year performance. Overall, Grades 3–5 Reading performance reflects increased student achievement and improved access to grade-level content, but this growth is uneven, and Grade 4 represents a clear point of concern rather than a neutral holding pattern.

Milne's Mathematics data reflects a similarly mixed picture. While Grade 5 Math posted the campus's strongest gains of the year — twenty-three points at Approaches, thirty-four points at Meets, and twenty points at Masters — Grade 3 Math declined on every measure: nine points at Approaches, seven points at Meets, and two points

at Masters. This is the only tested grade/subject combination on the campus with no positive indicator, and it should not be folded into the generally strong K–5 math narrative driven by Grade 5's gains. The Grade 3 Math decline warrants a focused, standalone response rather than being diluted by campus-wide averages.

A significant area of success is the performance of Emergent Bilingual students. Across Grades 3–5 Reading, Emergent Bilingual students increased performance from 62% to 73% at Approaches Grade Level, from 29% to 46% at Meets Grade Level, and from 8% to 18% at Masters Grade Level. These gains represent some of the strongest subgroup growth on the campus and indicate that instructional supports for multilingual learners are producing positive results. However, the achievement gap between Emergent Bilingual and Non-Emergent Bilingual students narrowed not only because of Emergent Bilingual growth, but because Non-Emergent Bilingual performance declined over the same period — falling from 73% to 58% at Approaches Grade Level (a 15-point drop), from 41% to 38% at Meets Grade Level, and from 16% to 15% at Masters Grade Level. This is a meaningfully different finding than gap-narrowing driven by mutual improvement, and it indicates that Non-Emergent Bilingual students represent an emerging area of concern that should not be masked by the Emergent Bilingual success story.

Despite these successes, data indicates a continued need to increase the percentage of students performing at the Meets and Masters Grade Level standards, particularly in Grade 4 Reading, where declines at Meets and Masters signal a loss of ground rather than stagnation, and in transitioning students from foundational literacy proficiency to advanced academic performance. Students will benefit from continued emphasis on vocabulary development, academic language acquisition, comprehension strategies, writing about reading, rigorous grade-level texts, and structured academic discourse across all content areas.

Based on the analysis of local and state assessment data, Milne Elementary's primary literacy and numeracy needs are to:

1. Reverse the Grade 3 Math decline through a focused root-cause review of Tier 1 math instruction in that grade band;

2. Accelerate Grade 4 Reading back toward Meets and Masters performance;

3. Sustain the significant gains demonstrated by Emergent Bilingual students; and

4. Investigate the causes of the Non-Emergent Bilingual decline in Grades 3–5 Reading — particularly the 15-point drop at Approaches Grade Level — and develop a targeted response, since the narrowing achievement gap reflects Non-Emergent Bilingual decline as much as Emergent Bilingual growth.

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **77** Date Last Taken: **04/25/2025**



Percent	56%	35%	6%	3%
Count	43	27	5	2

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **230** Date Last Taken: **04/24/2025**



Percent	36%	30%	21%	12%
Count	83	70	49	28

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **230** Date Last Taken: **04/17/2025**



Percent	37%	30%	24%	10%
Count	84	68	56	22

STAAR Alternate 2 Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **16** Date Last Taken: **04/15/2025**



Percent	6%	69%	25%
Count	1	11	4

STAAR Alternate 2 RLA

Grades Tested: **3, 4, 5**

Tests Taken: **16** Date Last Taken: **04/15/2025**



Percent	6%	69%	25%
Count	1	11	4

STAAR Alternate 2 Science

Grades Tested: **5**

Tests Taken: **4** Date Last Taken: **04/09/2025**



Percent	75%	25%
Count	3	1

TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **225** Date Last Taken: **03/26/2025**

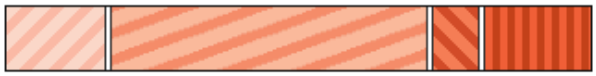


Percent	1%	32%	44%	19%	4%
Count	2	73	98	42	10

TELPAS Alternate Composite

Grades Tested: **2, 3, 4, 5**

Tests Taken: **11** Date Last Taken: **03/18/2025**



Percent	18%	55%	9%	18%
Count	2	6	1	2

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **206** Date Last Taken: **05/01/2026**



Percent	30%	29%	26%	15%
Count	62	60	53	31

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **68** Date Last Taken: **04/22/2026**

Data cannot be aggregated together for this group of tests

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **203** Date Last Taken: **04/17/2026**



Percent	31%	28%	24%	18%
Count	63	56	48	36

STAAR Alternate 2 RLA

Grades Tested: **3, 4, 5**

Tests Taken: **14** Date Last Taken: **04/15/2026**



Percent	100%
Count	14

STAAR Alternate 2 Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **14** Date Last Taken: **04/08/2026**



Percent	79%	21%
Count	11	3

STAAR Alternate 2 Science

Grades Tested: **5**

Tests Taken: **8** Date Last Taken: **04/07/2026**

Data cannot be aggregated together for this group of tests

TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **183** Date Last Taken: **03/18/2026**

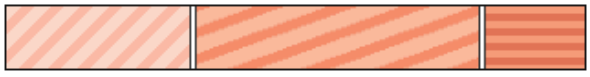


Percent	25%	44%	23%	8%
Count	45	81	42	15

TELPAS Alternate Composite

Grades Tested: **2, 3, 4, 5**

Tests Taken: **12** Date Last Taken: **03/02/2026**



Percent	33%	50%	17%
Count	4	6	2

Milne Elementary demonstrated significant improvement across multiple state accountability indicators between 2025 and 2026, particularly in STAAR Reading, STAAR Mathematics, and multilingual student outcomes.

