



Strategic Support Plan (SSP)

BRAZOSPORT ISD (020905) [Return to LEA's Support Plans](#)

Submitted on Dec 16, 2022

Special Education - Domain I - Academic Achievement : 4. SPED STAAR EOC Passing Rate: English I II

Problem Statement

Despite improvements in performance for students' receiving special education services on EOCs, significant performance gaps continue to exist between the performance of all students and student receiving special education services, specifically for students receiving special education services for EOC English 1 & 2 performing at 23.8%.

Summary of potential root causes

- **Why #1**
Student's aren't receiving their specially designed instructional in a manner of fidelity to improve performance outcomes.
- **Why #2**
Increased teacher/support staff caseloads as well as high assignment of in-class support services are impacting the fidelity of implementation of student's SDI by limiting focused instructional planning time & out of class time for ARDs.
- **Why #3**
ARD committees are not making recommendations for In-class supports in alignment with a students areas of need or Specially Designed Instruction.
- **Why #4**
ARD committees are not adept at making specially designed instructional recommodations based on FIE/Impact statements, PLAAFPs, Goals/Objectives.
- **Why #5**
Training is needed for ARD committees on Specially Designed Instruction as it relates to IEP Development and Implementation.

Root Cause Statement

ARD committees are not adept at making specially designed instructional recommodations based on FIE/Impact statements, PLAAFPs, Goals/Objectives. Training is needed for ARD committees on Specially Desinged Instruction as it relates to IEP Development and Implementation.

Annual Goal

During the 2022-2023 school year, the performance rate of student's receiving special education services in English 1 & 2 will improve by 7% or more on the End of Course Exams.

Implementation Strategies

- Review **Policies, Procedures & Practices** as it relates to determining Specially Designed Instructional needs for students with disabilities.
- Provide **Training & Professional Development** to adminstrators and instructional staff on Specially Designed Instructional needs as it relates to IEP Development and Implementation for student's with disabilities.

Implementation Activities

Procedures Review of SDI

Timeline for Completion: Dec 16, 2022

Strategic Support Category Policies, Procedures, and Practices

Description

Review district procedures related to the specially designed instruction process expectations for students receiving special education services to ensure clarity of guidance for ARD committees.

Implementation Personnel

Tiffany Huges thughes@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Universal Design For Learning Training

Timeline for Completion: Aug 1, 2023

Strategic Support Category Training and Professional Development

Description

Provide UDL training for ALL content staff who support students receiving special education services.

Implementation Personnel

Tiffany Hughes thughes@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

SDI Process Training

Timeline for Completion: May 27, 2023

Strategic Support Category Training and Professional Development

Description

Train campus administration and special eduaiton instrucitonal staff on specially designed instruction through the campus PLC process.

Implementation Personnel

Tiffany Hughes thughes@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Targeted Classroom Supports

Timeline for Completion: May 27, 2023

Strategic Support Category Training and Professional Development

Description

Provide targeted coaching and support for identified English 1 & 2 classrooms/teachers through the classroom coaching cycle.

Implementation Personnel

Tiffany Hughes thughes@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Special Education Domain III - Disproportionate Analysis : 14. SPED OSS and Expulsion <10 Days Rate (Ages 3-21).

Problem Statement

Students served by special education and are African American have 2.9 times the risk of being assigned OSS as all other students receiving special education services.

Campus administration utilize the student code of conduct as a primary resource versus evidence-behavior intervention strategies within student BIPs.

• **Why #2**

Campus administrators and instructional staff do not fully understand how to apply appropriate strategies to address student behaviors.

• **Why #3**

Administrators and Teachers lack experience with cultural responsiveness and evidence based-behavioral strategies.

• **Why #4**

There is not a clear, comprehensive system for monitoring or implementing tier 2 or tier 3 behavior strategies to support student progress and decrease undesired behaviors for specific students.

• **Why #5**

Training is needed for campus administrators and staff in evidence-based behavior support strategies, specifically culturally responsive strategies, and BIP creation and implementation to support student progress.

Root Cause Statement

There is not a clear, comprehensive system or monitoring for implementing tier 2 or tier 3 behavior strategies to support student progress and decrease in undesired behaviors. Training is needed for campus administrators and staff in evidence-based behavior strategies and BIP creation and implementation to support student progress.

Annual Goal

During the 2022-2023 school year, the rate of removal for OSS < 10 days for African American receiving special education services will decrease by .6% or more.

