

## Denton ISD Special Education Department Continuous Improvement Plan

**Problem Statement:** Passing rates for students receiving special education services are significantly below the state expectation of 70%, impacting Special Education Results Driven Accountability (RDA) data and overall campus and district performance outcomes.

**Supporting Data:** STAAR Passing Rates (lagging data):

Grades 3–8:

- Math: 33.8%
- Reading: 41.9%

End-of-Course (EOC):

- Algebra I: 33.8%
- English I and II: 41.9%

*Note: Data reflects the most recent available year (2024). STAAR outcomes are lagging indicators and may not reflect current instructional improvements.*

**District Goal Addressed:** Excellence in Student Outcomes

**Performance Objective:** Increase STAAR reading and math passing rates for students served in special education by 10% by May 2027 (lagging data).

**Targeted Strategy:** Develop educator expertise through a comprehensive system of professional learning, coaching, collaborative instructional planning, and implementation support focused on high-quality specially designed instruction and instructional decision-making.

**SMART Goal:** By May 2027, the percentage of students receiving special education services meeting STAAR passing standards in reading and math will increase by at least 10 percentage points from fall of 2025 levels through high-impact interventions, aligned curriculum frameworks, and evidence-based instructional practices.

| Action/Strategy | Specific Steps | Person Responsible | How to Measure | Resources Needed | Timeline |
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## Denton ISD Special Education Department Continuous Improvement Plan

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| Special Education Instructional Coaching | Implement targeted coaching cycles for special education teachers based on campus/student need; provide modeling, observation, feedback, and follow-up support; prioritize campuses and classrooms identified through achievement data, walkthroughs, and administrator referrals. | Executive Director; SPED Coordinators; Instructional Support Staff | Number of coaching cycles completed; pre/post coaching evidence; walkthrough trends; teacher implementation of targeted practices; student progress data | Coaching tools; walkthrough/fidelity tools; curriculum resources; staff time                        | August 2026–May 2027; reviewed quarterly                                        |
| SDI Implementation Framework             | Implement the district SDI Implementation Framework across instructional settings; provide teachers with clear expectations, instructional resources, lesson supports, and exemplars; use walkthroughs and coaching to reinforce consistent implementation.                        | Executive Director; SPED Coordinators; Campus Administrators       | Walkthrough data; fidelity indicators; evidence of SDI in classroom instruction; use of aligned instructional resources; student engagement and progress | SDI Implementation Framework; instructional resources; implementation tools; administrator guidance | Initial implementation August–October 2026; ongoing monitoring through May 2027 |

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| Targeted PD                                        | Provide differentiated professional learning based on identified instructional needs, including SDI, accommodations/modifications, evidence-based instructional practices, progress monitoring, behavior supports, and instructional decision-making; provide follow-up support to move learning into practice. | SPED Leadership Team; Coordinators; Content/Program Specialists | Participation data; participant feedback; evidence of implementation during walkthroughs/coaching; changes in identified areas of instructional practice | District PD platform; training materials; staff expertise; protected professional learning time | Throughout 2026–2027; needs reviewed quarterly |
| Special Education Intervention Specialists Support | Provide differentiated professional learning based on identified instructional needs, including SDI, accommodations/modifications, evidence-based instructional practices, progress monitoring, behavior supports, and instructional decision-making; provide follow-up support to move learning into practice. | SPED Leadership Team; Coordinators; Content/Program Specialists | Participation data; participant feedback; evidence of implementation during walkthroughs/coaching; changes in identified areas of instructional practice | District PD platform; training materials; staff expertise; protected professional learning time | Throughout 2026–2027; needs reviewed quarterly |

