

District Name:	Victoria ISD	Campus Name:	Stroman Middle School	Educational Service Center (ESC):	3
County-District Number (CDN):	235-902	Campus Number:	41	Professional Service Provider (PSP):	Not Applicable
Date of Public Hearing for Targeted Improvement Plan:	15-Sep-16	Date Targeted Improvement Plan Approved by Board (IR only):	n/a	Date Turnaround Plan Completed and Approved by Board: (if applicable)	n/a
District/Campus Leadership Team (DLT/CLT) Members:	Dawn Maroney, Principal		Leslie Laqua, Assistant Principal		District Coordinator of School Improvement (DCSI):
	Brian Leist, Assistant Principal		Carrie Majewski, Amber Godby, Instructional Coaches		
	Thomas Culbertson, Assistant Principal		Kenny Smith, Matthew Hilbrich		Dionne Hughes
	Rey Gomez, Assistant Principal		Christopher Smith, Vanessa Cantu		
Naomi Jacinto, Shophia Shelton, Counselors		Rheba Jones			

Intervention Identification

Improvement Required:	NO	TTIPS:	NO
Priority:	NO	Focus:	NO
Turnaround Campus:	NO		

**Victoria Independent School District
2016-17 Improvement Plan**
Designed by Dionne Hughes for VISD

Feature	Explanation	Purpose
VISD Proud	In an effort to maintain consistency in the accomplishment of our Mission and Goals, the VISD PROUD initiative was designed to align our improvement process that is inclusive of Critical Success Factors, AIMS, Turnaround Principals, Goal Setting, and Measuring & Monitoring progress in a way that connects all stakeholders.	The Mission of Victoria ISD is to provide rigorous, relevant learning and life experiences so that all students contribute positively to society. VISD PROUD is the framework that houses the 7 Victoria ISD district aims. These aims are connected to the mission and aligned with goals that were established through the strategic planning process with community, family, and school stakeholders.
Data Workbook	One of the challenges of focused planning is the amount of time it takes to locate and have meaningful conversations around data. The data workbook provides a place to gather and maintain data throughout each quarter and over the course of the school year. The data sources are tied to Local, State, and Federal accountability standards.	Provides our campuses with a common place and process for gathering data that is central to planning for improvement.
Data Analysis	In addition to the 4 index data analysis reviews, our district opted to dig a little deeper. We really wanted to look at system safeguards to help with overall planning for specific contents and groups. We also felt it important to include information around our attendance, discipline, and family & community engagement as part of the overall picture of our campuses.	Data Analysis Overall Purpose This document is intended to provide guidance to campuses and local education agencies (LEAs) in the data analysis process to guide continuous improvement at all levels of the organization to improve student achievement and close achievement gaps. The process set forth is aligned to the State Framework, which includes the Texas Accountability Intervention System (TAIS) continuous improvement process. The intent of this document is to provide support for the development of targeted improvement plans for campuses and Local Education Agencies (LEAs)/campus. The process set forth is aligned to the State Framework, which includes the Texas Accountability Intervention System (TAIS) continuous improvement process. Targeted improvement plans are best practice for any LEA/campus regardless of accountability ratings; however, they are a requirement for LEA/campus in improvement (TEC §39.106 and P.L. 1114 (b), 19 TAC §97.1071).
Q1-Q4 Improvement Plan Tabs	Under statute, any campus failing to reach a satisfactory rating in the Texas State Accountability System or the standards that align with the USDE as it relates to state accountability must engage in the TAIS planning for improvement to address any areas of concern. (Failing to meet standard in any of the 4 Index Measures AND/OR failing to meet standard in any of the system safeguards that measure performance by student population). VISD recognizes the value in all campuses engaging in this continuous improvement model, and therefore, regardless of rating, all VISD campuses will plan, implement, monitor, and report progress quarterly. <u>Quarterly Reporting will occur:</u> Q1 Aug 17 - Oct 14 Q2 Oct 17 - Dec 16 Q3 Jan 3 - Mar 10 Q4 March 20 - June 1	Identify WHY a problem has occurred. Often times when a problem is discovered, an action or intervention is immediately applied to the problem in an attempt to resolve it. The danger in action planning before drilling down to the root cause may only allow for the treatment of the symptoms of a bigger problem. Recall that the data analysis process is an attempt to identify WHAT the problem is. The jump from WHAT the problem is to HOW it can be fixed overlooks the most important step which is determining WHY the problem exists. In order to align actions with areas of need, the root cause must be identified.

