



Edcouch Elsa ISD Targeted Support Strategic Support Plan

Workshop #411371 **Check in Code: SSP**

March 24, 2026

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Coordinators | TEA-ESC Liaisons

Special Education Program

Division of Instructional Support

Objective

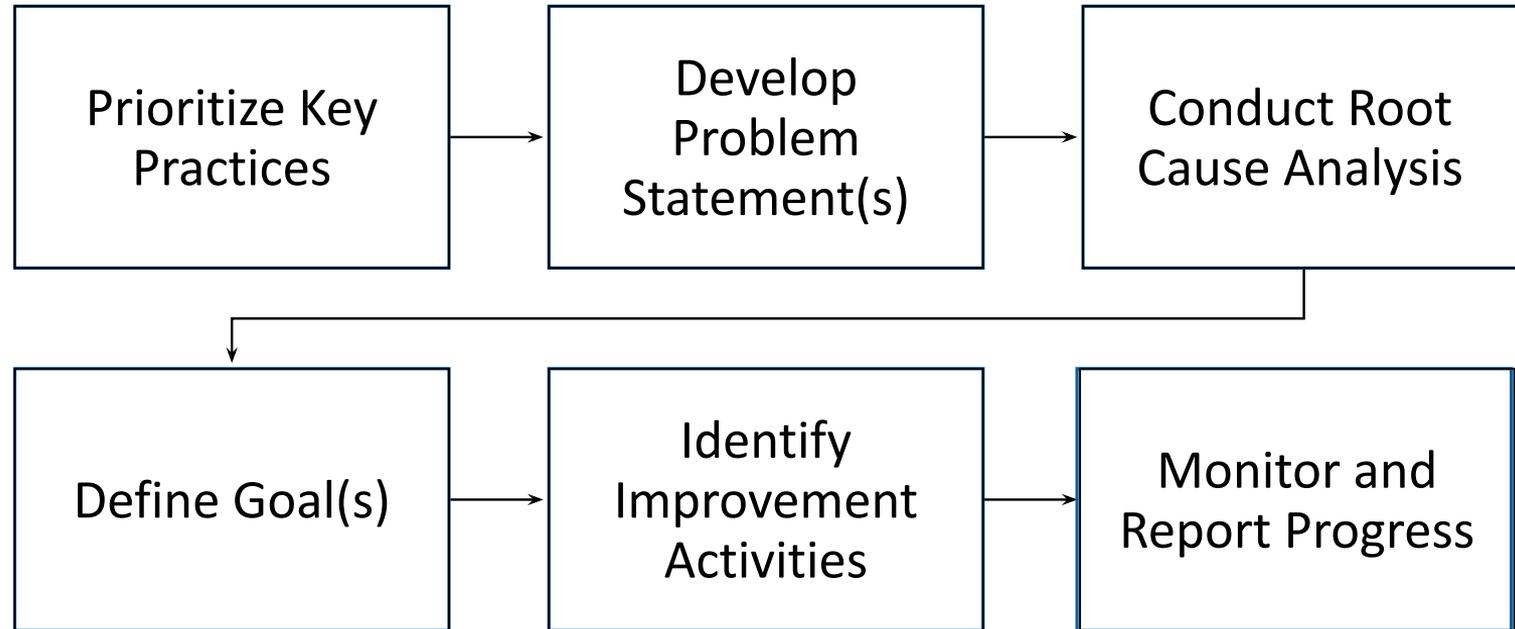
- Participants will develop a Strategic Support Plan (SSP) by analyzing data from the SPD self-assessment and identifying and prioritizing key practices that impact student outcomes.



Strategic Support Plan

Process

After reviewing data sources and completing the SPD self-assessment, the team will begin the six-step SSP development process.



(1) Prioritize Key Practices



<i>Key Practice</i>	<i>Impact (L/M/H)</i>	<i>Feasibility (L/M/H)</i>	<i>Urgency (L/M/H)</i>	<i>Selected for Strategic Planning</i>
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No



How Key Practices are Selected

- Data-driven selection
- Rated: Impact | Feasibility | Urgency
- Prioritized for highest student impact



Document Your Key Practices



Priority Areas based on risk data and SPD lever self-assessment:



(2) Develop Problem Statement



What is a Problem Statement?

A **problem statement** is a **clear and concise statement**, grounded in data, that draws attention to a **single, specific issue** related to the implementation of a key practice.