STAAR Reading performance improved across Grades 3–5. In 2025, 37% of students performed at Did Not Meet, 30% at Approaches, 24% at Meets, and 10% at Masters. In 2026, the percentage of students performing at Did Not Meet decreased to 31%, while Masters performance increased from 10% to 18%. Although the percentage of students at Approaches decreased slightly from 30% to 28%, the increase in Masters indicates that more students moved beyond basic proficiency and into advanced performance levels. These results reflect stronger reading comprehension, increased academic vocabulary development, and improved student performance on grade-level texts.

Mathematics demonstrated strong overall growth. In 2025, 36% of students performed at Did Not Meet, 30% at Approaches, 21% at Meets, and 12% at Masters. By 2026, Did Not Meet decreased to 30%, Meets increased from 21% to 26%, and Masters increased from 12% to 15%. These gains indicate that more students are demonstrating grade-level mathematical understanding and higher-order problem-solving skills. The strongest growth occurred in Grade 5 Mathematics, where students made substantial gains across all performance levels.

TELPAS results indicate continued progress in English language acquisition among Emergent Bilingual students. The percentage of students performing at the Advanced High level increased from 23% in 2025 to 31% in 2026, while the percentage of students at the Intermediate level decreased from 32% to 25%. These shifts demonstrate that students are progressing toward full academic English proficiency and are becoming increasingly capable of accessing rigorous grade-level instruction in all content areas.

Milne's Emergent Bilingual students showed particularly strong academic growth. Reading outcomes improved significantly, with students increasing performance across Approaches, Meets, and Masters levels. The achievement gap between Emergent Bilingual and Non-Emergent Bilingual students narrowed considerably, reflecting the effectiveness of the campus's literacy, language development, and biliteracy supports.

STAAR Alternate 2 performance remained a strength for the campus. Students assessed through alternate measures continued to demonstrate success, with strong performance levels maintained in Reading and Mathematics. These outcomes reflect effective individualized supports and instructional programming for students receiving special education services.

Overall, the data demonstrates that Milne is successfully improving student achievement while simultaneously increasing academic rigor. The most notable gains occurred in Reading Masters performance, Mathematics proficiency, English language development, and Emergent Bilingual student outcomes. The campus has reduced the percentage of students performing below grade level while increasing the percentage of students meeting and mastering grade-level standards.

Despite these successes, opportunities for growth remain. Approximately one-third of students continue to perform below grade-level expectations in Reading and Mathematics. The data indicates a continued need to strengthen instructional practices that move students from Approaches to Meets and Masters performance levels. Focus areas should include academic vocabulary development, reading comprehension, written responses to text, mathematical reasoning, problem-solving, and language-rich instruction that supports both multilingual learners and struggling students.

Based on the analysis of state assessment and language proficiency data, Milne should continue prioritizing rigorous grade-level instruction, targeted intervention systems, progress monitoring, and language development supports to sustain growth and increase the percentage of students performing at Meets and Masters Grade Level across all content areas.

NWEA MAP Math (Kinder – 5th Grade)

English Percentile			
Grade	**Growth %ile**	**Achievement Fall %ile**	**Achievement Spring %ile**
ALL	45	53	50
Kinder	40	57	44
1st Grade	56	38	45
2nd Grade	49	31	33
3rd Grade	50	53	58
4th Grade	38	57	49
5th Grade	78	45	66

NWEA MAP Reading (2nd-5th Grade)

English Percentile			
Grade	**Growth %ile**	**Achievement Fall %ile**	**Achievement Spring %ile**
ALL	50	44	45
2nd Grade	61	32	45
3rd Grade	39	46	44
4th Grade	48	32	41
5th Grade	51	57	58

NWEA MAP Reading (2nd-4th Grade)

Spanish Percentile			
Grade	**Growth**	**Achievement Fall**	**Achievement Spring**
2nd Grade	47	59	60
3rd Grade	62	73	64
4th Grade	56	66	64

Milne's 2025–2026 NWEA MAP data demonstrates continued growth in both Mathematics and Reading achievement while also highlighting areas requiring ongoing instructional focus. Across Mathematics, students achieved a median growth percentile of 45, with particularly strong growth demonstrated in Grade 5 (78th percentile), Grade 1 (56th percentile), and Grade 3 (50th percentile). Mathematics achievement remained relatively stable, with overall campus achievement increasing from the 53rd percentile in Fall to the 50th percentile in Spring. Grade 5 students demonstrated the strongest achievement performance, finishing the year at the 66th percentile nationally.

Reading data reflects encouraging progress across grades. The campus median growth percentile was 50, with Grade 2 students demonstrating particularly strong growth at the 61st percentile and Grade 5 students achieving growth at the 51st percentile. Reading achievement increased overall from the 44th percentile in Fall to the 45th percentile in Spring. Grade 5 students continued to perform above national averages, increasing from the 57th percentile in Fall to the 58th percentile in Spring. Grade 2 and Grade 4 students also demonstrated meaningful gains in achievement throughout the year.