<p>CIP/TAIS</p>	<p>As a district, we recognized the value in the process that our campuses were working through for the Texas Accountability & Intervention System and decided to replicate that process for all campuses as part of a true improvement process. This process moves us away from the traditional format we have used for the last several years into an action based review process that will keep us focused on the goals throughout the course of the school year rather than at the beginning and the end.</p>	<p>§ 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING. (a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students. (b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections 11.251(b)-(e). (c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations.</p>
<p>CIP Summary</p>	<p>The campus targeted improvement plan document allows campuses/districts to walk easily through the steps of gathering data, analyzing data, determining problem areas, identifying root causes for those problems, and planning actions and interventions to ensure improvement of the campus. The document is in depth and includes the details of the plan for improvement. The plan drives the everyday decisions and actions of the campus. The CIP summary will give an outline of the goals and progress monitoring at a glance.</p>	<p>CIP Summary gives a quick look at the overall plan a campus/District has designed by provided a place where quarterly and annual goals can be reviewed for alignment, consistency and progress.</p>
<p>TTIP</p>	<p>The Texas Title I Priority Schools (TTIPS) Grant Program is funded by the federal NCLB Section 1003(g) and the American Recovery and Reinvestment Act Section 1003(g) School Improvement Grant appropriations. Campus eligibility for the program is defined in the U.S. Department of Education Final Regulations released Dec. 3, 2009, and amended by the 2010 Appropriations Act.</p>	<p>Monitor progress of schools who have been awarded the Texas Title I Priority Schools (TTIPS) Grant.</p>

Campus Name		Stroman Middle School			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	We will meet or exceed the state target in the Performance Standards across all subjects on the 2017 STAAR in Index 1.	Q1:	Teachers will develop higher level questions and students will respond using the sentence frames for thinking at 30% or higher based on Eduphoria Walkthrough data-student activities.	Yes	Select
		Q2:	50% of questions posed by students will use questions stems to promote higher order thinking skills.	Select	
		Q3:	We will meet or exceed the state target in the Performance Standards across all subjects on the Spring 2017 Benchmarks.	Select	
		Q4:	Students will create, record and respond to higher level questions in a written response 2/5 days per week.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	15% of all special Education students will meet or exceed the passing standard on the state assessments (STAAR).	Q1:	Teachers and Special Education students will conference and develop strategies to meet standard in each core content area.	Yes	Select
		Q2:	Extended Time Tutoring for SPED students by Special Education Staff will begin.	Select	
		Q3:	SPED staff will provide small group instruction during core content class periods.	Select	
		Q4:	SPED staff will continue to provide small group instruction during the core content classes with a focus on students participating in SSI.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	60% of students will meet or exceed state passing standards on the Social Studies state assessment (STAAR).	Q1:	Teachers will create and implement engaging lessons as measured by authentic engagement scoring at 30% or better based on Eduphoria walk-through data.	Yes	Select
		Q2:	50% of students will meet or exceed an average of 60% or better on Social Studies Checkpoints.	Select	
		Q3:	Teachers will create and implement vocabulary based activities 2/5 days per week.	Select	
		Q4:	Teachers will create and implement instructional groups based on data disaggregation from the Benchmark.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	Using the Eduphoria database we will see an increase in differentiation each quarter by 5% which will lead to an increase in student engagement.	Q1:	Teacher lessons will include differentiation as measured by Eduphoria walk through data at 30% in Differentiation.	Yes	Select
		Q2:	Walkthrough data will show Differentiation at 40% or better in core content classrooms.	Select	
		Q3:	Teachers will create and implement differentiation of lessons in 1 of 4 areas: process, product, content or learning environment as measured through walkthrough data.	Select	
		Q4:	Differentiation of learning will measure 50% or higher in Eduphoria Walk through data.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	We will see a 10% reduction in OSS / ISS placements in 2016-17 from 2015-16 data.	Q1:	Teachers will implement the CHAMPS procedures as outlined by the Safe & Civil Team.	Yes	Select
		Q2:	Using CHAMPS / Safe & Civil techniques discipline referrals will show a decrease of 5% from the 1st quarter as measured by Cognos Discipline data.	Select	
		Q3:	Teacher referrals will show a 5% decrease from Quarter 2.	Select	
		Q4:	We will see a 5% decrease in ISS placements.	Select	