Review & Analyze

Review Evidence from Step 1



- Notes, Evidence & Ratings

Analyze Patterns



- Schools
- Grade Levels
- Settings
- Student Groups



Requirements for Problem Statements

CLEAR



Easy to Understand

COMPLETE



Full Sentence

SPECIFIC



Data-Driven

SINGULAR



One Issue Only

If more than three problem statements are identified across key practices, **prioritize 1~3** for improvement planning, considering **impact, feasibility,** and urgency.

Sample Problem Statement

Key Practice

4.1.2: Use of Data. The district ensures that ARD committees use data-based findings from multiple sources to identify specific areas of need to address in the IEP.

Problem Statements

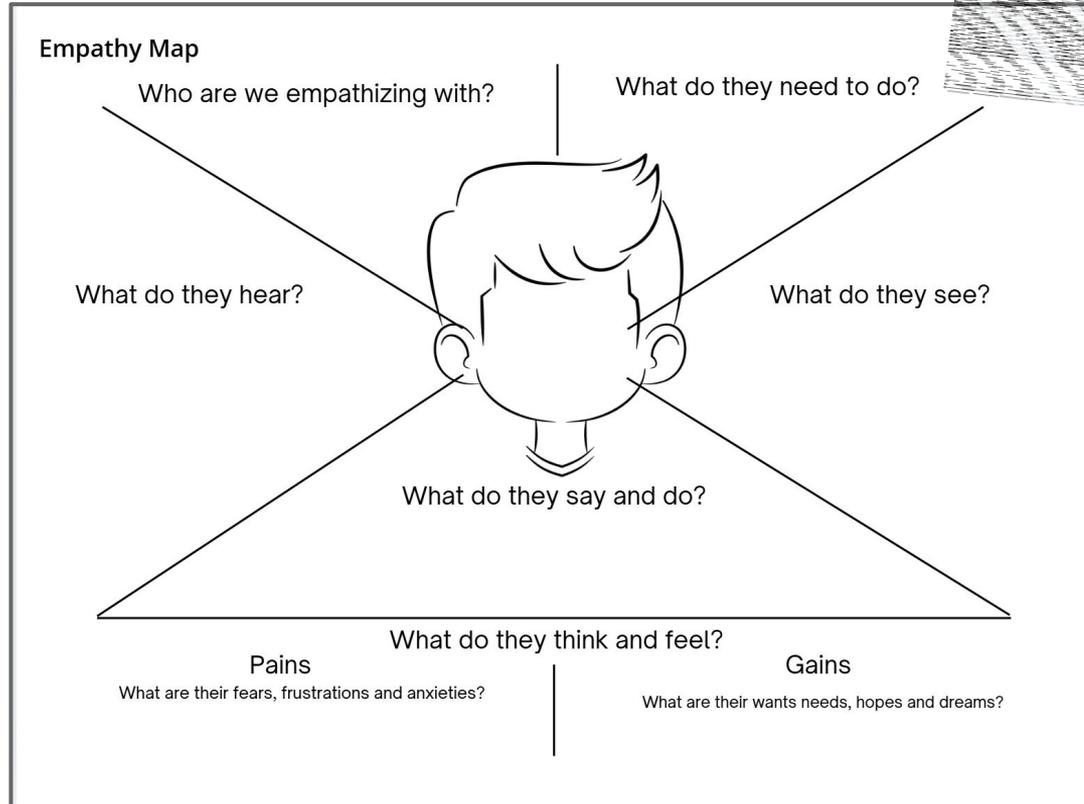
1. Across elementary and middle school campuses, review of IEP documentation indicates that ARD committees do not consistently incorporate multiple, current sources of data, to identify student needs, resulting in PLAAFPs and goals that vary in quality and alignment to student needs.
2. District guidance and professional learning do not consistently support staff in analyzing and applying multiple sources of data to identify student needs, leading to variability in how data are documented and used across IEPs.
3. Processes and tools for collecting and incorporating input from all service providers and teachers are inconsistently implemented, limiting the extent to which comprehensive data informs IEP development and instructional decision making.



