



2026 – 2027

Campus Action Plan

Campus Name

Sugar Grove Academy Middle School

Principal Name

Noe Ortega

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Data Summary

STAAR DATA

Math

	Math				
	2023	2024	2025	2026	Diff
Approaches	66%	73%	59%	79%	20
Meets	36%	47%	46%	52%	6
Masters	14%	21%	13%	22%	9

We made a 35 points increase in math as a campus.

Based on our 80, 45, 25, we were 1 point shy of 80%, exceeded 45% by 7 points, and 3 points shy of 25%.

	Algebra				
	2023	2024	2025	2026	Diff
Approaches	100%	96%	100%	100%	0
Meets	100%	92%	96%	98%	2
Masters	95%	67%	88%	84%	-4

We exceeded our campus goal of 80, 45, 25 in Algebra.

ELA

	Reading				
	2023	2024	2025	2026	Diff
Approaches	59%	65%	52%	63%	11
Meets	33%	42%	29%	39%	10
Masters	14%	16%	11%	16%	5

We made a 26 points increase in ELA as a campus.

Based on our 80, 45, 25, we were 17 points shy of 80%, 6 points shy of 45%, and 9 points shy of 25%.

Science

	Science				
	2023	2024	2025	2026	Diff
Approaches	54%	52%	59%	65%	6
Meets	19%	26%	30%	37%	7
Masters	4%	6%	10%	15%	5

We made an 18 points increase in science as a campus.

Based on our 80, 45, 25, we 15 points shy of 80%, 8 points shy of 45%, and 10 points shy of 25%.

Social Studies

	SST				
	2023	2024	2025	2026	Diff
Approaches	42%	36%	28%	35%	7
Meets	18%	16%	9%	13%	4
Masters	8%	6%	5%	6%	1

We made a 12 points increase in social studies as a campus.

