

2026-2027

Action Plan

CRESPO ELEMENTARY

Nora De Leon



District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

School Action Plan- Needs Assessment

Needs related to student achievement data

READING

In accordance with NWEA MOY Achievement data, Crespo is at 51 percentile (49 previous year). Our campus still is below the 55-achievement percentile goal for MOY. NWEA EOY preliminary growth data places 2nd-5th at the 53 percentiles, also below the 55 target. K-1st DIBELS data for EOY shows 58 percent of our students at or above benchmark, compared to 67 percent from 24-25 school year. In addition, K-2nd word recognition and language comprehension needs to be strengthened to align with 2nd-5th grade reading comprehension and ECR requirements as indicated by review of student writing portfolios.

MATH

In accordance with NWEA MOY Achievement data, Crespo is at 66 percentile (61 previous year). However, our kinder students regressed, and our 1st grade math students only increased 3 percentage points. NWEA EOY growth data is 51 percentile showing regression for 3rd and kinder bilingual, remaining stagnant with a 66 percentile for EOY student achievement.

EMERGENT BILINGUAL

In accordance with NWEA MOY Reading (ENG), Crespo's achievement for our emergent bilingual was in the 39 percentiles (41st percentile previous year). BOY was at 31 percentiles. We identified a regression for 2nd grade students, and little growth for 3rd grade (only 3 percentile points). In accordance with EOY DIBELS for EB students, only 52% of kinder and 1st I students scored at or above proficiency.

SPECIAL EDUCATION

In accordance with the MATH NWEA EOY assessment, 22 students with academic services in their IEP out of 56 met their expected EOY growth, 39 %. Reading NWEA EOY assessment 22 students with academic services in their IEP out of 50 met their expected EOY growth, 44 %.

Needs related to improving the quality of instruction

Instruction

Feedback from IRT and EDI indicated that effective teachers would need continued coaching on gradually releasing responsibility, so students are doing heavy cognitive lifting. Teachers will also need support in analyzing student responses in the moment to determine whether to provide a scaffold or elevate responses to deepen understanding and reinforce rigorous thinking. Second-year teachers will continue to receive intensive coaching focused on strengthening the science of teaching in alignment with the district's "Sweet Sixteen" instructional practices.

Teachers in grades K–2 will need intensive coaching to internalize read-aloud and customize them by chunking the text with frequent checks for understanding embedded throughout instruction. Phonics/Science of Reading blocks must focus on consistent routines that develop decoding and encoding simultaneously to strengthen word recognition and writing development concurrently.

Instructional focus will remain on building both word recognition and language comprehension to improve overall reading comprehension, while also ensuring alignment to upper-grade expectations for SCR responses and comprehension tasks.

Planning

To successfully adjust instruction, teachers will need to engage in a deeper dive into the lesson internalization protocol to effectively anticipate possible student misconceptions, plan aligned examples, and pre-plan "at bats" that maximize student understanding and opportunities for practice.

PLCs organized by content area will be implemented every other Friday during the B schedule to support lesson customization, alignment to content-specific instructional moves, and planning for what gradual release should look like within each lesson. This structure will also provide teachers with an additional 30 minutes for lesson demonstrations, collaborative planning, and actionable feedback.

Summer K–1 professional development will focus on strengthening the literacy block, clarifying writing expectations, and ensuring consistency within the Science of Reading (SOR) block. District professional development days will be designated for analyzing student data, identifying campus instructional trends, and sharing best practices through demonstration lessons and collaborative instructional planning.

System evaluation (philosophy, processes, implementation, capacity)

- NWEA, DIBELS, CIRCLE
- Campus formative assessment
- Campus Writing Calendar Progress (5th-2nd and Kinder-1st)
- Learning platforms student pathways-IXL
- Benchmark Running Records (Mandatory Kinder-1st/Below Grade Level 2nd)
- Lesson Internalization protocol through PLC
- Content area PD planning (Vertical Alignment)
- Demo Day Praise and Polish process
- Spot Observations
- Campus coaching feedback form
- Data trackers for SCR, ECR, DOL, BRR, Guided Reading groups, Exit Ticket TEKS by interventionist.
- DDI protocol for campus formative assessments

Key Actions

1. Strengthen K-1st Reading/Writing proficiency through implementation of K-1st Literacy Crespo's Action Plan and strengthen 2nd-5th reading comprehension and writing.
2. Refine PK-5th Math fluency and problem-solving skills.
3. Improve English proficiency of Emergent Bilingual students through the implementation of effective ELD blocks, sheltered instruction strategies, and a consistent plan for implementation of Summit K12.
4. Revamp in-class support of SPED teachers by focusing on accessing grade level instruction by proper implementation of effective scaffold and supplemental aids.
5. Improve the quality of Instruction across all content areas including acceleration block.