District Name:	Victoria ISD	Campus Name:	Stroman Middle School	Professional Service Provider (PSP):	Not Applicable	District Coordinator of School Improvement (DCSI):	Dionne Hughes	Date of Public Hearing for Targeted Improvement Plan:	9/15/2016	Date Campus TIP Approved by Board (IR only):	n/a
----------------	--------------	--------------	-----------------------	--------------------------------------	----------------	----------------------------------------------------	---------------	-------------------------------------------------------	-----------	----------------------------------------------	-----

Quarter 1 - Needs Assessment Summary and Improvement Plan (Aug 17 - Oct 14)

Definition / Purpose:	<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 style="text-align: center;"> 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><i>The needs assessment process is intended to safeguard against planning or implementing strategies BEFORE the root cause of a problem is understood.</i></p>	Problem Statement Criteria	Root Cause Analysis:
		<ol style="list-style-type: none"> 1. Verified by facts/data 2. Written objectively 3. Uses concise language 4. Includes specific details (who, what, when, where) 5. Focuses on a single, manageable issue 6. Has relevance to our campus 7. Avoids causation or assigning solutions <p><i>Using your available data and the criteria above, craft a new problem statement for the persistent problem identified. This problem statement is meant to be included in your 2016-2017 improvement plan.</i></p>	<p>The potential root causes are identified by the campus/district based upon the information gathered through the needs assessment. Areas of need, as related to gaps in the data are determined by conducting a root cause analysis of the problem stated in the problem statement. This analysis reveals the hypothesis of WHY the problem is occurring. Using the "5 WHY?" protocol will help in establishing the true root cause of a problem statement. Asking Why 5 times is not a magic number. Remember, this leads only to a hypothesis which can be determined true or false only after a research question is developed and a plan is implemented.</p>

Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab</i>	PS 1:	Students overall, did not meet the Performance Standards across all tested subject areas of the 2016 STAAR.	is occurring because of Root Cause #1	Root Cause 1:	Students were not able to articulate their learning as related to the concept or content of the lesson.
	PS 2:	Special Education students did not meet our CIP goal in 2015-16 of 15% of all SPED students meeting standard on all STAAR tests.	is occurring because of Root Cause #2	Root Cause 2:	Students were not able to articulate their learning as related to the concept or content of the lesson.
	PS 3:	Overall, the average for Social Studies for all students was less than the state standard.	is occurring because of Root Cause #3	Root Cause 3:	Students did not engage actively in classroom instruction. The Special Education population scored significantly lower than other sub pops.
	PS 4:	Differentiation of instruction is not occurring consistently on campus.	is occurring because of Root Cause #4	Root Cause 4:	Teachers do not implement differentiation in lessons due to lack of understanding of the concept.
	PS 5:	Out of placement discipline actions are increasing and we are losing valuable instructional time due to out of classroom placement actions.	is occurring because of Root Cause #5	Root Cause 5:	Inconsistent management of classroom behaviors led to an increase in referrals. An increase in disciplinary out of classroom placements resulted in a loss of instructional time for all student populations.
	PS 6:	<Enter Problem Statement #6 Here>	is occurring because of Root Cause #6	Root Cause 6:	<enter Root Cause #6 here>
	PS 7:	<Enter Problem Statement #7 Here>	is occurring because of Root Cause #7	Root Cause 7:	<enter Root Cause #7 here>
	PS 8:	<Enter Problem Statement #8 Here>	is occurring because of Root Cause #8	Root Cause 8:	<enter Root Cause #8 here>
	PS 9:	<Enter Problem Statement #9 Here>	is occurring because of Root Cause #9	Root Cause 9:	<enter Root Cause #9 here>
	PS 10:	<Enter Problem Statement #10 Here>	is occurring because of Root Cause #10	Root Cause 10:	<enter Root Cause #10 here>

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

Attestation Statement:

By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

Problem Statement 1:	Students overall, did not meet the Performance Standards across all tested subject areas of the 2016 STAAR.	Annual SMART Goal #1:	We will meet or exceed the state target in the Performance Standards across all subjects on the 2017 STAAR in Index 1.
-----------------------------	-------------------------------------------------------------------------------------------------------------	------------------------------	------------------------------------------------------------------------------------------------------------------------