TELPAS

SGA Historical TELPAS Data

School Year	NES	% Increase																																									
Summary 23-24_TELPAS_EP_First_ENG <table><tr><th>Rating</th><th>#</th><th>%</th><th>Rising</th><th>Maintaining</th><th>Decreasing</th></tr><tr><td>Beginning</td><td>38</td><td>12.1%</td><td>0</td><td>30.8%</td><td>0</td><td>4%</td></tr><tr><td>Intermediate</td><td>25</td><td>7.8%</td><td>0</td><td>30.8%</td><td>0</td><td>4.6%</td></tr><tr><td>Advanced</td><td>12</td><td>3.8%</td><td>0</td><td>10.1%</td><td>0</td><td>1.6%</td></tr><tr><td>Advanced High</td><td>0</td><td>0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr><tr><td>Totals</td><td>55</td><td>16.6%</td><td>0</td><td>61.6%</td><td>0</td><td>10.6%</td></tr></table>	Rating	#	%	Rising	Maintaining	Decreasing	Beginning	38	12.1%	0	30.8%	0	4%	Intermediate	25	7.8%	0	30.8%	0	4.6%	Advanced	12	3.8%	0	10.1%	0	1.6%	Advanced High	0	0%	0	0.0%	0	0.0%	Totals	55	16.6%	0	61.6%	0	10.6%	Year 1	29.08%
Rating	#	%	Rising	Maintaining	Decreasing																																						
Beginning	38	12.1%	0	30.8%	0	4%																																					
Intermediate	25	7.8%	0	30.8%	0	4.6%																																					
Advanced	12	3.8%	0	10.1%	0	1.6%																																					
Advanced High	0	0%	0	0.0%	0	0.0%																																					
Totals	55	16.6%	0	61.6%	0	10.6%																																					
Summary 23-24_TELPAS_EP_First_ENG <table><tr><th>Rating</th><th>#</th><th>%</th><th>Rising</th><th>Maintaining</th><th>Decreasing</th></tr><tr><td>Beginning</td><td>65</td><td>13.73%</td><td>0</td><td>11.64%</td><td>0</td><td>0%</td></tr><tr><td>Intermediate</td><td>65</td><td>13.43%</td><td>0</td><td>26.61%</td><td>0</td><td>1.79%</td></tr><tr><td>Advanced</td><td>16</td><td>4.16%</td><td>0</td><td>16.51%</td><td>0</td><td>1.67%</td></tr><tr><td>Advanced High</td><td>0</td><td>0%</td><td>0</td><td>2.36%</td><td>0</td><td>1.79%</td></tr><tr><td>Totals</td><td>146</td><td>31.34%</td><td>0</td><td>56.4%</td><td>0</td><td>3.25%</td></tr></table>	Rating	#	%	Rising	Maintaining	Decreasing	Beginning	65	13.73%	0	11.64%	0	0%	Intermediate	65	13.43%	0	26.61%	0	1.79%	Advanced	16	4.16%	0	16.51%	0	1.67%	Advanced High	0	0%	0	2.36%	0	1.79%	Totals	146	31.34%	0	56.4%	0	3.25%	Year 2	31.34%
Rating	#	%	Rising	Maintaining	Decreasing																																						
Beginning	65	13.73%	0	11.64%	0	0%																																					
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Summary TELPAS Early 25-26 <table><tr><th>Rating</th><th>#</th><th>%</th><th>Rising</th><th>Maintaining</th><th>Decreasing</th></tr><tr><td>Beginning</td><td>68</td><td>12.16%</td><td>0</td><td>8.85%</td><td>0</td><td>0%</td></tr><tr><td>Intermediate</td><td>63</td><td>21.07%</td><td>0</td><td>21.83%</td><td>0</td><td>2.28%</td></tr><tr><td>Advanced</td><td>31</td><td>7.87%</td><td>0</td><td>24.37%</td><td>0</td><td>1.02%</td></tr><tr><td>Advanced High</td><td>0</td><td>0%</td><td>0</td><td>0%</td><td>0</td><td>0.01%</td></tr><tr><td>Totals</td><td>162</td><td>41.12%</td><td>0</td><td>54.88%</td><td>0</td><td>3.81%</td></tr></table>	Rating	#	%	Rising	Maintaining	Decreasing	Beginning	68	12.16%	0	8.85%	0	0%	Intermediate	63	21.07%	0	21.83%	0	2.28%	Advanced	31	7.87%	0	24.37%	0	1.02%	Advanced High	0	0%	0	0%	0	0.01%	Totals	162	41.12%	0	54.88%	0	3.81%	Year 3	41.12%
Rating	#	%	Rising	Maintaining	Decreasing																																						
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Totals	162	41.12%	0	54.88%	0	3.81%																																					

- SGA earned a 41.12% increase on the 2026 TELPAS
- TELPAS performance increased by 10 points from the previous school year
- The campus exceeded:

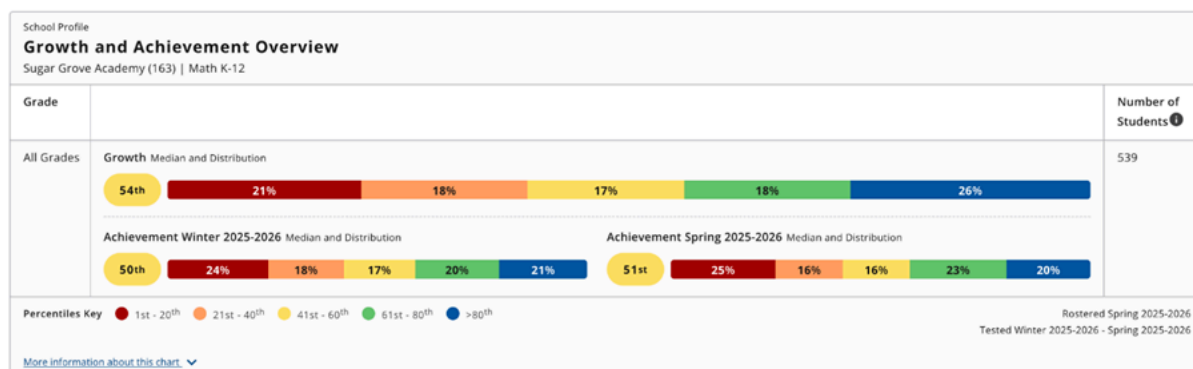
- The interim target of 30%
- The next interim target through 2031-2032
- The long-term target through 2037-2038