Spanish MAP Reading results continue to be a significant campus strength. Students in Grades 2–4 demonstrated achievement levels well above national averages, with achievement percentiles ranging from the 60th to 64th percentile in Spring. Third-grade Spanish Reading students performed at the 64th percentile nationally, while fourth-grade students performed at the 64th percentile and second-grade students achieved at the 60th percentile. These results align with Lectura outcomes and confirm that students possess strong literacy foundations in Spanish.

When analyzed alongside DIBELS, Lectura, and STAAR outcomes, the data suggests that students are making meaningful progress in literacy development across both languages. The substantial growth demonstrated by Emergent Bilingual students on STAAR Reading, including increases from 29% to 46% at Meets Grade Level and from 8% to 18% at Masters Grade Level, indicates that instructional efforts to support biliteracy and language development are producing positive results. The achievement gap between Emergent Bilingual and Non-Emergent Bilingual students narrowed significantly, demonstrating increased equity in academic outcomes.

Despite these gains, opportunities for growth remain. Reading achievement percentiles in several grade levels continue to lag behind growth performance, indicating that while students are learning at accelerated rates, many have not yet reached desired levels of academic proficiency. Continued attention must be given to strengthening vocabulary development, academic language, reading comprehension, written responses, and content-area literacy. Additionally, the campus should continue leveraging students' strong Spanish literacy foundations to accelerate English language acquisition and support transfer of literacy skills across languages.

The needs assessment indicates that Milne should prioritize: (1) increasing Reading and Mathematics achievement percentiles across all grade levels while maintaining strong growth performance; (2) continuing to accelerate English language proficiency and academic vocabulary development for Emergent Bilingual students; (3) leveraging biliteracy strengths to support grade-level reading comprehension and written responses; and (4) sustaining targeted small-group instruction, intervention systems, and progress monitoring practices that have contributed to strong student growth. Particular attention should remain on ensuring students move from growth to proficiency by increasing the percentage of students performing at Meets and Masters Grade Level on STAAR and at or above national norms on MAP achievement measures.

Needs related to improving the quality of instruction

Over the past two school years, A.A. Milne Elementary has demonstrated significant academic growth and continues to build momentum toward sustained student achievement. State assessment, language proficiency, and local assessment data indicate that students are making meaningful gains across Reading, Mathematics, and English language development. Recent STAAR results show improvements in both Reading and Mathematics performance across Grades 3–5, with notable increases in the percentage of students performing at the Meets and Masters Grade Level standards. Campuswide Reading Masters performance increased from 10% in 2025 to 18% in 2026, while Mathematics Meets performance increased from 21% to 26% and Masters increased from 12% to 15%. Grade 5 students demonstrated particularly strong growth in both Reading and Mathematics, reflecting the impact of focused instructional supports and increased academic rigor.

Milne's Emergent Bilingual students continue to be one of the campus's greatest success stories. TELPAS results show continued growth in English language proficiency, with the percentage of students performing at the Advanced High level increasing from 23% in 2025 to 31% in 2026. Additionally, STAAR Reading outcomes for Emergent Bilingual students improved substantially, with performance increasing from 29% to 46% at Meets Grade Level and from 8% to 18% at Masters Grade Level. These gains demonstrate that students are developing stronger academic language skills and are increasingly able to access rigorous grade-level content in English. The achievement gap between Emergent Bilingual and Non-Emergent Bilingual students narrowed considerably, reflecting increased equity in academic outcomes.

Local assessment data further supports these positive trends. DIBELS results show that the percentage of students performing At or Above benchmark increased from 58% to 73%, while the percentage of students performing Well Below benchmark decreased from 32% to 17%. Lectura results remained a campus strength, with 83% of students performing At or Above benchmark by the end of the year. MAP Reading and Mathematics data indicate that students continue to demonstrate strong academic growth, with multiple grade levels performing above national growth norms and achievement percentiles increasing across several grades. These outcomes suggest that students are building stronger foundational skills while simultaneously improving academic achievement.

Despite these successes, the data reveal several areas that require continued focus. While overall proficiency rates continue to rise, approximately one-third of students remain below grade-level expectations in Reading and Mathematics. Additionally, although more students are reaching the Approaches standard, increasing the percentage of students performing at the Meets and Masters levels remains a critical priority. Grade 4 Reading achievement represents a specific area of concern: unlike every other tested grade/subject combination on the campus except Grade 3 Math, Grade 4 Reading declined at Meets Grade Level (−4 points) and Masters Grade Level (−5 points), even as Approaches Grade Level rose slightly. This is not a case of slower growth — it is a loss of ground at the proficiency levels the campus is working hardest to increase, and it should be named as a priority alongside the Grade 3 Math decline rather than folded into general "areas for improvement" language. Furthermore, continued attention must be given to ensuring that students successfully transfer literacy skills from Spanish to English and are able to engage in rigorous academic discourse, complex text analysis, and written responses across all content areas.