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective)
	<p align="center">Improve Reading and Writing proficiency in K-5th grade</p> <p>Build a strong literacy foundation for K-1st by refining the literacy block through focusing on the pre-reading skills including print concepts, alphabet knowledge, and writing conventions following Crespo's Kinder-1st Literacy plan and writing calendar. Target 2nd-5th reading comprehension through refining language comprehension skills (background knowledge, vocabulary, language structure, verbal reasoning) and ECR/SCR practices.</p>
	Indicators of success (Measurable results that describe success)
	<ul style="list-style-type: none"> By January 2027, 60% of students in grades 2nd - 5th will meet their expected Reading Winter growth (MOY RIT score) measured by NWEA. By May 2027, 65 % of students in grades 2nd - 5th will meet their expected Reading Spring growth (EOY RIT score) measured by NWEA. By May 2027, 85% of K-1st grade students will meet their Guided Reading EOY proficiency level in accordance with their Lexile level. By May 2027, 85% of K-1st grade students will score At or Above proficiency measured by their language of instruction DIBLES/LECTURA EOY assessment. By Spring 2027 STAAR Administration, the percentage of students scoring effective or higher (7-10) in constructive responses will increase by 5 percentile points compared to previous year. By the Spring 2027 STAAR Administration, the percentage of 3rd grade students scoring 0 on ECR will decrease by at least 5 percentage points compared to previous year.
	Specific actions – school leaders
	<p>(What specific action steps will the building leaders take to accomplish the objective?)</p> <ul style="list-style-type: none"> Strengthen reading, science, and social studies Short Constructed Responses (SCRs) through refinement of the RACE strategy. <ul style="list-style-type: none"> Biweekly PLC student sample analysis (De Leon/Villarreal) Track completion of Crespo's School wide writing plan with an emphasis on the Extended Constructed Response (ECR) process for grades 3–5, Short Constructive Response (SCR) 2nd and descriptive/narrative writing development calendar K–2 on the assigned OUTLOOK calendar invite due date. <ul style="list-style-type: none"> Monitor completion of monthly ECRs for grades 3–5 on Ontrack (Villarreal) Monitor completion of monthly SCR for 2nd grade Crespo's Tracker (Gaona) Monitor completion of monthly writing samples K-1st Crespo's Tracker (Palmer) Ensure consistent implementation of QRC strategies across all content areas to strengthen justifying written responses <ul style="list-style-type: none"> Daily observations and SPOTs (All ADMIN)

- Review RLA student-teacher conference notes and feedback calendars to ensure students are receiving clear, actionable, and precise feedback to improve ECR performance.
 - Monthly PLC log **(All ADMIN)**
- Provide PK–1 teachers with continued training in the Science of Reading through the implementation of effective phonics instruction that develops both decoding and encoding skills. Writing student portfolios sample.
 - Biweekly PLC student sample analysis **(DeLeon/Gaona)**
- Support teachers during PLCs with lesson internalization and slide deck customization protocols that utilize DOL and assessment data to backwards plan instruction.
 - Weekly Lesson internalization PLC **(All ADMIN)**
- Design the master schedule to include a POWER TIME dedicated to acceleration and to support differentiated small-group instruction based on data.
 - Master schedule summer planning **(De Leon)**
- Enhance reading instruction through the integration of supplemental resources such as Forde-Ferrier, Countdown/Fast Focus, and Think Up, aligned to Lead4ward planning documents to support customized instruction and mastery of learning objectives.
 - Weekly Lesson internalization PLC **(All ADMIN)**
- En reading instruction through the integration of supplemental resources such as Forde-Ferrier, Countdown/Fast Focus, and Think Up, aligned to Lead4ward planning documents to support customized instruction and mastery of learning objectives.
 - Weekly Lesson internalization PLC **(All ADMIN)**
- Provide ongoing instructional coaching and feedback to ensure the consistent delivery of high-quality instruction across all classrooms.
 - Daily observations and SPOTs **(All ADMIN)**
- Strengthening Reading Acceleration block by using LASE materials (S & E), Fordie-Ferrier, Countdown, fast focus, Think Up as well as Guided reading to support planning of effective POWER TIME (Acceleration block).
 - District PD content planning sessions **(De Leon)**
- Monitor tracking of DOL through class mastery tracker data to determine acceleration/intervention effectiveness and planning.
 - Weekly PLC internalization every Friday Data allotment **(PLC lead)**

Specific actions – staff

(What specific action steps will the staff take to accomplish the objective?)

- Reinforce daily SCR in all ELAR/SLAR and Science lessons pushing for students explaining the evidence they cited.
(2nd-5th Reading/Science/Social Studies teachers)
- Provide feedback on SCR at least once a week using rubric.
(2nd-5th Reading/Science/Social Studies teachers)
- Ensure at least one ECR a month is implemented in ELA/SLA as outlined in the campus writing plan.
(3rd-5th ELA/SLA teachers)
- Follow the 3rd - 5th school-wide writing plan with the focus on the monthly ECR process. 2nd grade will follow Descriptive and Narrative and incorporate ECR during the second semester. K-1st Descriptive paragraph using campus rubric. PK Inventive spelling to label as well as sentence structure rubric. and descriptive writing for K-1st. Grade school wide composition writing calendar. Individual action steps are due every Friday of the week.
(Kinder-5th ELA/SLA teachers)
- Writing Conferences should be happening every other Friday.
(Kinder-5th ELA/SLA teachers as recorded on conference log)
- Publish Final Draft. 4th and 5th Compositions will be typed starting September. 3rd graders will transition to typing their composition in November ECR.
(ELA/SLA teachers)
- Use and expose students the rubric provided by TEA (student friendly) rubric to assess student SCR's and ECR's.
(ELA/SLA teachers)
- Plan for intervention or guided reading/daily 5 lessons for their Power Hour block using various data points. **(ELA/SLA teachers)**
- Student participant guide will show annotations. **(ELA/SLA teachers)**
- PK-2 writing journals are mandatory. **(ELA/SLA teachers)**
- Administer BOY, MOY and EOY Running Records for Prek-2nd grade students. 3rd-5th ongoing progress monitoring of TIER 2 and TIER 3 students.
(ELA/SLA teachers)

Key Action One: Staff Development

Who: SLA/ ELA Teachers, ELD teachers, Administrators

What: Writing Calendar Implementation, Phonics Block, Writing Instruction, Guided Reading, Fluid Literacy Block

When: Summer PD K-1st Literacy Block, Pre-Service, District PD days, PLC

Where: Library, PLC Room, Virtual District PD sessions, ELAR/ SLAR teachers

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Kinder and 1st teachers PD for writing alignment with SCR. Phonics/SOR block. Summer PD	4,500
Staff development	3rd-5th ELA/SLA teacher. Scoring and feedback for ECR summer PD	5,000
Staff development	ELAR and SLAR teachers will participate in PLC, on the spot coaching sessions, and engage in instructional rounds observing highly effective teachers.	\$0
Materials/resources	HMH, Amplify, Guided Reading, Estrellita, Think Up Reading, Forde-Ferrier, Countdown/ Fast Focus, Lead4ward, TEA SCR and ECR Rubric	\$0
Purchased services	N/A	\$0
Other	Writing Wall Material	6,305
Other	Independent Reading Libraries (Benchmark Education)	\$0
TOTAL		\$15,805

Funding sources: Budgets-Regular Program 199100, Bilingual 199105, Gifted and Talented 199101

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective)
	<p>Improve math fluency, problem solving skills and science instruction</p> <p>Improve student math solving skills by training math teachers to foster student autonomy in mathematical problem-solving through consistently requiring them to use effective annotations enabling students to identify, retrieve, and apply previously taught concepts and execute effective procedural math with fluency.</p>
	Indicators of success (Measurable results that describe success)
	<ul style="list-style-type: none"> By May 2027 PK 4 EOY Circle Administration, 90% of students will score at the Proficient level in Circle Counting sets. By May 2027, 55% of students in 1st grade will meet their expected Spring growth goal measured by MOY NWEA. By the Spring 2027 STAAR Administration, the percentage of 5th grade students performing at meets in Science will increase by 5 percentage points for the Spring 2026 administration. By the Spring 2027 STAAR Administration, the percentage of 5th grade students performing at meets in Math will increase by 5 percentage points from the Spring 2026 administration. By January 2027, 55% of students in grades K- 5th will meet their expected Winter growth goal measured by MOY NWEA.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> Lesson and unit internalization protocol to adjust everyday instruction. <ul style="list-style-type: none"> Weekly PLC internalization (De Leon/Villarreal) Support for slide deck customization to align LO/DOL/Verb of TEKS by using backwards design during PLC. <ul style="list-style-type: none"> Weekly PLC internalization (De Leon/Villarreal) Refine “at bats” based on CFU data on the spot. <ul style="list-style-type: none"> Daily observations and SPOTs (All ADMIN) Design the master schedule to include a POWER TIME dedicated to acceleration and to support differentiated small-group instruction based on data and block expectations. <ul style="list-style-type: none"> Master schedule summer planning (De Leon)

- Strengthen Math Acceleration block by using LASE materials (S & E), Fordie-Ferrier, Countdown, fast focus, Think Up as well as Lead4ward to support planning of effective POWER TIME (Acceleration block).
 - District PD content planning sessions (**De Leon**)
- Monitor tracking of DOL through class mastery tracker data to determine acceleration/intervention effectiveness and planning.
 - Weekly PLC internalization every Friday Data allotment (**PLC lead**)
- Monitor teacher's implementation of annotation and labeling to solve word problems as part of developing gradual release and solving skills by using **CUBES** as the school wide annotations protocol.
 - Daily observations and SPOTs (**All ADMIN**)
- Monitor teachers' use of examples, anchor charts and reference materials to support scaffolding and differentiation.
 - Daily observations and SPOTs (**All ADMIN**)
- Monitor and coach gradual release model where teachers ask rather than tell what students should do next to transfer cognitive lifting and develop student problem solving skills.
 - Daily observations and on the spot coaching (**All ADMIN**)

	<p style="text-align: center;">Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</p> <ul style="list-style-type: none"> ● Ensuring that lesson Internalization protocols are followed to adjust everyday instruction to meet the needs of all students. <ul style="list-style-type: none"> ○ (Math teachers) ● Consistently ensuring all student-facing materials are customized, prior to first instruction, to be in alignment with the rigor of DOL. <ul style="list-style-type: none"> ○ (Math teachers) ● Ensure “at bats” are implemented in slide decks for authentic student engagement with content. <ul style="list-style-type: none"> ○ (Math teachers) ● Make in the moment adjustments based on data gathered from whiteboards and problem sets. <ul style="list-style-type: none"> ○ (Math teachers) ● Emphasize daily use of math participants' guide to annotate and show solving strategies for 3rd-5th. <ul style="list-style-type: none"> ○ (Math teachers) ● Kinder-2nd math journals for students to show their solving processes (Understanding the problem, drawing your plan, Solving). RDW solving boards show solving processes. <ul style="list-style-type: none"> ○ (Math teachers) ● Daily use of annotation and labeling to solve word problems to develop independent thinkers by following CUBES annotation protocol. <ul style="list-style-type: none"> ○ (Math teachers) ● Consistent use of exemplars, anchor charts and students' individual reference materials to support scaffolding and differentiation. <ul style="list-style-type: none"> ○ (Math teachers) ● Gradual release model with student’s exemplar and evidence of preventing human errors by creating safeguards in delivering instruction. <ul style="list-style-type: none"> ○ (Math teachers) ● Regularly ask students metacognitive questions to prompt them to reflect on their problem-solving process to check transfer of cognitive lifting <ul style="list-style-type: none"> ○ (Math teachers) ● Daily data gathering to make acceleration/intervention decisions based on acceleration block description using classroom percentage of mastery. <ul style="list-style-type: none"> ○ (Math teachers) ● Incorporation of accelerated resources and materials such as LASE materials (S & E), Fordie-Ferrier, Countdown, fast focus, Think Up as well as Lead4ward to support planning of effective POWER TIME (Acceleration block). <ul style="list-style-type: none"> ○ (Math teachers) ● Monitoring of Digital platform usage with student individualized learning Path based on their RIT score. (Math teachers)
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Key Action Two: Staff Development

Who: School Administrators, Math teachers

What: At bats, Lesson Internalization, Slide deck customization, annotation and problem-solving processes

When: Pre-Service, District PD days, PLC

Where: Library, PLC Room, Virtual District PD sessions, math teachers classrooms

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Math teacher will participate in PLC and in the spot coaching sessions, observe highly effective math teachers	\$0
Materials/ Resources	Teacher materials	\$6,000
Other	Manipulatives	\$4,000
TOTAL		\$10,000

Funding sources:
Regular Program 199100, State Comp 199103, Gifted and Talented 199101, Bilingual 199105
Budget

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective)
	<p>Campus improves English proficiency for Emergent Bilingual students</p> <p>Through the implementation of effective ELD blocks, sheltered instruction strategies, and a consistent plan for implementation of Summit K12, Emergent bilingual students will demonstrate a year's growth in English language proficiency, as defined by 2nd-5th TELPAS and Kinder-1st DIBLES assessment.</p>
	Indicators of success (Measurable results that describe success)
	<ul style="list-style-type: none"> By January 2027, 55% of 2nd-5th Emergent Bilingual students will meet their individual growth measured by MOY NWEA English Reading. By May 2027, 56% of kinder-1st Emergent Bilingual students will score at or above proficiency as measured by DIBELS.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> Design master schedule to support ELD instruction. <ul style="list-style-type: none"> Master schedule summer planning (De Leon) Train teachers to follow the EB Action plan provided by the LDC. <ul style="list-style-type: none"> District PD days (De Leon/Villarreal/Gaona) Train teachers in following highly effective shelter instruction practices. <ul style="list-style-type: none"> District PD days (Gaona-ELD Coordinator) Strengthen ESL/ELD curriculum with additional materials from Spelling Connection and Wordly Wise. <ul style="list-style-type: none"> District PD days (De Leon/Villarreal/Gaona) Establish and monitor a plan for the consistent implementation of Summit K12. <ul style="list-style-type: none"> Monthly check (Villarreal/Castillo CL2 reports) Implementing the Multilingual Specialty form to provide teachers with ongoing feedback and coaching. <ul style="list-style-type: none"> Daily Observations and Feedback (Gaona-ELD Coordinator)

	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> ● Identify proficiency levels of all Emergent Bilingual Students during pre-service data dig to tailor instruction in each domain. <ul style="list-style-type: none"> ○ Pre-Service Data Dig Day (All teachers) ● Use collaborative table mats, multiple response strategies, and sentence starters to engage Emergent Bilingual students in student discourse. <ul style="list-style-type: none"> ○ On going slide deck customization (All teachers) ● Follow time allotment during their ELD/ Literacy block for Summit K12 platform of at least 30 minutes twice a week reflected on daily schedule. <ul style="list-style-type: none"> ○ Master schedule summer planning (All teachers) ● Identify appropriate linguistic accommodations and strategies for differentiating instruction. <ul style="list-style-type: none"> ○ Pre-Service Data Dig Day (All teachers) ● Create focused lessons that target the four domains of language through the implementation of the ELPS. <ul style="list-style-type: none"> ○ On going slide deck customization (All teachers) ● Use of visual aides to frontload vocabulary. <ul style="list-style-type: none"> ○ Pre-Service EB training. On going slide deck customization (All teachers)

Key Action Three: Staff Development

Who: Administrators and Prek-5th grade Bilingual teachers

What: LD Action plan, shelter instruction practices, identify proficiency levels,

When: Pre-Service, District PD days, PLC

Where: Library, PLC Room, Virtual District PD sessions, bilingual teachers

Key Action Three: Budget

Proposed item	Description	Amount
EB Software	Summit K12 C2L/Science/Early Literacy	\$25,560
Staff development	Bilingual Summer Bridge Camp	\$9,750
Materials/resources	Spelling Connections EB students	\$6,436
Purchased services	NA	\$0
Other	Tutorials Targeting Language Acquisition	\$7,000
TOTAL		\$48,742

Funding sources: Budgets-Bilingual -199105, Regular Program-199100

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective)
	<p>SPED teachers will support students to access grade level content to meet student grade level Goals</p> <p>Improve push-in SPED support by collaborating with lesson internalization alongside Gen. Ed. teachers during content PLCs. Daily implementation of students' IEP accommodations to access grade level content and successfully meet yearly academic goals.</p>
	Indicators of success (Measurable results that describe success)
	<p>Indicators of success (Measurable results that describe success.)</p> <ul style="list-style-type: none"> ● By May 2027, 2nd-5th SPED students meeting their yearly individual growth target on NWEA Reading will increase 3 percentage points from NWEA 2026. (45% to 48%) ● By May 2027, kinder-5th SPED students meeting their yearly individual growth target on NWEA Math will increase 3 percentage points from NWEA 2026. (49% to 52%) ● By the Spring 2027 STAAR Administration, the percentage of SPED students performing at meets in Math will increase by 5 percentage points from the Spring 2026 administration. ● 100% of 3rd-5th grade SPED students taking STAAR will be trained by their assigned non-self-contained SPED teacher to effectively use allowed supplemental aid by December 2026.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> ● Non Self-Contained master schedule of SPED to monitor inclusion/pull out instruction <ul style="list-style-type: none"> ○ SPED master schedule summer planning (De Leon/Villarreal) ● Non Self-Contained teachers daily schedule/daily cards with color coded minutes to monitor effective use of designated support and implementation of accommodations outlined on students IEP <ul style="list-style-type: none"> ○ Daily schedules summer planning (De Leon) ● Red-Hanging folder with pending TAB assignment for pull-out student support. <ul style="list-style-type: none"> ○ Summer planning/Classroom readiness checklist (De Leon)

- Non Self-Contained Special Education teachers will participate in weekly PLC alongside core teachers to align planning with lesson objectives.
 - Weekly PLC internalization (**De Leon/Villarreal**)
- Non Self-Contained Special Education Teachers will participate in assigned Co-teaching demo days.
 - Weekly PLC Demo Allotment (**De Leon/Villarreal**)
- Monitor IEP accommodations at a glance tracker for Non Self-Contained teachers to review updated accommodations after ARDs.
 - Weekly after ARDs (**De Leon/Villarreal**)
- Self-Contained Special Education teachers will participate in weekly PLC to review alignment and pacing as well as customization and internalization.
 - Weekly PLC internalization (**Palmer-De Leon/Villarreal**)
- Self-Contained SPED teachers will receive at least one spot observation a week. Coaching sessions after on the spot feedback will result in 1-2 actions steps agreed upon between teacher and appraiser.
 - Ongoing Observations and Feedback (**Assigned Appraiser**)
- Meet with the SPED team to analyze student data after BOY, MOY, EOY and other assessments such as checkpoints to identify the next steps and update student growth goals.
 - Data dig PLC schedule on PLC calendar (**De Leon/Villarreal**)

Specific actions – staff

(What specific action steps will the staff take to accomplish the objective?)

- Adhered to color coded master schedule of services indicating minimum required minutes as established in student IEP, and additional support minutes to reflect student services.
- SPED teachers will keep the current SPED google drive folder with IEP accommodations at a glance based on the last student ARD.
- SPED service providers will maintain an accurate services log form to track service minutes provided daily asking for classroom teacher signature, and additional notes if additional tasks are provided during the additional minutes of support.
- SPED teacher will craft a student Designated Support scaffolding tool/kit with all supporting materials designated on students IEP as they are needed based on presented content such as manipulatives, reference materials and all supplemental aids per subject to be delivered to each classroom teacher by content.

- SPED service providers will check SPED individual scaffolding tools/kit to maintain all necessary materials, and train students in how to use them.
- Follow the semester at a glance to ensure monthly collaborative planning sessions involving SPED service providers and teachers and monthly SPED PLCs facilitated by the SPED by admin.
- SPED teachers will spot check to track the implementation of student accommodations in assigned teachers' classrooms and the use of designated supports used by classroom teachers. They will be responsible for providing implementation support to classroom teachers as needed.
- Classroom teachers will consistently use and enter in Power Schools student accommodations, the use of designated support, and all additional designated support established in students IEP as required by law.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation
- Attend ARD meetings as requested

Key Action Four: Staff Development

Who: Administrators and Prek-5th grade teachers All SPED teachers

What: LD Action plan, shelter instruction practices, identify proficiency levels,

When: Pre-Service, District PD days, PLC

Where: Library, PLC Room, Virtual District PD sessions, classrooms

Key Action Four: Budget

Proposed item	Description	Amount
Staff development	NA	\$0
Materials/resources	copy paper, card stock, folders, binders, protective sheets, folder labels & large labels, dividers, rings	\$2,000
Purchased services		
Other	Dyslexia Materials	\$500
Other	Manipulatives	\$4,000
Other	After School Tutorials for SPED students	\$4,000
TOTAL		\$10,500

KEY ACTION FIVE	Key Action (Briefly state the specific goal or objective.)
	<p align="center">Improve quality of Instruction</p> <p>Enhance the quality of instruction across all content areas focusing on lesson internalization and customization to show gradual release of cognitive lifting.</p>
	Indicators of success (Measurable results that describe success)
	<ul style="list-style-type: none"> By January of 2027, 45% of new hired teachers and teachers at progressing for the 25-26 TES preliminary effectiveness level will score proficient averaging September to January spot observations. By May 2027, 60% of new hired teachers and teachers progressing for the 25-26 TES preliminary effectiveness level will score proficient averaging February to May spot observations. By May 2027, 90 % of returning teachers will score proficient or above as marked on spot observations dashboard.
	<p align="center">Specific actions – school leaders</p> <p>(What specific action steps will the building leaders take to accomplish the objective?)</p> <ul style="list-style-type: none"> Identify campus wide instructional needs based on High-Quality Instruction. Instructional rounds and SPOTS data to provide teachers with ongoing targeted professional development. (ILT-Appraisers) Conduct quality is highly aligned to Sweet 16 SPOT observations. (ILT-Appraisers) Provide on-the-spot coaching following Crespo's nonnegotiable coaching playbook characteristics. (ILT-Appraisers) Consistent lesson internalization, and customization protocols during PLC Day including Demo time and Data dig time in accordance with PLC schedule. (ILT-Appraisers) Coach teachers on the feedback received after each IRT visit (4 times) (De Leon) Conduct calibration walkthroughs for effective practices and alignment. (De Leon) Inspect daily classroom procedures and instructional expectations for proficient implementation. (ILT-Appraisers) Schedule Instructional Rounds to visit High Performing campuses to enhance our instructional leadership skill set and influence our instructional program. (De Leon) Review lessons and plans before observations to be ready to coach on the spot. Ensure that we are keeping student independent mastery. (ILT-Appraisers)

	Specific actions – staff
	(What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> Actively participate in PLCs focused on High-Quality Instruction and student mastery in mind. (All teachers) Do the PLC pre-work and bring all necessary materials. (All teachers) Upload all assigned content areas slide deck for the following week of instruction every Friday before assigned PLC/planning time allotted time into Google Drive Lesson Plan Folder. (All teachers) Fully customized Lesson plan is expected on google drive every day by 7:00 am (All teachers) Execute next steps provided by the observer to enhance instructional practices and delivery. (All teachers) Backwards plan unpacked learning objectives aligned to the TEKS, LO, DOL and slide deck. (All teachers) Deliver lessons that follow the gradual release model that guide students toward independent mastery of the LO. (All teachers) Use of effective monitoring techniques to be able to adjust based on the spot data (CFU). (All teachers) Use student data from DOL (demonstration of learning) and formative/summative assessment data to effectively plan for students reaching their individual academic goals during Power Time block (acceleration/ intervention) Engage in Instructional Rounds to observe Highly Effective teachers from High Performing campuses to enhance instructional skill set. (All teachers)

Key Action Five: Staff Development		
Who: Administrators and All teachers		
What: Lesson Internalization, Customizations, Backwards Planning, Data		
When: Pre-Service, District PD days, PLC		
Where: Library, PLC Room, Virtual District PD sessions, classrooms		
Key Action Five: Budget		
Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
TOTAL		
Funding sources:		