1 Integrated Systems



Empathy Map



Problem Statement Template

Key Practice

Problem Statement(s)

Prioritization Notes *(if applicable)*



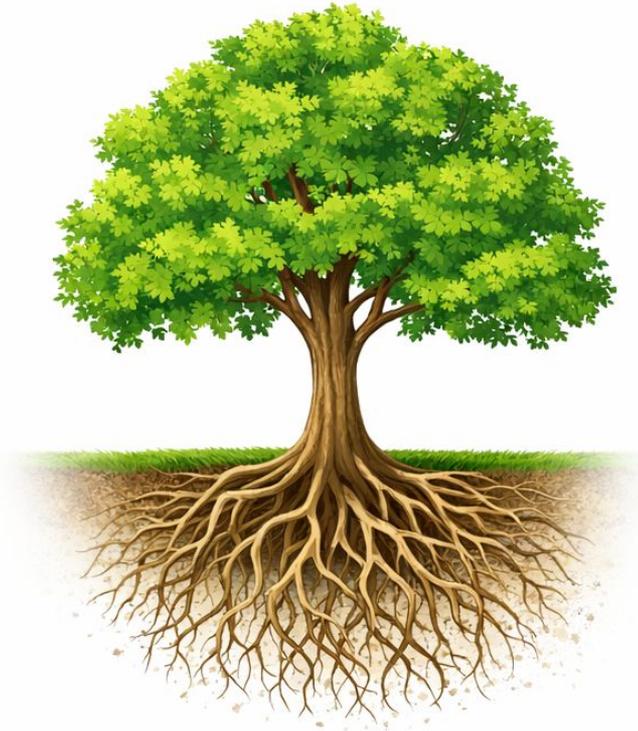
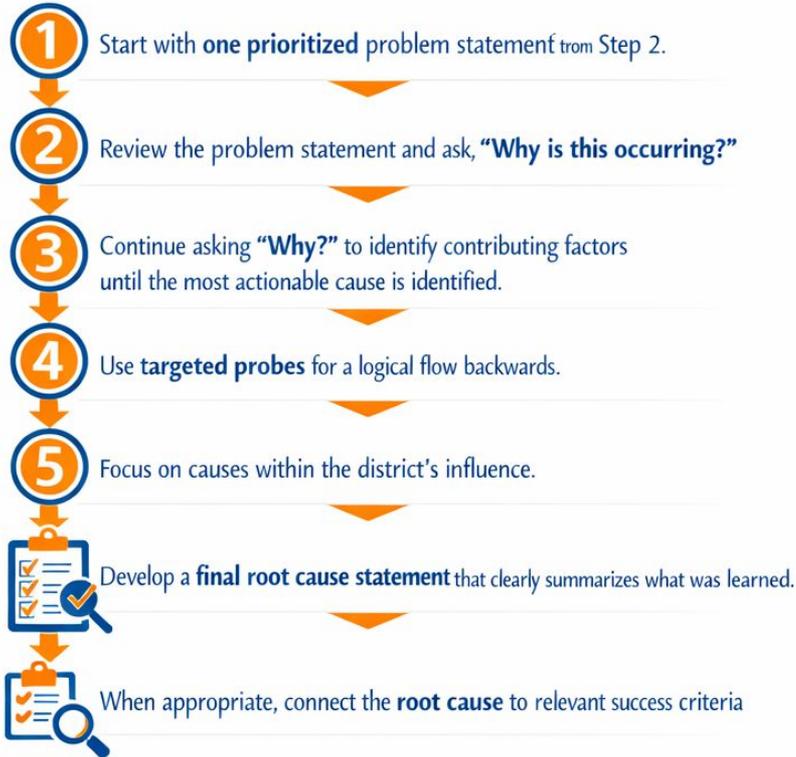
Add Your Problem Statement

Section 1: Problem Statement & Root Cause Analysis

LEA Team Members (input):	
ESC Team Members (input):	
LEA: Provide specific data used to identify the problem statement and develop the root cause analysis.	
Problem Statement (The problem statement addresses and describes the priority area and how the priority areas are impacting student outcomes and/or compliance.):	



(3) Conduct Root Cause Analysis



Example Five Whys Analysis

Problem Statement

District guidance and professional learning do not consistently support staff in analyzing and applying multiple sources of data to identify student needs, leading to variability in how data are documented and used across IEPs.

Why?	Response and Supporting Evidence/Data
<p><i>Why does district guidance and professional learning not consistently support staff in using multiple data sources?</i></p>	<p><i>Because existing guidance emphasizes compliance and required components of the ARD process, but provides limited direction on how to analyze and synthesize multiple data sources to identify student needs.</i></p> <p><i>Evidence: Review of district ARD guidance shows required forms and timelines are clearly outlined, but few examples or protocols are provided for integrating evaluation data, progress monitoring, and teacher input into PLAAFPs.</i></p>



Why?	Response and Supporting Evidence/Data
<p><i>Why does guidance focus more on compliance than on data analysis and application?</i></p>	<p><i>Because professional learning has prioritized procedural accuracy (e.g., timelines, documentation completion) over instructional decision making during ARD meetings. Evidence: Professional learning agendas and materials focus on legal requirements and documentation expectations, with minimal emphasis on analyzing data to inform instructional planning.</i></p>
<p><i>Why has professional learning not emphasized data analysis for ARD committees?</i></p>	<p><i>Because the district has not clearly defined shared expectations for what high-quality data use looks like during IEP development. Evidence: Interviews and feedback from staff indicate uncertainty about what constitutes “enough” or “appropriate” data to inform PLAAFPs and goals</i></p>
<p><i>Why has the district not defined shared expectations for data use?</i></p>	<p><i>Because there is no standardized districtwide process or tool to support pre-meeting data review and synthesis by all required ARD committee members. Evidence: Campuses use locally developed practices for collecting and sharing input, resulting in inconsistent participation and documentation across meetings.</i></p>



Why?

Why is there no standardized process or tool for pre-meeting data review and synthesis?

Response and Supporting Evidence/Data

*Because responsibility for data preparation and synthesis has not been clearly assigned or supported at the district level.
Evidence: Roles related to data collection and synthesis are not explicitly defined in ARD guidance, and no district-level tools or protocols are required for use prior to meetings.*

Final Root Cause Statement

The district has not established clear, shared expectations, guidance, or tools to support ARD committees in preparing, analyzing, and synthesizing multiple sources of data prior to IEP development, resulting in inconsistent use of data to identify student needs across campuses.

Supporting Evidence

*Variability in PLAAFP quality and data references across IEPs
District guidance focused on compliance rather than data synthesis
Professional learning materials with limited emphasis on data-based decision making
Lack of standardized tools or protocols for pre-meeting data review*



Five Whys Analysis Template

Problem Statement

--

Why?	Response and Supporting Evidence or Data

Final Root Cause Statement

--

Supporting Evidence

--



Document the Root Cause

Root Cause Analysis ([5 Why's](#)):

Why #1:	
Why #2:	
Why #3:	
Why #4:	
Why #5:	



(4) Define Annual Goal



Goals	
	Specific
	Observable
	Measurable
	Time-Bound



Clear goals help districts address root causes and monitor progress.

Sample Annual Goal

Increase the percentage of 3rd grade students with disabilities meeting satisfactory performance in Reading STAAR from 38.2% to 50% by May 2026.



Document Your Annual Goal

Section 2: District Strengths (Identify LEA's strengths that can be used to meet the measurable annual goal)

District Strengths:

Section 3: Measurable Annual Goal

Goal Statement:

Baseline Data:

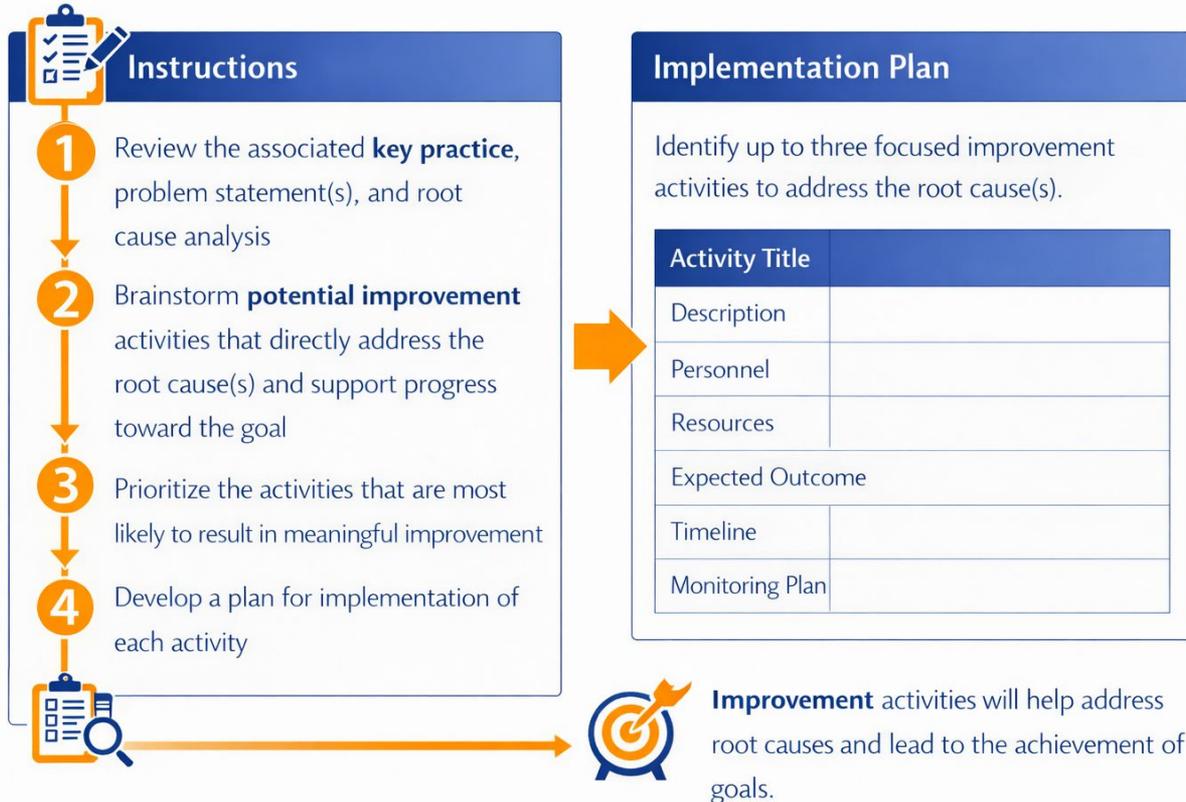
Progress Indicators:

Data Collection Method:

- | | | |
|--|--|---------------------------------|
| <input type="checkbox"/> Teacher Feedback | <input type="checkbox"/> Parent Feedback | <input type="checkbox"/> Budget |
| <input type="checkbox"/> Student Benchmarks | <input type="checkbox"/> STAAR | <input type="checkbox"/> IEPs |
| <input type="checkbox"/> Texas Student Data System (TSDS) Data | | <input type="checkbox"/> Other: |



(5) Identify Improvement Activities



Example Improvement Plan Draft

Activity Title

Strengthen use of multiple data sources to inform IEP development during ARD meetings

Person(s) Responsible

Director of Special Education; Campus ARD Facilitators; Evaluation and Related Service Leads

Key Practice

4.1.2: Use of Data

Timeline

September-January

Activity Description

Clarify and provide coaching to support implementation of districtwide expectations for how multiple sources of data are collected, shared, and used during ARD committee meetings to identify student needs and develop PLAAFPs and goals. This includes updating ARD guidance to specify required data sources, providing targeted professional learning for ARD facilitators and committee members, and introducing or refining tools to collect written input from all required team members prior to meetings.

Monitoring Plan

IEP documents will be reviewed monthly to monitor inclusion of data from multiple sources and alignment between PLAAFPs and IEP goals. ARD documentation and input forms will be spot-checked to confirm participation or written input from required