Implementation Strategies

- Review [Policies, Procedures & Practices](#) as it relates to behavior supports and behavior needs for students with disabilities.
- Provide [Training & Professional Development](#) to adminstrators and instructional staff on evidence based supports for behavior, including equity resources, for student's with disabilities.
- Implement Continuous Improvement activitives including auditing, monitoring, and adjusting practices to support student's with disabilities behavioral needs.

Implementation Activities

Policy Review

Timeline for Completion: Jan 11, 2023

Strategic Support Category Policies, Procedures, and Practices

Description

Complete policy review to ensure equitable policies and practices in regards to disproportionate discipline.

Implementation Personnel

Herman Hebert herman.hebert@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Behavior Strategy/BIP Training

Timeline for Completion: May 27, 2023

Strategic Support Category Training and Professional Development

Description

Train campus administrators and instructional staff at secondary campuses that are producing a higher rate of referrals for sped students on evidence based behavioral interventions and BIP development/implementation.

Implementation Personnel

Keyra Francis keyra.francis@brazosportisd.net

Supervision of Implementation Personnel

Herman Hebert herman.hebert@brazosportisd.net

Restorative Practice Training

Timeline for Completion: Aug 1, 2023

Strategic Support Category Training and Professional Development

Description

Continue training for campus administrators and behavioral support staff on restorative practices

Implementation Personnel

Herman Hebert herman.hebert@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Behavior Resource Training

Timeline for Completion: May 27, 2023

Strategic Support Category Training and Professional Development

Description

Increase training on use of comprehensive district behavior resource (Behavior & SEL Site) including equity resources

Implementation Personnel

Keyra Francis keyra.francis@brazosportisd.net

Supervision of Implementation Personnel

Herman Hebert herman.hebert@brazosportisd.net

Special Education Discipline Monitoring

Timeline for Completion: Jan 31, 2023

Strategic Support Category Self-Monitoring Activities

Description

Implement monthly monitoring process that include campus specific data reviews & targeted intervention plans for campuses impacting special education discipline removals & disproportionality

Implementation Personnel

Herman Hebert herman.hebert@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Behavior Audit

Timeline for Completion: Dec 15, 2022

Strategic Support Category Other - Continuous Improvement

Description

Conduct an audit of the district's behavior systems and practices (including MTSS)

Implementation Personnel

Richard Yoes richard.yoes@brazosportisd.net

Supervision of Implementation Personnel

Behavior Audit Recommendations

Timeline for Completion: May 27, 2023

Strategic Support Category Other - Continuous Improvement

Description

Use audit findings to develop improvement strategies to district MTSS systems for 23-24

Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Supervision of Implementation Personnel

Richard Yoes richard.yoes@brazosportisd.net

Special Education Domain III - Disproportionate Analysis : 18. SPED Total Disciplinary Removals Rate (Ages 3-21).

Problem Statement

Students receiving special education services are being disciplined through removals at a higher rate (40%) than all other students.

Summary of potential root causes

- **Why #1**
Campus administration utilize the student code of conduct as a primary resource versus evidence-behavior intervention strategies within student BIPs.
- **Why #2**
Campus administrators and instructional staff do not fully understand how to apply appropriate strategies to address student behaviors.
- **Why #3**
Administrators and Teachers lack experience with evidence based-behavioral strategies related to disabilities.
- **Why #4**
There is not a clear, comprehensive system for monitoring or implementing tier 2 or tier 3 behavior strategies based on disability/area of need to support student progress and decrease undesired behaviors for specific students.

Training is needed for campus administrators and staff in evidence-based behavior support strategies, specifically disability related strategies, and BIP creation and implementation to support student progress.

Root Cause Statement

There is not a clear, comprehensive system for monitoring or implementing tier 2 or tier 3 behavior strategies based on disability/area of need to support student progress and decrease undesired behaviors for specific students. Training is needed for campus administrators and staff in evidence-based behavior support strategies, specifically disability related strategies, and BIP creation and implementation to support student progress.

Annual Goal

During the 2022-2023 school year, the rate of classroom removals for students receiving special education services will decrease 10%.

Implementation Strategies

- Review Policies, Procedures & Practices as it relates to behavior supports and behavior needs for students with disabilities.
- Provide Training & Professional Development to adminstrators and instructional staff on evidence based supports for behavior for student's with disabilities.
- Implement Continuous Improvement activitives including auditing, monitoring, and adjusting practices to support student's with disabilities behavioral needs.

Implementation Activities

Policy Review

Timeline for Completion: Jan 11, 2023

Strategic Support Category Policies, Procedures, and Practices

Description

Complete policy review to ensure equitable policies and practices in regards to disproportionate discipline.

Implementation Personnel

Herman Hebert herman.hebert@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Behavior Strategy/BIP Training

Timeline for Completion: May 27, 2023

Strategic Support Category Training and Professional Development

Description

Train campus administrators and instructional staff at secondary campuses that are producing a higher rate of referrals for sped students on evidence based behavioral interventions and BIP development/implementation.

Implementation Personnel

Keyra Francis keyra.francis@brazosportisd.net

Supervision of Implementation Personnel

Herman Hebert herman.hebert@brazosportisd.net

Restorative Practice Training

Timeline for Completion: Aug 1, 2023

Strategic Support Category Training and Professional Development

Description

Continue training for campus administrators and behavioral support staff on restorative practices

Implementation Personnel

Herman Hebert herman.hebert@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Behavior Resource Training

Timeline for Completion: May 27, 2023

Strategic Support Category Training and Professional Development

Description

Increase training on use of comprehensive district behavior resource (Behavior & SEL Site).

Implementation Personnel

Keyra Francis keyra.francis@brazosportisd.net
Herman Hebert herman.hebert@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Timeline for Completion: Jan 31, 2023

Strategic Support Category Self-Monitoring Activities

Description

Implement monthly monitoring process that include campus specific data reviews & targeted intervention plans for campuses impacting special education discipline removals.

Implementation Personnel
Herman Hebert herman.hebert@brazosportisd.net

Supervision of Implementation Personnel
Lorin Furlow lfurlow@brazosportisd.net

Behavior Audit

Timeline for Completion: Dec 16, 2022

Strategic Support Category Other - Continuous Improvement

Description

Conduct an audit of the district's behavior systems and practices (including MTSS)

Implementation Personnel
Richard Yoes richard.yoes@brazosportisd.net

Supervision of Implementation Personnel

Behavior Audit Recommendations

Timeline for Completion: May 27, 2023

Strategic Support Category Other - Continuous Improvement

Description

Use audit findings to develop improvement strategies to district MTSS systems for 23-24

Implementation Personnel
Lorin Furlow lfurlow@brazosportisd.net

Supervision of Implementation Personnel
Richard Yoes richard.yoes@brazosportisd.net

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Social Studies

Problem Statement

Despite improvements in performace for students' receiving special educaiton services on STAAR 3-8, significant performance gaps continue to exist between the performance of all students and student receiving special education services, specifically for students receiving special education services for Social Studies performing at 27.2%.

Summary of potential root causes

- Why #1**
Student's aren't receiving their specially designed instruction in a manner of fidelity, specifically implementing accommodations relevant to social studies, to improve performance outcomes.
- Why #2**
Increased teacher/support staff caseloads as well as high assignment of in-class support services are impacting the fidelity of implementation of student's SDI by limiting focused instructional planning time & out of class time for ARDs.
- Why #3**
ARD committees are not making recommendations for In-class supports and accommodations in alignment with a students areas of need or SDI.
- Why #4**
ARD committees are not adept at making specially designed instructional recommendations based on FIE/Impact statements, PLAAFPs, Goals/Objectives, including appropriate accommodations based on disability areas, for content areas like social studies.
- Why #5**
Training is needed for ARD committees on Specially Designed Instruction as it relates to IEP Development and Implementation.

Root Cause Statement

ARD committees are not adept at making specially designed instructional recommendations based on FIE/Impact statements, PLAAFPs, Goals/Objectives, including appropriate accommodations based on disability areas, for content areas like social studies. Training is needed for ARD committees on Specially Designed Instruction as it relates to IEP Development and Implementation.

Annual Goal

During the 2022-2023 school year, the performance rate of student's receiving special education services in Social Studies will

Implementation Strategies

- Review Policies, Procedures & Practices as it relates to determining Specially Designed Instructional needs for students with disabilities.
- Provide Training & Professional Development to adminstrators and instructional staff on Specially Designed Instructional needs as it relates to IEP Development and Implementation for student's with disabilities.

