



2016-17 BRAZOSPORT ISD TARGETED IMPROVEMENT PLAN

GOAL 1

PBMAS INDICATORS ADDRESSED: BE/ESL: Indicators 1, 2, 3, 5 & 9

ANNUAL GOAL: In 2016-17, the *Met Standard* performance of English Language Learners on all STAAR 3-8 exams will meet or exceed 60% mathematics, reading and writing, and 55% in science and social studies, and on all STAAR EOC exams will meet or exceed 50% in English Language Arts, 55% in mathematics, 60% in social studies and 65% in science, while the TELPAS composite rating for students in U.S. schools multiple years will fall in the 7.6 - 10.5% range.

STRATEGY: To improve the performance of English Language Learners, the amount of time that teachers have to be out of class for LPAC and ARD meetings will be significantly reduced. To ensure that ELLs are receiving high quality instruction and support all the time, District ESL and Content Coordinators will regularly visit campuses to monitor the implementation of district initiatives and instructional strategies that support those students.

Quarter 1

Interventions	Data to Collect to Monitor Interventions
1.1.1 Develop 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 site visits to all IR campuses and campuses with large populations of Sped and ELLS ● Evidence from an overview of the Required Actions and expectations for completing those requirements presented to principals and assistant principals ● Evidence of a system to monitor student progress (CBA's, Attendance, STAR Ren. Mock STAAR).
1.1.2 All bilingual teachers, ESL LPAC leads and LPAC administrators will be trained for Beginning of the year , middle of the year and end of the year LPAC meetings.	<ul style="list-style-type: none"> ● Evidence from training
1.1.3 Each bilingual teacher will 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.
1.1.4 Bilingual paras will be trained on eStar and LAS/Terranova to assist with testing and paperwork.	<ul style="list-style-type: none"> ● Evidence from training
1.1.5 A meeting document will be created and shared with district administrators to monitor completion of LPAC meetings.	<ul style="list-style-type: none"> ● Meeting completion document with documenting 100% compliance
1.1.6 The district will begin quarterly audits on folders to ensure documentation is properly kept.	<ul style="list-style-type: none"> ● Evidence from ongoing audits



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Quarter 2

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
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

Quarter 3

Interventions	Data to Collect to Monitor Interventions
1.3.1 Monitor the 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"> ● Monitoring documentation
1.3.2 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.
1.3.3 The district will continue quarterly audits on folders to ensure documentation is properly kept.	<ul style="list-style-type: none"> ● Evidence from ongoing audits
1.3.4 District and campus personnel will review middle 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"> ● CBA results ● Middle of the year math, reading and early literacy screeners ● Teacher reports ● Student attendance reports ● Student behavior reports

Quarter 4

Interventions	Data to Collect to Monitor Interventions
1.4.1 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
1.4.2 Each bilingual teacher will conduct their own end of year LPAC meetings.	<ul style="list-style-type: none"> ● Documentation from LPAC meetings showing that meetings were conducted by the child's teacher.
1.4.3 The district will complete quarterly audits on folders to ensure documentation is properly kept	<ul style="list-style-type: none"> ● End of year audit report



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and provide a report on findings.	
1.4.4 District and campus personnel will review middle 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

GOAL 2

PBMAS INDICATORS ADDRESSED: BE/ESL: Indicators 1, 2, 3 & 5; CTE Indicators 2, 3 & 4; NCLB Indicators 1 & 2; SPED Indicators 1 & 3

ANNUAL GOAL: In 2016-17, campus level systems, processes and procedures to support the learning needs of ELLs, students with disabilities and economically disadvantaged students will be put in place resulting in each student group meeting or exceeding the percentage of *Met Standard* performance on all STAAR 3-8 exams of 60% in mathematics, reading and writing, and 55% in science and social studies, and on all STAAR EOC exams of 50% in English Language Arts, 55% in mathematics, 60% in social studies and 65% in science.

STRATEGY: Greater attention will be given to developing master schedules that support professional learning communities, embedded interventions for students and quality collaboration time for all teachers, including special education and bilingual teachers. The district will monitor the development of personal Graduation Plans (PGPs), Accelerated Instruction Plans (AIPs) and Individual Programs of Instruction (IPIs) to ensure that all students, particularly English Language Learners, students with disabilities and economically disadvantaged students, receive the supports they need to master the state standards.