Root Cause 1:	Students were not able to articulate their learning as related to the concept or content of the lesson.	Strategy:	Students will develop their ability to use Sentence Frames to articulate higher level responses to questions.	
System/Index(s):	<input checked="" type="checkbox"/> System Safeguard <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing the Achievement Gap <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness			
VISD District AIMS Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction	<input checked="" type="checkbox"/> AIM 1 - Excellent Student Achievement	How will addressing this root cause impact the: AIM CSF Turnaround Principle Index	By addressing the use of higher level questions in the classroom on a daily basis, students will be exposed to more analytical, open ended thinking processes which will require generalizations, higher level thinking and deductive and inductive reasoning thereby leading to higher levels of comprehension and reasoning skills.
	<input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction / ESEA TP: Use of Data to Inform Instruction	<input checked="" type="checkbox"/> AIM 2 - Safe & Nurturing Environment		
	<input type="checkbox"/> CSF 3-Leadership Effectiveness / ESEA TP: Provide Strong Leadership	<input type="checkbox"/> AIM 3 - Optimal Educational Resources		
	<input checked="" type="checkbox"/> CSF 4-Increased Learning Time / ESEA TP: Redesigned School Calendar	<input checked="" type="checkbox"/> AIM 4 - Responsive to Student Needs		
	<input type="checkbox"/> CSF 5-Family/Community Engagement / ESEA TP: Ongoing Family & Community Engagement	<input type="checkbox"/> AIM 5 - Highly Effective& Qualified Personnel		
	<input type="checkbox"/> CSF 6-School Climate / ESEA TP: Improve School Environment	<input type="checkbox"/> AIM 6 - Open, Effective Communication		
	<input type="checkbox"/> CSF 7-Teacher Quality / ESEA TP: Ensure Effective Teachers	<input type="checkbox"/> AIM 7 - Active Parent, Student, and Community Involvement		

PS1 - Q1 Interventions (Aug 17 - Oct 14)

PS1 - Q1 SMART Goal: Teachers will develop higher level questions and students will respond using the sentence frames for thinking at 30% or higher based on Eduphoria Walkthrough data-student activities.

Q1 Intervention #1:	Teachers will use questions stems to intentionally plan foundational and higher order questions in core content classes.	Q1 Intervention #2:	Students will consistently use the Sentence Frames for Thinking when responding to foundational or higher level questions in core content classes.	Q1 Intervention #3:	Teachers will incorporate the use of 1 Graphic Organizer (Thinking Map) to use in class.	Q1 Intervention #4:	
What data will be collected to monitor interventions in Q1?	Eduphoria Walk through data	What data will be collected to monitor interventions in Q1?	Eduphoria Walk through data, Instructional Rounds Documentation	What data will be collected to monitor interventions in Q1?	Student work samples	What data will be collected to monitor interventions in Q1?	<enter data source here>
Action(s)	Teachers will require students to use Sentence Frames to respond to classroom questions.	Action(s)	Students will consistently use the Sentence Frames for Thinking to respond to teacher generated questions in all core content classrooms.	Action(s)	Teachers will introduce a Thinking Map- Graphic Organizer to be used throughout the core content classes	Action(s)	<enter action(s) here>
Resources/ PD	Instructional Coaches	Resources/ PD	Instructional Coaches, Mentor Teachers	Resources/ PD	Instructional Coaches, Staff	Resources/ PD	<enter resources here>
Person(s) Responsible	Teachers	Person(s) Responsible	Students	Person(s) Responsible	Staff & Students	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	14-Oct	Timeline for Completion	14-Oct.	Timeline for Completion	14-Oct.	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Select Funding Source From Dropdown

End of Q1 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Students responding to higher level questions is at 30% in Quarter 1 based on Eduphoria walkthrough Data.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Teachers will meet in Professional Learning Communities to collaborate and refine their practice of using higher level questions throughout the instructional day.
------------------------------------------	-----	----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	--------------------------------------------------	-----	---------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

Problem Statement 2:	Special Education students did not meet our CIP goal in 2015-16 of 15% of all SPED students meeting standard on all STAAR tests.	Annual SMART Goal #2:	15% of all special Education students will meet or exceed the passing standard on the state assessments (STAAR).
-----------------------------	----------------------------------------------------------------------------------------------------------------------------------	------------------------------	------------------------------------------------------------------------------------------------------------------

