

2026-2027 Action Plan

Pilgrim Academy

Christopher Hua

School Action Plan – Needs Assessment

Over the past three years, our campus, which serves a student population that is 98% economically disadvantaged, has made significant academic gains. We have demonstrated steady growth in Reading, Math, and Science, along with a strong rebound in Social Studies. These results reflect our continued focus on strengthening Tier 1 instruction, aligning instruction to rigorous standards, and providing targeted interventions based on student needs.

While we are projected to have earned an A rating this past school year, achievement gaps remain among our Emergent Bilingual students, students receiving special education services, and certain ethnic subgroups. Additionally, our Meets and Masters performance levels remain below state targets. Our next challenge is to sustain our growth by embedding academic language development across all content areas, strengthening our co-teaching and intervention models, and expanding access to rigorous learning opportunities so that every student has the opportunity to excel.

Needs related to student achievement data

Pilgrim Academy STAAR Data 2024, 2025, 2026			
Year and Subject	Approaches	Meets	Masters
2024 Mathematics	75%	43%	16%
2025 Mathematics	80%	54%	23%
2026 Mathematics	82%	57%	26%
2024 Reading	68%	40%	14%
2025 Reading	76%	52%	25%
2026 Reading	76%	55%	29%

Domain 1 STAAR Achievement									
Area	N Tested	Does Not Meet #	approaches Only	Meets Only #	Masters #	Approaches+ %	Meets+ %	Masters %	Achievement Index
Math Grades 3-8	685	129	173	221	162	81.20%	55.90%	23.60%	53.60%
Algebra I	49	1	12	10	26	98.00%	73.50%	53.10%	74.80%
Math + Algebra	734	130	185	231	188	82.30%	57.10%	25.60%	55.00%
RLA Grades 3-8	734	176	155	193	210	76.00%	54.90%	28.60%	53.20%
Total	1468	306	340	424	398	79.20%	56.00%	27.10%	54.10%

Over the past three years, our campus has made strong gains in Meets and Masters performance; however, we remain below state targets and must continue improving overall baseline achievement in Domain 1. While our progress is promising, inconsistent rigor, limited enrichment for higher-performing students, and a heavier focus on moving students from Approaches to Meets have slowed growth at the Masters level. At the same time, smaller gains at Approaches suggest that our current interventions are not consistently addressing the foundational gaps of our lowest-performing students.

Moving forward, we will refocus our Acceleration Block to provide targeted, skill-based instruction for students performing below Approaches and those on the cusp of reaching Approaches. Student groups and instructional priorities will be adjusted regularly based on assessment data, DOL results, and evidence gathered through aggressive monitoring. During Tier 1 instruction and the Acceleration Block, teachers will respond immediately when monitoring reveals misunderstandings, provide multiple at-bats for students to practice priority skills, and increase academic discourse and writing. This more intentional approach will help us strengthen Approaches performance, sustain Meets gains, accelerate Masters growth, and increase our overall Domain 1 achievement.

2nd	Fall 2025-2026	Winter 2025-2026	Spring 2025-2026	Δ
Math	58th Percentile	63rd Percentile	52nd Percentile	6
RLA	26th Percentile	32nd Percentile	30th Percentile	4
RLA Spanish	56th Percentile	72nd Percentile	52nd Percentile	4
Science	25th Percentile	39th Percentile	40th Percentile	12

8th	Fall 2025-2026	Winter 2025-2026	Spring 2025-2026	Δ
Math	52nd Percentile	57th Percentile	48th Percentile	4
Algebra		69th Percentile	68th Percentile	1
RLA	51st Percentile	50th Percentile	58th Percentile	7
Science	60th Percentile	72nd Percentile	78th Percentile	18

Campus	Fall 2025-2026	Winter 2025-2026	Spring 2025-2026	Δ
Math	56th Percentile	61st Percentile	60th Percentile	3
Algebra		69th Percentile	68th Percentile	1
RLA	37th Percentile	46th Percentile	53rd Percentile	16
RLA Spanish	58th Percentile	65th Percentile	63rd Percentile	5
Science	42nd Percentile	55th Percentile	60th Percentile	18

Our NWEA MAP data shows that 71% of students in grades 2–8 met their growth targets in RLA, compared with 62% of students in grades K–8 in Math. While both areas show progress, the nine-percentage-point gap signals the need for a stronger and more intentional focus on math growth. Second and eighth grades will be priority grade levels because they demonstrated the lowest levels of growth.