Quarter 1

Interventions	Data to Collect to Monitor Interventions
2.1.1 Support elementary, middle and intermediate schools in creating master schedules that ensure: <ul style="list-style-type: none"> ● Targeted interventions during the school day, ● The inclusion of special education teachers in PLCs, and ● Co-teachers plan together. 	<ul style="list-style-type: none"> ● 2016-17 master schedules for elementary, middle and intermediate schools
2.1.2 Examine the PGP documents being used across the district including, but not limited to, Accelerated Intervention Plans (AIPs), bilingual	<ul style="list-style-type: none"> ● Screenshots providing evidence that a single PGP document was created.



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plans, and IPI plans and create a single document using the student data system.	
2.1.3 Review the procedures relating to the identification of students with disabilities requiring IPIs. Provide training to appropriate staff on these procedures.	<ul style="list-style-type: none"> Evidence of training
2.1.5 Convene ARD committee meetings for students with disabilities who did not meet standard on their state assessments last school year and did not have IPIs developed. Determine if the lack of the individualized intensive program of instruction denied these students a free appropriate public education (FAPE), and consider compensatory services, as appropriate.	<ul style="list-style-type: none"> Evidence of completed ARD meetings
2.1.6 Revise DAEP Placement documents and provide training to assistant principals on the changes.	<ul style="list-style-type: none"> Revised documents Evidence of training

Quarter 2

Interventions	Data to Collect to Monitor Interventions
2.2.1 Provide training to counselors on creating PGP's and IPIs.	<ul style="list-style-type: none"> Evidence of training
2.2.2 Monitor the implementation of procedures relating to the identification of students with disabilities requiring IPIs to ensure that each identified student has an individual program of instruction in place.	<ul style="list-style-type: none"> Audit and folder review findings
2.2.3 Begin tracking discretionary placements to ISS, OSS and the DAEP of students with disabilities.	<ul style="list-style-type: none"> Tracking data

Quarter 3

Interventions	Data to Collect to Monitor Interventions
2.3.1 Help high schools to plan for the creation of master schedules that ensure: <ul style="list-style-type: none"> Targeted interventions during the school day, The inclusion of special education teachers in PLCs, and Co-teachers plan together. 	<ul style="list-style-type: none"> Notes from planning meetings Sign-in sheets Materials from HS master scheduling meetings
2.3.2 Monitor the creation of PGP's and IPIs.	<ul style="list-style-type: none"> Audit findings



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2.3.3 Continue to monitor the implementation of procedures relating to the identification of students with disabilities requiring IPIs to ensure that each identified student has an individual program of instruction in place.	<ul style="list-style-type: none"> ● Audit and folder review findings
2.3.4 Use district CBA and mock STAAR results, along with middle of the year reading and math screener results to evaluate the effectiveness of PGPs, IPIs and changes to the master schedule as indicated in 1.1.1. Make adjustments as necessary to improve student performance.	<ul style="list-style-type: none"> ● District CBA and Mack STAAR results ● Middle of the year reading, early literacy and math screener results
2.3.5 Continue to tracking discretionary placements to ISS, OSS and the DAEP of students with disabilities and identify campuses having the greatest impact on discretionary placements.	<ul style="list-style-type: none"> ● Tracking data

Quarter 4

Interventions	Data to Collect to Monitor Interventions
2.4.1 Support all campuses as they create master schedules that ensure: <ul style="list-style-type: none"> ● Targeted interventions during the school day, ● The inclusion of special education teachers in PLCs, and ● Co-teachers plan together. 	<ul style="list-style-type: none"> ● 2017-18 Master Schedules for all campuses
2.4.2 Create PGPs and IPIs for students who did not meet standard on the 2017 state assessments.	<ul style="list-style-type: none"> ● Random samples of PGPs and IPIs from each campus
2.4.3 Ensure that students with disabilities requiring IPIs due to the results of their performance on state assessments have an individual program of instruction in place for 2017-18.	<ul style="list-style-type: none"> ● Audit and folder review findings
2.4.4 Use STAAR performance and end of year math, reading and early literacy screener results to evaluate the effectiveness of PGPs, IPIs and changes to the master schedule as indicated in 1.1.1.	<ul style="list-style-type: none"> ● STAAR performance results ● End of year math, reading and early literacy screener results
2.4.5 Use student performance data to determine the impact discretionary placements had on the performance of students with disabilities on state assessments.	<ul style="list-style-type: none"> ● STAAR performance data for students with disabilities
2.4.6 Meet with the principals from campuses that had the greatest impact on the discretionary	<ul style="list-style-type: none"> ● Documentation from meetings, including strategies