Technical Assistance Resources

Improvement Plan Template

Activity Title

Person(s) Responsible

Key Practice

Timeline

Activity Description

Monitoring Plan



Technical Assistance Resources

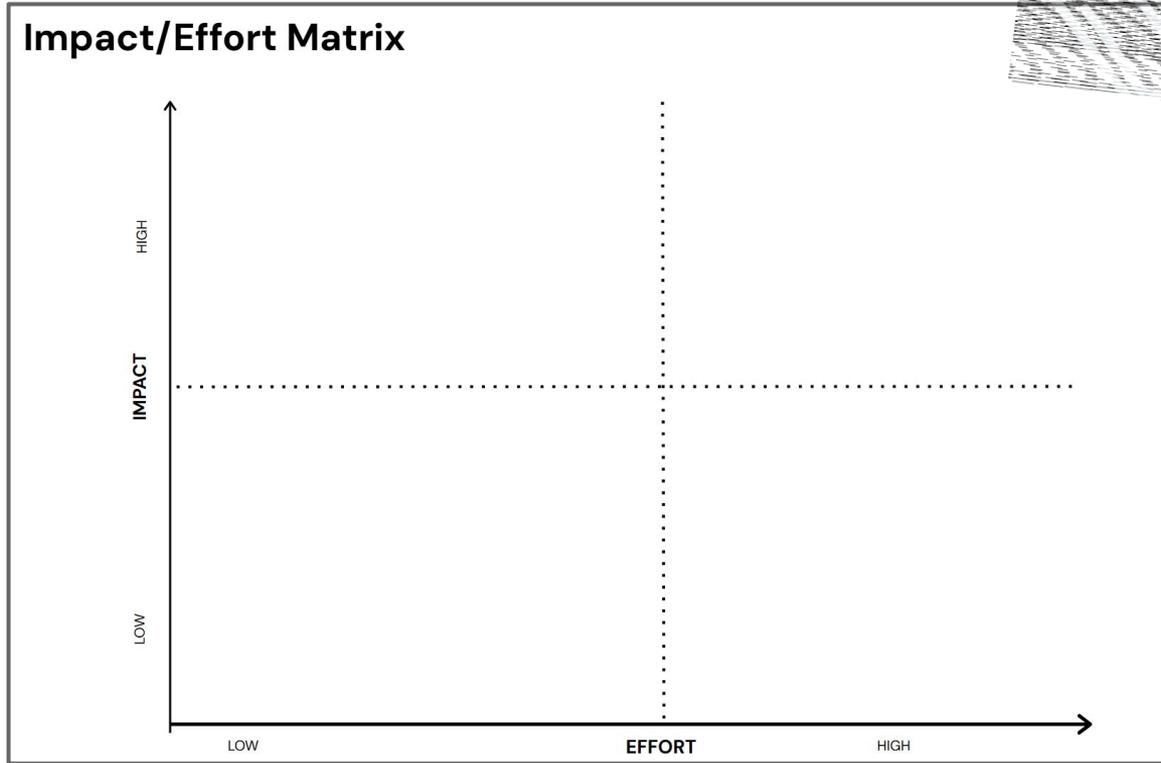


How Might We Reach our Goal

- Write your annual goal at the top of the page.
- Ask the question: “How might we reach this goal?”
- Jot down all possible ideas on a separate sticky note— trainings, procedures, communication methods, etc.



Prioritize Using Impact -Effort Matrix



Prioritize Using Impact -Effort Matrix



An Action Priority Matrix has four squares separated by impact and effort. This tool helps prioritize needs based on their level of effort and impact. It helps manage resources effectively by focusing on high-impact, low-effort initiatives.

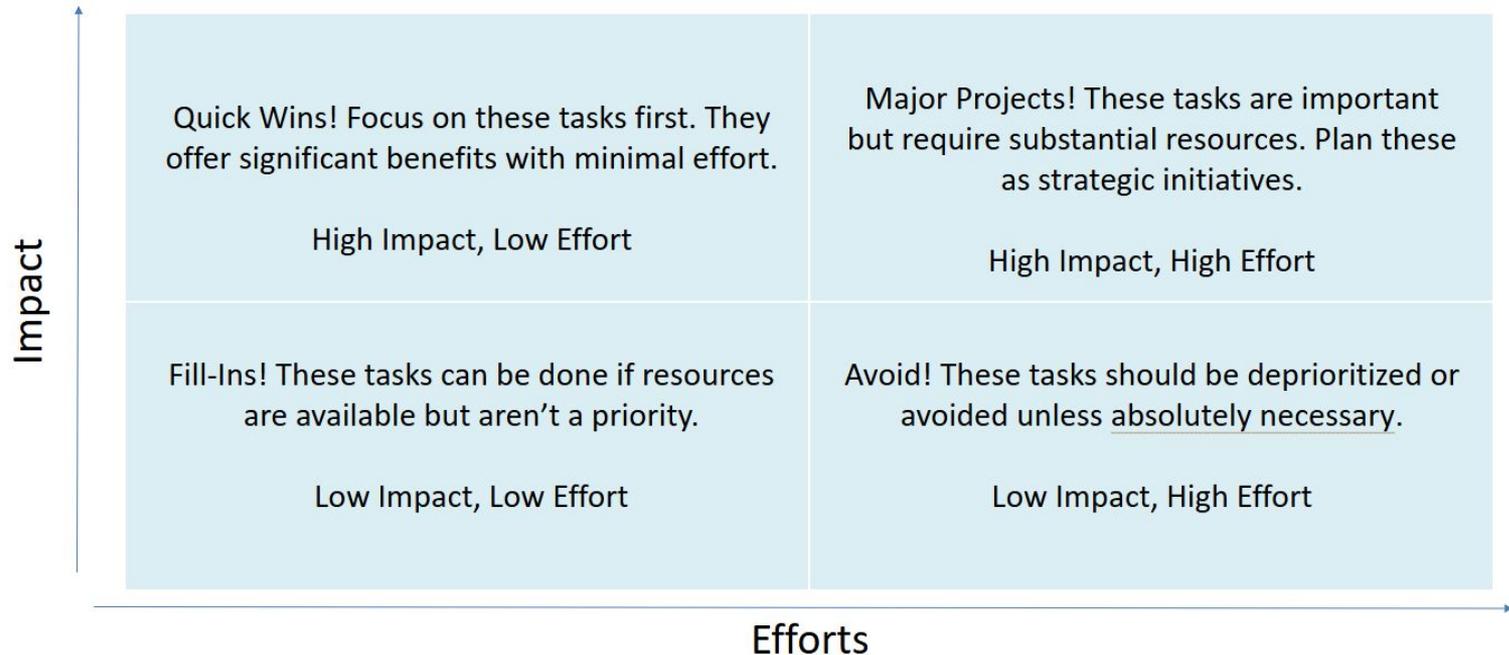


After each specific need is written on a sticky note, share with the group and as a team plot each one on the matrix. Discuss why this need was prioritized and what evidence supports its selection.



Using the Impact -Effort Matrix

Using the Impact-Effort Matrix for Prioritization



Document Your Improvement Activities

Section 4: Strategies for Implementation (Identify the strategies the LEA will implement to address the problem statement. Select all that apply.)

- Policies, Procedures, and Practices
- Training and Professional Development
- Technical Assistance
- Self-Monitoring
- Continuous Improvement
- Special Education Diagnostic Tool Key Practices



Document Your Improvement Activities

Section 5: Implementation Activities (Identify the activities the LEA will implement to address the problem statement. You may address an area with multiple activities but limit the response to no more than three district-level activities.)

Activity Description:	
Timeline for Completion:	
Implementation Personnel:	
Supervision of Personnel:	
Resources Needed:	
Expected Outcome:	



(6) Monitor and Report Progress



Monthly Monitoring

Month: _____

Activity Status:

Notes on Progress:

Adjustments Made:

Data Collected:

ESC Feedback and support:

TEA Feedback and support:

Quarterly Monitoring

Quarter 1 (Apr-Jun):

Summary of Data Collected:

Effectiveness of Activities:

Adjustments to SSP:

Stakeholder Feedback:

Summary of Data Collected:

Goal Progress:

Issues/Concerns/Barriers/Challenges encountered: _____

Example Tracking Template

Example Tracking Template Draft

Goal

Improve consistent use of multiple data sources to inform identification of student needs during ARD committee meetings.

Activity

Provide targeted professional learning and coaching for ARD facilitators and committee members on using multiple sources of data to identify student needs and develop PLAAFPs and goals aligned to district expectations.

Reporting Cycle

Quarter 1 (Sept–Nov)

Implementation Progress

Updated ARD guidance was developed and shared with campuses. Written input tools were introduced to support collection of data from all required team members prior to ARD meetings. Initial reviews indicate that most campuses are beginning to use the tools, though implementation varies.

Data Tracking Progress Towards Goal

IEP document reviews show increased references to multiple data sources in PLAAFP sections, including evaluation data and teacher input. However, some IEPs continue to lack documentation from all required team members.

Team Analysis and Reflections

Early progress is evident in improved documentation of data sources, but consistency remains a challenge. Teams appear more comfortable collecting data than

synthesizing it to clearly identify areas of need. Additional clarification and examples may be needed to support consistent practice across campuses.



Example Tracking Template

Next Steps / Adjustments to Plan

Provide follow-up guidance and examples focused on synthesizing data in PLAAFPs. Target additional support to campuses where documentation indicates missing or incomplete data (e.g., from all required ARD committee members).

Next Reporting Cycle

Quarter 2 (Dec-Feb)



Tracking Template

Goal

Activity

Reporting Cycle

Implementation Progress

Data Tracking Progress Towards Goal

Team Analysis and Reflections

Next Steps / Adjustments to Plan

Next Reporting Cycle



Documenting Monitoring and Progress

Section 6: Progress Monitoring Table

Month: _____

Activity Status:	
Notes on Progress:	
Adjustments Made (e.g., changes to fidelity of implementation):	
Data Collected (How does the data align to the developed goal?):	
ESC Feedback and identified support	
TEA Feedback and identified support	



CONTACT US



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Thank You