Moving forward, we will strengthen Tier 1 math instruction and refocus the Acceleration Block to provide targeted, skill-based support for students performing below grade level and those approaching proficiency. Teachers will use MAP strand data, common assessments, DOL results, and aggressive monitoring to identify gaps, create flexible groups, and adjust instruction based on student need. Additional coaching and progress monitoring in second and eighth grades will help ensure students receive multiple at-bats, immediate feedback, and focused intervention designed to increase the percentage of students meeting their Math MAP growth targets.

Growth by Current Grade 25-26							
Grade	Matched	Growth	No Growth	Growth Rate	New	% of students who met Growth	
2	88	64	24	72.70%	11	51.58%	
3	104	69	35	66.30%	8		
4	91	26	65	28.60%	4		
5	112	67	45	59.80%	9		
6	78	21	57	26.90%	4		
7	61	26	35	42.60%	2		
8	68	37	31	54.40%	4		

Our TELPAS data shows that Emergent Bilingual students in fifth, seventh, and eighth grades experienced slower rates of language growth than other grade levels. This indicates a need to more closely monitor these specific cohorts and strengthen the connection between language development and daily reading instruction.

Moving forward, campus leaders will work directly with fifth-, seventh-, and eighth-grade reading teachers to identify students who are not progressing at the expected rate and track their growth throughout the year. Teachers will use TELPAS proficiency data, classroom performance, DOL results, and student work to plan targeted language supports and adjust instruction based on individual needs. We will focus on embedding academic vocabulary, structured student discourse, reading comprehension, and frequent writing opportunities into daily instruction. Through consistent progress monitoring, targeted coaching, and intentional collaboration with reading teachers, we will accelerate language development and improve outcomes for our Emergent Bilingual students.

DIBELS % Met Proficiency		LECTURA % Met Proficiency	
64.90%	All EOY	86.00%	All EOY
62.07%	Kinder	87.91%	Kinder
65.65%	1st	86.07%	1st
67.25%	2nd	82.50%	2nd

Our DIBELS and Lectura data show an average performance difference of approximately 20 percentage points across grade levels. This gap indicates that many students are not consistently transferring foundational literacy skills between Spanish and English, particularly as English language demands increase. Although students receive instruction within their designated language of instruction, we must be more intentional about building the English-language skills they need to access grade-level content and demonstrate proficiency across assessments.

Moving forward, we will strengthen the ELD Block, refocus the Acceleration Block, and increase the use of purposeful English-language scaffolds throughout daily instruction. Teachers will use DIBELS, Lectura, classroom assessment data, and student work to identify specific phonics, fluency, vocabulary, and comprehension gaps. Instruction will include explicit connections between Spanish and English, structured academic discourse, intentional vocabulary development, sentence stems, modeling, and multiple opportunities for students to read, speak, and write in English. Through stronger progress monitoring and targeted support, we will close the gap between DIBELS and Lectura performance while ensuring students continue developing literacy skills in both languages.

Needs related to improving the quality of instruction

IRT 2: 13.8
IRT 3: 15.05
IRT 4: 15.25
IRT Average: 14.7

Our IRT average indicates that we are a Proficient II campus; however, the score of 13.8 in one indicator shows that we still need to improve our consistency.

Overall Spot Average:

When each instructional indicator is calculated using the same denominator, our lowest-performing areas are writing and monitoring and adjusting instruction, both at 69.5%, followed by scaffolding and stamping key points, both at 72%. These results show that our greatest opportunities are not only in lesson delivery, but in how consistently teachers respond to student understanding during instruction.

Moving forward, we will focus coaching and professional development on increasing purposeful writing across all content areas, strengthening aggressive monitoring, and making immediate instructional adjustments when students demonstrate misunderstandings. Teachers will also receive support in planning effective scaffolds that maintain grade-level rigor and intentionally stamping the key learning students must retain. Improving these four indicators will strengthen Tier 1 instruction, provide students with clearer and more responsive learning experiences, and support stronger academic achievement across all student groups.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy:

At Pilgrim Academy, we are committed to upholding HISD's six core values in every aspect of our work. We believe that all students can learn and reach their full potential, and that effective teachers make the greatest impact on student academic performance. To ensure every child's success, we hold both our students and ourselves to high expectations, foster strong parent engagement and community partnerships, and rely on clearly defined outcomes to guide our decisions and hold ourselves accountable. We value equity and are dedicated to reducing inequities in education by providing all learners with access to rigorous, grade-level instruction and the support they need to excel. Through **Professional Learning Communities (PLCs), Internalization, data reflection and Demo-Days**, we promote collaboration and continuous improvement, creating a supportive and high-performing environment where students and staff can thrive.

Processes:

Aligned with HISD's Core Values, we are committed to ensuring that every student has access to high-quality instruction and materials, delivered by staff who hold high expectations and foster a winning culture.

- **Core Value 1 – All students can learn and reach their potential:** We will provide every student with rigorous, TEKS-aligned instruction supported by high-quality instructional materials and strategies that meet their unique needs.
- **Core Value 2 – Effective teachers make the most difference in student academic performance:** Through daily touchpoints, ongoing coaching, and the SPOT form, administrators will support teachers in strengthening instructional delivery.
- **Core Value 3 – High expectations for all:** Our PLC protocols, featuring lesson internalization, Demo Days, intentional planning, and modeling will ensure that lessons are designed and delivered at the highest standard.
- **Core Value 4 – Parent engagement and community support:** We will maintain open communication with families and the community to reinforce learning beyond the classroom.
- **Core Value 5 – Clearly defined outcomes:** We will monitor progress through consistent data analysis and feedback cycles to keep instruction aligned with campus goals.
- **Core Value 6 – Equity and reducing inequities:** By strengthening Tier I and Tier II instruction, we will close achievement gaps for all student groups, particularly Emergent Bilingual, SPED, and economically disadvantaged students.

Implementation:

In 2026–2027, we will continue to utilize the HISD curriculum for all learners, with a master schedule intentionally designed to better support its implementation. Lesson internalization protocols have been strengthened, and teachers will now complete a pre-checklist that includes finalized DOLs and At-Bat orders prior to planning. Coaching will be more targeted, with support tailored to the specific needs of individual teachers. Tier II instruction will be improved through a refined LSAE model that is implemented with greater consistency and features smoother transitions to maximize instructional time.

Capacity:

We will continue building a collaborative, solutions-focused school culture where teachers and administrators grow together. Our goal is to equip every educator and administrator with the tools, strategies, and support they need to deliver and coach effective instruction on our campus. Through regular feedback, targeted coaching, and reflective practice, we will strengthen both teacher and leader capacity so that growth is shared at every level. We will invest in developing teacher leaders and expanding the skills of Tier II leaders by increasing opportunities for calibration, peer-to-peer learning, and classroom observations. Administrators will also engage in ongoing professional learning to refine their own instructional leadership skills, ensuring they can provide the highest level of coaching and support. By growing our people, we grow our impact.

Key Actions
• Improve staff capacity to provide high quality instruction. • Strengthen the leadership density of Pilgrim Academy. • Improve Emergent Bilingual Instruction and Support. • Improve Special Education Instruction and Service Delivery

School Action Plan

	Key Action <i>(Briefly state the specific goal or objective.)</i>
	The Leadership Team's focus on growing staff capacity to deliver high-quality instruction directly supports Core Value 1,2, 3 and 5 to increase student achievement as measured by the SPOT form and Achievement/Growth on NWEA MAP/STAAR.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• IRT 1 and 2 scores will average at or above 14.5, which represents a Proficient II rating. By IRT 4, scores will average at or above 15.0, also within the Proficient II range. This will represent a 0.3-point increase compared to the previous year. • The percentage of students meeting the recommended NWEA MAP growth targets of 0.6 by MOY and 1.2 by EOY will increase by 5 percentage points compared to the previous year. • 80% of the scores on spot observations conducted on IRT 2 will be proficient or higher; that percentage will increase to 100% by IRT 4. • By 2027 STAAR Administration, Domain I, will show an 8% increase in Meets in Reading and Math.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

**KEY
ACTION
ONE**

- Leadership team will calibrate over the Summer on the Walkthrough Rubric to ensure alignment and calibration across the leadership team.
- Leadership team will create a campus tracker to monitor Teacher spot scores for “engage & deliver” and “monitor & adjust.”
- Leadership team will create a focus on improved Tier I instruction as evidenced from the Spot Rubric. To ensure this, the leadership team will create and conduct a professional development schedule surrounding the Spot Observation rubric. This will include a specific PLC for each spot indicator. These trainings will take place during August pre-service and throughout the year.
- Leadership team will create and conduct a professional development schedule surrounding campus selected instructional strategies (RAP, ACE, annotations, etc). These trainings will take place during August pre-service and throughout the year.
- Teachers will be tiered based on previous years SPOT averages and years of experience to ensure appropriate systems of support. First year teachers and teachers who received an average of Progressing II will be required to meet with a Tier II leader once a week for lesson internalization, until their spot averages meet the expectations of the 13.5 by MOY and 14.5 by EOY.
- School leaders will create specific expectations for intervention time/blocks for accountability. (i.e. ensure small groups are occurring, data driven pull outs, 30 min maximum/not first thing in AM).
- The Leadership Team will create PLC protocols for teachers over Domain I: Planning. Lesson planning expectations, internalization protocols, frequency, and AT-BAT schedule will be discussed. Teachers will be trained on this expectation during August PD.
- Provide on-the-spot coaching and specific written feedback weekly using the spot observation form.
- Internalization of lessons by School Leaders prior to lesson internalization meetings

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

	• Teachers will attend PLCS surrounding “engage & deliver” and “monitor & adjust” to build teacher capacity. After each training, teachers will be required to implement strategies covered into their next lesson. • Teachers will begin implementing specific instructional strategies (MRS, HQI, Tier I instructional strategies) in their lessons. 80% of our teachers will be using identified instructional strategies during their instructional blocks when administrators conduct spot observations by October and 100% by January. • Teacher leaders will arrive to all lesson internalization meetings with Tier II leaders with required “entry tickets” and complete any “exit tickets” within a 48 hr period. • Teacher will adjust instruction as necessary/in a timely manner as a result of feedback from the observer. • Teachers will review roster recommendations and initiate parent contact to create intervention schedules based on the needs of the child. Teachers will also implement differentiated instruction during intervention according to student tier/level. This will include small groups, creation of tier III designated supports for students. • Internalization of lessons by Staff prior to lesson internalization meetings
--	--

Key Action One: Staff Development	
Who:	Instructional staff, campus administrators, instructional leaders, and central office specialists
What:	• Focus on The Sweet 16 instructional practices specifically “monitor and adjust, QRC, pacing, and increase number of AT-BATS. • Lesson internalization and planning • Calibration and coaching
When:	• Weekly: Internalization • Monthly: Professional Development • Ongoing: SPOTs, coaching, calibrations

Where:

- **Internalization:** Content/Grade Level Chairs Classroom
- **Professional Development:** Cafeteria, Central Office, Content/Grade Level Classroom, MS Lounge
- **SPOTS, Coaching, Calibration:** Classroom

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Staff development as it relates to High Quality Instruction will be supported by District Personnel, Professional Development, and continuous coaching from Tier IIs and Campus leader. Thus no outside support/resources will be necessary.	\$0.00
Materials/resources	Materials and resources will be supported by District Curriculum and Resources. Thus no outside support/resources will be necessary.	\$0.00
Purchased services	No purchased services will be necessary at this time as it relates to improvement in high- quality instruction	\$0.00
Other	N/A	\$0.00
Other	N/A	\$0.00
TOTAL		\$0.00
Funding sources:		

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

The focus on strengthening leadership density directly supports Core Value 3 by building the effectiveness of Tier II leaders in coaching, mentoring, and providing high-leverage feedback that increases academic rigor and student success in the classroom.

KEY ACTION TWO	
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By MOY Conferences, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Day-to Day Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric. This will increase to 21/25 by EOY. • 100% of Tier II leaders will meet AM & PM spot observation requirements on a weekly basis throughout the 26-27 school year • Tier II leaders will facilitate lesson Internalization PLCS as tracked by their walkthrough and internalization tracker. As a result, 80% of their teachers will average 13.5 points of higher on Instruction as defined by MOY Spot averages by January 2027; that point average will increase to 14.5 points by May 2027 • Tier II leaders will complete the required mentor observation, coaching, and feedback cycle for their selected Year One or Year Two appraisees. (Appraisers will complete one cycle per week until the appraisees achieve a minimum total Spot Observation score of 10, afterwards, appraisers will follow the regular observation/feedback cycle).
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

- Develop a Lesson Internalization schedule that allows Tier II leaders to facilitate the internalization of specific parts of the lesson cycle during PLCs.
- Develop a lesson Internalization Cycle that teachers will follow to facilitate the lesson internalization process during PLCS.
- Develop and model effective PLC lesson internalization to ensure high quality instruction
- Guide teachers learning on how to improve student achievement through data internalization and high impact instructional strategies.
- Develop rubric for data internalization process and successful use of high impact instructional strategies.
- Elect/Train/Guide teacher leaders in effective planning, with gradual release of PLC to teacher leaders
- Meet with Tier II leaders to determine Year One/Year two mentees.
- Determine requirements surrounding observation, coaching, and feedback cycle from Tier IIs to appraisees.
- Internalization of lessons by School Leaders prior to lesson internalization meetings.

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

	• Teachers will follow Lesson Internalization schedules provided from Tier IIs. • Teachers will arrive at Lesson Internalization PLCS with necessary entry tickets/artifacts. • Teachers will follow lesson Internalization Cycle created from Tier II leaders • Teachers will lead effective PLC lesson internalization as modeled by Tier II leaders • Teachers will gradually lead PLCS surrounding data internalization and high impact instructional strategies. • Teachers will follow rubric for data internalization process and implement high impact instructional strategies in their classroom with integrity. • Year One/Year two mentees will meet with Tier II leaders to follow observation, coaching, and feedback cycle • Year One/Year two mentees will implement any coaching/feedback provided from Tier II by next observation. • Internalization of lessons by Staff prior to lesson internalization meetings
--	--

Key Action Two: Staff Development	
Who:	campus administrators, instructional leaders
What:	• Focus on Tier II instructional capacity • Lesson internalization and planning • Calibration and coaching
When:	• Weekly: Internalization • Monthly: Professional Development • Ongoing: SPOTs, coaching, calibrations, update coaching tracker
Where:	• Internalization: Content/Grade Level Chairs Classroom • Professional Development: Cafeteria, Central Office, Content/Grade Level Classroom, MS Lounge • SPOTS,Coaching,Calibration: Classroom/Conference Room
Key Action Two: Budget	

Proposed item	Description	Amount
Staff development	Tier II development will be supported by District Personnel such as EDI, Senior ED, etc in addition to continuous coaching from lead appraiser (principal). Thus no outside support/resources will be necessary.	\$0.00
Materials/resources	Materials and resources will be supported by West Division Professional Development alongside District Development. Thus no outside support/resources will be necessary.	\$0.00
Purchased services	No purchased services will be necessary at this time as it relates to improvement in Tier II capacity	\$0.00
Other	N/A	\$0.00
Other	N/A	\$0.00
TOTAL		\$0.00
Funding sources:		

	Key Action <i>(Briefly state the specific goal or objective.)</i>
	The focus on improving Emergent Bilingual instruction directly supports Core Values 1, 3, and 6 by working to close the achievement gap for the largest minority population on our campus. We are holding students to a higher standard, as evidenced by the ambitious indicators of success we have set.
	Indicators of success <i>(Measurable results that describe success.)</i>

	• The number of students who grow one proficiency level will meet the recommended target metric of 40% set by the state's long term goal with a campus goal of 55%. • By December 2026, 65% of Emergent Bilingual Students will meet their individualized growth target in 2-8 NWEA MAP Reading. By May 2027, 65% of Emergent Bilingual Students will meet their individualized growth target in 2-8 NWEA Map Reading. This will be a 5 % increase as compared to the previous year. • By May 2027, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. • DIBELS: By June 2027, campus will see a 10% increase in percent of total students who hit proficiency (at or above grade level) score benchmark as compared to EOY SY26-27.
KEY	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

ACTION THREE

- Leadership team will create and conduct a professional development schedule surrounding Summit K-12 usage and the correlation between Summit K-12 and the improvement in TELPAS scores. These trainings will take place during August pre-service and throughout the year.
- Leadership team will create and conduct a professional development schedule surrounding campus selected instructional strategies (RAP, ACE, annotations, etc). These trainings will take place during August pre-service and throughout the year.
- Leadership team will create and conduct a professional development surrounding different language levels and criteria necessary to move one level up in TELPAS.
- Leadership team will partner with Multilingual to create a one pager around effective EB strategies in the classroom. This will include how to appropriately use TPR, sentence stem, academic vocabulary, code switching in the classroom.
- Leadership team will partner with Multilingual to ensure proper TIER I scaffolds and instruction are being implemented in the classroom to support EBs.
- Leadership will conduct weekly SPOTs with the multilingual specialty guide centered around these instructional strategies to ensure teachers are implementing each strategy with integrity.
- Admin team will review Summit K-12 usage reports in advance of weekly PLCs to ensure teachers are using the required resources with integrity and responding to the target needs of their students.
- School leaders will create incentives around Book Reports and Library Book Check outs.

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

	• Teachers will attend PLCS surrounding Summit K-12 After each training, teachers will be required to implement strategies covered into their next lesson. • Teachers will begin implementing specific instructional strategies in their lessons. 80% of our teachers will be using identified instructional strategies during all contents when administrators conduct spot observations by October and 100% by January. • Teacher leaders will implement sheltered instructional strategies as advised by multilingual department. These strategies may include specific modeling, enhanced graphic organizers, visual aids, etc that will be used consistently across all grade levels. • Teachers with students who are not meeting current Summit K-12 usage goals, will evaluate their current intervention plan and adjust their plan to close usage deficits. • Teachers with students who are meeting current Summit K-12 usage goals, will utilize data to respond and adjust frequency of Summit K-12 program. • Teachers will review roster recommendations and initiate parent contact to create intervention schedules based on the needs of the child. • Teachers will also implement differentiated instruction according to student tier/level. Teachers will implement book report incentives in classrooms.
--	--

Key Action Three: Staff Development	
Who:	Instructional staff, campus administrators, instructional leaders, and central office specialists
What:	• Focus on The Sweet 16 instructional practices specifically “monitor and adjust, QRC, pacing, and increase number of AT-BATS. • Lesson internalization and planning with focus on providing EB supports such as scaffolds such as TPR, sentence stems, gestures, academic vocabulary, etc. • Calibration and coaching • Focus on Summit K-12 Usage
When:	• Weekly: Internalization • Monthly: Professional Development • Ongoing: SPOTs, coaching, calibrations

Where:

- **Internalization:** Content/Grade Level Chairs Classroom
- **Professional Development:** Cafeteria, Central Office, Content/Grade Level Classroom, MS Lounge

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Emergent Bilingual development will be supported by District Resources, Professional Development, and Multilingual Support alongside Tier II and building leader (principal). Thus no outside support/resources will be necessary.	\$0.00
Materials/resources	Materials and resources will be supported by District resources such as Summit K-12, Multilingual resources and District Professional Development. Thus no outside support/resources will be necessary.	\$0.00
Purchased services	No purchased services will be necessary at this time as it relates to improvement in Emergent Bilingual Instruction	\$0.00
Other	N/A	\$0.00
Other	N/A	\$0.00
TOTAL		\$0.00

Funding sources:

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	The focus on improving Special Education Instruction and Service Delivery directly supports Core Values 1, 3, and 6 by working to close the achievement gap for our lowest performing demographic. We are holding students to a higher standard, as evidenced by the ambitious indicators of success we have set surrounding our quality of IEPS, MAP Growth and Teacher performance.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• As evidenced by our 2025 Fall and 2026 Spring Folder Review, our campus will receive an A with zero folders having less than 80% in all identified categories. • 100% of newly enrolled students with IEPS will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy • 55% of students with IEPS in grades 3-8 will receive a .6 growth as defined by NWEA MAP MOY Reading/Math and 1.2 growth as defined by NWEA MAP EOY Reading/Math. • 100% of the scores on spot observations conducted on Special Education teachers during IRT 2 will be proficient or higher; that percentage will remain to 100% by IRT 4.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• The leadership team, H. Irani (SpEd Chair), and E. Elhage (SpEd Clerk) will conduct professional development surrounding IEP implementation, accommodation, and support during August PD. • Leadership will create a Special Education tutoring program centered around Sped-certified teachers and lower (K-2) teachers.

- Leadership will create 6 Week Special Education Cycle tutorial calendars to accommodate students & teachers based on student learning levels and proficiency.
- Leadership will review data reports during PLCS to determine future intervention.
- Appraisers and H. Irani (SpEd Chair), will create updated IEP folders and provide all gen. ed teachers a copy of each folder during August PD. These IEP folders will be updated as needed throughout the year.
- Appraisers and H. Irani (SpEd Chair), will Monitor IEP accommodation implementation in gen. ed classrooms as evidenced by walkthroughs.
- H. Irani (SpEd Chair) will send an updated weekly calendar of ARDS to ensure all parties are notified and available for attendance.
- Provide on the spot coaching for teachers pertaining to “monitor and adjust” line “Teacher differentiates instruction based on student needs” on the spot form. This feedback should specifically pertain to special education accommodation implementations.
- Host effective PLC’s for effective planning and implementation of accommodations and modifications for special education students.
- Internalization of lessons by School Leaders prior to lesson internalization meetings

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

	● Resource and general education teachers will review student IEPs, BOY and STAAR data to determine intervention frequency during August PD ● Based on data, general education teachers will strategically group students and begin accelerated instruction by mid-September. ● 100% of teachers will document accommodations for Special Education Students through PowerSchool ● General education teachers will meet with appraisers to review walkthroughs and implement feedback pertaining to IEP implementation/Spot Form feedback. ● General education teachers will ensure appropriate supplemental aids, services, and other supports/modifications will be created to support students with IEPs in meeting IEP goals. ● Analyze assessment data in PLC to assist in guiding lesson planning and instruction. ● Internalization of lessons by Staff prior to lesson internalization meetings
--	---

Key Action Four: Staff Development	
Who:	Instructional staff, campus administrators, instructional leaders, and central office specialists
What:	● Focus on The Sweet 16 instructional practices specifically “monitor and adjust, QRC, pacing, and increase number of AT-BATS. ● Lesson internalization and planning with focus on providing SPED supports ● Calibration and coaching ● Understanding and knowing student IEPs

When: • Weekly: Internalization (Review IEPs and implementation) • Monthly: Professional Development • Ongoing: SPOTs, coaching, calibrations		
Where: • Internalization: Content/Grade Level Chairs Classroom • Professional Development: Cafeteria, Central Office, Content/Grade Level Classroom, MS Lounge		
Key Action Four: Budget		
Proposed item	Description	Amount
Staff development	Special Education development will be supported by District Personnel, Professional Development alongside Tier II, Sped Chair and building leader (principal). Thus no outside support/resources will be necessary.	\$0.00
Materials/resources	Materials and resources will be supported by District Sped resources and District Professional Development. Thus no outside support/resources will be necessary.	\$0.00
Purchased services	No purchased services will be necessary at this time as it relates to improvement in Sped Instruction	\$0.00
Other	N/A	\$0.00
Other	N/A	\$0.00
TOTAL		\$0.00
Funding sources:		