Root Cause 2:	Students were not able to articulate their learning as related to the concept or content of the lesson.	Strategy:	Teachers will build rapport and understanding of SPED populations.
System/Index(s):	<input checked="" type="checkbox"/> System Safeguard <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing the Achievement Gap <input type="checkbox"/> Index 4: Postsecondary Readiness		
VISD District AIMS Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction	<input checked="" type="checkbox"/> AIM 1 - Excellent Student Achievement	How will addressing this root cause impact the: AIM CSF Turnaround Principle Index Building an understanding of the SPED populations and their learning needs, staff will be better equipped to develop the necessary skills to understand and increase learning in multiple populations.
	<input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction / ESEA TP: Use of Data to Inform Instruction	<input checked="" type="checkbox"/> AIM 2 - Safe & Nurturing Environment	
	<input type="checkbox"/> CSF 3-Leadership Effectiveness / ESEA TP: Provide Strong Leadership	<input type="checkbox"/> AIM 3 - Optimal Educational Resources	
	<input type="checkbox"/> CSF 4-Increased Learning Time / ESEA TP: Redesigned School Calendar	<input checked="" type="checkbox"/> AIM 4 - Responsive to Student Needs	
	<input checked="" type="checkbox"/> CSF 5-Family/Community Engagement / ESEA TP: Ongoing Family & Community Engagement	<input type="checkbox"/> AIM 5 - Highly Effective& Qualified Personnel	
	<input type="checkbox"/> CSF 6-School Climate / ESEA TP: Improve School Environment	<input type="checkbox"/> AIM 6 - Open, Effective Communication	
	<input checked="" type="checkbox"/> CSF 7-Teacher Quality / ESEA TP: Ensure Effective Teachers	<input checked="" type="checkbox"/> AIM 7 - Active Parent, Student, and Community Involvement	

PS2 - Q1 Interventions (Aug 17 - Oct 14)

PS2 - Q1 SMART Goal: Teachers and Special Education students will conference and develop strategies to meet standard in each core content area.

Q1 Intervention #1	Gen Ed staff and SPED Staff will meet and review IEP's for assigned SPED students.	Q1 Intervention #2	Teachers will meet with students to discuss and develop strategies which will be effective in the core content areas to support students in meeting standards.	Q1 Intervention #3	Special Education Staff will conference in person or by phone with all parent / guardians of students who are failing at the 3week, 6week and 9week marking periods.	Q1 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q1?	Conference Notes	What data will be collected to monitor interventions in Q1?	Conference Notes	What data will be collected to monitor interventions in Q1?	Conference notes, phone logs,	What data will be collected to monitor interventions in Q1?	<enter data source here>
Action(s)	SPED Staff and Gen Ed will meet to discuss IEP's, expectations, BIP's and information to support the student.	Action(s)	Students will meet with their Special Education Teacher to share information on their learning style, needs and successes. Staff will turn in copies of conference notes to SPED administrator.	Action(s)	Special Education Teachers will schedule conferences (on-site or phone) to discuss the failure reports. Teachers will include tutoring schedule and specific interventions to remediate students.	Action(s)	<enter action(s) here>
Resources/ PD	Staff, SPED information	Resources/ PD	Students, Staff, SPED information	Resources/ PD	Diagnostician, Case managers	Resources/ PD	<enter resources here>
Person(s) Responsible	Case manager, Gen Ed Teacher	Person(s) Responsible	Staff, student	Person(s) Responsible	Case Managers	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	9-Sept.	Timeline for Completion	14-Oct..	Timeline for Completion	14-Oct.	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Coordination & Integration of Services and Programs	Title I School Wide Components	Coordination & Integration of Services and Programs	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Select Funding Source From Dropdown

End of Q1 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Special Education teachers met with the General Education staff to discuss student IEP's and additional data on the Special Education population. Special Education staff met with students to discuss the use of Supplemental Aids designed specifically for each student to meet their individual learning needs. Conferences were held to discuss failure reports and to promote tutoring for additional, extended day support.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Parent contacts will be made on an ongoing basis throughout the year to both inform and encourage students progress. Tutoring will be offered by both the General Education staff and the Special Education staff to provide individualized support for students. Review of Supplemental Aids will be ongoing and adjusted as needed.
------------------------------------------	-----	----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------	-----	---------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Problem Statement 3:	Overall, the average for Social Studies for all students was less than the state standard.	Annual SMART Goal #3:	60% of students will meet or exceed state passing standards on the Social Studies state assessment (STAAR).
-----------------------------	--------------------------------------------------------------------------------------------	------------------------------	-------------------------------------------------------------------------------------------------------------