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| Special Education<br>PLTs/PLCs | Increase meaningful participation of special education teachers in collaborative planning structures; use PLTs/PLCs to examine student performance, align instruction to standards and IEP needs, plan SDI, review progress data, and determine instructional adjustments. | Campus Administrators; SPED Coordinators; Teachers                | Participation/access to PLTs; review of planning artifacts; evidence of data-based instructional adjustments; walkthrough observations; student progress data | Collaborative planning time; curriculum resources; student data; SDI planning tools          | Ongoing throughout 2026–2027                                                  |
| Reading by Design<br>Training  | Expand access to Reading by Design training for appropriate special education staff; support accurate implementation of the intervention; monitor student placement, intervention delivery, and progress to ensure instruction is responsive to student need.              | SPED Leadership; Dyslexia/Reading Support Staff; Trained Teachers | Number of staff trained; fidelity of implementation; student progress-monitoring data; intervention participation/completion data                             | Reading by Design materials; training access; progress-monitoring tools; implementation time | Training and implementation throughout 2026–2027; progress reviewed quarterly |

Quarter 1 Progress:

Quarter 2 Progress:

Quarter 3 Progress:

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Quarter 4 Progress:

**Problem Statement:** Although instructional resources and professional learning opportunities are available, variability in the implementation of specially designed instruction, evidence-based instructional practices, and instructional decision-making continues to impact the consistency and effectiveness of instruction for students receiving special education services.

**Supporting Data:**

**District Goal Addressed:** Excellence in Student Outcomes

**Performance Objective:** Increase educator capacity to consistently implement high-quality specially designed instruction and evidence-based instructional practices, resulting in improved instructional quality and increased student engagement and achievement for students receiving special education services.

**Targeted Strategy:** Build a culture of belonging through improved communication, consistent recognition, and targeted staff development.

**SMART Goal:** By May 2027, at least 90% of special education instructional staff will demonstrate proficient implementation of identified components of high-quality specially designed instruction and evidence-based instructional practices, as measured through classroom walkthroughs, instructional observations, coaching data, or fidelity tools. At least 60% of instructional staff will participate in targeted professional learning or coaching aligned to identified areas of need.

| Action/Strategy | Specific Steps                                                                                                                            | Person Responsible                                                       | How to Measure                                                                                                 | Resources Needed                                                                                   | Time Line                                |
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| Targeted PD     | Provide differentiated professional learning based on identified staff and campus needs, including SDI, accommodations and modifications, | Executive Director; SPED Coordinators; Program/Instructional Specialists | Participation rates; completion data; participant feedback; evidence of implementation during walkthroughs and | PD calendar; training materials; district learning platform; staff expertise; implementation tools | August 2026–May 2027; reviewed quarterly |

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|                             | evidence-based instructional practices, progress monitoring, behavior support, and instructional decision-making. Align professional learning to observed areas of need and provide follow-up opportunities for application.           |                                                                       | coaching; improvement in identified areas of practice                                                                                           |                                                                                            |                              |
| Instructional Coaching      | Provide targeted coaching cycles that include modeling, co-planning, observation, feedback, and follow-up. Prioritize teachers and campuses based on walkthrough data, student needs, implementation data, and administrator referral. | SPED Coordinators; Instructional Support Staff; Campus Administrators | Number of coaching cycles; coaching goals achieved; pre/post implementation evidence; walkthrough trends; teacher reflection and follow-up data | Coaching cycle tools; observation guides; planning resources; protected collaboration time | Ongoing throughout 2026–2027 |
| Special Education PLTs/PLCs | Establish consistent expectations for special education teacher participation in campus collaborative planning structures. Use PLTs/PLCs to examine student data, plan SDI, identify learning barriers, align accommodations and       | Campus Administrators; SPED Coordinators; Special Education Teachers  | Access and participation in PLTs/PLCs; planning artifacts; evidence of data-based instructional decisions; administrator/coord inator feedback; | Collaborative planning time; curriculum resources; student data; SDI planning tools        | Ongoing throughout 2026–2027 |

