### 2014-15 District Target Improvement Plan

<table>
<thead>
<tr>
<th>Need 1</th>
<th>Special Education Writing Safeguard, while improving 9% from 2013, was missed for the second consecutive year. 64 Special Education Safeguards were missed by 32 campuses, 16 by 12 elementary campuses, 41 by 15 middle school campuses, and 7 by 5 high school campuses. This number represents a 50% increase in missed Safeguards over 2013.</th>
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</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Reduce the number of missed Special Education Safeguards at campuses by 20%. Meet all Safeguards at District level.</td>
</tr>
<tr>
<td>Root Cause</td>
<td>Instructional roles and responsibilities of both district and campus Special Education staff are not well defined.</td>
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<tr>
<td>Strategy</td>
<td>Restructure Special Education department to focus on management of both instructional and compliance expectations.</td>
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<tr>
<td>Impact</td>
<td>Increased focus on instructional responsibilities will improve Special Education student achievement and access to curriculum.</td>
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<tr>
<td>Q2 Goal</td>
<td>Identify potential structures to improve focus on instruction at District and campus levels.</td>
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<tr>
<td>Interventions</td>
<td>Identify all staffing resources available and define their current roles. Determine which resources should be part of restructuring. Identify barriers to restructuring.</td>
</tr>
<tr>
<td>Data</td>
<td>Needs, resources and barriers identified OH report and plan Potential restructuring models LRE data; RF LRE data</td>
</tr>
<tr>
<td>Q3 Goal</td>
<td>Conduct external study of compliance requirements and both District and campus staffing practices; use findings as considerations in restructuring model.</td>
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<tr>
<td>Interventions</td>
<td>Conduct comprehensive external study of paperwork requirements, staffing efficiency and effectiveness, procedures, barriers, roles and responsibilities, and concerns. Utilize reviews, surveys, and focus groups as part of the study. Review and analyze findings of study. Convene stakeholder groups to garner feedback on impact of findings on potential restructuring models.</td>
</tr>
<tr>
<td>Data</td>
<td>External study results Crosswalk between resources, barriers, study findings, needs identified for potential models Stakeholder feedback LRE data; RF LRE data</td>
</tr>
<tr>
<td>Q4 Goal</td>
<td>Determine new structure for 2015-16 and communicate to all stakeholders.</td>
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<tr>
<td>Interventions</td>
<td>Finalize model for Special Education department and campus staff instructional and compliance support, ensuring needs identified through Needs Assessment and data gathering are addressed. Communicate model to campus leadership and Special Education staff. Organize resources to support the new model. Collect and review LRE data at each C&amp;I/Special Education leadership meeting, including RF student LRE data. Analyze final LRE campus data and RF LRE data to prepare recommendations for 2015-16.</td>
</tr>
<tr>
<td>Data</td>
<td>2015-16 department structure Communication venues utilized; agendas LRE data; RF LRE data</td>
</tr>
</tbody>
</table>
## 2014-15 District Target Improvement Plan

### Need 2

**Goal**
- Increase ESL student performance in grade 7 Writing and grade 8 Science and Social Studies by 10%; increase ELL student performance in 8th grade Social Studies by 10%.

**Root Cause**
- Middle school teachers at the five target campuses lack training and support for implementation of high yield ELL strategies.

**Strategy**
- Train, model and support use of three high yield ELL strategies (Language Objectives, Structured Conversations, Preview/View/Review) at five target campuses.

**Impact**
- Providing teacher training and hands-on support to scaffold ESL/ELL student understanding of content through the use of specific strategies will improve mastery of curriculum and performance on State assessments.

### Q2 Goal

**Interventions**
- Communicate plan to campus administrators. Share 2014 specific subgroup performance data. Identify teachers to whom ESLs are assigned in Science, ELAR, and Social Studies at the target campuses.
- Train identified teachers to utilize two high yield ELL instructional strategies.
- Develop and use data collection protocol to gather information on ESL student Reading, Writing, Speaking, and Listening.
- Conduct classroom visits to support implementation of high yield strategies. Monitor progress of ELLs, and Monitor (M1, M2) students on all District benchmarks in Science, Social Studies, and Writing at target schools in target content areas.

**Data**
- Plan of work with specific roles; data collection protocol and results
- Subgroup performance data; subgroup benchmark data
- Walkthrough data
- Target teachers identified; PD attendance

### Q3 Goal

**Interventions**
- Train identified teachers to utilize third high yield ELL instructional strategy.
- Continue use of data collection protocol to gather information on ESL student Reading, Writing, Speaking, and Listening.
- Conduct classroom visits to support implementation of high yield strategies. Monitor progress of ELLs, and Monitor (M1, M2) students on all District benchmarks at target schools in target content areas.
- Collect target student ELAR writing samples to assess effectiveness of strategies.

**Data**
- Subgroup performance data; subgroup benchmark data
- Data collection protocol results
- Walkthrough data
- PD attendance

### Q4 Goal

**Interventions**

**Data**
- STAAR data
- Walkthrough data
- 2015-16 plan
## 2014-15 District Target Improvement Plan

**Need 3**
ESL student performance in grades 5 and 8 Science missed the PBM target by 24%; ESL student performance in grades 4 and 7 Writing missed the PBM target by 30%. About half of all elementary ESL students attend three elementary schools.

**Goal**

*Increase ESL student performance in grade 4 Writing and grade 5 Science by 10%.*

**Root Cause**
Elementary teachers at the three target campuses lack support in integration of language objectives and content objectives.

**Strategy**
Bridge language and content objectives through supported planning, modeling, writing, and reflection on lesson effectiveness at three target campuses.

**Impact**
Specific attention to student development of academic language during content instruction through the use of target objectives will improve mastery of curriculum and performance on State assessments.

**Q2 Goal**

*Coordinate and define roles of both District and campus staff in the improvement plan.*

**Interventions**
Develop a plan of work to coordinate efforts between C&I and Bilingual Department staff. Identify roles of District staff, campus administration and campus support staff to implement and monitor.

Communicate plan to campus administrators. Share 2014 specific subgroup performance data. Conduct classroom walkthroughs to assess ELPS implementation and use of high yield strategies; share data with principals.

Design and deliver professional development on the integration of Writing and Science content and linguistic strategies for ELLs. Model and coach implementation specific to the content.

Provide lesson planning support for target teachers in target content areas.

**Data**
Plan of work with specific roles; data collection protocol
Subgroup performance data
Walkthrough data
PD attendance

**Q3 Goal**

*Provide support for implementation of strategies.*

**Interventions**
Through process similar to lesson study, plan lesson as a cohort of teachers. Model lesson while others observe. Debrief; make adjustments to lesson when taught by observers.

Collect writing samples and Science notebooks periodically to assess student progress in understanding and use of academic, content-specific language.

Conduct walkthroughs to collect data on implementation; share feedback.

**Data**
Lesson study feedback
Writing sample findings
Walkthrough data

**Q4 Goal**

*Evaluate effectiveness of use of both content and language objectives on ESL student performance in Writing and Science at the target campuses.*

**Interventions**
Review 2014 Writing and Science STAAR performance data for target group. Compare to 2013 STAAR data.


Evaluate use of campus staff to support work; make adjustments for 2015-16 as needed.

Develop follow-up plan for 2015-16.

**Data**
STAAR data
Walkthrough data
2015-16 plan