This growth reflects strong progress in multilingual learner achievement and language acquisition. To sustain and accelerate this progress, the campus will continue implementing scaffolded instruction aligned to student language proficiency levels and utilize Summit K12 as an intervention support for multilingual learners.

Action Timeline

Action	Timeline
PLC data meetings	Weekly
Intervention regrouping	Every 3 weeks
Walkthrough feedback	Weekly
District assessment reviews	After each assessment
Progress monitoring	Monthly

MAP Data Math



Math Data Summary

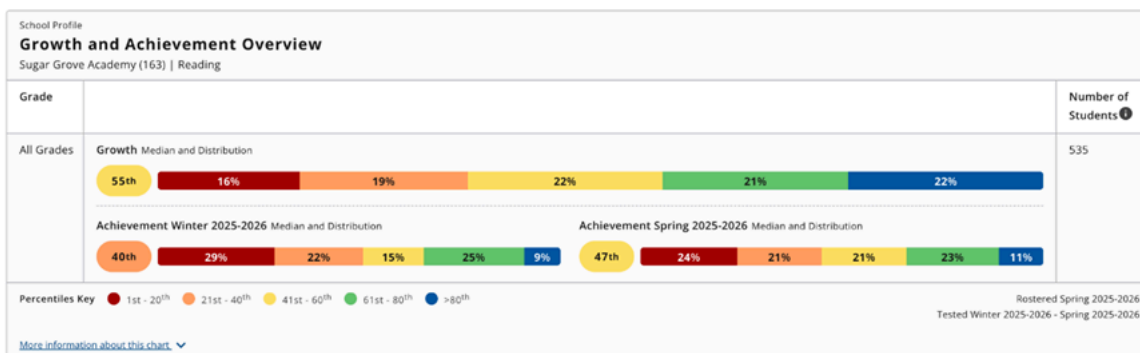
- Overall campus growth: 54th percentile
- Achievement increased from 53rd to 54th percentile
- 6th Grade
 - 70th percentile growth
 - 9% increase in achievement from winter to spring
- 8th Grade
 - Demonstrated growth and achievement gains

- 7th Grade
 - 34th percentile growth
 - 11% decline in achievement from winter to spring

Identified Priority Needs

- Strengthen 7th grade math instruction and intervention systems due to low growth and decline in achievement.

