



Targeted Improvement Plan

District Name:	Austin ISD	County District Number:		Superintendent Name:	Dr. Paul Cruz
Campus Name:		Campus Number:		District Coordinator of School Improvement:	Edmund Oropez
PSP:		Educational Service Center:	Region 13	School Principal:	

Vision: AISD will reinvent the urban school experience.

Problem Statement #1:	ESL and LEP (not served), LEP students and CTE LEP are passing at low rates on STAAR 3-8 and EOC: ESL STAAR 3-8 in Math (56.7), Reading (47.3), Science (48.2), Social Studies (23.8), and Writing (32.5); LEP (not served) STAAR 3-8 in Reading (56.3), Science (54.1), Social Studies (32.8), and Writing (46.8); LEP EOC Science (64.5) and ELA (23.3); and LEP CTE for ELA (28.7). Title 1 Part A and Migrant students are passing at low rates on STAAR 3-8 and EOC: Title I STAAR 3-8 Passing Rate: Social Studies (49.4) and Writing (56.0); Title I STAAR EOC Passing Rate: ELA (46.7); amd Migrant STAAR 3-8 Passing Rate: Math (50.0).TELPAS Reading Beginning proficiency level rate is at 13.2% and the TELPAS Composite Rating for students in US schools for multiple years (5 years or more) shows students who receive a	Annual Goal #1:	The passing rate for ESL and LEP (not served) will increase by 4% across all tested areas on 2018 STAAR/EOC as compared with STAAR/EOC in 2017 and TELPAS results will show a 10% reduction in the number of students rated beginning or intermediate level.
Root Cause #1:	Students are not receiving parallel accleration in the native language and in English in order to accomplish academic language proficiency and content acquisition.	Strategy #1:	Fully implement the district's biliteracy framework and provide a more systematic way to guide interventions and sheltered instruction at the secondary level

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Create PD oportunites on sheltered instruction and other strategies for ELL students for identified teachers who need additional support based upon campus walkthroughs.	Each marking period - October, November, December, February, April, May	Training materials, consultants, multilingual staff	Multilingual Team	100% of identified teachers are receiving timely targeted professional development to meet the needs of ELLs		Select	
	Multilingual team will collaborate with secondary campus principals to host parent nights to teach parents how to monitor grades and support their children in school.	Continuous and ongoing based upon student performance data	Multilingual staff	Multilingual Team	Parent survey data will show an increase in the percentage of parents who feel that the principal, assistant principal, and counselor welcomes their involvement in their child's education at campuses where parent nights were held.		Select	
	Provide 7 Steps training aligned to district literacy plan to all secondary ELL teachers.	Continuous and ongoing	Multilingual staff, 7 Steps book, training materials	Multilingual Team	100% of observed teachers will effectively implement selected 7 Steps strategies.		Select	
Intermediate: (Implementation)	Participate in cross-functional team comprised of representatives from Academics, SEL, Multilingual, SPED, and Human Capital to conduct campus diagnostic visits.	October (initial) and ongoing dependent upon findings	Multilingual staff, campus developed walkthrough form	Academics, SEL, Multilingual, SPED, and Human Capital representatives	At least one collaborative meeting with specific action steps to support identified campuses.		Select	
	Monitor grades, attendance, and discipline for all ELLs at middle school and high school at each marking period and identify students and teachers who have failing grades, excessive absences, and high disciplinary rates.	Each marking period - October, November, December, February, April, May	Multilingual staff	Multilingual Team	The overall course passing rate and attendance rate will increase for ELLs at all middle and high schools. When compared with the 2016-17 school year.Discretionary suspensions and removals will decrease for ELLs at all middle and high schools when compared with 2016-17 school year.		Select	
							Select	

		Vision: AISD will reinvent the urban school experience.						
Long-Term: <i>(Results)</i>	2018 STAAR 3-8 Reading and EOC ELA will increase by at least 4% as compared to 2017	April, May	Multilingual staff	Multilingual Team	2018 STAAR 3-8 Reading and EOC ELA will increase by at least 4% as compared to 2017		Select	
							Select	
Vision Status		Vision Metrics						

Problem Statement #2:	SPED, SPED YAE, and CTE SPED students are passing at low rates on STAAR 3-8 and EOC: SPED STAAR 3-8 in Math (48.7), Reading (41.2), Science (42.1), Social Studies (33.6), and Writing (27.3); SPED STAAR EOC in Science (63.3), ELA (29.0); SPED YAE STAAR 3-8 in Writing (55.1); and CTE SPED in Math (51.9) and ELA (24.4)	Annual Goal #2:	The passing rate for SPED, SPED YAE, and CTE SPED will increase by 4% across all tested areas on 2018 STAAR/EOC as compared with STAAR/EOC in 2017
Root Cause #2:	Academic strategies supporting special education education students are not consistently embedded within existing professional development opportunities and there is a limited collaboration between special education and the ELA department at the district level.	Strategy #2:	Core content instruction in ELA and special education will align and co-present instructional strategies that support the academic success of the special education student.

Goal #2:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Special Education team will identify a special education representative to join the AISD Literacy Plan Steering Committee who will provide input for the inclusion of special education accommodations and strategies in the district literacy plan.	Identify the representative in November and ongoing participation in steering committee throughout the school year.	Special Education Department staff and ELA department staff	Assistant Director of Special Education and Administrative Supervisor of ELA	The district literacy plan includes strategies for differentiation for special education students.		Select	
	Special Education team will identify secondary ELA teachers who are also inclusion teachers to participate in the 4th grade Writing Cadre, 6th grade Reading Cohort, the 7th grade Writing Cadre, and the secondary Reading Clinic.	Identify representatives in Fall during Special Education Department chair meeting with participation in the cohort to begin in Spring.	Special Education Department Staff, Special Education Department Chairs	Special Education Department	Increased literacy knowledge among identified teachers to provide language arts instruction.		Select	
	Special Education and core curriculum staff will identify current core curriculum specialists who are currently or have in the past been certified in both Special Education and ELA and collaborate with Special Education staff to develop strategies to support Special Education staff.	Identify ELA specialists in November with ongoing support to campuses throughout the year.	Curriculum Specialists, Special Education Staff	Curriculum Specialists, Special Education Staff	Provide special education support through existing systems of core content support for identified campuses.		Select	
							Select	
Intermediate: <i>(Implementation)</i>	Special Education staff will participate in cross-functional team comprised of representatives from Academics, SEL, Multilingual, SPED, and Human Capital to conduct campus diagnostic visits.	Beginning in October is the assignment of team members to cross-functional teams; alignment of the data from diagnostic visits and formative assessment to determine resources professional development	Special Education staff and campus-developed walkthrough form	Academics, SEL, Multilingual, SPED, and Human Capital representatives	Integration of at least 2 ongoing strategies that support both general education students and special education students in core ELA classrooms on 4 campuses.		Select	
	Special Education staff will work directly with representatives of the ELA core curriculum department and the the AISD Literacy Plan Steering Committee to develop a consistent approach to professional development and integrate the instructional strategies that support	Monthly meetings with the Steering Committee	Special Education staff	Special Education Department	At least two ELA professional development trainings will have embedded special education strategies.		Select	
	Special Education representative will collaborate in the development of Special Education strategies during the 6th grade Reading cohort, the 7th grade Writing Cadre, and the secondary Reading Clinic.	Spring 2018	Special Education staff	Special Education Department, ELA Department	Special Education strategies integrated within each group: 4th grade writing, 6th grade Reading cohort, 7th grade Writing Cadre, and secondary Reading Clinic		Select	

Vision: AISD will reinvent the urban school experience.							
Long-Term: <i>(Results)</i>	The AISD Literacy Plan Steering Committee will develop a High Yield Strategy Matrix outlining a cross-section of support strategies for academic, behavioral and linguistic needs. The information from the matrix will be used to determine cross-functional professional development needs.	Steering Committee meets once a month and final matrix developed in Spring 2018	Special Education staff, Multilingual staff, ELA staff	Special Education Department, Multilingual Department, and ELA Department	One pager matrix of cross-functional strategies to distribute to teachers.		Select
	Special Education Team will explore the development of a Special Education Microcredential as part of existing teacher leadership pathways.	Spring 2018	Special Education staff, Human Capital staff	Special Education Department, Human Capital Department	Provide special education module to the professional pathways for teachers evaluation system to enhance existing leadership microcredentials with a special education component.		Select
Vision Status		Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.		Vision Metrics	Consistent access to curriculum, appropriate services, and supports will be measured by increased success on state formance tests and graduation rates.		

Problem Statement #3:		Annual Goal #3:	
Root Cause #3:		Strategy #3:	

Goal #3:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>							Select	
							Select	
							Select	
							Select	
Intermediate: <i>(Implementation)</i>							Select	
							Select	
							Select	
Long-Term: <i>(Results)</i>							Select	
							Select	
Vision Status				Vision Metrics				