

Socorro Independent School District
Targeted Improvement
Plan for PBMAS
November 19, 2015



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Needs Assessment Summary and Improvement Plan

Problem Statements

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| PS 1: | Bilingual 3-8 Science student performance is more than 15 points below the performance cut point level, ESL STAAR 3-8 student performance in Reading, Science, Social Studies and Writing is more than 20 points below the performance cut point level and LEP not served student performance in science, social studies, and writing is more than 10 points below the performance cut point level. |
| PS 2: | LEP graduation rate performance is 6 points below the performance cut point level. |
| PS 3: | TELPAS composite rating levels for students in U.S. school for multiple years is 4 points above the performance cut point level. |
| PS 4: | Special education STAAR 3-8 student performance in mathematics, reading, science, social studies and writing is more than 25 points below the performance cut point level. |
| PS 5: | Special education STAAR EOC student performance in mathematics and social studies is more than 20 points and 10 points, respectively, below the performance cut point level. |



Problem Statement 1

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| PS 1: | Bilingual 3-8 Science student performance is more than 15 points below the performance cut point level, ESL STAAR 3-8 student performance in Reading, Science, Social Studies and Writing is more than 20 points below the performance cut point level and LEP not served student performance in science, social studies, and writing is more than 10 points below the performance cut point level. |
| Annual Goal: | PBMAS performance level indicators 1,2, and 3 for Bilingual/ESL will be at 0. |
| Root Cause 1: | All campus stakeholders need support on how to differentiate instruction based on individual student English proficiency levels. |
| Strategy: | District administration will incorporate at every leadership meeting, AP academy and SCE-I Coach academy the priority of addressing the performance levels of our Bilingual/ESL students. |



Problem Statement 2

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| PS 2: | LEP graduation rate performance is 6 points below the performance cut point level. |
| Annual Goal: | LEP graduation rate performance will increase to at least 75% to reflect a performance level of 0. |
| Root Cause 2: | Teachers need additional support and skills to support academic language development across the curriculum. |
| Strategy: | Teachers will incorporate academic language skills development activities in all core areas to increase the number of students that are on track to graduate with their cohort. |



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Problem Statement 3

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| PS 3: | TELPAS composite rating levels for students in U.S. school for multiple years is 4 points above the performance cut point level. |
| Annual Goal: | PBMAS performance level indicator 10 for Bilingual/ESL will be at 0. |
| Root Cause 3: | Teachers need additional support on how to understand and implement the TELPAS Proficiency Level Descriptors in the delivery of their instruction for all ELL students. |
| Strategy: | Teachers will incorporate the use of ELPS and PLDs in all of their classroom instructional planning and delivery. |



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Problem Statement 4

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| PS 4: | Special education STAAR 3-8 student performance in mathematics, reading, science, social studies and writing is more than 25 points below the performance cut point level. |
| Annual Goal: | Special education STAAR 3-8 student performance in mathematics, reading, science, social studies and writing will be at the state rate for PBMAS cut points at level 0. |
| Root Cause 4: | Teachers need additional support in effective planning and collaboration to implement the IEP and accommodations for each student through co-teaching. |
| Strategy: | Redesign the Co-Teaching Model to reflect appropriate collaboration and planning for classroom instruction. |



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Problem Statement 5

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| PS 5: | Special education STAAR EOC student performance in mathematics and social studies is more than 20 points and 10 points, respectively, below the performance cut point level. |
| Annual Goal: | STAAR EOC Mathematics and Social Studies performance for identified special education students will increase to at least 60%. |
| Root Cause 5: | Teachers need additional support in effective planning and collaboration to implement the IEP and accommodations for each student through co-teaching. |
| Strategy: | Redesign the Co-Teaching Model to reflect appropriate collaboration and planning for classroom instruction. |



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Interventions by Quarter

Quarter 1: August, September, October
Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).

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| Q1 Goal: | 100% of campus leadership teams will be provided with district and campus PBMAS data reports for analysis and identification of root causes. |
| Q1 Interventions: | <ol style="list-style-type: none"> 1) PBMAS training for principals will be provided to look at specific campus data. 2) SMART goals and campus improvement plans will be addressed based on PBMAS data reports. 3) Data analysis tool (OnDataSuite) will be used to identify students who impacted student performance at each campus by core content. 4) SIOP and ELPS trainings will be provided to support the needs of ELL students. |
| What data will be collected to monitor interventions in Q1?: | <ol style="list-style-type: none"> 1) Agenda, sign-in sheets and survey from PBMAS session on Oct. 22, 2015. 2) Specific campus SMART Goals and improvement plans. 3) Data analysis reports (OnDataSuite). 4) Agendas and sign-in sheets from SIOP and ELPS sessions. |



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Interventions by Quarter

Quarter 2: November, December, January

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| Q2 Goal: | Campuses will submit completed intervention plans by November 16, 2015 that address the specific campus PBMAS indicators in need of improvement. |
| Q2 Interventions: | <ol style="list-style-type: none">1) Campuses will attend a PBMAS intervention planning support sessions to develop intervention plans for their specific campus needs.2) Provide guidance to campus leadership to understand the difference between a strategy and intervention.3) District and campus leadership will monitor and verify the implementation of the campus intervention plans.4) Implement Math, Science and Social Studies Academies to target specific instructional strategies that best support ELL's. |
| What data will be collected to monitor interventions in Q2?: | <ol style="list-style-type: none">1) Agendas and sign-in sheets from PBMAS intervention planning sessions.2) Agendas and sign-in sheets from PBMAS intervention planning sessions.3) Instructional rounds data and campus support visitation forms.4) Agendas and sign-in sheets from Math, Science and Social Studies Academies. |



