

LIP Rann Special Ed

Performance Objective 4

By the end of the 2026-2027 school year, 80% of students receiving special education services in grades 4 and 5 will earn their full available growth point on the 2027 STAAR assessment in both Reading and Math, as measured by the Texas STAAR Academic Growth calculation.

1 Problem Statement 1

Students receiving special education services are not consistently demonstrating expected levels of academic growth in reading and mathematics.

Root Cause

Greater alignment is needed among Tier 1 instruction, IEP goals, accommodations, specially designed instruction, intervention, and progress monitoring to ensure instruction is responsive to individual student needs.

2 Problem Statement 2

Students receiving special education services are not consistently demonstrating sufficient academic achievement and growth, contributing to Rann's 2026 Targeted Support and Improvement identification.

Root Cause

Greater alignment is needed among Tier 1 instruction, specially designed instruction, IEP goals, accommodations, intervention, and progress monitoring. Instructional planning must place increased emphasis on individual student growth and intentionally targeting the skills necessary for students to earn STAAR growth points.

1 Key Strategic Action 1 Implement a Targeted SPED Lunch Bunch Intervention Cycle

The principal will facilitate recurring small-group Lunch Bunch intervention cycles for identified 4th- and 5th-grade students receiving special education services. Instruction will target students' lowest-performing TEKS and prerequisite skill gaps identified through MAP, campus assessments, and formative data. Student progress will be monitored throughout each cycle, and instruction and supports will be adjusted based on student response.

Expected Result / Impact

Students receiving special education services in grades 4 and 5 will demonstrate increased academic growth in Reading and Math as a result of more targeted, data-driven instruction and intervention. Students will receive support aligned to their individual skill and TEKS gaps, resulting in increased mastery of prerequisite skills, improved performance on campus and STAAR-aligned assessments, and greater access to grade-level Tier 1 instruction.

Staff Responsible

- Principal
- Assistant Principal
- Interventionists
- SPED Teachers

Actions for Implementation

#	Action
1	Create Lunch Bunch lessons based on lowest performing TEK in SPED population on math and reading CBA.
2	Invite students to participate in Lunch Bunch.
3	Create a student goal tracker for progress during Lunch Bunch.
4	Monitor student progress with benchmarks each six weeks and adjust instruction/supports as needed.

2 Key Strategic Action 2 Establish a SPED-Focused PLC Progress-Monitoring Cycle

Grade-level and dedicated SPED PLCs will regularly review individual SPED student data to identify TEKS and skill gaps, monitor progress, and determine instructional next steps. Teams will use MAP, campus assessments, STAAR-aligned formative assessments, and student work to adjust Tier 1 instruction, interventions, accommodations, scaffolds, and supports based on individual student needs.

Expected Result / Impact

Increased SPED student growth in Reading and Math through consistent progress monitoring, targeted intervention, and timely instructional adjustments. Increased collaboration between general education and SPED teachers will ensure students receive individualized supports aligned to identified skill gaps, resulting in increased mastery of grade-level TEKS and progress toward earning their full available STAAR growth point.

Staff Responsible

- Principal
- Assistant Principal
- SPED Teachers
- Interventionists
- Grade-Level Teachers

Actions for Implementation

#	Action
1	Schedule monthly SPED team-focused PLCs to review specific student data and progress.
2	Once monthly, hold grade-level PLCs during intervention time to include SPED teachers and interventionists for collaborative analysis and planning.
3	Create and maintain individual data trackers for 4th- and 5th-grade SPED students in Reading and Math to monitor TEKS mastery, progress, and goal setting.