Implementation Activities

Procedures Review of SDI

Timeline for Completion: Dec 16, 2022

Strategic Support Category Policies, Procedures, and Practices

Description

Review district procedures related to the specially designed instruction process expectations for students receiving special education services to ensure clarity of guidance for ARD committees

Implementation Personnel

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

Universal Design For Learning Training

Timeline for Completion: Aug 1, 2023

Strategic Support Category Training and Professional Development

Description

Provide UDL training for ALL content staff who support students receiving special education services

Implementation Personnel

Tiffany Hughes thuges@brazosportisd.net

Supervision of Implementation Personnel

Lorin Furlow lfurlow@brazosportisd.net

SDI Process Training

Timeline for Completion: May 27, 2023

Strategic Support Category Training and Professional Development

Description

Train campus administration and special eduation instrucitonal staff on specially designed instruction through the campus PLC process.

Implementation Personnel

Victoria Schmidt victoria.schmidt@brazosportisd.net

Supervision of Implementation Personnel

Tiffany Hughes thuges@brazosportisd.net

Targeted Classroom Supports

Timeline for Completion: May 27, 2023

Strategic Support Category Training and Professional Development

Description

Provide targeted coaching and support for identified Social Studies classrooms/teachers through the classroom coaching cycle.

Implementation Personnel

Victoria Schmidt victoria.schmidt@brazosportisd.net

Supervision of Implementation Personnel

Tiffany Hughes thughes@brazosportisd.net

Review Sources of Data

Sources of Data

Summary of Data

IEP Development & Implementation rate as proficient. This aligns with our continued progress of student's with disabilities on state assessments; however we do continue to see gaps for special education students which can be improved through our Development and Implementation of strategic activities. This is also true for the area of transition as it relates to strategic activities to improve our graduation rate for students with disabilities. Behavior and BIPs are an area of continued development within the self-assessment which aligns directly with the RDA data and performance level/SD year 3 for discipline of students with disabilities.

Documents

[BISD Self-Assessment Report detailed 2022 \(1\).pdf - Dec 15, 2022](#)

[BISD 22 Graduation Rate.pdf - Dec 15, 2022](#)
[BISD 21-22 Discipline Data.pdf - Dec 15, 2022](#)
[BISD 21-22 STAAR-EOC Performance.pdf - Dec 15, 2022](#)

Summary of Data

Overall progress continues to be noted within Domain I, however STAAR Social Studies and EOC English 1 &2 continue to be areas of concern. Graduation rate for students with disabilities under Domain 2 is an area of continued focus due to a decrease in graduation rate across the last 2 years. Within Domain 3 ECSE LRE is a new area of focus this year, while Total Disciplinary Removals is a critial areas of focus, specifically as it relates to SD Year 3 for OSS < 10 Days for African American.

Documents

[2018-2021 RDA Longitudinal Data - SPED.pdf - Dec 15, 2022](#)
[BISD Self-Assessment Report detailed 2022 \(1\).pdf - Dec 15, 2022](#)
[BISD 22 Graduation Rate.pdf - Dec 15, 2022](#)
[BISD 21-22 Discipline Data.pdf - Dec 15, 2022](#)
[BISD 21-22 STAAR-EOC Performance.pdf - Dec 15, 2022](#)

Summary of Data

Identified areas of needed improvement (STAAR /EOC performance for student's receiving special education, graduation rates for students receiving special education, and Disciplinary removals for students receiving special eduacation) are all identified items within the District Improvment Plan and are being monitored quarterly.

Documents

[2018-2021 RDA Longitudinal Data - SPED.pdf - Dec 15, 2022](#)
[BISD 22-23 District Improvment Plan.pdf - Dec 15, 2022](#)

Summary of Data

While Required improvement was made for 21-22, Domain 3 total disciplinary removals for student's with disabilities continues to be an area of critical focus. The district has been notified of SD Year 3 for OSS < 10 days for African American Students. It is important to note that progress has been made on this risk ratio, but still remains above 2.5%.

Documents

[2018-2021 RDA Longitudinal Data - SPED.pdf - Dec 15, 2022](#)
[BISD 21-22 Discipline Data.pdf - Dec 15, 2022](#)
[BISD 22-23 District Improvment Plan.pdf - Dec 15, 2022](#)

Summary of Data

Special Education performance on the STAAR 3-8 continues to make small gains overall; however, Social Studies is a specific area of needed improvement. EOC performance for students with disabilities for English 1 & 2 is also a high area of needed improvement.

Documents

[2018-2021 RDA Longitudinal Data - SPED.pdf - Dec 15, 2022](#)
[BISD 21-22 STAAR-EOC Performance.pdf - Dec 15, 2022](#)