Milne's previous academic challenges were rooted in inconsistent instructional implementation, varying levels of rigor, and limited instructional leadership capacity. To sustain and accelerate growth, the campus will continue strengthening Tier 1 instruction through the consistent implementation of high-quality instructional materials, rigorous TEKS-aligned lessons, and evidence-based instructional practices. Classroom instruction will prioritize student engagement, productive struggle, academic discourse, and opportunities for students to demonstrate deep understanding of grade-level content.

Professional Learning Communities (PLCs) will remain a cornerstone of Milne's instructional improvement strategy. Weekly collaborative planning sessions will focus on lesson internalization, standards alignment, anticipated misconceptions, exemplar development, and differentiation strategies. Administrators, learning coaches, and teacher leaders will actively participate in PLCs to provide feedback, coaching, and support that directly impacts classroom instruction. Biweekly data meetings will be used to monitor student progress, analyze assessment results, identify trends, and develop targeted intervention plans for students who require additional support.

The campus will continue prioritizing language-rich instruction for Emergent Bilingual students through intentional academic vocabulary development, structured discourse opportunities, and the consistent implementation of multilingual supports. Teachers will receive ongoing professional learning focused on integrating language objectives into daily instruction and leveraging students' biliteracy strengths to accelerate English language acquisition. Instructional strategies such as Turn and Talk, Think-Ink-Pair-Share, Quick Response Cards, White Boards, and structured writing opportunities will be used consistently across classrooms to increase student engagement and language production.

Milne will also continue utilizing a distributed leadership model that increases instructional leadership density across the campus. Teacher leaders, learning coaches, interventionists, and administrators will collaborate to provide coaching, modeling, feedback, and mentoring that strengthens instructional practice and promotes collective accountability for student outcomes. This approach fosters a culture of continuous improvement and shared ownership of student success.

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System evaluation (philosophy, processes, implementation, capacity)

Philosophy:
A.A. Milne Elementary is committed to ensuring excellence in everything by providing every student access to rigorous, grade-level instruction in a safe, supportive, and student-centered learning environment. Guided by HISD core values, the NES framework, and the Milne belief that every child can achieve at high levels, the campus will focus on developing lifelong learners who are academically prepared, socially responsible, and equipped to lead with purpose. Through collective efficacy, shared accountability, and a relentless commitment to continuous improvement, Milne will ensure that all students, particularly Emergent Bilingual students and students requiring additional support, receive the instruction and opportunities necessary to achieve academic success.

Processes:
Milne will implement a comprehensive instructional framework designed to accelerate student achievement through strong Tier 1 instruction, data-driven decision making, and targeted intervention. Professional Learning Communities (PLCs) will serve as the foundation for instructional planning and teacher development. Weekly PLCs will focus on lesson internalization, standards alignment, anticipated misconceptions, exemplar development, and implementation of high-quality instructional materials. Administrators, learning coaches, interventionists, and teacher leaders will actively participate in planning sessions to provide instructional support and ensure alignment across classrooms.

Student achievement data from STAAR, MAP, DIBELS, Lectura, TELPAS, common assessments, and classroom formative assessments will be analyzed regularly through biweekly data meetings. Teachers and instructional leaders will identify trends, monitor progress, determine intervention needs, and develop action plans to address student learning gaps. The campus will utilize targeted small-group instruction, intervention blocks, progress monitoring systems, and acceleration opportunities to ensure that all students receive support based on individual needs.

Special emphasis will be placed on literacy development, academic language acquisition, and biliteracy transfer. Instructional planning will intentionally incorporate language objectives, academic vocabulary development, structured discourse opportunities, and writing across content areas to support multilingual learners and strengthen overall student achievement.

Implementation:
Milne will continue implementing High-Quality Instructional Materials (HQIM) with fidelity across all content areas. Teachers will deliver rigorous, TEKS-aligned instruction daily while utilizing HISD-approved engagement strategies and Multiple Response Strategies (MRS) to increase student participation and deepen understanding. Strategies such as Turn and Talk, Think-Ink-Pair-Share, White Boards, Quick Response Cards, and structured academic discourse will be embedded into daily instruction to promote engagement, language development, and higher-order thinking.

Weekly PLCs will provide opportunities for teachers to practice lesson delivery, rehearse key instructional components, analyze student work, and refine instructional strategies. Administrators and instructional leaders will conduct frequent classroom observations, coaching cycles, and feedback sessions aligned to district expectations and campus goals. Observation data will be used to identify trends, provide differentiated support, and strengthen instructional practices across the campus.

The campus will maintain a strong focus on reading comprehension, writing about reading, mathematical reasoning, problem-solving, and academic vocabulary development. Emergent Bilingual students will receive consistent language supports through scaffolded instruction, language-rich learning experiences, and intentional opportunities to develop proficiency in listening, speaking, reading, and writing.

Capacity:
Milne will continue building leadership and instructional capacity through a distributed leadership model that empowers teachers, learning coaches, interventionists, and campus leaders to share responsibility for student success. Teacher leaders will support instructional improvement through coaching, modeling, mentoring, and facilitating collaborative planning. Ongoing professional learning will focus on strengthening content knowledge, effective instructional practices, language acquisition strategies, data analysis, and intervention planning.

The campus will foster a culture of continuous learning through frequent feedback, reflection, collaboration, and celebration of growth. Teachers will receive differentiated support based on performance data, observation feedback, and individual professional growth needs. By investing in the development of educators and creating systems that support high-quality instruction, Milne will continue increasing instructional effectiveness and improving student outcomes.