Root Cause 3:	Students did not engage actively in classroom instruction. The Special Education population scored significantly lower than other sub pops.	Strategy:	We will increase engagement in the classroom.	
System/Index(s)	<input type="checkbox"/> System Safeguard <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing the Achievement Gap <input type="checkbox"/> Index 4: Postsecondary Readiness			
VISD District AIMS Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction	<input checked="" type="checkbox"/> AIM 1 - Excellent Student Achievement	How will addressing this root cause impact the: AIM CSF Turnaround Principle Index	By creating engaging classroom environments students will increase their understanding and retention of classroom TEKS and increase their ability to respond appropriately to higher level questioning.
	<input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction / ESEA TP: Use of Data to Inform Instruction	<input checked="" type="checkbox"/> AIM 2 - Safe & Nurturing Environment		
	<input type="checkbox"/> CSF 3-Leadership Effectiveness / ESEA TP: Provide Strong Leadership	<input type="checkbox"/> AIM 3 - Optimal Educational Resources		
	<input type="checkbox"/> CSF 4-Increased Learning Time / ESEA TP: Redesigned School Calendar	<input checked="" type="checkbox"/> AIM 4 - Responsive to Student Needs		
	<input type="checkbox"/> CSF 5-Family/Community Engagement / ESEA TP: Ongoing Family & Community Engagement	<input checked="" type="checkbox"/> AIM 5 - Highly Effective& Qualified Personnel		
	<input type="checkbox"/> CSF 6-School Climate / ESEA TP: Improve School Environment	<input type="checkbox"/> AIM 6 - Open, Effective Communication		
	<input checked="" type="checkbox"/> CSF 7-Teacher Quality / ESEA TP: Ensure Effective Teachers	<input checked="" type="checkbox"/> AIM 7 - Active Parent, Student, and Community Involvement		

PS3 - Q1 Interventions (Aug 17 - Oct 14)

PS3 - Q1 SMART Goal:	Teachers will create and implement engaging lessons as measured by authentic engagement scoring at 30% or better based on Eduphoria walk-through data.						
Q1 Intervention #1	Teachers will use a Kagan strategy to create an authentically engaging learning environment.	Q1 Intervention #2	Teachers will use Interactive Notebooks to support authentic engagement.	Q1 Intervention #3		Q1 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q1?	Walkthroughs will show documentation of Kagan strategies being used	What data will be collected to monitor interventions in Q1?	Interactive Notebook samples	What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q1?	<enter data source here>
Action(s)	Teachers will design lessons which incorporate the use of Kagan strategies in student learning.	Action(s)	Students will create their interactive notebooks to be used for developing authentic engagement.	Action(s)		Action(s)	<enter action(s) here>
Resources/ PD	Kagan resources, Instructional Coaches	Resources/ PD	Interactive Notebook	Resources/ PD	<enter resources here>	Resources/ PD	<enter resources here>
Person(s) Responsible	Teachers, Instructional Coaches	Person(s) Responsible	Students	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	14-Oct.	Timeline for Completion	1-Jun	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q1 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Authentic student engagement measured 33% during quarter 1. Additional data indicates that Kagan Structures were observed in use 23% of the time during walkthroughs in Quarter 1.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Instructional Coaches have implemented the use of Kagan Structures during PLC meetings as well as operational meetings. Teachers are engaged in using the structures and therefore are better able to execute those structures in a classroom environment.
------------------------------------------	-----	----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------	-----	---------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Problem Statement 4:	Differentiation of instruction is not occurring consistently on campus.	Annual SMART Goal #4:	Using the Eduphoria database we will see an increase in differentiation each quarter by 5% which will lead to an increase in student engagement.
Root Cause 4:	Teachers do not implement differentiation in lessons due to lack of understanding of the concept.	Strategy:	Teachers will plan for and develop differentiation in all content area lessons.

System/Index:	<input checked="" type="checkbox"/> System Safeguard	<input checked="" type="checkbox"/> Index 1: Student Achievement	<input checked="" type="checkbox"/> Index 2: Student Progress	<input checked="" type="checkbox"/> Index 3: Closing the Achievement Gap	<input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	
VISD District AIMS Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction	<input checked="" type="checkbox"/> AIM 1 - Excellent Student Achievement	How will addressing this root cause impact the: AIM CSF Turnaround Principle Index			Increasing differentiation in all classrooms will lead to increased engagement as well as individualizing student needs leading to an increase in student abilities in comprehension and mastery of student TEKS.
	<input type="checkbox"/> CSF 2-Quality Data to Drive Instruction / ESEA TP: Use of Data to Inform Instruction	<input checked="" type="checkbox"/> AIM 2 - Safe & Nurturing Environment				
	<input type="checkbox"/> CSF 3-Leadership Effectiveness / ESEA TP: Provide Strong Leadership	<input type="checkbox"/> AIM 3 - Optimal Educational Resources				
	<input type="checkbox"/> CSF 4-Increased Learning Time / ESEA TP: Redesigned School Calendar	<input type="checkbox"/> AIM 4 - Responsive to Student Needs				
	<input checked="" type="checkbox"/> CSF 5-Family/Community Engagement / ESEA TP: Ongoing Family & Community Engagement	<input type="checkbox"/> AIM 5 - Highly Effective& Qualified Personnel				
	<input type="checkbox"/> CSF 6-School Climate / ESEA TP: Improve School Environment	<input type="checkbox"/> AIM 6 - Open, Effective Communication				
	<input type="checkbox"/> CSF 7-Teacher Quality / ESEA TP: Ensure Effective Teachers	<input checked="" type="checkbox"/> AIM 7 - Active Parent, Student, and Community Involvement				

PS4 - Q1 Interventions (Aug 17 - Oct 14)

PS4 - Q1 SMART Goal:	Teacher lessons will include differentiation as measured by Eduphoria walk through data at 30% in Differentiation.
-----------------------------	---------------------------------------------------------------------------------------------------------------------------

Q1 Intervention #1	Teachers an Instructional Coaches will meet to refine teacher understanding of Differentiation	Q1 Intervention #2	Teachers and Instructional Coaches will develop & implement differentiation in lessons.	Q1 Intervention #3		Q1 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q1?	PLC meeting notes and attendance, samples of research based articles used to refine understanding	What data will be collected to monitor interventions in Q1?	Lesson plan samples, classroom observations	What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q1?	<enter data source here>
Action(s)	Instructional Coaches will develop PLC meetings to support refining teacher understanding of differentiation	Action(s)	Teachers will intentionally plan for differentiation in the lessons and implement with support from Instructional Coaches.	Action(s)		Action(s)	<enter action(s) here>
Resources / PD	Differentiation Articles and sample lesson plans	Resources / PD	Samples of Differentiation Activities provided by District Sped Dept.	Resources / PD		Resources / PD	<enter resources here>
Person(s) Responsible	Instructional Coaches, Teachers, Content Area AP's	Person(s) Responsible	Teachers, Instructional Coaches	Person(s) Responsible		Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	14-Oct.	Timeline for Completion	2-Jun	Timeline for Completion		Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 5: Highly Effective & Qualified Personnel	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment		AIM Alignment	Select AIM from dropdown
Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components		Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost		Estimated Cost	<enter estimated cost here>
Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)		Funding Source(s)	Select Funding Source From Dropdown

End of Q1 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Differentiation of Instruction measured 30% based on Eduphoria Walkthrough data in Quarter 1.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Instructional Coaches provided Professional Development in August and October addressing the four types of differentiation. Teachers were provided an opportunities to discuss and refine their understanding during ongoing PLC meetings. Professional Development will continue to support the teacher's learning and execution of the concept.
------------------------------------------	-----	----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	--------------------------------------------------	-----	---------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Problem Statement 5:	Out of placement discipline actions are increasing and we are losing valuable instructional time due to out of classroom placement actions.	Annual SMART Goal #5:	We will see a 10% reduction in OSS / ISS placements in 2016-17 from 2015-16 data.
Root Cause 5:	Inconsistent management of classroom behaviors led to an increase in referrals. An increase in disciplinary out of classroom placements resulted in a loss of instructional time for all student populations.	Strategy:	Implementation of CHAMPS / Safe & Civil procedures will support staff in consistently managing classroom discipline behaviors.
System/Index(s):	<input checked="" type="checkbox"/> System Safeguard	<input checked="" type="checkbox"/> Index 1: Student Achievement	<input checked="" type="checkbox"/> Index 2: Student Progress
		<input checked="" type="checkbox"/> Index 3: Closing the Achievement Gap	<input checked="" type="checkbox"/> Index 4: Postsecondary Readiness