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placement of students with disabilities to ISS, OSS and DAEP to develop strategies for providing additional supports those students in 2017-18.	
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GOAL 3

PBMAS INDICATORS ADDRESSED: BE Indicators 6 & 7; SPED 8 & 9

ANNUAL GOAL: In 2016-17, as a result of providing teachers with greater clarity and support in the appropriate use of the district grading administrative regulation, the level of student mastery of content as expressed in course final grades will be more closely aligned with their level of mastery state assessments content resulting in each student group meeting or exceeding the percentage of *Met Standard* performance on all STAAR 3-8 exams of 60% in mathematics, reading and writing, and 55% in science and social studies, and on all STAAR EOC exams of 50% in English Language Arts, 55% in mathematics, 60% in social studies and 65% in science.

STRATEGY: To ensure that the rigor of classroom instruction is commensurate with the rigor of state assessments, correlations studies of grades and tests scores will be conducted throughout the year. In addition, the district will monitor the implementation of the revised grading regulation to evaluate its impact on improving student mastery.

Quarter 1

Interventions	Data to Collect to Monitor Interventions
3.1.1 Begin researching the alignment of grades with state assessment results.	<ul style="list-style-type: none"> ● Grade correlation template
3.2.1 Provide training on the revised grading regulation	<ul style="list-style-type: none"> ● Evidence from August training

Quarter 2

Interventions	Data to Collect to Monitor Interventions
3.2.1 Complete research the alignment of grades with state assessment results and report the results to TEA and principals.	<ul style="list-style-type: none"> ● RA 6 findings ● Evidence of presentation to principals
3.2.2 Monitor compliance with the grading regulation.	<ul style="list-style-type: none"> ● Random sampling audit findings

Quarter 3

Interventions	Data to Collect to Monitor Interventions
3.3.1 Audit alignment of CBA results with students' grades.	<ul style="list-style-type: none"> ● Audit findings



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3.3.2 Evaluate the impact of the revised grading regulation on first semester grades.	<ul style="list-style-type: none"> • District-wide teacher survey results
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Quarter 4

Interventions	Data to Collect to Monitor Interventions
3.4.1 Conduct an end of year audit of grades and performance on STAAR assessments to evaluate efforts to increase rigor.	<ul style="list-style-type: none"> • End of year audit report
3.4.2 Evaluate the impact of the revised grading regulation on first semester grades.	<ul style="list-style-type: none"> • District-wide teacher survey results

GOAL 4

PBMAS INDICATORS ADDRESSED: BE/ESL: Indicators 1, 2, 3, 5 & 9

ANNUAL GOAL: In 2016-17, as a result of implementing significant changes in the BE/ESL program, the *Met Standard* performance of English Language Learners on all STAAR 3-8 exams will meet or exceed 60% mathematics, reading and writing, and 55% in science and social studies, and on all STAAR EOC exams will meet or exceed 50% in English Language Arts, 55% in mathematics, 60% in social studies and 65% in science, while the TELPAS composite rating for students in U.S. schools multiple years will fall in the 7.6 - 10.5% range.

STRATEGY: To improve the performance of English Language Learners, the district will implement one bilingual program model, and will improve their processes and supports in multiple areas, including transition of students, the availability of resources and increased and improved staff.

Quarter 1

Interventions	Data to Collect to Monitor Interventions
4.1.1 A program description and grade level recommendations for the late-exit transitional model will be written and provided to every school administrator.	<ul style="list-style-type: none"> • Program description • Evidence of delivery to principals
4.1.2 Additional resources to support the late-exit transitional model will be added to the Language Acquisition Department website.	<ul style="list-style-type: none"> • Screenshots of the LAD website showing the availability of the additional resources
4.1.3 Instructional walkthroughs will be started to provide consistent evidence of implementation of the late-exit transitional model.	<ul style="list-style-type: none"> • Walkthrough documentation • Evidence of post visit communication
4.1.4 The Language Acquisition Department will collaborate with the Human Resources Department to explore intensive methods to recruit	<ul style="list-style-type: none"> • Evidence from the meetings • Documentation of recruitment strategies



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BE/ESL staff.	
4.1.5 The Language Acquisition Department will begin providing additional resources to bilingual classrooms using Title funding.	<ul style="list-style-type: none"> ● Documentation of purchases of additional resources ● Evidence of distribution of additional resources