Through rigorous instruction, strong professional learning systems, data-driven decision making, and a commitment to excellence, Milne is positioned to sustain academic growth, increase the percentage of students performing at Meets and Masters Grade Level, accelerate language acquisition for Emergent Bilingual students, and ensure that every student achieves at high levels.

School Action Plan

KEY ACTION ONE

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

Improve staff capacity to provide high quality instruction.

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

• By December 2026, 75% of Independent Review Team (IRT) spot observations will score Proficient or higher, increasing to 85% by May 2027.
• By January 2027, the campus will achieve an average IRT score of 14.0, increasing to an average of 15.0 by May 2027.
• By January 2027, 90% of classrooms observed will demonstrate implementation of High-Quality Instructional Materials (HQIM), rigorous grade-level tasks, and student engagement strategies, increasing to 100% by May 2027.
• By January 2027, 100% of teachers will participate in weekly Professional Learning Communities (PLCs) focused on lesson internalization, data analysis, academic discourse, and effective instructional practices, as evidenced by PLC artifacts and administrative monitoring.
• By MOY 2027, 55% or more of students in Reading and Mathematics will demonstrate growth, increasing to 75% by EOY 2027, as measured by NWEA MAP.
• By EOY 2027, 60% of K–2 students will perform At or Above Benchmark on DIBELS 8 and Lectura, demonstrating strong foundational literacy skills and readiness for future academic success.

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

• Conduct weekly walkthroughs and spot observations, provide timely feedback, and implement coaching cycles to increase the percentage of teachers performing at the Proficient level or higher on IRT observations.
• Monitor observation trends and instructional data monthly, calibrate leadership team observations, and provide differentiated support to teachers to increase overall campus IRT performance.
• Review lesson plans, conduct classroom observations, and provide coaching to ensure consistent implementation of High-Quality Instructional Materials (HQIM), rigorous grade-level tasks, and student engagement strategies in all classrooms.
• Facilitate weekly Professional Learning Communities (PLCs) focused on lesson internalization, data analysis, academic discourse, and effective instructional practices while monitoring PLC implementation through agendas, artifacts, and classroom evidence.
• Lead biweekly data meetings to analyze NWEA MAP, STAAR-aligned assessments, DIBELS, and Lectura data, identify student learning needs, and develop intervention and acceleration plans that increase student growth in Reading and Mathematics.
• Monitor K–2 literacy data regularly and coordinate targeted interventions, progress monitoring, and instructional supports to increase the percentage of students performing At or Above Benchmark on DIBELS 8 and Lectura.

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

• Implement High-Quality Instructional Materials (HQIM) with fidelity and consistently utilize feedback from observations and coaching cycles to improve instructional practices and increase proficiency on IRT observations.

	• Apply instructional feedback, reflect on observation data, and participate in coaching conversations to strengthen lesson delivery, student engagement, and instructional effectiveness. • Deliver rigorous grade-level instruction daily using High-Quality Instructional Materials (HQIM), student engagement strategies, academic discourse, and checks for understanding to ensure all students actively engage in learning. • Actively participate in weekly Professional Learning Communities (PLCs) by internalizing lessons, analyzing student work and data, planning for misconceptions, and collaborating with colleagues to improve instruction. • Utilize student data from NWEA MAP, STAAR-aligned assessments, DIBELS, Lectura, and classroom formative assessments to monitor student progress, provide targeted interventions, and adjust instruction to increase student growth in Reading and Mathematics. • Implement evidence-based literacy practices, progress monitor student performance, and provide targeted small-group instruction and intervention to increase the percentage of K–2 students performing At or Above Benchmark on DIBELS 8 and Lectura.

Key Action One: Staff Development
Who: ● All instructional staff (teachers, teacher apprentices, learning coaches, teacher aides) ● Led by campus administrators, instructional leaders, and district specialists
What: Focused professional development sessions covering: ● “The Sweet 16” instructional practices ● Data-driven instruction ● Lesson internalization and planning ● Engagement strategies and aggressive monitoring ● Peer calibration and coaching
When: ● Weekly: During PLCs for planning and coaching ● Monthly: Campus PD days for deep dives and practice ● Quarterly: Peer observations and calibration walks ● Ongoing: On-the-job coaching and responsive support
Where: On campus: ● PLC rooms or team planning spaces ● Classrooms for embedded coaching and modeling ● Staff development rooms for campus-wide PD

Key Action One: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	$0.00
Funding sources:		