ELA



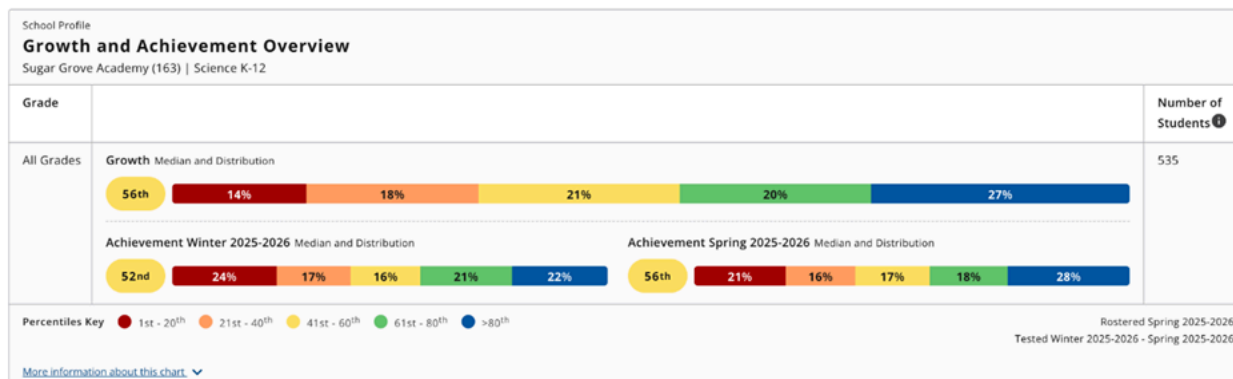
ELA Data Summary

- Overall campus achievement: 55th percentile
- 8% increase in achievement from winter to spring
- 6th Grade
 - 52nd percentile growth
 - 8% increase in achievement
- 7th Grade
 - 51st percentile growth
 - 1% increase in achievement
- 8th Grade
 - 60th percentile growth
 - 8% increase in achievement

Identified Priority Needs

- Increase achievement and accelerate growth, particularly in 7th grade ELA where growth and achievement gains were minimal.

Science



Science Data Summary

- Overall campus achievement: 56th percentile
- 4% increase in achievement from winter to spring
- 6th Grade
 - 56th percentile growth
 - 0% increase in achievement
- 7th Grade
 - 55th percentile growth
 - 6% increase in achievement
- 8th Grade
 - 58th percentile growth
 - 10% increase in achievement

Identified Priority Needs

- Increase achievement and accelerate growth, particularly in 6th grade Science where achievement stayed the same.

Campus-Wide Action Steps

Instructional Actions

- Implement daily aggressive monitoring with trackers
- Increase structured student discourse during all lessons
- Ensure students carry the cognitive load through Purple, Purple, Green implementation
- Increase use of exemplars and evidence-based writing
- Embed spiral review and retrieval practice daily
- Use formative assessment data weekly to identify misconceptions
- Conduct re-teach cycles based on assessment data

Intervention Actions

- Provide targeted small group intervention for students below proficiency
- Prioritize 7th grade math intervention support
- Use BOY, MOY, and district assessment data to regroup students
- Implement intervention during Students Experiences blocks

Monitoring Systems

- Weekly PLC data analysis
- Daily instructional walk focused on:
 - Aggressive monitoring
 - Student discourse
 - Cognitive lift
 - Rigor of questioning
- Monthly assessment trackers by grade level and content

Success Indicators

Math

- Increased district assessment performance
- Improved 7th grade growth percentile
- Increased achievement across all grade levels

ELA

- Increased text based written responses
- Higher student performance on district assessments
- Increased achievement and growth percentages across grade levels

Persons Responsible

- Principal
- Assistant Principals
- ELDIs
- Instructional Coach
- Classroom Teachers

Science Data Summary

- Overall campus achievement: **56th percentile**
- 4% increase in achievement from winter to spring
- **6th Grade**
 - 56th percentile growth
 - 0% increase in achievement
- **7th Grade**
 - 55th percentile growth
 - 6% increase in achievement
- **8th Grade**
 - 58th percentile growth
 - 10% increase in achievement

Identified Priority Needs

- Increase achievement and accelerate growth, particularly in 6th grade

Science where achievement stayed the same.

Campus-Wide Action Steps

Instructional Actions

- Implement daily aggressive monitoring with trackers
- Increase structured student discourse during all lessons
- Ensure students carry the cognitive load through Purple, Purple, Green implementation
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Success Indicators

Math

- Increased district assessment performance
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ELA

- Increased text based written responses
- Higher student performance on district assessments
- Increased achievement and growth percentages across grade levels

Persons Responsible

- Principal
- Assistant Principals

- ELDIs
- Classroom Teachers

Needs related to improving the quality of instruction

Achievement Data Summary

	Math					Reading					Science					SST				
	2023	2024	2025	2026	Diff	2023	2024	2025	2026	Diff	2023	2024	2025	2026	Diff	2023	2024	2025	2026	Diff
Approaches	66%	73%	59%	79%	20	59%	65%	52%	63%	11	54%	52%	59%	65%	6	42%	36%	28%	35%	7
Meets	36%	47%	46%	52%	6	33%	42%	29%	39%	10	19%	26%	30%	37%	7	18%	16%	9%	13%	4
Masters	14%	21%	13%	22%	9	14%	16%	11%	16%	5	4%	6%	10%	15%	5	8%	6%	5%	6%	1
	Algebra																			
	2023	2024	2025	2026	Diff															
Approaches	100%	96%	100%	100%	0															
Meets	100%	92%	96%	98%	2															
Masters	95%	67%	88%	84%	-4															
STAAR Goal																				
Approaches	Meets	Masters																		
80%	45%	25%																		