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|                                                    | modifications, and make instructional adjustments.                                                                                                                                                                                                                                                                    |                                                                               | walkthrough evidence                                                                                                                                                                           |                                                                                                          |                                                                          |
| SDI Implementation Framework                       | Implement the district SDI Implementation Framework as the common instructional foundation for special education. Provide staff with clear expectations, practical tools, exemplars, and aligned resources; reinforce implementation through coaching, PLTs, walkthroughs, and professional learning.                 | Executive Director; SPED Leadership Team; Coordinators; Campus Administrators | Walkthrough/fidelity data; use of framework tools; evidence of explicit instruction, scaffolding, progress monitoring, and instructional adjustment; staff implementation proficiency          | SDI Implementation Framework; lesson resources; fidelity/look-for tools; professional learning materials | Launch Fall 2026; ongoing implementation and monitoring through May 2027 |
| Special Education Intervention Specialists Support | Deploy intervention specialists to provide targeted instructional and behavioral support to campuses and classrooms demonstrating intensive need. Support staff through consultation, modeling, intervention design, data review, and capacity-building rather than creating long-term dependence on central support. | Intervention Specialists; SPED Coordinators; Campus Administrators            | Number and type of supports provided; implementation of recommended strategies; student progress data; follow-up walkthroughs; reduction in repeated intensive support needs where appropriate | Intervention staff; data tools; instructional/behavior resources; collaboration time                     | August 2026–May 2027; prioritized according to identified need           |

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| Administrator Walkthrough Collaboration | Conduct collaborative walkthroughs with district and campus administrators to develop a shared understanding of high-quality special education instruction, calibrate expectations, identify system-wide strengths and needs, and determine follow-up support. Use post-walkthrough discussion to examine patterns rather than evaluate individual teachers. | Executive Director; SPED Coordinators; Campus Administrators | Number of collaborative walkthroughs; administrator participation; common trends identified; follow-up actions; increased consistency in walkthrough findings over time | Common look-fors; walkthrough guide; calibration protocol; scheduled collaboration time | Begin Fall 2026; conducted throughout the school year |
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| Quarter 1 Progress: |
| Quarter 2 Progress: |
| Quarter 3 Progress: |
| Quarter 4 Progress: |

## Denton ISD Special Education Department Continuous Improvement Plan

**Problem Statement:** The district did not meet State Performance Plan (SPP) Indicators 11 and 12 during the 2025–2026 school year, resulting in corrective action from the Texas Education Agency (TEA). Missed timelines delay students' access to evaluations, eligibility determinations, and specialized instruction, impacting the district's ability to provide timely services and equitable educational opportunities.

**Supporting Data:**

- SPP Indicator 11 (Child Find Evaluation Timeline): 66 missed timelines
- SPP Indicator 12 (Part C to Part B Transition): 8 missed timelines
- Denton ISD is currently in corrective action with the Texas Education Agency (TEA) for both indicators.

**District Goal Addressed:** Excellence in Student Outcomes

**Performance Objective:** Increase the district's compliance with State Performance Plan Indicators 11 and 12 by strengthening evaluation systems, monitoring processes, and accountability structures to ensure students receive timely evaluations and access to special education services.

**Targeted Strategy:** Implement a comprehensive compliance monitoring and continuous improvement system that includes proactive timeline monitoring, staff training, root cause analysis, and targeted technical assistance to eliminate missed timelines and sustain compliance.

**SMART Goal:** By May 2027, Denton ISD will achieve and maintain at least 99% compliance with SPP Indicators 11 and 12 by reducing missed evaluation timelines through proactive monitoring, standardized procedures, and targeted support, while meeting all corrective action requirements established by TEA.

| Action/Strategy               | Specific Steps                                                                                                                                                                   | Person Responsible                                                 | How to Measure                                                                                                                     | Resources Needed                                                   | Time Line                                                |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------|
| Proactive Timeline Monitoring | Implement routine district-level monitoring of evaluation and transition timelines; identify upcoming due dates, overdue items, and emerging risk patterns; communicate concerns | Executive Director;<br>Evaluation Coordinator;<br>Evaluation Leads | Weekly/monthly compliance reports; number of timelines approaching due date; number of missed timelines; percentage of evaluations | SameGoal reports; tracking tools; evaluation calendars; staff time | Begin August 2026; ongoing weekly and monthly monitoring |

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|                               | early enough for corrective action before timelines are missed.                                                                                                                                                                                                                                            |                                                                    | completed within required timelines                                                                                                                                |                                                                                     |                                                         |
| Root Cause Analysis           | Review each missed or at-risk timeline to identify contributing factors such as staffing, scheduling, consent, documentation, workload, communication, or process breakdowns. Use trends to determine system-level corrective actions.                                                                     | Executive Director;<br>Evaluation Coordinator;<br>Evaluation Leads | Root-cause documentation; recurring causes identified; corrective actions implemented; reduction in repeat causes of missed timelines                              | Root-cause protocol; compliance data; staffing/workload information                 | Conducted as issues occur; trends reviewed quarterly    |
| Targeted Technical Assistance | Provide individualized support to diagnosticians, evaluators, ARD facilitators, campus staff, and administrators when monitoring identifies compliance concerns or inconsistent processes. Support may include case review, timeline planning, documentation support, coaching, or direct problem-solving. | Evaluation Coordinator;<br>Evaluation Leads; SPED Coordinators     | Number and type of technical-assistance supports; follow-up compliance status; reduction in repeat concerns; staff implementation of identified corrective actions | Technical-assistance guides; case review tools; staff expertise; collaboration time | August 2026–May 2027; provided based on identified need |

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| Standardized Evaluation Procedures        | Establish and communicate consistent district procedures for referral, consent, evaluation planning, completion of FIEs, transition from Part C to Part B, documentation, and transfer of responsibility. Provide tools and workflows that clarify roles and required timelines. | Executive Director;<br>Evaluation Coordinator;<br>Evaluation Leadership Team | Procedure implementation; audit findings; staff adherence to workflows; reduction in process-related timeline errors            | Evaluation procedures; checklists; workflow documents; SameGoal guidance; staff training | Procedures established Fall 2026; monitored throughout the year                  |
| Targeted Professional Development         | Provide professional learning based on identified compliance trends, including evaluation timelines, consent requirements, SPP 11 and 12 expectations, documentation standards, Child Find responsibilities, and district evaluation procedures.                                 | Evaluation Coordinator;<br>Evaluation Leads; SPED Leadership                 | Training completion; participant understanding; post-training compliance trends; reduction in errors related to trained content | Training materials; compliance guidance; district learning platform; meeting time        | Initial training Fall 2026; refreshers and targeted training throughout the year |
| Accountability and Continuous Improvement | Establish clear expectations for individual and team responsibility for evaluation timelines. Review compliance data                                                                                                                                                             | Executive Director;<br>Evaluation Coordinator;<br>Evaluation Leads           | SPP 11/12 compliance rate; missed timelines by cause/team; corrective-action                                                    | Compliance dashboards; leadership review structures; performance-monitoring tools        | Monthly review; quarterly formal progress checks                                 |

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|                                             | regularly with evaluation staff and leadership, recognize improvement, address persistent concerns, and adjust systems based on data.                                                                                                                                           |                                                                   | completion; quarterly trend data                                                                                                               |                                                                              |                                                         |
| Targeted Monitoring of Contract Staff       | Establish consistent expectations, reporting requirements, caseload monitoring, and quality review processes for contracted evaluation staff. Ensure contract staff follow district procedures and meet the same timeline and documentation expectations as district employees. | Executive Director; Evaluation Coordinator; Contract Agency Leads | Contractor timeline compliance; evaluation completion rates; documentation quality; caseload status; corrective actions when needed            | Contracts; tracking tools; district procedures; regular agency communication | Begin August 2026; monitored monthly                    |
| Evaluation Staffing and Workload Management | Monitor evaluator vacancies, caseload distribution, evaluation volume, and workload demands; redistribute work when necessary to reduce risk to timelines and maintain equitable workload expectations across the district.                                                     | Executive Director; Evaluation Coordinator                        | Vacancy data; evaluator caseloads; number of evaluations assigned/completed; timeline compliance by workload; staffing adjustments implemented | Staffing data; workload reports; contract resources; recruitment support     | Ongoing throughout 2026–2027; reviewed at least monthly |

## Denton ISD Special Education Department Continuous Improvement Plan

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| Quarter 1 Progress: |
| Quarter 2 Progress: |
| Quarter 3 Progress: |
| Quarter 4 Progress: |