Quarter 2

Interventions	Data to Collect to Monitor Interventions
4.2.1 Instructional walkthroughs will be continued to provide consistent evidence of implementation of the late-exit transitional model.	<ul style="list-style-type: none"> ● Walkthrough documentation ● Evidence of post visit communication
4.2.2 Professional development in Spanish instructional strategies, second language acquisition strategies and SIOP trainings will begin.	<ul style="list-style-type: none"> ● Evidence of professional development
4.2.3 The Language Acquisition Department will continue to collaborate with the Human Resources Department to explore intensive methods to recruit BE/ESL staff.	<ul style="list-style-type: none"> ● Documentation of recruitment strategies ● Evidence of implementation of strategies
4.2.4 The Language Acquisition Department will continue to provide additional resources to bilingual classrooms using Title funding on an as needed basis.	<ul style="list-style-type: none"> ● Evidence of distribution of additional resources
4.2.5 The Language Acquisition Department will create processes and protocols for transition meetings at the end of the year among school levels to ensure correct placement and language and assessment accommodations for following school year.	<ul style="list-style-type: none"> ● Transition processes and protocols document

Quarter 3

Interventions	Data to Collect to Monitor Interventions
4.3.1 Instructional walkthroughs will be continued to provide consistent evidence of implementation of the late-exit transitional model.	<ul style="list-style-type: none"> ● Walkthrough documentation ● Evidence of post visit communication
4.3.2 Professional development in Spanish instructional strategies, second language acquisition strategies and SIOP trainings will continue.	<ul style="list-style-type: none"> ● Evidence of professional development
4.3.3 The Language Acquisition Department will collaborate with the Human Resources Department to implement intensive methods to	<ul style="list-style-type: none"> ● Documentation of recruitment strategies ● Evidence of implementation of strategies



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recruit BE/ESL staff.	
4.3.4 The Language Acquisition Department will continue to provide additional resources to bilingual classrooms using Title funding on an as needed basis.	<ul style="list-style-type: none"> ● Evidence of distribution of additional resources
4.3.5 The Language Acquisition Department will train principals and teachers of ELLs on the processes and protocols for end of year transition meetings among school levels to ensure correct placement and language and assessment accommodations for following school year.	<ul style="list-style-type: none"> ● Evidence of training
4.3.6 Conduct a mid-year evaluation of goal 4 initiatives using student performance data and make changes or adjustments as appropriate.	<ul style="list-style-type: none"> ● CBA results ● Middle of the year math, reading and early literacy screeners ● Teacher reports ● Student attendance reports ● Student behavior reports

Quarter 4

Interventions	Data to Collect to Monitor Interventions
4.4.1 Professional development in Spanish instructional strategies, second language acquisition strategies and SIOP trainings will be scheduled for the summer and included in the 2017-2018 District Professional Development Plan.	<ul style="list-style-type: none"> ● Language Acquisition Department summer Professional Development calendar
4.4.2 The Language Acquisition Department will collaborate with the Human Resources Department to hire adequate, qualified BE/ESL staff.	<ul style="list-style-type: none"> ● Evidence of implementation of strategies ● Record of new hires
4.4.3 The Language Acquisition Department will coordinate transition meetings among school levels to ensure correct placement and language and assessment accommodations for following school year.	<ul style="list-style-type: none"> ● Evidence of transition meetings
4.4.4 Conduct an end of year evaluation of goal 4 initiatives using student performance data.	<ul style="list-style-type: none"> ● STAAR results ● TELPAS Results ● End of the year math, reading and early literacy screeners ● Teacher reports ● Student attendance reports ● Student behavior reports



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GOAL 5

PBMAS INDICATORS ADDRESSED: SPED Indicator 5

ANNUAL GOAL: In 2016-17, the district will continue to implement effective strategies to increase the percentage of students with disabilities placed in the early childhood program with a target of 30% or more participation.

STRATEGY: To increase the percentage of early childhood students receiving services through the PPCD program, the district will provide training to principals on the continuum of placement and monitor the implementation of that continuum, as well as monitor enrollment data throughout the year to determine in a timely manner if the percentage is increasing toward the 30% threshold.

Quarter 1

Interventions	Data to Collect to Monitor Interventions
5.1.1 Train elementary campus administrators on the continuum of placements for ages 3-5.	<ul style="list-style-type: none"> ● Evidence of training
5.1.2 Conduct first quarter data review of enrollment & IA of 3-5 year olds	<ul style="list-style-type: none"> ● Results of first enrollment and IA review

Quarter 2

Interventions	Data to Collect to Monitor Interventions
5.2.1 Audit placements for ages 3-5 to determine if continuum of placements is being implemented.	<ul style="list-style-type: none"> ● Audit findings
5.2.2 Conduct second quarter data review of enrollment & IA of 3-5 year olds	<ul style="list-style-type: none"> ● Results of secondary enrollment and IA review
5.2.3 Submit data to TEA on Actions 1 & 2 each semester	<ul style="list-style-type: none"> ● Submission documentation

Quarter 3

Interventions	Data to Collect to Monitor Interventions
5.3.1 Continue to audit placements for ages 3-5 to determine if continuum of placements is being implemented.	<ul style="list-style-type: none"> ● Audit findings
5.3.2 Conduct third quarter data review of enrollment & IA of 3-5 year olds	<ul style="list-style-type: none"> ● Results of third enrollment and IA review

Quarter 4

Interventions	Data to Collect to Monitor Interventions
5.4.1 Evaluate impact of implementation of	<ul style="list-style-type: none"> ● End of year percentage



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continuum of placements on increasing the percentage of students with disabilities placed in the early childhood program.	
5.4.2 Conduct fourth quarter data review of enrollment & IA of 3-5 year olds	<ul style="list-style-type: none"> • Results of fourth enrollment and IA review
5.4.3 Submit data to TEA on Actions 1 & 2 each semester	<ul style="list-style-type: none"> • Submission documentation

GOAL 6

PBMAS INDICATORS ADDRESSED: CTE Indicator 4; SPED Indicators 1 & 3

ANNUAL GOAL: In 2016-17, the special education department will ensure that the required supports are in place to help students with disabilities to meet or exceed the *Met Standard* performance on all STAAR 3-8 exams of 60% in mathematics, reading and writing, and 55% in science and social studies, and on all STAAR EOC exams of 50% in English Language Arts, 55% in mathematics, 60% in social studies and 65% in science.

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.

Quarter 1

Interventions	Data to Collect to Monitor Interventions
6.1.1 Update relevant guidelines & Procedures of the Special Education Department.	<ul style="list-style-type: none"> • Revised Guidelines and Procedures document
6.1.2 Update the Special Education Staff Handbook & manuals.	<ul style="list-style-type: none"> • Updated staff handbook and manuals
6.1.3 Identify current areas of noncompliance and track progress of required ARD actions for FAPE.	<ul style="list-style-type: none"> • Findings of noncompliance
6.1.4 Develop a process for conducting folder audits to monitor corrective actions for non-compliance.	<ul style="list-style-type: none"> • Folder audit process

Quarter 2

Interventions	Data to Collect to Monitor Interventions
6.2.1 Continues to identify current areas of noncompliance and track progress of required ARD actions for FAPE.	<ul style="list-style-type: none"> • Documentation of implementation of corrective actions
6.2.2 Conduct quarterly audits that include district sped staff & campus administration to ensure self monitoring of all required areas is ongoing	<ul style="list-style-type: none"> • Folder audit findings • Evidence of communication of findings to appropriate campus personnel



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6.2.3 Conduct corrective ARDs, if appropriate, as a result of quarterly audit findings	<ul style="list-style-type: none"> ● Evidence of corrective ARDS
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Quarter 3

Interventions	Data to Collect to Monitor Interventions
6.3.1 Continues to identify current areas of noncompliance and track progress of required ARD actions for FAPE.	<ul style="list-style-type: none"> ● Documentation of implementation of corrective actions
6.3.2 Conduct quarterly audits that include district sped staff & campus administration to ensure self monitoring of all required areas is ongoing	<ul style="list-style-type: none"> ● Folder audit findings ● Evidence of communication of findings to appropriate campus personnel
6.3.3 Conduct corrective ARDs, if appropriate, as a result of quarterly audit findings	<ul style="list-style-type: none"> ● Evidence of corrective ARDS
6.3.4 Conduct a mid-year evaluation of the progress of students with disabilities.	<ul style="list-style-type: none"> ● CBA results ● Middle of the year math, reading and early literacy screeners ● Teacher reports ● Student attendance reports ● Student behavior reports
6.3.5 Take proactive steps to ensure that ARDS to address the learning needs of students who performed poorly at mid-year are scheduled as appropriate.	<ul style="list-style-type: none"> ● Monitoring documentation

