Problem Statement	Annual Goal
District Hispanic students have a 58% pass rate on the 2016 reading/ELAR STAAR assessments.	Increase the passing rate for the district's Hispanic students to 63% on the 2017 reading STAAR assessments.
Root Cause • District- wide lack of knowledge of instructional strategies for ELLs • New ESL teacher needs additional training	**Strategy** 1. Re-evaluate the ESL program and its coordination with classroom instruction 2. Implement sheltered instruction training district-wide 3. Increase monitoring of Hispanic students

Annual Goal

Increase the passing rate for the district's SPED students to 50% on the 2017 reading STAAR assessments.

Interventions by Quarter			
Q1 Goal (Aug-Oct)	**Q2 Goal (Nov-Jan)**	**Q3 Goal (Feb-Mar)**	**Q4 Goal (Apr-June)**
Identify issues	Re-evaluate SPED "resource" classroom instruction practices	All SPED students will be tested appropriately on the state assessments according to ARD	Increase the passing rate for the district's SPED students to 50% on the 2017 reading STAAR
Interventions	**Interventions**	**Interventions**	**Interventions**
Disaggregate SPED state assessment and attendance data	SPED classroom lessons will be taken from regular ed teacher's lesson plans	Continue monitoring actions from Q2	Continue to monitor identified students
SPED students will be benchmarked to determine areas of RTI needed	Implement small group instruction practices that include struggling readers into the SPED classroom to equalize instruction	Review ARDS for testing accommodations and STAAR placement	Disaggregate benchmark data for SPED students to identify areas of weakness prior to state assessment and provide RTI
Identified Hispanic SPED students in district and begin interventions listed in District Safeguard #1	SPED teachers will create formative, campus-based assessments through Aware to monitor student progress	Disaggregate benchmark data for SPED students to identify areas of weakness prior to state assessment and provide RTI	Disaggregate 2017 Reading/ELA STAAR data for SPED students
Immediately implement attendance monitoring for SPED students	Continue attendance monitoring for SPED students		Implement RTI for students not passing who are able to take summer assessments
Data/Proof	**Data/Proof**	**Data/Proof**	**Data/Proof**
Aware & TxEIS reports	Lesson plans	Lesson plans, Aware, schedules	Lesson plans, Aware, TxEIS
Aware reports	Lesson plans, student schedules	ARD documentation	Aware reports
TxEIS reports, etc.	Aware reports	Aware reports	Aware reports
TxEIS reports	TxEIS reports		Assessment results, RTI list

Problem Statement	Annual Goal
District SPED students have a 35% passing rate on the 2016 reading STAAR assessments.	Increase the passing rate for the district's SPED students to 50% on the 2017 reading STAAR assessments.

Root Cause	Strategy
• 35% of SPED population are limited English speakers • Elementary SPED students in a restrictive setting were taught at ability level, not grade level • 50% of SPED students had low attendance (6+ days absent) during the school year	1. Implement interventions from District System Safeguard #1 to ensure the needs of Hispanic students are being met. 2. Campus principals will direct and monitor that all SPED students are receiving the same reading instruction on the same material that is being used in their regular classroom 3. More closely monitor the attendance of SPED students and implement truancy strategies when necessary

Annual Goal

Increase the passing rate for the district's Hispanic students to 63% on the 2017 reading/ELAR STAAR assessments.

Interventions by Quarter			
Q1 Goal (Aug-Oct)	**Q2 Goal (Nov-Jan)**	**Q3 Goal (Feb-Mar)**	**Q4 Goal (Apr-June)**
Identify issues	Re-evaluate ESL program and begin SIOPS training with staff; increase monitoring of Hispanic students	Sheltered Instruction training completed by end of quarter	Increase the passing rate for the district's Hispanic students to 65% on the 2017 reading STAAR assessments.
Interventions	**Interventions**	**Interventions**	**Interventions**
Met with ESC to discuss ESL on 9-28-16	Meet with principals, supt, and TIS about ESL program	Continue to monitor identified students	Continue to monitor identified students
TIS attended System Safeguards Training at ESC 11 10-19-16	Get needs assessment from ESL teacher	Disaggregate benchmark data for Hispanic students to identify areas of weakness prior to state assessment and provide relevant RTI	Disaggregate benchmark data for Hispanic students to identify areas of weakness prior to state assessment and provide relevant RTI
Identified Hispanic students in district	SIOPS training scheduled	100% of teachers will implement sheltered instruction practices in classrooms	Disaggregate 2017 Reading/ELA STAAR data
Disaggregated 2014-16 STAAR data to identify trends	_____ will monitor identified students on a _____ basis	Additional training from ESC personnel	Begin work on 2017-2018 District Improvement Plan
Explore possibility of ESL inclusion aide			
Data/Proof	**Data/Proof**	**Data/Proof**	**Data/Proof**
Meeting notes	Meeting notes	Grade reports, notes	Grade reports, notes
Certificate	Needs assessment document	Aware reports, RTI documents	Aware reports
TxEIS report	Training calendar	Walkthroughs—ESC and admin	District Improvement Plan draft
Trend reports from Aware data	Grade reports, notes	Training calendar, emails	
Meeting notes, hiring data			