Strategic Plan for Special Education Quarterly Update - November 6, 2025

AUSTIN
Independent School District
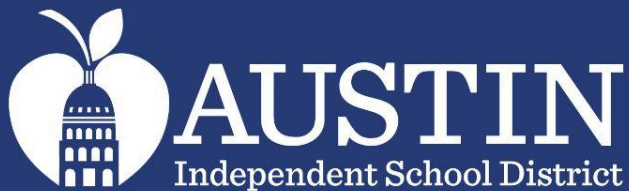
2025-26

Cherry C. Lee, Ed.D.
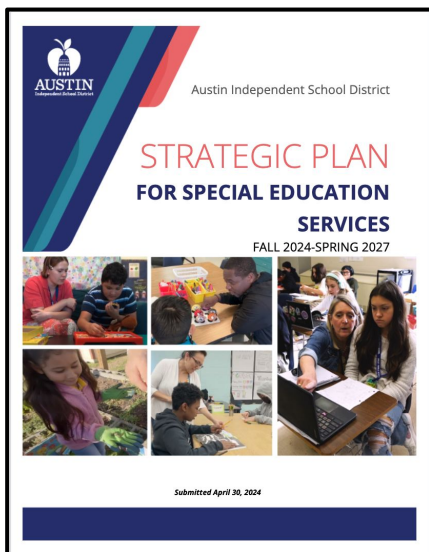Interim Assistant Superintendent of Special Education and Health Services

Christa Etheridge
Interim Executive Director for Campus Support and Instructional Delivery

Strategic Plan for Special Education

- **April 30, 2024:** Strategic Plan for Special Education developed and provided to the Texas Education Agency.

- **June 2024:** Strategic Plan shared publicly and reviewed at the Board Information Session along with the State of Special Education

- **SY 2024-2025 September, November, January, & April:** Quarterly Updates on Strategic Plan for Special Education

- **SY 2025-2026 August, November, January, & April:** Quarterly Updates on Strategic Plan for Special Education

Special Education Strategic Plan

Inclusive Vision Through Shared Ownership	High-Quality Instruction within MTSS	Fulfillment of Evaluation Requirements	High-Quality Individualized Education Programs(IEPs)	Improved Student Outcomes and Accountability
Communicating and Engaging in Shared Inclusive Practices	Aligned Clarity of Processes	Aligned Clarity of AISD's Child Find, Referral, & Eval. Processes	ARD Committee Structures to Promote Family Engagement	Focused and Compliant Systems and Structures
Tools and Resources/ Continuum of Supports	Implementation of a Robust Program with Fidelity	Compliant Referral and Evaluation Process Implementation	Differentiated Professional Learning for Staff	Quality Outcomes and Standards
Professional Development and Community Engagement	Support and Capacity Building	Quality Staffing and Professional Development for Evaluation	Monitoring of IEP Development/ Implementation	Alignment of Resources for Staff Recruitment, Hiring, and Support

AUSTIN
Independent School District

Special Education Strategic Plan Progress

2024-25 FOCUS: System Development, Training, and Communication.

2025-26 FOCUS: High-Fidelity Implementation, System Integration, and Outcome Measurement.