Quarter 4

Interventions	Data to Collect to Monitor Interventions
6.4.1 Conduct quarterly audits that include district sped staff & campus administration to ensure self monitoring of all required areas is ongoing	<ul style="list-style-type: none"> ● Folder audit findings ● Evidence of communication of findings to appropriate campus personnel
6.4.2 Conduct corrective ARDs, if appropriate, as a result of quarterly audit findings	<ul style="list-style-type: none"> ● Evidence of corrective ARDS
6.4.3 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
6.4.4 Take proactive steps to ensure that Individual Programs of Instruction were created for any student with a disability who failed to meet the passing standard on the STAAR assessments.	<ul style="list-style-type: none"> ● Monitoring documentation



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GOAL 7

PBMAS INDICATORS ADDRESSED: NCLB Indicators 3 & 4

ANNUAL GOAL: In 2016-17, secondary school campuses will put systems and processes in place to track and support the performance of students identified as homeless to ensure that they meet or exceed the *Met Standard* performance on all STAAR 3-8 exams of 60% in mathematics, reading and writing, and 55% in science and social studies, and on all STAAR EOC exams of 50% in English Language Arts, 55% in mathematics, 60% in social studies and 65% in science so that the 2016-17 dropout rate is 1.8% or less, and that the 2016-17 annual graduation rate is at or above 80%.

STRATEGY: To address the struggles homeless students in secondary schools face academically, socially and emotionally, campuses will make them a focus of support and track their academic progress throughout the year.

Quarter 1

Interventions	Data to Collect to Monitor Interventions
6.1.1 Support elementary, middle and intermediate schools in creating master schedules that ensure: <ul style="list-style-type: none"> ● Targeted interventions during the school day, ● The inclusion of special education teachers in PLCs, and ● Co-teachers plan together. 	<ul style="list-style-type: none"> ● 2016-17 master schedules for elementary, middle and intermediate schools
6.1.2 Examine the PGP documents being used across the district including, but not limited to, Accelerated Intervention Plans (AIPs), bilingual plans, and IPI plans and create a single document using the student data system.	<ul style="list-style-type: none"> ● Screenshots providing evidence that a single PGP document was created.
2.1.3 Review the processes and procedures for identifying and coding students who are homeless.	<ul style="list-style-type: none"> ● Processes and procedures for the identification of homeless students.

Quarter 2

Interventions	Data to Collect to Monitor Interventions
6.2.1 Create a process for tracking the performance of students who are identified as homeless.	<ul style="list-style-type: none"> ● Tracking document
6.2.2 Ensure that a PGP, AIP or IPI 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 or IPI was created
6.2.3 Assign homeless students to RtI groups and	<ul style="list-style-type: none"> ● Documentation of assignment and of



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track their progress.	interventions, including impact.
6.2.4 Counselors will provide non-academic supports to homeless students.	<ul style="list-style-type: none"> Documentation of non-academic supports

Quarter 3

Interventions	Data to Collect to Monitor Interventions
6.3.1 Continue to track the performance of homeless students.	<ul style="list-style-type: none"> Tracking document
6.3.2 Using data from mid-year evaluation measures, evaluate the success of homeless students' PGPs, AIPS or IPIs and make changes and adjustments as appropriate.	<ul style="list-style-type: none"> CBA Data Mid-year reading and math screeners Student attendance data Student behavior data
6.3.3 Continue to track the progress of homeless students in RtI.	<ul style="list-style-type: none"> Documentation of assignment and of interventions, including impact.
6.3.4 Counselors will continue to provide non-academic supports to homeless students.	<ul style="list-style-type: none"> Documentation of non-academic supports

Quarter 4

Interventions	Data to Collect to Monitor Interventions
6.4.1 Using data from mid-year evaluation measures, evaluate the success of homeless students' PGPs, AIPS or IPIs and make changes and adjustments as appropriate.	<ul style="list-style-type: none"> CBA Data Mid-year reading and math screeners Student attendance data Student behavior data
6.4.2 Counselors will continue to provide non-academic supports to homeless students.	<ul style="list-style-type: none"> Documentation of non-academic supports
6.4.3 Calculate the grades 7-12 dropout rate and 2016-17 graduations rates of homeless students.	<ul style="list-style-type: none"> 2016-17 grades 7-12 dropout data 2016-17 Graduation data