KEY ACTION TWO	**Key Action Two:** ***(Briefly state the specific goal or objective.)***
	Improve math and reading proficiency for students in grades PK–5, with a targeted focus on growth and achievement in foundational literacy and numeracy.
	Indicators of success ***(Measurable results that describe success.)***
	• By MOY 2027, 60% of Pre-K3 and Pre-K4 students will meet or exceed age-appropriate benchmarks in literacy and mathematics as measured by the CIRCLE Progress Monitoring Assessment. By EOY 2027, this will increase to 75%. • By MOY 2027, 50% of K–2 students will perform At or Above Benchmark on DIBELS 8 and Lectura. By EOY 2027, this will increase to 60%. • By MOY 2027, 55% or more of students in Grades K–5 will demonstrate growth in Reading and Mathematics as measured by NWEA MAP. By EOY 2027, this will increase to 70%. • By MOY 2027, 50% of students will demonstrate mastery of priority standards with a score of 70% or higher on District Student Assessments and Demonstrations of Learning (DOLs). By EOY 2027, this will increase to 60%. • By MOY 2027, 50% of students in Grades 3–5 will perform at the Meets Grade Level standard or above on STAAR-aligned assessments in Reading and Mathematics. By EOY 2027, this will increase to 60%. • By EOY 2027, the percentage of students performing at the Masters Grade Level standard in Reading and Mathematics will increase across all tested grade levels, with targeted growth among Emergent Bilingual students, At-Risk students, and students receiving intervention services.
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	Specific Actions – School Leaders • Beginning in August 2026 and continuing monthly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will provide professional development and coaching on IEP goal alignment, specially designed instruction (SDI), accommodations, modifications, progress monitoring, and inclusive instructional practices for students with disabilities.

• Beginning in August 2026 and continuing biweekly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will facilitate collaborative planning and PLC sessions with Special Education and general education teachers focused on lesson internalization, grade-level standards, differentiation strategies, accommodations, and data-driven instructional planning.

• Beginning in August 2026 and continuing biweekly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will review accommodation and modification documentation, conduct implementation checks, and provide feedback to ensure IEP and 504 supports are consistently implemented across instructional settings.

• Beginning in August 2026 and continuing weekly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will conduct classroom walkthroughs using Special Education look-fors to monitor alignment to IEP goals, implementation of accommodations, student engagement, grade-level rigor, and progress toward individualized learning goals.

• Beginning in August 2026 and continuing quarterly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will review IEPs and progress monitoring documentation to ensure goals are measurable, individualized, standards-aligned, and supported through appropriate instructional services and interventions.

• Beginning in August 2026 and continuing monthly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will monitor ARD timelines, verify dissemination of IEP information to staff within required timelines, analyze student progress data, and provide job-embedded coaching to strengthen lesson design, co-teaching practices, data collection, and progress monitoring for students receiving Special Education services.

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

• Beginning in August 2026 and continuing daily, Special Education teachers, inclusion teachers, and general education teachers will implement accommodations, modifications, and specially designed instruction (SDI) as outlined in each student's IEP and 504 plan.
• Beginning in August 2026 and continuing weekly, Special Education teachers and general education teachers will collaborate during PLCs and planning sessions to internalize lessons, analyze student data, align instruction to IEP goals, and develop differentiated learning experiences for students with disabilities.
• Beginning in August 2026 and continuing daily, teachers will deliver grade-level instruction using High-Quality Instructional Materials (HQIM), scaffolded supports, student engagement strategies, and academic discourse opportunities to ensure students with disabilities can access rigorous content.
• Beginning in August 2026 and continuing biweekly, Special Education teachers will collect, analyze, and document student progress toward IEP goals using progress monitoring tools, student work samples, assessment data, and service documentation.
• Beginning in August 2026 and continuing throughout the school year, Special Education teachers, inclusion teachers, and related service providers will maintain accurate documentation of accommodations, modifications, services, and student progress and communicate concerns and successes with families and campus leaders.
• Beginning in August 2026 and continuing throughout the school year, all staff serving students with disabilities will review assigned IEPs, implement required supports with fidelity, participate

	in professional learning opportunities, and collaborate with colleagues to ensure students receive individualized instruction aligned to both grade-level standards and IEP goals.

Key Action Two: Staff Development							
Who	**Pre-K3 & Pre-K4 Teachers**	**K–2 Teachers**	**K–5 Teachers**	**All Instructional Staff**	**All Instructional Staff**	**New or Struggling Teachers**	**Campus Leadership & Coaches**
What (Focus Area)	Circle PM Training: Interpreting data, planning small group instruction for literacy and math domains	DIBELS & Lectura: Data-driven phonics, fluency, and comprehension instruction based on subtest performance	NWEA MAP: RIT band targeting, goal setting with students, using MAP data to guide small groups	DOL Development: Creating and analyzing Daily Exit Tickets aligned to priority standards	Data-Driven Instruction: Using District Assessments, DOLs, and student work to plan re-teach	Intensive Coaching: Focused support on engagement, delivery, and data use	Instructional Calibration: Using IRT rubric and observation tools to strengthen feedback and consistency
When	BOY, MOY, EOY + monthly support	Monthly PLCs + Targeted PD Days	PD during BOY, MOY, and EOY windows + PLCs	Biweekly during PLCs	After each assessment cycle	Weekly, as needed	Monthly
Where	PK Room /PLC Room	K–2 Classrooms/ PLC Room	K–5 Classrooms/ PLC Room	K–5 Classrooms/ PLC Room	K–5 Classrooms/ PLC Room	K–5 Classrooms/ PLC Room	PLC Room

Key Action Two: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		
Student Incentives	Growth rewards (certificates, prizes, shout-outs)	$2,000
Tutorials Stipends	Compensation Saturday tutorials	$20,000
	TOTAL	$22,000
Funding sources:		