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Interventions by Quarter

Quarter 3: February, March

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| Q3 Goal: | Based on district and campus verification, campuses will adjust intervention plans by March 4, 2016 to address the specific needs of students. |
| Q3 Interventions: | <ol style="list-style-type: none">1) Campuses will identify targeted and explicit interventions for students based on student individual needs through the support of an instructional aide.2) Provide evidence of targeted instructional practices that support ELL's through Instructional Rounds.3) Provide ELL Intervention Academies during the Intersession to target specific instructional needs.4) Monitor the implementation of strategies introduced during Math, Science and Social Studies Academies that best support ELL's. |
| What data will be collected to monitor interventions in Q3?: | <ol style="list-style-type: none">1) Copies of intervention plans submitted to Assistant Superintendents.2) Classroom visitation forms and feedback to included charted data from Instructional Rounds.3) Lesson plans, agendas and attendance logs.4) Improved feedback on walkthrough data. |



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Interventions by Quarter

Quarter 4: April, May, June

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| Q4 Goal: | The English language proficiency levels of each ELL student will improve by one proficiency level. |
| Q4 Interventions: | <ol style="list-style-type: none">1) Ensure that all ELL students are provided with appropriate linguistic accommodations for classroom.2) Ensure that the PLD's are utilized in the delivery of instruction by teachers.3) Identifying professional development needs for ELL students for the 2016- 2017 school year.4) Develop master schedules to prioritize the needs of ELL students for the 2016-2017 school year. |
| What data will be collected to monitor interventions in Q4?: | <ol style="list-style-type: none">1) LPAC documentation2) STAAR testing documentation3) Results from teacher/administrator PD surveys on needs for next school year.4) Final master schedules |



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Targeted Improvement Plan for PBMAS

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| 1 | Socorro ISD | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Needs Assessment Summary and Improvement Plan | | | | | | | | | | | | | | | | | | | | | | |
| | <p>After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:</p> <p>Step 1: Clarify and prioritize problem statements Step 2: Establish the purpose of assessing root causes and establish the team Step 3: Gather data Step 4: Review data analysis Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</p> | | | | | | | | | | | | | | | | | | | | | | |
| 4 | PS 1: | Bilingual 3-8 Science student performance is more than 15 points below the performance cut point level, ESL STAAR 3-8 student performance in Reading, Science, Social Studies and Writing is more than 20 points below the performance cut point level and LEP not served student performance in science, social studies, and writing is more than 10 points below the | | | | | | | | | | is occurring because of Root Cause #1 | Root Cause #1: | All campus stakeholders need support on how to differentiate instruction based on individual student English proficiency levels. | | | | | | | | | |
| 5 | PS 2: | LEP graduation rate performance is 6 points below the performance cut point level. | | | | | | | | | | is occurring because of Root Cause #2 | Root Cause #2: | Teachers need additional support and skills to support academic language development across the curriculum. | | | | | | | | | |
| 6 | PS 3: | TELPAS composite rating levels for students in U.S. school for multiple years is 4 points above the performance cut point level. | | | | | | | | | | is occurring because of Root Cause #3 | Root Cause #3: | Teachers need additional support on how to understand and implement the TELPAS Proficiency Level Descriptors in the delivery of their instruction for all ELL students. | | | | | | | | | |
| 7 | PS 4: | Special education STAAR 3-8 student performance in mathematics, reading, science, social studies and writing is more than 25 points below the performance cut point level. | | | | | | | | | | is occurring because of Root Cause #4 | Root Cause #4: | Teachers need additional support in effective planning and collaboration to implement the IEP and accommodations for each student through co-teaching. | | | | | | | | | |
| 8 | PS 5: | Special education STAAR EOC student performance in mathematics and social studies is more than 20 points and 10 points, respectively, below the performance cut point level. | | | | | | | | | | is occurring because of Root Cause #5 | Root Cause #5: | Teachers need additional support in effective planning and collaboration to implement the IEP and accommodations for each student through co-teaching. | | | | | | | | | |
| 9 | PS 6: | | | | | | | | | | | is occurring because of Root Cause #6 | Root Cause #6: | <Enter text> | | | | | | | | | |
| 10 | PS 7: | | | | | | | | | | | is occurring because of Root Cause #7 | Root Cause #7: | <Enter text> | | | | | | | | | |
| 11 | PS 8: | | | | | | | | | | | is occurring because of Root Cause #8 | Root Cause #8: | <Enter text> | | | | | | | | | |
| 12 | PS 9: | | | | | | | | | | | is occurring because of Root Cause #9 | Root Cause #9: | <Enter text> | | | | | | | | | |
| 13 | PS 10: | | | | | | | | | | | is occurring because of Root Cause #10 | Root Cause #10: | <Enter text> | | | | | | | | | |
| 14 | <p>itized Root Causes:</p> <p>itize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, PBMAS indicators and ensure these are your prioritized root causes.</p> | | | | | | | | | | | | | | | | | | | | | | |

