



2017-18 BRAZOSPORT ISD TARGETED IMPROVEMENT PLAN

GOAL 1

PROBLEM STATEMENT: ELLs are not performing successfully on state assessments and are not showing appropriate growth on TELPAS.

ROOT CAUSE: A lack of teacher capacity and skills is impacting performance on state assessments for ELLs.

PBMAS INDICATORS ADDRESSED: BE/ESL: Indicators 1.ii, 1.iii, 1.v, 2.i, 2.ii, 2.iii, 2.iv, 2.v, 3.i, 3.ii, 3.iii, 3.v, 5.i, 5.ii, 5.iii, 5.iv, 6, 7 & 9

ANNUAL GOAL: In 2017-18, the *Approaches Grade Level* performance percentages for EL students will be: Bilingual math 3-8 75%, reading 3-8 - 65%, science 3-8 - 52%, and writing 60%; ESL 3-8 math 66%, reading 55%, science 28%, Social Studies 20%, and writing 40%; STAAR EOC math 45%, science 52%, Social Studies 48%, and ELA - 26%;the TELPAS composite rating for students in U.S. schools multiple years will fall in the 10.6 - 14.4% range.

STRATEGY: To ensure that ELLs are receiving continual high quality instruction and support, District ESL and Content Coordinators will regularly visit campuses to monitor the implementation of district initiatives and instructional strategies that support those students. To improve the performance of English Language Learners, especially at the intermediate and secondary level, instructional resources have been obtained. These resources strategically target language acquisition. Teachers have been trained and will continue to be monitored and coached throughout the school year.

Short-Term Goal: Training and/or acquisition of new skills.

Interventions	Data to Collect to Monitor Interventions
1.1.1 All bilingual, and ESL lead teachers and administrators will be trained for beginning of the year and middle of the year LPAC procedures.	<ul style="list-style-type: none"> ● BOY/MOY/EOY LPAC trainings with all LPAC Leads. ● TEA and Region 4 Manuals
1.1.2 Intermediate and secondary level ESL teachers will utilize the instructional resources provided for their ESL language intervention classes.	<ul style="list-style-type: none"> ● Initial training on ESL program, ● Coaching and monitoring from program personnel and ELL Coordinators. ● Read 180 program participation and progress reports
1.1.3 All campuses will receive training on ELPS and PLDs to address TELPAS components, especially the Writing.	<ul style="list-style-type: none"> ● ELPS, Language accommodations and TELPAS trainings. ● TEA Resources for ELPS and TELPAS. ● Eduphoria courses.



2017-18 BRAZOSPORT ISD TARGETED IMPROVEMENT PLAN

Intermediate Goal: Implementation activities.

Interventions	Data to Collect to Monitor Interventions
1.2.1 Implement a system to ensure that district initiatives intended to improve the performance of students served by special programs are implemented with fidelity on the campuses.	<ul style="list-style-type: none"> ● Evidence of implementation from walkthroughs
1.2.2 Each bilingual teacher will continue to conduct their own LPAC meetings.	<ul style="list-style-type: none"> ● Documentation from LPAC meetings showing that meetings were conducted by the child's teacher.
1.2.3 The district will continue quarterly audits on folders to ensure documentation is properly kept.	<ul style="list-style-type: none"> ● Evidence from ongoing audits
1.2.4 Support elementary, middle and intermediate schools in creating master schedules for 2018-19 that ensure the learning needs of EL identified students are addressed.	<ul style="list-style-type: none"> ● 2018-19 master schedules for elementary, middle and intermediate schools

Long-Term Goal: Determining results.

Interventions	Data to Collect to Monitor Interventions
1.3.1 Evaluate the system to ensure that district initiatives intended to improve the performance of students served by special programs were implemented with fidelity on the campuses.	<ul style="list-style-type: none"> ● End of year monitoring documentation ● End of year students' performance reports ● EOY LPAC trainings
1.3.2 District and campus personnel will review end of the year performance data to determine if efforts to ensure that ELLs receive appropriate interventions and supports are effective in improving their performance.	<ul style="list-style-type: none"> ● STAAR Performance Reports ● TELPAS reports ● CBA results ● End of the year math, reading and early literacy screeners ● Teacher reports ● Student attendance reports ● Student behavior reports



2017-18 BRAZOSPORT ISD TARGETED IMPROVEMENT PLAN

GOAL 2

PROBLEM STATEMENT: Students identified as Special Education, including those participating in Career and Technical Education, performed below the cut points for STAAR assessments.

ROOT CAUSE: Systems and processes at the campus level are lacking to ensure that IEPs with appropriately developed goals and individual programs of instruction, along with appropriately identified and assigned transition services, are developed and implemented.

PBMAS INDICATORS ADDRESSED: CTE Indicator 1.i, 2.iv, 4i, 4.ii, 4.iii, 4.iv; SPED Indicators 1.i, 1.ii, 1.iii, 1.iv, 1.v, 2.v, 3.i, 3.ii, 3.iii, 3.iv, 4

ANNUAL GOAL: In 2017-18, the special education department will ensure that the required supports are in place to help students with disabilities to meet or exceed the *Approaches Grade Level* performance standard on all STAAR 3-8 exams at 52.5% in mathematics, 40% in reading, 33% in writing, 50% in science and 50% in social studies, and on all STAAR EOC exams of 47% in mathematics, 52% in social studies, 56% in science, 30% in English I and II.

STRATEGY: To ensure that every student with disabilities is receiving the appropriate services and supports, the special education department will conduct regular folder audits throughout the year, monitor the creation of IPI's through eSped, and monitor the performance of special education students on district benchmarks and curriculum-based assessments.

Short-Term Goal: Training and/or acquisition of new skills.

Interventions	Data to Collect to Monitor Interventions
2.1.1 Review and update relevant guidelines & Procedures of the Special Education Department.	<ul style="list-style-type: none"> ● Revised Guidelines and Procedures document
2.1.2 Provide training on guidelines and procedures of the special education department.	<ul style="list-style-type: none"> ● Documentation from district professional development training.
2.1.3 Conduct performance and compliance audits to monitor fidelity of provision of access and supports to ensure compliance.	<ul style="list-style-type: none"> ● Folder audit process ● Curriculum-based assessment analysis and follow-up support ● Documentation of compliance walkthroughs

Intermediate Goal: Implementation activities.

Interventions	Data to Collect to Monitor Interventions
---------------	--



2017-18 BRAZOSPORT ISD TARGETED IMPROVEMENT PLAN

2.2.1 Conduct performance and compliance audits to monitor fidelity of provision of access and supports to ensure compliance.	<ul style="list-style-type: none"> ● Folder audit process ● Curriculum-based assessment analysis and follow-up support ● Documentation of compliance walkthroughs
2.2.2 Provide real-time, targeted professional development training based on findings from walkthroughs and data analysis of Curriculum-Based Assessments and Mock STAAR examinations.	<ul style="list-style-type: none"> ● A Professional Development alignment document that identifies specific student expectations being targeted by identified professional development
2.2.3 Support elementary, middle and intermediate schools in creating master schedules that ensure: <ul style="list-style-type: none"> ● Targeted interventions during the school day, ● Access to the general curriculum, and ● Co-teachers plan together 	<ul style="list-style-type: none"> ● 2018-19 master schedules for elementary, middle and intermediate schools

Long-Term Goal: Determining results.

Interventions	Data to Collect to Monitor Interventions
2.3.1 Conduct an end of year evaluation of the performance of students with disabilities.	<ul style="list-style-type: none"> ● STAAR Results ● End of the year math, reading and early literacy screeners ● Teacher reports ● Student attendance reports ● Student behavior reports
2.3.2 Evaluate the system to ensure that district initiatives intended to improve the performance of students served by special programs were implemented with fidelity on the campuses.	<ul style="list-style-type: none"> ● End of year monitoring documentation ● End of year students' performance reports

GOAL 3

PROBLEM STATEMENT: Students identified through PEIMS coding as homeless performed at a PL 2 on the grade 8 STAAR social studies exam, a PL 2 on the Algebra 1 EOC, and a PL 3 on the ELA EOCs, and the Title 1, Part A annual Dropout Rate percentage was a PL 3, while the Graduation Rate was a PL 2.