KEY ACTION THREE	**Key Action Three** ***(Briefly state the specific goal or objective.)***	
	Improve the quality and effectiveness of Special Education instruction and service delivery to ensure all students with disabilities receive rigorous, individualized support aligned to their IEP goals and grade-level standards.	
	Indicators of success ***(Measurable results that describe success.)***	
	● By May 2027, 100% of Special Education teachers, inclusion teachers, and teacher apprentices serving students with disabilities will plan and deliver instruction aligned to grade-level standards, IEP goals, and individualized student needs, with evidence of differentiation, accommodations, and scaffolded supports observed in at least 85% of walkthroughs and lesson plan reviews. ● By May 2027, students receiving Special Education services will demonstrate measurable progress toward their IEP goals as evidenced by quarterly progress monitoring reports, student work samples, assessment data, and documented intervention records. ● By May 2027, 100% of IEPs will include clear, specific, measurable, and standards-aligned annual goals that address each student's academic, behavioral, communication, and/or functional needs, as verified through quarterly audits conducted by campus administration and the Special Education team. ● By May 2027, 100% of general education teachers, Special Education teachers, and related service providers will consistently implement, and document required accommodations and modifications identified in IEPs and 504 plans, as evidenced through walkthroughs, lesson plans, progress monitoring documentation, and compliance reviews. ● By December 2026, 100% of Annual ARDs, Reevaluation ARDs, and Initial ARDs will be held on or before compliance timelines, with monthly monitoring conducted by campus administration and the Special Education team. ● By May 2027, 100% of staff serving students with disabilities will receive finalized IEPs, accommodation documentation, behavior plans, and service schedules within three instructional days of an ARD meeting, as verified through documentation logs, staff acknowledgment forms, and compliance monitoring.	
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***	
	• Beginning in August 2026 and continuing monthly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will provide professional development and coaching on IEP goal development, specially designed instruction (SDI), accommodations, modifications, inclusion practices, and progress monitoring to ensure students with disabilities receive rigorous instruction aligned to grade-level standards and individualized needs. • Beginning in August 2026 and continuing biweekly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will facilitate collaborative planning sessions and PLCs with Special Education and general education teachers focused on lesson internalization, differentiation, co-teaching practices, accommodations, and alignment of instruction to IEP goals and grade-level standards. • Beginning in August 2026 and continuing weekly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will conduct classroom walkthroughs and lesson	

plan reviews to monitor implementation of accommodations, scaffolded supports, student engagement, grade-level rigor, and alignment of instruction to IEP goals.
• Beginning in August 2026 and continuing quarterly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will review IEPs, progress monitoring data, student work samples, and intervention records to ensure goals are measurable, individualized, standards-aligned, and supported through appropriate instructional services.
• Beginning in August 2026 and continuing monthly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will monitor ARD compliance timelines, review campus tracking systems, and collaborate with the Special Education team to ensure all Annual, Reevaluation, and Initial ARDs are completed on or before required due dates.
• Beginning in August 2026 and continuing after each ARD meeting, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will verify that all staff serving students with disabilities receive finalized IEPs, accommodation documentation, behavior plans, and service schedules within required timelines and provide follow-up support to ensure consistent implementation of student supports.

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

• Beginning in August 2026 and continuing daily, Special Education teachers, inclusion teachers, and general education teachers will plan and deliver instruction aligned to grade-level standards, IEP goals, and individualized student needs, utilizing accommodations, modifications, scaffolded supports, and specially designed instruction (SDI).
• Beginning in August 2026 and continuing weekly, Special Education teachers, inclusion teachers, and general education teachers will collaborate during PLCs and planning sessions to analyze student data, internalize lessons, plan differentiated instruction, and ensure alignment between IEP goals and classroom instruction.
• Beginning in August 2026 and continuing daily, teachers and related service providers will implement and document all accommodations, modifications, behavior supports, and services outlined in students' IEPs and 504 plans.
• Beginning in August 2026 and continuing biweekly, Special Education teachers will collect, analyze, and document progress monitoring data, student work samples, assessment results, and intervention records to measure student progress toward IEP goals and inform instructional decisions.
• Beginning in August 2026 and continuing throughout the school year, Special Education teachers, inclusion teachers, and related service providers will participate in professional learning, coaching cycles, and collaborative planning focused on specially designed instruction, inclusion practices, co-teaching, progress monitoring, and effective support for students with disabilities.
• Beginning in August 2026 and continuing throughout the school year, all staff serving students with disabilities will review assigned IEPs, maintain confidentiality, acknowledge receipt of required documentation, communicate student progress with families, and collaborate with colleagues to ensure consistent implementation of services and supports across all instructional settings.

Key Action Three: Staff Development

Who:
Special Education teachers, general education teachers, and all staff supporting students with disabilities.