The campus demonstrated significant academic growth across all three domains of accountability and successfully met all established TELPAS targets. TELPAS results reflect strong progress in language acquisition, with **41.1% of Emergent Bilingual (EB) students demonstrating proficiency growth**, representing a **10.1 percentage-point increase** from the previous year's 31% growth rate. This performance also exceeded the State long-term accountability target of 36%. Additionally, only 3.8% of students regressed, while **55.1% maintained their proficiency levels**, demonstrating overall stability and continued progress in English language development.

These TELPAS gains contributed to improved performance in **Domain 3**, while the campus also experienced increases across **all three accountability domains**. Collectively, these improvements supported the campus's **12-point overall increase from 79 to 91** and a **two-letter-grade improvement from a C to an A**, reflecting substantial progress in student achievement, school progress, and closing performance gaps.

Implications

The results demonstrate significant progress in student achievement, with the campus experiencing gains across **all three domains of accountability**, contributing to a **12-point increase from 79 to 91** and a **two-letter-grade improvement from a C to an A**. The campus also **met all TELPAS targets**, reflecting the effectiveness of instructional systems and targeted support for Emergent Bilingual (EB) students. TELPAS data show that **41.1% of EB**

students demonstrated proficiency growth, a 10.1 percentage-point increase from the previous year's 31% growth rate and above the State long-term accountability target of 36%.

While these outcomes demonstrate strong progress in language acquisition, the data also identify an opportunity to build upon these gains, particularly in academic writing. Writing proficiency data indicate that **73.71% of students performed at the Beginning or Intermediate levels**, while **22% achieved Advanced or Advanced High proficiency**. Moving forward, the campus will leverage the successful instructional practices that contributed to its accountability and TELPAS gains while increasing the rigor and frequency of academic writing and language production across content areas.

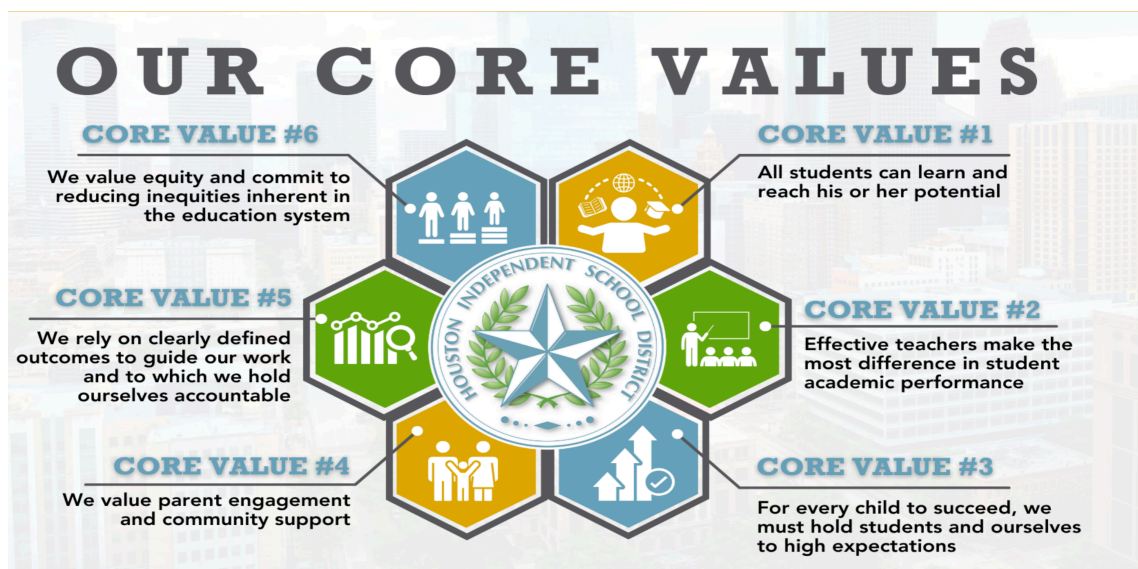
Continued emphasis will be placed on **strong Tier 1 instruction, structured academic discourse, writing aligned to TELPAS expectations, research-based scaffolds, and data-driven instructional practices**. Ongoing progress monitoring and targeted professional development will support teachers in sustaining current gains while accelerating the movement of EB students toward Advanced and Advanced High levels of English proficiency.

Improving the Quality of Instruction

- Strengthen Tier 1 instruction to improve student achievement in Domain 1 by ensuring lessons are standards-aligned, rigorous, and supported with high-quality instructional materials.
- Provide targeted interventions to close performance gaps reflected in Domain 3, with a particular focus on literacy and academic writing.
- Enhance instructional support for Emergent Bilingual (EB) students by embedding language development strategies across all content areas to increase TELPAS performance, particularly in writing, where 73.71% of students performed at the Beginning or Intermediate proficiency levels.
- Implement structured academic discourse, writing aligned to TELPAS expectations, and consistent research-based scaffolds to accelerate student movement toward Advanced High proficiency levels.
- Provide ongoing, job-embedded professional development and real-time, in-the-moment coaching to give teachers immediate feedback that strengthens instructional delivery and increases the intentional use of language supports during instruction.

System evaluation (philosophy, processes, implementation, capacity)

We have established robust systems to equip teachers with the necessary skills for delivering tier 1 instruction effectively. Our goal is to execute the NES model with fidelity, providing a solid foundation for student learning. Moving forward, our focus will be on enhancing our Professional Learning Community (PLC) structure, ensuring there is writing across all content areas, refining the use of engagement strategies and restructuring our data talks to maximize their effectiveness by conducting STAAR prediction data meetings. Additionally, empowering students to track their own data will foster a sense of accountability for their own growth and progress.



IRT Data (2025-2026)

Round 1	Round 2	Round 3	Round 4
11.9	15.06	14.43	15.5

Key Actions
• Improve staff capacity to improve high quality instruction • Improve reading and writing proficiency in grades 6th-8th • Strengthen leadership density across the campus • Improve special education instruction and service delivery

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity to improve high quality instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	• 80% of the scores on spot observations conducted by IRT 2 will be proficient or higher; that percentage will increase to 90% by May 2026. • 90% of the teachers will average 5 points or higher on the instruction portion of the SPOT form as defined by MOY SPOT averages by January 2026; that point average will increase to 7 points in May 2027. • IRT 1 and 2 scores will average at or above 14 and will increase to a 15.5 by IRT 4 in May 2027. • 55% or more students in math and reading will meet their growth goals in MOY, that number will increase to 60% by EOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Train teachers on the Sweet 16 at SGA during August PD and monitor implementation through monthly calibration walks, quarterly artifact reviews, and SPOT trend analysis with corrective action plans for teachers below proficiency. • Conduct weekly student work analysis cycles using calibrated rubrics. Leadership teams will review 12 student artifacts per content area weekly and identify reteach actions within 48 hours. • Provide daily DOL feedback and maintain campus-wide misconception trackers reviewed weekly during instructional leadership meetings to drive reteach plans.. • Conduct daily coaching cycles including observation, immediate feedback, modeled practice, follow-up observation within 5 instructional days, and evidence collection documenting implementation growth. • Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching. • Facilitate weekly PLCs using a standardized protocol including TEKS unpacking, exemplar development, anticipated misconceptions, student work calibration, and measurable action items reviewed during the next PLC cycle.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Engage weekly in effective PLC focused on lesson internalization, the "Sweet 16 at SGA", and data.
- Teachers will implement a minimum of three standards-aligned writing opportunities daily, with monthly writing audits demonstrating 90% implementation fidelity campus-wide.
- Teachers will provide and monitor DOLs daily and use a DOL class tracker to analyze class averages and trends.
- All teachers will implement the SPOT expectations and plan for student development to be proficient in Engage and Deliver and Monitor and Adjust.
- All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction..
- Engage in daily planning consisting of lesson internalization, customization, and demo'ing to ensure effective delivery of instruction.
- Respond openly to on-the-job coaching in the moment .

Key Action One: Staff Development

Who: Leadership team, teacher leaders

What: Provide ongoing training and coaching

When: Pre-service, monthly PD trainings

Where: On campus, PLC, Demo Days

Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		0

Funding sources:

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

Improve writing and reading proficiency in 6th-8th.

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

KEY ACTION TWO	- By December 2026, 80% of lessons will be scored a 3 as measured by the spot observation domain 1 planning and have customizations to include intentionality around students' access to listening, writing, speaking, and reading for every lesson. By May 2027, 90% of lessons will have customization to include intentionality around students' access to listening, writing, speaking, and reading for every lesson as measured by SPOT form domain 1 (Planning). - By December 2026 the number of zeros from the 2026 STAAR ECRs will decrease by 30%. The number of zeroes will decrease by 50% by May 2027. - The average percentile growth of 6th-8th grade in NWEA reading will show 0.6 percentile points from BOY to MOY and 1.5 percentile points from MOY to EOY. - By MOY 2026, 55% or more of students will demonstrate growth in Reading as measured by NWEA MAP. By EOY 2026, 60% of students will demonstrate growth in Reading on NWEA MAP.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Instructional leaders will conduct professional development that will focus on mastery of how to execute lessons using engagement strategies (QRC, SCRS, ink-pair-share, turn and talk) where students read, write, discuss, and listen. - Instructional leaders will provide weekly feedback on lesson plans to ensure the 4 parts of language are intentionality planned for every lesson. - Leaders will lead professional development on how to execute SCR and ECRS in lessons and how to elevate student writing across all contents. - In addition to weekly content PLCs, leaders will hold grade level PLC once a month to showcase trends, align as a grade level, and create plans for students needing support in writing and reading across contents. - Instructional leaders will provide teachers professional development on how to score and write an essay aligned with the TEA STAAR Rubric, in order to support student learning at least three times during the school year.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Teachers will attend professional development that will focus on mastery of how to execute lessons where students read, write, discuss, and listen to one another. - Teachers will implement feedback provided by content area APs to enhance lesson plans. - Teachers will implement SCR rubrics as early as September. - Teachers will collect and analyze calibrated writing samples every two weeks, identify trend data by rubric strand, and implement targeted reteach plans documented in PLC artifacts. - Teachers will use ACES strategy campus wide across all content areas. - Teachers will embed SCR's in all contents to ensure the writing is being developed across contents. - Teachers will SCR STAAR Rubric to provide immediate feedback and score SCRS/ECRS.

Key Action Two: Staff Development
Who: Leadership team, teacher leaders
What: Provide ongoing training and coaching
When: Pre-service, monthly PD training, September 21, October 9, November 6, January 4, February

15, April 16.		
Where: On campus, PLC, Demo Days		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		0
Funding sources:		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Strengthen leadership density across the campus.
	Indicators of success (Measurable results that describe success.)
	100% of leaders (admin and instructional coaches) will implement the DDI (Data-Driven Instruction) protocol with fidelity during data PLCs. Leadership density will be measured by at least 100% of leaders scoring a 5 or higher on the Evidence-Based portion of the day to day coaching rubric by December 2026. 100% of leaders will score a 7 on the Evidence-Based portion of the day to day coaching rubric by May 2027. - By MOY Conferences, all Tier II leaders will achieve a score of 40/60 or higher on the LEAD Day-to Day Coaching Rubric. This will increase to 55/60 or higher by EOY. 70 % of teachers will be rated as proficient by December 2026, that percentage will increase to 90% by May 2027. - At least 4 teacher leaders will be identified and developed, leading PLCs, peer coaching, or model lessons to support instructional improvement by December 2026. That number will increase to 6 by May 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Leaders will facilitate weekly DDI PLCs using a standardized protocol, maintain action trackers, monitor completion rates, and report implementation trends during monthly leadership reviews. - Assistant principals will develop their coaching proficiency through weekly coaching walkthroughs with the principal, guided by the daily coaching rubric, and will receive written and live coaching during their feedback conversations. - Leaders will conduct weekly spot observations and coaching to develop teacher proficiency as measured by the spot form. - Leaders will identify, develop, and monitor six teacher leaders through quarterly leadership competency assessments, PLC facilitation observations, and succession planning reviews.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

	- Teachers will actively engage in data-driven instruction by participating in weekly data PLCs, submitting reteach plans based on student misconceptions, and using student work analysis to refine their teaching. - Teachers will use SPOT observation feedback and in the moment coaching to adjust instruction. - Teachers will seek and apply day to day coaching feedback in the moment and by participating in coaching debriefs and peer observations to strengthen instructional strategies. - Identified teacher leaders will take on leadership roles by facilitating PLC discussions, coaching peers, conduct classroom walkthroughs and modeling lessons, while all teachers will contribute to a culture of collaboration and shared best practices.
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Key Action Three: Staff Development		
Who: Leadership team		
What: Provide ongoing training and calibration walks		
When: 3 times a week		
Where: On campus, 3 times a day		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		0
Funding sources:		

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve Special Education instruction and service delivery.
	Indicators of success (Measurable results that describe success.)

- By MOY 2026, 50% or more of SPED students will demonstrate RIT growth in Reading as measured by NWEA MAP. By EOY 2026, 70% of SPED students will demonstrate growth in Reading on NWEA MAP.
- The average percentile growth of 6th-8th grade SPED students in NWEA reading will exceed 5 percentile points by the end of the year.
- 100% of teachers will successfully document IEP accommodations with the assistance of the instructional support staff.
- In special education, 90% of special education students will reach their individual academic IEP growth goals as designed by their IEP. Progress will be monitored using weekly data points that target specific IEP goals for students.
- 100% of SPED teachers will be a 13 by December 2026 and 100% of SPED teachers will increase to a 14.5 by May 2027.
- The SPED fall compliance check point will be a B or higher. The SPED compliance final score will be an B+ or higher by the end of the school year.

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

- Leadership teams will review 25% of IEPs quarterly using an instructional proficiency rubric and monitor classroom implementation through monthly accommodation fidelity audits.
- Sped Chair will assess all IEPs of returning students during the summer of 2024 and conduct ARD meetings to update and bring them to proficiency.
- SPED Chair and SPED Coordinator will conduct professional development sessions for SPED teachers, focusing on high-quality instruction aligned with HISD's key instructional characteristics and spot observation criteria.
- SPED Co-Teachers will complete all required paperwork for ARD meetings and ensure thorough documentation of IEP implementation.
- Assistant principals and SPED Chair will attend ARD meetings as requested to support teachers and ensure adherence to the IEPs.

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

- SPED Chair and teachers will Implement the use of the HISD special education department rubric to assess the instructional proficiency of an IEP
- SPED Chair will hold a PLC once week with the caseload manager to ensure IEP's are being strictly met, including any and all accommodations and modifications needed with curriculum, assessments, and/or daily assignments
- IEPs will be implemented with fidelity by all teachers servicing SPED students.
- 100% of teachers will demonstrate accommodation implementation during walkthroughs, supported by monthly documentation reviews and classroom evidence collection cycles.

Key Action Three: Staff Development

Who: Leadership team

What: Provide ongoing training and calibration walks

When: 3 times a week

Where: On campus, 3 times a day

Key Action Three: Budget

Proposed item	Description	Amount
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Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		0
Funding sources:		