Progress on Special Education Strategic Plan

In Revision
3.5%

Not Started
2.1%

In Progress
47.9%

Complete
46.5%

68

66

3

5
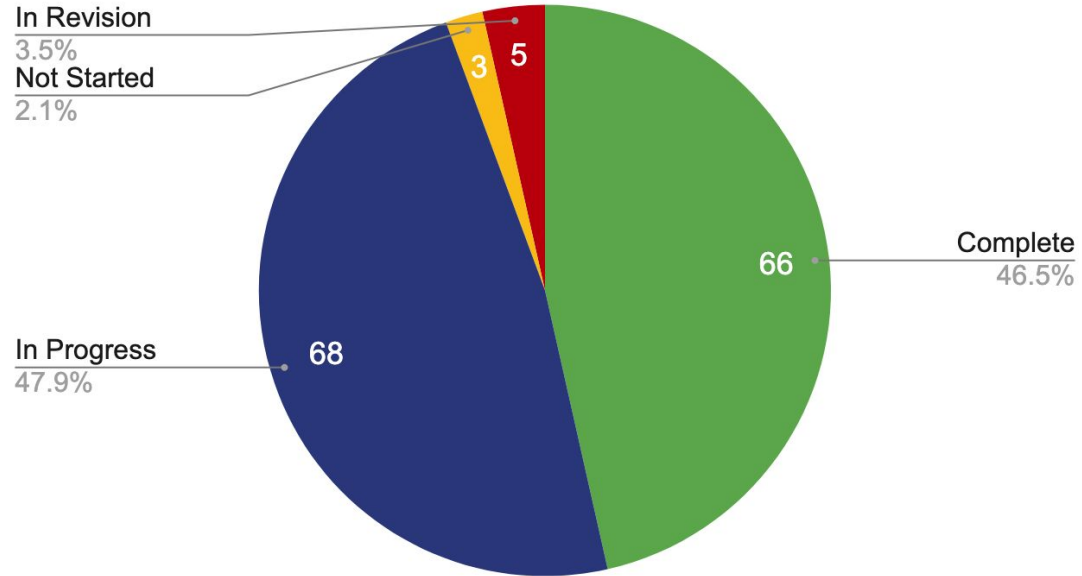
Key Accomplishments in 2024-2025

Goal 1: Communicate a Clear and Inclusive Vision through Shared Ownership

Established clear district-wide communication cadences and required professional development on inclusive practices.

Built transparent and accessible annual learning opportunities for families.

Goal 4: Establish High Quality Standards for the Development and Implementation of Individualized Education Programs (IEPs)

All essential training, guidance, and compliance protocols for ARD committees and parent engagement are now developed, standardized, and deployed.

Expanded Family Engagement Efforts

- Weekly Virtual Family Empower Hour Sessions
- Empower Hour "On the Road" - In-person sessions in partnership with PSS at two pilot campuses
- Family Learning Video Library on the Special Education Website
- Family Connections Newsletter delivered Quarterly
- Publicizing Events through weekly Social Media posts and main AISD Website

Special Education

Austin ISD Celebrates

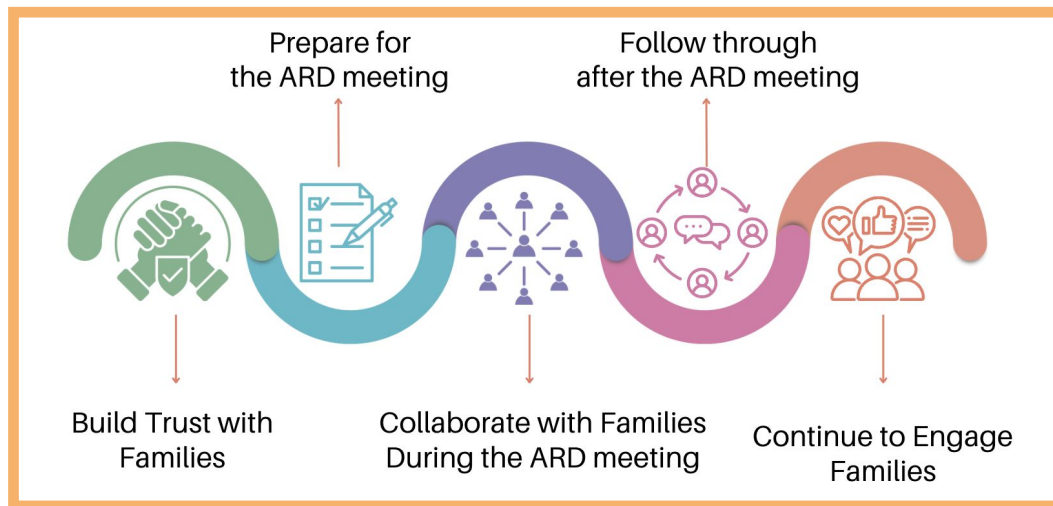"Children First"

Inclusive

Schools

Week
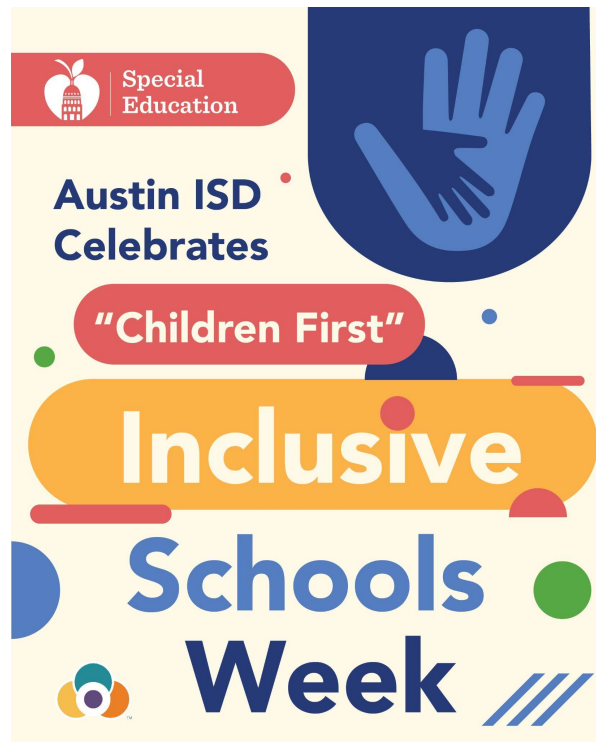
Building Systems for Family Engagement

Standardized ARD Committee Training and Guidance established for all campus staff. This includes outreach to all families at the beginning of the year through a District Welcome Letter and from the Case Manager directly.

Protocols for parent communication (before, during, and after ARD meetings) finalized and implemented.

Prepare for the ARD meeting

Follow through after the ARD meeting

Build Trust with Families

Collaborate with Families During the ARD meeting

Continue to Engage Families

Evidence of Completion for Goal 4: ECSE Services Updates

Collaborative Professional Development

- District training on the Frogstreet curriculum to promote alignment and consistency across early learning classrooms
- Monthly cohort meetings on various service specific topics

Curriculum Alignment

- A Year at a Glance (YAG) with built-in accommodations and modifications has been developed and provided to ECSE teachers, ensuring alignment with the district Pre-K YAG

Assessment Implementation

- District training on the implementation and use of CLI Engage Assessments to support data-driven instruction and progress monitoring

Elevating ECSE Instruction

Instructional Resources and Support:

- Access to Frogstreet, STAR, and Learning Without Tears—curriculum resources designed to enhance supplemental specialized instruction and promote student success

ECSE Advancement Review Conferences:

- Conducted in December then monitored throughout the remainder of the school year to ensure LRE considerations as students transition from ECSE this year to KG

Empowering ECSE Grant Updates:

- Select ECSE teachers attended trainings at Region 13
- We are applying for the grant again this year

Pivoting to Implementation for 2025-26

Ensure newly trained knowledge translates into consistent, effective classroom practice.

1 Special Education PLC Model

Special educators attend a regular, in-person PLC led by their special education coordinator that focuses on data for compliance, IEP development and IEP implementation.

2 Special Education Learning Lab

Special educators attend a monthly virtual development session led by district personnel that covers a variety of topics ranging from special education compliance to IEP development to IEP implementation.
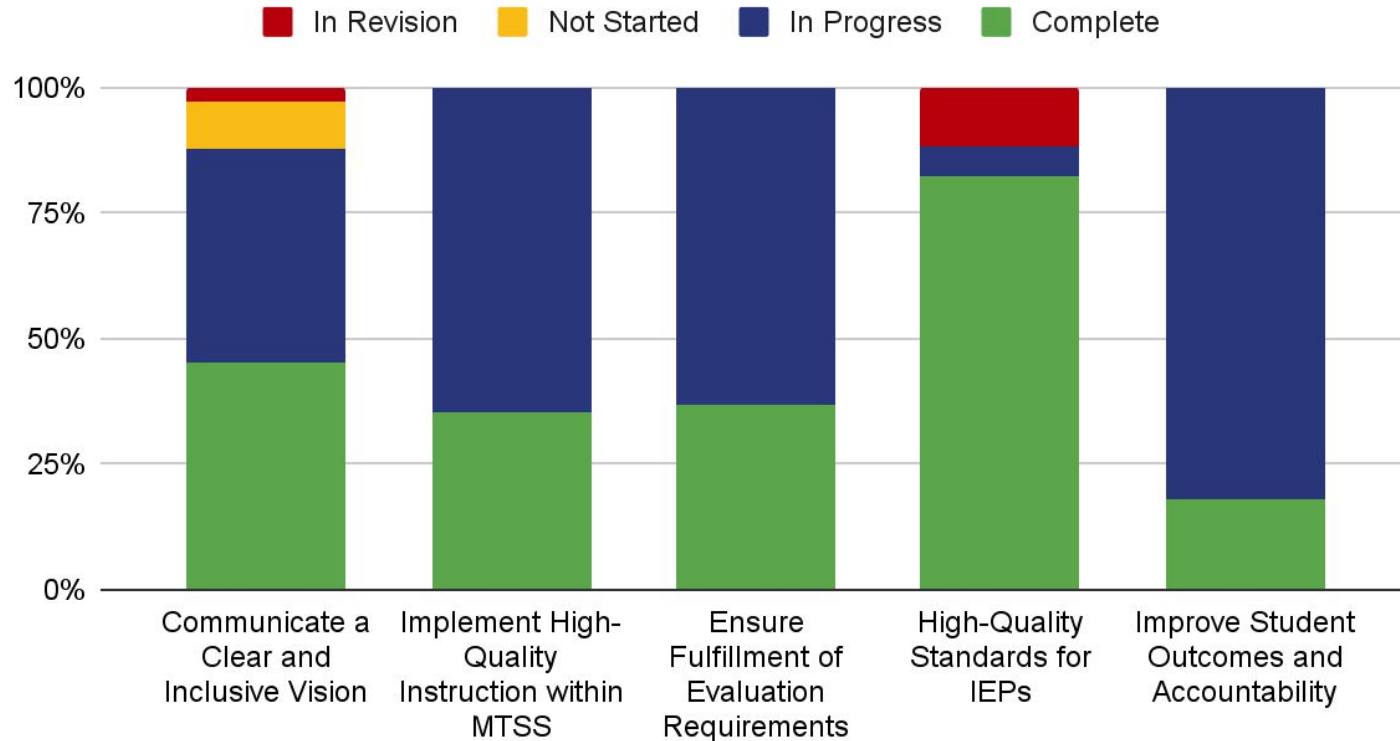
3 Special Education Lunch & Learn with Campus Administrators

Campus Administrators are invited to a month learning session where we review a wide range of special education topics. These sessions also build time for problem solving and collaboration between administrators.

The Core Work for 2025-26: Moving to Systemic Change

Priority 1: Instructional Delivery

GOAL 2: Implement High-Quality Instruction within a Multi-Tiered System of Supports (MTSS)

Build capacity for the delivery of high-quality instruction, including features of effective instruction and progress monitoring

Goal 4: Establish High Quality Standards for the Development and Implementation of Individualized Education Programs (IEPs)

IEP compliance → Fidelity of Implementation (FOI) and instructional quality

Priority 2: Capacity & Talent Recruitment

GOAL 3: Ensure Fulfillment of Evaluation Requirements

Fully aligned referral, and evaluation procedures across all campuses

Full implementation of Campus-Based Evaluator Model to strengthen collaboration and continuity of services

Implemented Frontline Program Management for tracking and reporting

GOAL 5: Improve Student Outcomes and Accountability

Execute strategies to invest in compensation, develop talent pipelines (TA-to-Teacher), and refine resource allocation

HB2 may provide an opportunity to re-implement the TA-to-Teacher pipeline through the LASO allocation

Framework built; continued commitment to staff training, academic excellence, and focus on measurable outcomes.
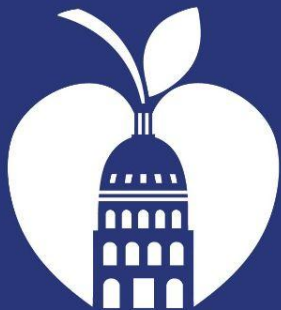
STRONG *Schools*
STRONGER *Austin*