What:

- Co-plan and deliver differentiated lessons aligned to IEP goals and grade-level standards
- Implement and document IEP/504 accommodations and modifications
- Analyze student data and monitor IEP progress
- Participate in PLCs, peer observations, and professional learning
- Review and acknowledge finalized IEPs/504s
- Maintain accurate progress monitoring documentation

When:

- Daily: Instructional planning, implementation of accommodations, and lesson delivery
- Weekly/Biweekly: Documentation of accommodations, IEP progress monitoring, and PLC/data meetings
- Quarterly: Peer observations and IEP audits
- Within 3 instructional days: Review of finalized IEPs

Where:

- Classrooms and shared planning spaces
- PLC meetings and data review sessions
- Digital platforms and tracking systems
- Peer classrooms and observation debriefs

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		$0.00

Funding sources:

KEY ACTION FOUR	**Key Action Four** *(Briefly state the specific goal or objective.)*
	Campus improves English proficiency for Emergent Bilingual students.
	Indicators of success *(Measurable results that describe success.)*
	• By June 2027, the percentage of Emergent Bilingual students achieving the TELPAS Composite Proficiency Target will increase as compared to the previous school year. • By May 2027, 50% or more of Emergent Bilingual students performing at the Beginning or Intermediate Composite proficiency levels on TELPAS will increase by at least one proficiency level as measured by TELPAS results. • By May 2027, 100% of Emergent Bilingual students will receive daily integrated language instruction and designated language supports aligned to their language proficiency needs, as evidenced through lesson plans, instructional walkthroughs, and classroom observations. • By May 2027, 100% of teachers serving Emergent Bilingual students will consistently implement language objectives, student engagement strategies, academic discourse opportunities, and language supports during instruction, as evidenced through walkthroughs, lesson plan reviews, and observation data. • By May 2027, 60% or more of teachers serving Emergent Bilingual students will earn an average score of 8 out of 10 or higher in Domain II (Engage and Deliver; Monitor and Adjust) during spot observations, demonstrating effective implementation of linguistically responsive instructional practices. • By December 2026, 100% of Emergent Bilingual students will have an individualized language support plan aligned to their TELPAS domain needs, with evidence of targeted language supports, progress monitoring, and small-group instruction documented throughout the school year.
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	• Beginning in August 2026 and continuing biweekly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will monitor Emergent Bilingual student performance through NWEA MAP, TELPAS, common assessments, and classroom data and facilitate PLC discussions to identify trends, adjust instruction, and develop intervention plans. • Beginning in August 2026 and continuing after each assessment cycle, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will conduct TELPAS and language proficiency data reviews to identify student needs, monitor progress toward proficiency goals, and guide instructional planning and intervention efforts. • Beginning in August 2026 and continuing weekly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will conduct classroom walkthroughs using a language instruction look-for tool to monitor implementation of language objectives, academic discourse, integrated language instruction, designated language supports, and student engagement strategies. • Beginning in August 2026 and continuing monthly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will support teachers in developing, monitoring, and implementing individualized language support plans aligned to students' TELPAS domain needs and language proficiency levels. • Beginning in August 2026 and continuing monthly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will provide coaching, modeling, and feedback focused on instructional practices, including student engagement, monitoring for understanding, language development, and responsive instruction for Emergent Bilingual students.

	• Beginning in August 2026 and continuing monthly, the Principal, Assistant Principals, Interventionists, and Teacher Leaders will analyze classroom observation trends, walkthrough data, TELPAS results, and student achievement data to refine campus instructional priorities and provide targeted support to teachers serving Emergent Bilingual students.
	Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***
	• Beginning in August 2026 and continuing daily, teachers serving Emergent Bilingual students will implement language objectives, content objectives, student engagement strategies, academic discourse opportunities, and language supports aligned to students' proficiency levels and instructional needs. • Beginning in August 2026 and continuing weekly, teachers will analyze TELPAS, NWEA MAP, classroom assessment, and student work data to identify language development needs, adjust instruction, and provide targeted support for Emergent Bilingual students. • Beginning in August 2026 and continuing weekly, teachers will actively participate in PLCs to internalize lessons, plan integrated language instruction, develop scaffolded learning experiences, and monitor the progress of Emergent Bilingual students. • Beginning in August 2026 and continuing daily, teachers will implement individualized language support plans aligned to students' TELPAS domain needs and provide targeted listening, speaking, reading, and writing opportunities across all content areas. • Beginning in August 2026 and continuing throughout the school year, teachers will utilize designated language supports, small-group instruction, academic vocabulary routines, sentence stems, and structured student conversations to accelerate English language acquisition and content mastery. • Beginning in August 2026 and continuing throughout the school year, teachers will monitor and document student language growth, maintain evidence of instructional supports, communicate progress with families, and collaborate with colleagues to ensure Emergent Bilingual students receive consistent and effective language development opportunities.

Key Action Four: Staff Development

Who:
Special Education teachers, general education teachers, and all staff supporting students with disabilities.

What:

- Co-plan and deliver differentiated lessons aligned to IEP goals and grade-level standards
- Implement and document IEP/504 accommodations and modifications
- Analyze student data and monitor IEP progress
- Participate in PLCs, peer observations, and professional learning
- Review and acknowledge finalized IEPs/504s

- Maintain accurate progress monitoring documentation

When:

- Daily: Instructional planning, implementation of accommodations, and lesson delivery
- Weekly/Biweekly: Documentation of accommodations, IEP progress monitoring, and PLC/data meetings
- Quarterly: Peer observations and IEP audits
- Within 3 instructional days: Review of finalized IEPs

Where:

- Classrooms and shared planning spaces
- PLC meetings and data review sessions
- Digital platforms and tracking systems
- Peer classrooms and observation debriefs

Key Action Four: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	$0.00

Funding sources: