ASCEND TEXAS STRATEGIC SUPPORT PLAN (SSP) PROCESS

UPDATED FOR THE 2023-2024 SCHOOL YEAR

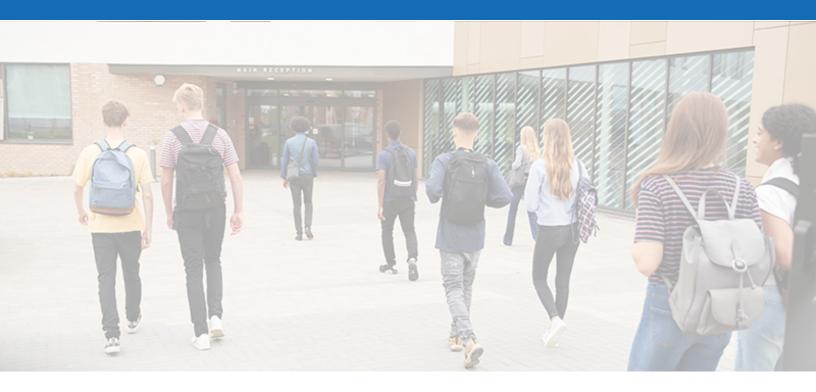






Table of Contents

Accessing the Support Plan	
Completing the SSP	3
Review Sources of Data	4
Setting Priority Areas	7
Develop a Problem Statement	9
Root Cause Analysis	11
Annual Goals	13
Strategies for Implementation	14
Implementation Activities	16
Upload Documents	
Summary Report	24



Accessing the Support Plan

To access your Strategic Support Plan (SSP), click on Support Plans on the left navigation menu.

Dashboard	Ascend Dashboa	rd					Good Afte	rnoon, Lea Data Er
Dasindoard	Training & Documentation $ \sim $	Resources ~		¥				
Self-Assessment								
	☆ DETERMINATION LEVE	SCORES	STATE PERFORM	ANCE PLAN C	OMPLIA	NCE	MESSAGES	Manage Subscription:
Desk Review >	AVERY ISD	BE/ESL/EL DL1 ····	LEA	SPP 11	SPP 12	SPP 13	You have no messages a	t this time.
On-Site Review	Download RDA Report	OSP DL1 ····	AVERY ISD	100% COMP	100% COMP	100% COMP		
Chi-Site Review	DEKALB ISD Download RDA Report	BE/ESL/EL DL1 SPED DL1 OSP DL1	DEKALB ISD	100%	100% COMP	100%		
Support Plans	DUMAS ISD	BE/ESL/EL DL1 ····	DUMAS ISD	100%	100%	100%		
	Download RDA Report	SPED DL1 ····		COMP	COMP	COMP		

From the **Support Plan** page, select your LEA from the hyperlinked LEA name.

				Filter by Region	Filter by Statu	s 37 / 132
Search				All Regions	✓ All Statuse	s 🗸
LEA	Facility CDN	Year CAP Plans	s SSP Plans	Other Plans	Start Date	End Date
No LEA assigned (NP/RF ONLY)	000000	2023-2024 0	1	0	11/14/2023	11/14/2024

You will then be taken to the LEA's **Support Plan** page. Here you will see any SSPs that have been initiated along with the date of initiation.

Strategic Support Plan - 10/23/2021	
Priority Areas No Priority Areas Selected	

Completing the SSP

Clicking on the **Strategic Support Plan - mm/dd/yyyy** hyperlink at the top of the **[LEA] Support Plans** page will take you to the LEA's page and allow you to work through the steps of the SSP process and submit Strategic Support Plan (SSP) documents. Hyperlinks in the right navigation menu will take you to data entry pages for each step in the SSP process.

Strategic Support Plan (SS	
No LEA assigned (NP/RF ONLY) Print this screen	(000000) <u>Return to LEA's Support Plans</u>
SSP Documents from LEA	
	Previous - Review Sources of Data Next - Select Priority Areas



Review Sources of Data

To begin entering data for your SSP, click on Review Sources of Data on the right navigation pane.

Strategic Support Plan (SSP)	TEERS, Texas Education Agurey	Strategic Support Plan
No LEA assigned (NP/RF ONLY) (000000)	Return to LEA's Support Plans	Review Sources of Data
Print this screen	🛆 Submit Strategic Support Plan	년 Upload Documents
		2 Select Priority Areas
SSP Documents from LEA		Develop a Broblem Statement

You will then select which program(s) the SPP is being used for; options are **Special Education, BE/ ESL**, and/or **Other Program(s)**. While Special Education and BE/ESL have checkboxes, the Other Program(s) is an open text box for you to type in any additional programs the SSP will address. Click the Save Programs button once all information has been entered.

Select Programs for this Strate	gic Support Plan	
□ Special Education □ BE/ESL	Other program(s)	
		Save Programs

Under the area where you selected SSP program(s), you will see several additional sections headers: Self-Assessment Results, Prior Corrective Action, Dispute Resolution, PBMAS Results/RDA Indicators, District Improvement Plan, Discipline Report, and STAAR Assessment Results. Clicking on any of the underlined headings will open the section and allow you to input information.

Self-Assessment Results
Prior Corrective Action
Dispute Resolution
PBMAS results / RDA (Results Driven Accountability) Indicators
<u>District Improvement Plan</u>
Discipline Report
STAAR Assessment Results

NOTE: All expandable sections on the **Review Sources of Data** page will follow the same process as detailed in the **Self-Assessment Results** instructions below.



Clicking on the **Self-Assessment Results** heading will open the section for completion. The top of the section provides instructions along with guiding questions to help you complete the section.

Additionally, you will see buttons that allow you to View Planning Report and View All Ascend Reports.

<u>Self-Assessment Results</u>	
Instructions These are instructions for Self-Assessment Results Guiding Questions • What story does our data tell us? • What trends are most notable? • What comparisons are most notable? • What subgroups of students require additional attention? • What successes are evident in our data? • What concerns are most common across multiple data sources?	Ascend Data Sources View Planning Report View All Ascend Reports

Below the instructions and guiding questions, you will **Identify Potential Areas of Need** in the domains that are provided. To identify potential areas of need identified in the Self-Assessment, click the box for the specific area and it will turn blue.





Once all areas of potential need have been identified, you can **Upload Other Reports or Documentation** by clicking on the *Add Document* button. Additionally, you can **Enter a Brief Summary of your Data** using the text box at the bottom of the page.

Upload Other Reports or Documentation	Enter a Brief Summary of your Data.
Add Document	B I ⊻ ⊨ ≡
	Insert text here
	Save Source of Data

Make sure you click the Save Sources of Data button at the bottom of each section to save all entered Self-Assessment information. You will then see a flag with a number appear in the header alerting you to how many domains were chosen in that section. Also, if you choose to upload any documents, you will see a book icon with a number noting how many documents were uploaded into that section.



Once all Self-Assessment information has been saved, you can click on the section heading again to close the section.

You can navigate to other sections of the SSP by clicking on the *Next* button at the bottom of the page or by clicking on the specific topic on the right navigation menu.

Select Programs for this Strategic Support Plan Select Programs for this Strategic Support Plan Select Programs for this Strategic Support Plan Select Programs Other program(s) Select Programs Other pr	upport Plan Sources		Texas Education Agency		Strategic Support Plan
Select Programs for this Strategic Support Plan Select Programs Select Progra	o LEA assigned (NP/RF ON	LY) (000000)			<u>Review Sources of Data</u>
	Select Programs for this Strategi	c Support Plan			<u>Upload Documents</u>
Image: Contract of Products of Prod					Select Priority Areas
Sere Programs Annual Soals Strategiste for longie Strategiste for longie Suppresentation Action Dispute Resolution District Improvement Plan Discipline Report StARA Assessment Results Comment Soals Star Assessment Results Star Assessment Results<td>Special Education D BE/ESL</td><td>Other program(s)</td><td></td><td></td><td>O Develop a Problem Stater</td>	Special Education D BE/ESL	Other program(s)			O Develop a Problem Stater
Save Programs 					Root Cause Analysis
Self-Assessment Results Prior Corrective Action Dispute Resolution PBMAS results / RDA (Results Driven Accountability) Indicators District Improvement Plan District Assessment Results					Annual Goals
Self-Assessment Results Prior Corrective Action Dispute Resolution Dispute Resolution District Improvement Plan Discipline Report STAAR Assessment Results			Save Programs		Strategies for Implement
Self-Assessment Results Prior Corrective Action Dispute Resolution PBMAS results / RDA (Results Driven Accountability) Indicators District Improvement Plan Discipline Report STAAR Assessment Results					Implementation Activities
Prior Corrective Action Dispute Resolution PBMAS results / RDA (Results Driven Accountability) Indicators District Improvement Plan Discipline Report STAAR Assessment Results					Summary Report
Prior Corrective Action Dispute Resolution PBMAS results / RDA (Results Driven Accountability) Indicators District Improvement Plan Discipline Report STAAR Assessment Results	Self-Assessment Results				
Dispute Resolution PBMAS results / RDA (Results Driven Accountability) Indicators District Improvement Plan Discipline Report STAAR Assessment Results					4
Dispute Resolution PBMAS results / RDA (Results Driven Accountability) Indicators District Improvement Plan Discipline Report STAAR Assessment Results	Prior Corrective Action				
PBMAS results / RDA (Results Driven Accountability) Indicators District Improvement Plan Discipline Report STAAR Assessment Results	nor corrective Action				
PBMAS results / RDA (Results Driven Accountability) indicators District Improvement Plan Discipline Report STAAR Assessment Results					
District Improvement Plan Discipline Report STAAR Assessment Results	Dispute Resolution				
District Improvement Plan Discipline Report STAAR Assessment Results					
Discipline Report STAAR Assessment Results	PBMAS results / RDA (Results Dr	viven Accountability) Indicators			
Discipline Report STAAR Assessment Results					
Discipline Report STAAR Assessment Results	District Improvement Plan				
STAAR Assessment Results	District Improvement Flan				
STAAR Assessment Results					
	Discipline Report				
	STAAR Assessment Results				
Next - Upload Documents					
Next - Upload Documents					
			Next - Upload Documents		

Note: The Upload Documents section will be utilized once the SSP has been submitted for uploading evidence for the implementation activities. See Upload Documents section for instructions for uploading evidence for completion of implementation activities.



Setting Priority Areas

Once all information has been entered on the **Review Sources of Data** page, clicking *Next* at the bottom of the screen will take you to the **Priority Areas** page.

Strategic Support Plan (SSP)	Texas Education Agency	<u>Strategic Support Pl</u>	<u>an</u>
No LEA assigned (NP/RF ONLY) (000000)	Return to LEA's Support Plans	⊘ <u>Review Sources of Data</u>	a
Print this screen	🕁 Submit Strategic Support Plan	☑ Upload Documents	
		⊠ <u>Select Priority Areas</u>	
SSP Documents from LEA		⊘ <u>Develop a Problem Stat</u>	<u>tement</u>
		⊘ <u>Root Cause Analysis</u>	
Previous -	Review Sources of Data Next - Select Priority Areas	⊘ <u>Annual Goals</u>	
		⊘ <u>Strategies for Implemen</u>	<u>ntation</u>
		⊘ <u>Implementation Activiti</u>	ies
		Description of the second seco	

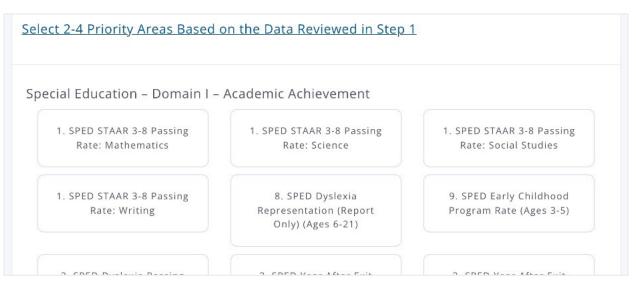
NOTE: **Priority Areas** must be selected before any other steps in the SSP process can be completed.

Clicking on the **Your Sources of Data Selections** heading will display all the potential areas of need selected on the **Review Sources of Data** page.

Your Sources of Data Selections				
Special Education - Domain I - A	cademic Achievement			
1. SPED STAAR 3-8 Passing Rate: Mathematics	1. SPED STAAR 3-8 Passing Rate: Science	4. SPED STAAR EOC Passing Rate Algebra I		
1 Source of Data	1 Source of Data	1 Source of Data		
Special Education Domain II - Po	ost Secondary Readiness			
6. SPED Graduation Rate				
1 Source of Data				



To choose the LEA's SSP priorities, you will click on the **Select 2-4 Priority Areas Based on the Data Reviewed in Step 1** heading; this will open the section to display domains and their associated priority areas.



To select an SSP priority, click on the priority area box to turn it blue.

ecial Education - Domain I - A	Academic Achievement	
1. SPED STAAR 3-8 Passing Rate: Mathematics	1. SPED STAAR 3-8 Passing Rate: Science	1. SPED STAAR 3-8 Passing Rate: Social Studies
1. SPED STAAR 3-8 Passing Rate: Reading	1. SPED STAAR 3-8 Passing Rate: Writing	2. SPED Dyslexia Passing Rate (Report Only) Reading
3. SPED Year After Exit (YAE) STAAR Passing Rate: Mathematics	3. SPED Year After Exit (YAE) STAAR Passing Rate: Reading	3. SPED Year After Exit (YAE) STAAR Passing Rate: Science
3. SPED Year After Exit (YAE) STAAR Passing Rate: Social Studies	3. SPED Year After Exit (YAE) STAAR Passing Rate: Writing	4. SPED STAAR EOC Passing Rate Algebra I



You can navigate to other sections of the SSP by clicking on the *Next* button at the bottom of the page or by clicking on the specific topic on the right navigation menu.

Support Plan Priority Areas (SSP) No LEA assigned (NP/RF ONLY) (000000) Return to Support Plans	TERRA Education Agency
No LEA assigned (NP/RF ONLY) (000000) Return to Support Plans	
Instructions	
SSP Documents from LEA	
Your Sources of Data Selections	
Colort 0.4 Delevity Areas Deceders the Date Devices die Stor 4	
Select 2-4 Priority Areas Based on the Data Reviewed in Step 1	
Previous - Upload Documents Next -	Develop a Problem Statement
Previous - opioad bocuments	Develop a Problem Statement

Develop a Problem Statement

Priority areas previously selected will automatically appear as headers on the **Problem Statements** page of Ascend.

Support Plan Problem Statements (SSP) No LEA assigned (NP/RF ONLY) (000000) Return to Support Plans	Texas Education Agency
Instructions	
<u>Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passi</u> <u>Mathematics</u>	<u>ng Rate:</u>

To define the problem to be addressed, click on the heading for the priority area you are working on. This will open a text box that will allow for formatting of any entered text using the toolbar at the top of the box.

Define the problem to be addressed within the area of Special Education - Domain I - Academic Achievement: 1. SPED STAAR 3-8 Passing Rate: Mathematics. B I U I ≡ ≡ Students with disabilities who are Emergent Bilingual in grades 3-5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.	<u>Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate:</u> <u>Mathematics</u>
Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at	
	BIU≣≡



Example Problem Statement:

Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.

In addition to providing a statement, you will need to select the urgency using the buttons below the text box; options are *Critical, High, Medium,* and *Low*.

Select the Level of Urgency:				
Critical	High	Medium	Low	

When an urgency level is determined, it will turn white when clicked.

elect the Leve	l of Urgenc	y:		
Critical	High	Medium	Low	
				X
				Submit Problem Statem

When all information is entered, save it by clicking the *Submit Problem Statement* button; the *Submit Problem Statement* button will need to be clicked for each priority area individually.

The LEA will write a brief problem statement for each priority area.

You can navigate to other sections of the SSP by clicking on the *Previous* or *Next* buttons at the bottom of the page or by clicking on the specific topic on the right navigation menu.



Root Cause Analysis

Priority areas previously selected will automatically appear as headers on the **Root Cause Analysis** page of Ascend.



To begin entering **Root Cause Analysis** information, click on the heading to open up the priority area you are working on. You will see the problem statement you have already created along with a warning that there is "no content entered" for the **Root Cause Statement**. To enter root cause information, click on the *Begin Five Whys Exercise* button.

Clicking on the *Begin Five Whys Exercise* button will take you to a new page with instructions along with space to input information for five possible reasons for the gap between the current and desired performance.

<u>Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate:</u> <u>Mathematics</u>

Problem Statement

Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.

Root Cause Statement

▲ No content entered.

Begin Five Whys Exercise







Support Plan | Root Cause Analysis (SSP)

NO LEA assigned (NP/RF ONLY) (000000) Return to Support Plans
<u>Instructions - Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8</u> <u>Passing Rate: Mathematics</u>
<u>Why #1</u>
<u>Why #2</u>
<u>Why #3</u>
<u>Why #4</u>
<u>Why #5</u>
<u>Why #1</u>
BIU≣≡
Students are not engaged in learning
<u>Why #2</u>
The response to Why #1: Students are not engaged in learning
B <i>I</i> <u>U</u> ⊨ ≔

Note: The 5 why's will build upon each other. As you can see the 1st why will show above the text box for the 2nd why. Based on the LEA leadership team discussion about these root cause(s), the LEA should write a brief statement that describes the root cause(s) the LEA has selected to address through strategic action.



Each of the five whys has its own textbox to enter information; text entered can be formatted using the toolbar.

Beneath the **Why** sections, there is another textbox to enter a brief statement about the **Root Cause Analysis** for the priority. **Guiding Questions** are provided above the text box to aid you in creating your response.

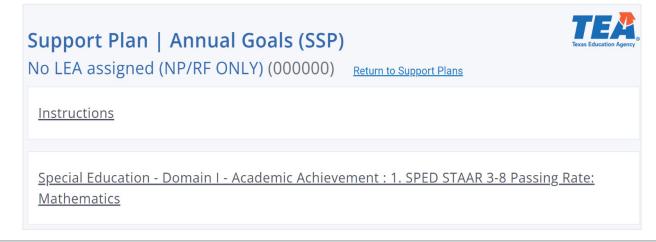
Brief Stateme	ıt:		
в <i>I</i> <u>U</u>			
The causes	hat impact multiple priority	areas are professional develo	pment on evidence-based strategies,
knowledge	nd use of instructional tech	niques, and the ability to follow	w the curriculum. We will be able to address
all of the ca	ses through the implemen	ation activities. The cause that	t has the greatest impact is having teachers
with the kno	wledge and skills they need	to educate Emergent Bilingua	l students in their classrooms.

Once all information has been entered, clicking the *Submit* button at the bottom of the page will save the information, and clicking *Back* will take you to the **Root Cause Analysis** overview page so you can then enter information for any other priority areas.

You can navigate to other sections of the SSP by clicking on the *Previous* or *Next* buttons at the bottom of the page or by clicking on the specific topic on the right navigation menu.

Annual Goals

Priority areas previously selected will automatically appear as headers on the **Annual Goals** page of Ascend.





Clicking on a priority area will bring up a text box that allows you to type and format an annual goal for the area selected. Instructions in the text box state the goal needs to be specific, measurable, and achievable.

Once the goal has been recorded, save it by clicking on the *Save Annual Goal* button.

You can navigate to other sections of the SSP by clicking on the *Previous* or *Next* buttons at the bottom of the page or by clicking on the specific topic on the right navigation menu.

Enter Your Annual Goal
Based on your root cause analysis and your source(s) of data available below, create an annual goal for this priority
area.
B <i>I</i> <u>U</u> ≟≡ ≔
The percentage of students with disabilities who are Emergent Bilingual in grades 3–5 who score at the "passing" level on STAAR assessments will increase from 12.74% in 2022–2023 to 14.65% in 2023–2024.
Save Annual Goal

Strategies for Implementation

Priority areas previously selected will automatically appear as headers on the Strategies for Implementation page of Ascend.



Clicking on the priority area heading will open the section and allow you to type strategies for implementation into the provided text box; text can be formatted using the toolbar at the top of the box. Once strategies are recorded, click on the *Save Strategies* button at the bottom of the section.

For each annual goal, the LEA should create at least one strategy for implementation designed to support the LEA in achieving the annual goal.



Each strategy for implementation should be classified by the following strategic support categories.

Policies, Procedures, and Practices

This should include writing, revising and the development of internal monitoring and review procedures

Training and Professional Development

> To be provided for staff members and/or pertinent stakeholders

Technical Assistance

• To be provided for staff members and/or pertinent stakeholders

Other—Continuous Improvement

 The strategy for implementation is aligned with or addressed through other continuous improvement efforts such as the Effective Schools Framework (ESF) or District Improvement Plan (DIP)

Outline your Strategies for I	nplementation			
B I ⊻ \≡ ≔				
Enter strategies here.	•			
		-	Save	e Strategies

Strategies for all priority areas will need to be entered and saved individually.

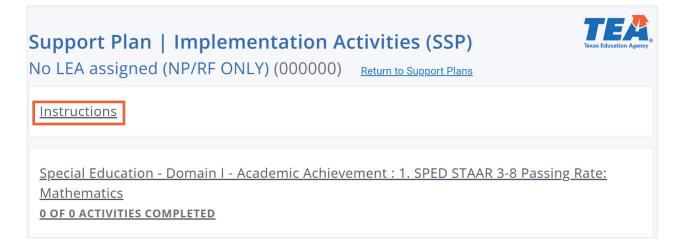
You can navigate to other sections of the SSP by clicking on the *Previous* or *Next* buttons at the bottom of the page or by clicking on the specific topic on the right navigation menu.



Implementation Activities

Priority areas previously selected will automatically appear as headers on the **Implementation Activities** page of Ascend along with the number of activities completed. Initially, each priority will show **0 of 0 Activities Completed**.

To create implementation activities, click on the priority area heading, and you will see a button to *Create New Implementation Activity.*





Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate:

<u>Mathematics</u>

0 OF 1 ACTIVITY COMPLETED

Problem Statement

Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.

Summary of potential root causes

Why #1

Students are not engaged in learning

Why #2

Students have a hard time following

the curriculum

Why #3

Teachers are not using instructional techniques that support Emergent Bilingual students

Why #4

Teachers are unfamiliar with evidence-based strategies to support Emergent

Bilingual students

Why #5

Teachers need professional development on evidence-based strategies to support Emergent Bilingual students

Root Cause Statement

The causes that impact multiple priority areas are professional development on evidence-based strategies, knowledge and use of instructional techniques, and the ability to follow the curriculum. We will be able to address all of the causes through the implementation activities. The cause that has the greatest impact is having teachers with the knowledge and skills they need to educate Emergent Bilingual students in their classrooms.

Annual Goal

The percentage of students with disabilities who are Emergent Bilingual in grades 3-5 who score at the "passing" level on STAAR assessments will increase from 12.74% in 2022-2023 to 14.65% in

2023-2024.

Implementation Strategies

Policies, Procedures, and Practices

. This should include writing, revising and the development of internal monitoring and review procedures

Training and Professional Development

· To be provided for staff members and/or pertinent stakeholders

Create New Implementation Activity



ASCEND TEXAS SSP PROCESS

Clicking on the button will open a new section on the page with fields to input the **Activity Title**, **Strategic Support Strategy, Activity Description**, and **Timeline for Completion**.

Enter a New Implementation Activity
Activity Title
Please enter a title for this activity.
Strategic Support Category
~
Activity Description
BIU ⊫≣
Enter your activity description.
Timeline for Completion
Pick your date

Each strategy for implementation should be supported by detailed implementation activities.

Activity description-this step supports the LEA in providing detailed information about how each strategy for implementation will be enacted.

The **Activity Title** is a text box that allows you to name the implementation activity.

The **Strategic Support Category** field is a drop-down with options such as Policies, Procedures, and Practices; Training and Professional Development; and Self-Monitoring Activities. A description of the activity can be entered and formatted in the **Activity Description** textbox. The **Timeline for Completion** can be manually entered in the mm/dd/yyyy format, or you can click on the calendar icon to choose the correct date. Once all implementation activity information has been entered, you can save by clicking on the Save Activity button at the bottom of the section.



<u>Strategy for Implementation 1: Professional</u> <u>Development</u> ••• Status: Open

Timeline for Completion: Nov 16, 2024

Strategic Support Category Training and Professional Development

Description:

- Provide training to all special educators on effective interventions for students who are Emergent Bilingual
- Administer and analyze benchmark data three times a year.
- Provide training on how to administer and analyze benchmark and running records assessments
- Administer and analyze progress monitoring data as needed.
- Have teachers conduct guided reading groups four times a week.
- Provide targeted, small group instruction to Emergent Bilingual students with disabilities based on their reading related IEP goals.
- Provide 30 minutes of English language instruction each day to students who are Emergent Bilingual.

After saving an implementation activity, you will see a new hyperlink at the bottom of the section along with a *Status* button.

	2	Save Activity	Cancel
<u>Strategy for Implementation 1: Professional</u> <u>Development</u>		•••• State	us: Open



Clicking on the *Status* button will open a menu allowing for the activity's status to be updated; options include *Continuing, Discontinued*, and *Closed*. The hyperlink will open a new section with options to *Edit Activity, Delete Activity*, and *Add Personnel*.

<u>Strategy for Implementation 1: Profes</u> <u>Development</u>	•••• Status: (Эреп
Timeline for Completion: Nov 16, 2024		
Strategic Support Category Training and Pr	rofessional Development	
Description:		
Provide training to all special educator	rs on effective interventions for students who are Emergent B	Bilingu
• Administer and analyze benchmark da	ta three times a year.	
• Provide training on how to administer	and analyze benchmark and running records assessments	
Administer and analyze progress moni	itoring data as needed.	
Have teachers conduct guided reading	groups four times a week.	
 Provide targeted, small group instructi their reading related IEP goals. 	ion to Emergent Bilingual students with disabilities based on	
• Provide 30 minutes of English languag	e instruction each day to students who are Emergent Bilingua	al.
Implementation Personnel	Supervision of Implementation Personnel	
Δ No personnel entered.	\triangle No personnel entered.	
Edit Activity X Delete Activity	Add Perso	onnel

Clicking *Edit Activity* will populate the fields at the top of the section with the saved information and allow you to make edits. Clicking *Delete Activity* will pop up a modal asking if you are sure you want to remove the activity, and clicking *Yes, Delete Implementation Activity* will remove the activity from the system.

To add implementation personnel to the activity, click the *Add Personnel* button. This will open new fields to complete including text fields for entering the individual's **First Name**, **Last Name**, and **Email Address.** Additionally, there is a drop-down that will allow you to record what the individual is **Responsible for**; options are either *Implementation* or *Supervision*.

Assign Personnel to t	his Activity		
First Name	Last Name	Email Address	Responsible for
			~
			Save Person Cancel



Clicking *Save Person* will populate the corresponding field (**Implementation Personnel** or **Supervision** of Implementation Personnel) of the activity and clear the Assign Personnel to this Activity fields.

Imp	lementation Personnel	Sup	ervision of Implementation Personnel
×	John Watson j <u>w@g.com</u>	×	Sherlock Holmes <u>sh@g.com</u>

If you need to create more than one implementation activity, fill out the **Enter a New Implementation Activity** field again with the new activity information, and click *Save Activity* after each new entry.

Once all information has been entered, the number of activities created will be reflected in the priority area headings.

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing
Rate: Mathematics
<u>0 OF 1 ACTIVITY COMPLETED</u>

Upload Documents

There are two ways to upload SSP documents for the evidence of activities that have been identified for continuous improvement.

The first way to upload evidence of activities would be to click on the right-side navigation pane Upload Documents. Then click on the SSP Documents from LEA. The second way to upload documents will be addressed later in this resource.

Strategic Support Plan (S	SSP)	Strategic Support Plan
No LEA assigned (NP/RF ONLY	() (00000) <u>Return to LEA's Support Plans</u>	☑ <u>Review Sources of Data</u>
Print this screen	Submitted on Nov 27, 2023	<u>⊠ Upload Documents</u>
		⊠ <u>Select Priority Areas</u>
<u>SSP Documents from LEA</u>		☑ <u>Develop a Problem Statement</u>
		⊠ <u>Root Cause Analysis</u>
	Previous - Review Sources of Data Next - Select Priority Areas	⊠ <u>Annual Goals</u>
		☑ <u>Strategies for Implementation</u>
		☑ Implementation Activities
		Summary Report

The SSP documents from LEA will expand allowing for documents to be uploaded. Click on *Upload More SSP Documents* to upload evidence of the activities.

A box will open click on Add SSP Documents.



Strategic Support Pla No LEA assigned (NP/RF		Return to LEA's Supp	Texas Education Agency
Print this screen			mit Strategic Support Plan
SSP Documents from LEA			
			↑ Upload More SSP Documents
	Previous - Review	Sources of Data	Next - Select Priority Areas
to 2024 Upload SSP Documents		0	reas
o LEA assi Add SSP Documents			t <u>rategic Support Plan</u> 실 <u>Review Sources of Data</u>
Print this scree		Submitted on No	v 27, 2023 Upload Documents
SP Documents from LEA			전 <u>Select Priority Areas</u> 전 <u>Develop a Problem Stateme</u> 전 <u>Root Cause Analysis</u>

The open file box will open where with all the saved files on the computer. Choose the correct file(s) to upload and click open.

Organize 🔻 New folde	r							
-	Name ^	Status	Date modified	Туре	Size			
📌 Quick access	2023 SPP 11 Clarifications Procedures	\odot	7/6/2023 10:43 PM	Microsoft Word D	13 KB			
📥 OneDrive - Texas Edu	Evidence of Individual Correction	0	7/14/2023 11:25 AM	Microsoft Word D	12 KB			
2022-23_Completio	Evidence of Policies and Procedures	$\overline{\bigcirc}$	6/27/2023 6:41 PM	Microsoft Word D	13 KB			
Attachments	Evidence of Self-Monitoring	\odot	7/14/2023 11:23 AM	Microsoft Word D	12 KB			
Completion Cyclica	Evidence of Systemic Compliance	\odot	7/14/2023 11:25 AM	Microsoft Word D	12 KB			
 Desktop 	Evidence of Training	\odot	7/14/2023 11:23 AM	Microsoft Word D	12 KB			
Documents	SPED Evidence Professional Developm	C	11/27/2023 1:08 PM	Microsoft Word D	200 KB			
8								
📜 Learn A Lot ISD								
📕 Microsoft Teams Ch								
Pear Deck								
= rear beek								
Pear Deck 1								
Pear Deck 1								
Pear Deck 1								
 Pear Deck 1 Pear Deck 2 Pictures 								
 Pear Deck 1 Pear Deck 2 Pictures This PC 								
 Pear Deck 1 Pear Deck 2 Pictures This PC 								
 Pear Deck 1 Pear Deck 2 Pictures This PC 								
 Pear Deck 1 Pear Deck 2 Pictures This PC 								



Click the Upload SSP Documents for the document to be accessible in Ascend.



If any SSP documents have been uploaded for the LEA, they will appear under the SSP Documents from LEA section of the page along with the date documents were uploaded.

Strategic Support Plan (SSP)	<u>Strategic Support Plan</u>
No LEA assigned (NP/RF ONLY) (000000) Return to LEA's Support Plans	☑ <u>Review Sources of Data</u>
Print this screen Submitted on Nov 27, 2023	☑ Upload Documents
	☑ <u>Select Priority Areas</u>
SSP Documents from LEA	☑ <u>Develop a Problem Statement</u>
	☑ <u>Root Cause Analysis</u>
tprs report 2023-2024.docx NOV 21, 2023	☑ <u>Annual Goals</u>
SPED Evidence Professional Development Aug.docx NOV 27, 2023 Documents	☑ <u>Strategies for Implementation</u>
	☑ <u>Implementation Activities</u>
	D <u>Summary Report</u>
Previous - Review Sources of Data Next - Select Priority Areas	4



Summary Report

Priority areas previously selected will automatically appear as headers on the **Summary Report** page of Ascend along with SSP Documents from the LEA (if SSP documents were previously uploaded.

Strategic Support Plan (SSP)	Texas Education Agency	0	Strategic Support Plan
No LEA assigned (NP/RF ONLY) (000000)	Return to LEA's Support Plans		☑ <u>Review Sources of Data</u>
Print this screen	Submitted on Nov 27, 2023	3	☑ <u>Upload Documents</u>
<u>Upload Documents</u>			☑ <u>Select Priority Areas</u>
			✓ Develop a Problem Statement
SSP Documents from LEA			☑ <u>Root Cause Analysis</u>
Colort Drievity Avera			⊠ <u>Annual Goals</u>
<u>Select Priority Areas</u>			Strategies for Implementation
Special Education - Domain I - Academic Achieve	ement : 1. SPED STAAR 3-8 Passing Rate:		☑ <u>Implementation Activities</u>
Mathematics			U Summary Report
<u>Review Sources of Data</u>			4
Sources of Data			

If you have SSP documents, clicking on the **SSP Documents from LEA** heading will show you what documents were previously uploaded. This is the second way to upload additional documents. Select the Upload More SSP Documents button and following the steps in the previous section titled Upload Documents.



To see the **Implementation Activities** created during the SSP process, click on the heading for the priority area you wish to view. You will be able to see details about the activity and the status of the activity.



Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics 0 OF 1 ACTIVITY COMPLETED

Problem Statement

Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.

Summary of potential root causes

Why #1

Students are not engaged in learning

Why #2

Students have a hard time following

the curriculum

Why #3

Teachers are not using instructional techniques that support Emergent Bilingual students

• Why #4

Teachers are unfamiliar with evidence-based strategies to support Emergent

Bilingual students

· Why #5

Teachers need professional development on evidence-based strategies to support Emergent Bilingual students

Root Cause Statement

The causes that impact multiple priority areas are professional development on evidence-based strategies, knowledge and use of instructional techniques, and the ability to follow the curriculum. We will be able to address all of the causes through the implementation activities. The cause that has the greatest impact is having teachers with the knowledge and skills they need to educate Emergent Bilingual students in their classrooms.

Annual Goal

The percentage of students with disabilities who are Emergent Bilingual in grades 3–5 who score at the "passing" level on STAAR assessments will increase from 12.74% in 2022–2023 to 14.65% in

2023-2024.

Implementation Strategies

Policies, Procedures, and Practices

· This should include writing, revising and the development of internal monitoring and review procedures

Training and Professional Development

· To be provided for staff members and/or pertinent stakeholders



Priorities chosen will then display on the LEA's **Support Plan** overview page as well as all other pages in the SSP process, and you can then begin entering information into the remaining parts of the plan.