ROOT CAUSE: Homeless students in grades 7-12 are not being tracked for performance and are not receiving the supports they need to stay in school, perform well on STAAR assessments and graduate on time with their cohort.



2017-18 BRAZOSPORT ISD TARGETED IMPROVEMENT PLAN

PBMAS INDICATORS ADDRESSED: ESSA Indicators 1.iv, 2.i, 2.iv, 3 & 4

ANNUAL GOAL: In 2017-18, secondary school campuses will put systems and processes in place to track and support the performance of students identified as homeless to ensure that 60% of them meet or exceed the *Approaches Grade Level Standard* on the STAAR Grade 8 social studies exam, 56% on the STAAR Algebra 1 EOC exam, and 45% on the English Language Arts EOC exams, so that the 2017-18 dropout rate is 6.0 or less and the 2017-18 annual graduation rate is at or above 66%.

STRATEGY: To address the struggles homeless students in secondary schools face academically, socially and emotionally, campuses provide access to needed supports and track the academic progress of identified students throughout the year.

Short-Term Goal: Training and/or acquisition of new skills.

Interventions	Data to Collect to Monitor Interventions
3.1.1 Create and implement a process to identify and track the performance of students who were displaced by 2017 Hurricanes.	<ul style="list-style-type: none"> ● Master list of students by campus ● Documentation of process
3.1.2 Provide training to principals, counselors and other critical stakeholders on the requirement to identify and track the performance of students who qualify as homeless and with guidelines for entering data in the tracking sheet, proper identification and providing timely supports.	<ul style="list-style-type: none"> ● Principal meeting presentation ● Counselor meeting presentation ● PEIMS Clerks training ● Assistant principal training ● Not for profit organizations training ● On Data Suite ● Eduphoria Aware ● TEAMS ● Copy of the guidelines ● Documentation of training on implementation of the guidelines ● Tracking template shared with principals
3.1.3 Create and provide to principals and counselors a list of resources available to support homeless students, including students who were displaced by the 2017 hurricanes.	<ul style="list-style-type: none"> ● Comprehensive list of available resources
3.1.4 Ensure that a PGP, AIP, IPI, or Plan of Success is developed as appropriate for any homeless students who did not pass the previous year state assessment.	<ul style="list-style-type: none"> ● Evidence that the appropriate PGP, AIP, Plan of Success, or IPI was created

Intermediate Goal: Implementation activities.



2017-18 BRAZOSPORT ISD TARGETED IMPROVEMENT PLAN

Interventions	Data to Collect to Monitor Interventions
3.2.1 Update PGPs, IPIs, AIPs and Plans for Success based on student performance on Curriculum-Based Assessments and Mock STAAR examinations.	<ul style="list-style-type: none"> Evidence that the appropriate PGP, AIP, IPI, or Plan for Success was updated in a timely manner
3.2.2 Ensure that homeless students are assigned to appropriate RtI groups and that their progress is being tracked.	<ul style="list-style-type: none"> Documentation of assignment and of interventions, including evidence of impact
3.2.3 Continue to provide needed non-academic supports to homeless students.	<ul style="list-style-type: none"> Documentation of non-academic supports provided

Long-Term Goal: Determining results.

Interventions	Data to Collect to Monitor Interventions
3.3.1 Using data from end-of-year evaluation measures evaluate the success of homeless students' PGPs, AIPS, IPIs or Plans of Success and make changes and adjustments for the next year as appropriate.	<ul style="list-style-type: none"> STAAR Performance Data Report card grades Teacher reports End of -year reading and math screeners Student attendance data Student behavior data Eduphoria Aware
3.3.2 Calculate the grades 7-12 dropout rate and 2017-18 graduations rates of homeless students.	<ul style="list-style-type: none"> 2017-18 grades 7-12 dropout data 2017-18 Graduation data On Data Suite