Calallen Middle School

Local Improvement Plan (LIP 26-27) - Targeted Support and Improvement

Purpose & Identified Needs: Calallen Middle School will improve reading, mathematics, and science achievement for students receiving special education services through strong grade-level instruction, consistent implementation of IEP supports, and targeted intervention. The 2026 Closing the Gaps report identifies achievement gaps in reading, mathematics, and student success. Although this group met 2026 academic growth targets, additional support is required to translate growth into grade-level proficiency.

CURRENT MIDDLE SCHOOL SPECIAL EDUCATION DEMOGRAPHICS

Grade	AU	ED	ID	SLD	OI	OHI	SI	Total
6th grade	7	5	6	44	0	3	3	**68**
7th grade	8	3	5	45	0	16	1	**78**
8th grade	2	6	4	25	1	7	4	**49**
Total	**17**	**14**	**15**	**114**	**1**	**26**	**8**	**195**

STUDENT PERFORMANCE GOALS & GROWTH TARGETS

Indicator / Domain Area	2026 Baseline	TEA Target	Proposed 2027 Goal	Target Improvement
RLA: Meets Grade Level or Above	15%	19%	19%	+ 4% points
Mathematics: Meets Grade Level or Above	12%	21%	21%	+ 9% points
Student Success: STAAR Component Score	20	23	23	+ 3 score points

Spring Interim Milestone: By spring benchmark assessments, at least 70% of special education students will demonstrate measurable progress toward individual achievement or growth targets established from baseline data.

EVIDENCE-BASED IMPROVEMENT STRATEGIES

1. **Daily Tier 1 Instruction**
   a. Provide grade-level TEKS instruction with modeling, guided practice, explicit checks for understanding, corrective feedback, and routine IEP accommodations.
2. **PLC Overhaul**
   a. Calallen Middle School staff participated in a PLC training, held by the Education Service Center Region 2, on October 19th, in which best practices were reviewed.
   b. Campus and district admin are monitoring and evaluating the fidelity of implementation of strategies within PLCs.
3. **Targeted Math & Savvas Support**
   a. Transitioing to full Savvas math implementation with C&I model lessons and PLC support.
4. **Collaborative Co-Planning**
   a. Teachers plan weekly during PLCs to analyze common assessment work, identify misconceptions, and plan reteaching.
5. **Advisory & eCats Tutoring**
   a. Provide skill-specific tutoring during protected Advisory & eCats after-school sessions (starting 11/9), using IXL diagnostic practice.
   b. Restructured Advisory periods and student schedules as of 9/30, to align grade-level and content mastery areas.

IMPLEMENTATION & PROGRESS MONITORING SCHEDULE

Monitoring Frequency	Action Items & Evidence of Success	Responsible Leadership & Teams
At Implementation	Confirm baseline data, individual targets, intervention assignments, and staff alignment.	Principal, campus leadership, SPED and C&I Directors
After Common Assessments	Review student work and assessment results in teacher teams; document reteaching and reassessment.	General & SPED teachers
Every 4-6 Weeks	Review individual progress; adjust intervention groups.	Campus admin & SPED
Spring	Review Spring Benchmarks (NWEA MAP - January) (DMAC - March)	SPED Case Managers and Campus Admin
Quarterly	Review progress towards goals, implementation evidence, resource adequacy, and corrective actions.	Principal, DCSI, C&I; SPED
May - June 2027	Evaluate implementation and outcomes; incorporate final accountability results to set priorities.	Campus and District leadership teams; SBDM

CORRECTIVE ACTIONS & STRATEGIC RESOURCE ALLOCATION

1. Corrective Protocols
   a. When monitoring identifies missed expectations or insufficient progress, leadership will:
      i. Identify barriers and document corrective action with responsible staff and timeline
      ii. Provide coaching, modeled lessons, or co-planning support
      iii. Adjust intervention time, group size, or instructional methods
      iv. Review IEP accommodations implementation
      v. Reassess within 4-6 weeks
   b. Persistent concerns will trigger district-led review.
2. Resource Allocation
   a. Existing campus and district resources are prioritized as follows:
      i. Time (protected Advisory and scheduled PLC data collaboration)
      ii. Staffing (aligning general/SPED coaching assignments)
      iii. Funding & Materials (prioritized tutoring funds, Savvas, and IXL diagnostic tools)
   b. Leadership Review Team
      i. Mrs. Rodriguez, Dr. Schauer, Dr. Durrwachter, Mrs. Delgado, and Mrs. Ramos will document staffing, funding, and resource adequacy quarterly.

APPROVAL & LOCAL MAINTENANCE SIGN-OFF BLOCK

This plan is implemented during the 2026-2027 school year, maintained locally via Plan4Learning, and submitted to TEA upon request.

Campus Principal: _____ Date: _____

District Coordinator for School Improvement: _____ Date: _____

SBDM Review Date: November 6, 2026 Board Approval Date: _____

Board President: _____

Board Secretary: _____

The greatest gift of leadership is building a team that wants each other to win.