VISD District AIMS Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction	<input checked="" type="checkbox"/> AIM 1 - Excellent Student Achievement	How will addressing this root cause impact the: AIM CSF Turnaround Principle Index	By addressing campus expectations for common areas as well as supporting teachers in consistently managing classroom discipline, students will remain in their optimal classroom environment. The increase in Instructional time will improve scores and daily attendance.
	<input type="checkbox"/> CSF 2-Quality Data to Drive Instruction / ESEA TP: Use of Data to Inform Instruction	<input checked="" type="checkbox"/> AIM 2 - Safe & Nurturing Environment		
	<input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness / ESEA TP: Provide Strong Leadership	<input type="checkbox"/> AIM 3 - Optimal Educational Resources		
	<input type="checkbox"/> CSF 4-Increased Learning Time / ESEA TP: Redesigned School Calendar	<input checked="" type="checkbox"/> AIM 4 - Responsive to Student Needs		
	<input checked="" type="checkbox"/> CSF 5-Family/Community Engagement / ESEA TP: Ongoing Family & Community Engagement	<input type="checkbox"/> AIM 5 - Highly Effective & Qualified Personnel		
	<input checked="" type="checkbox"/> CSF 6-School Climate / ESEA TP: Improve School Environment	<input type="checkbox"/> AIM 6 - Open, Effective Communication		
	<input type="checkbox"/> CSF 7-Teacher Quality / ESEA TP: Ensure Effective Teachers	<input checked="" type="checkbox"/> AIM 7 - Active Parent, Student, and Community Involvement		

PS5 - Q1 Interventions (Aug 17 - Oct 14)

PS5 - Q1 SMART Goal:	Teachers will implement the CHAMPS procedures as outlined by the Safe & Civil Team.
-----------------------------	------------------------------------------------------------------------------------------------

Q1 Intervention #1	Safe and Civil Team will create campus expectations for appropriate behavior in all common areas.	Q1 Intervention #2	Safe and Civil team will develop a timeline for presenting lessons for the common areas in order for teachers to implement	Q1 Intervention #3	Teachers will develop respect agreements as well as classroom procedures, and post both in classrooms	Q1 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q1?	Common Expectations	What data will be collected to monitor interventions in Q1?	Discipline referrals	What data will be collected to monitor interventions in Q1?	Walkthrough observations of posted agreements, procedures	What data will be collected to monitor interventions in Q1?	<enter data source here>
Action(s)	Team will create expectations and provide PD on the expectations to all instructional staff.	Action(s)	Teachers will teach campus expectations for common areas, CHAMPS expectations, and classroom procedures.	Action(s)	Teachers will develop respect agreements as well as classroom procedures, and post both in classrooms; Instructional Leadership Team (ILT) will do walkthroughs to insure expectation is met.	Action(s)	<enter action(s) here>
Resources / PD	Safe and Civil Team	Resources / PD	Safe and Civil Team, CHAMPS	Resources / PD	Instructional Leadership Team (ILT), Teachers, chart paper / poster board, markers	Resources / PD	<enter resources here>
Person(s) Responsible	Safe and Civil Team	Person(s) Responsible	Safe and Civil Team, Teachers	Person(s) Responsible	All Staff, ILT	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	16-Aug.	Timeline for Completion	2-Sept.	Timeline for Completion	26-Aug.	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Select Funding Source From Dropdown

End of Q1 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Campus common area expectations were created and taught within quarter 1. Respect Agreements are posted in classrooms. Students are utilizing the respect agreements to hold each other accountable for their actions.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Common area expectations and procedures as well as referencing the Respect Agreements will be reinforced throughout the year.
-----------------------------------	-----	---------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------	-----	--------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------

Problem Statement #6:	<Enter Problem Statement #6 Here>	Annual SMART Goal #6:	<Enter Annual SMART Goal #6 >
Root Cause #6:	<enter Root Cause #6 here>	Strategy:	<Enter Strategy Here>
System/Index(s)	<input type="checkbox"/> System Safeguard <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing the Achievement Gap <input type="checkbox"/> Index 4: Postsecondary Readiness		
VISD District AIMS	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction	<input type="checkbox"/> AIM 1 - Excellent Student Achievement	How will addressing this root cause impact the:
	<input type="checkbox"/> CSF 2-Quality Data to Drive Instruction / ESEA TP: Use of Data to Inform Instruction	<input type="checkbox"/> AIM 2 - Safe & Nurturing Environment	

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/	<input type="checkbox"/> CSF 3-Leadership Effectiveness / ESEA TP: Provide Strong Leadership	<input type="checkbox"/> AIM 3 - Optimal Educational Resources	AIM CSF Turnaround Principle Index	<Enter Impact of Addressing Root Cause Here>
	<input type="checkbox"/> CSF 4-Increased Learning Time / ESEA TP: Redesigned School Calendar	<input type="checkbox"/> AIM 4 - Responsive to Student Needs		
	<input type="checkbox"/> CSF 5-Family/Community Engagement / ESEA TP: Ongoing Family & Community Engagement	<input type="checkbox"/> AIM 5 - Highly Effective& Qualified Personnel		
	<input type="checkbox"/> CSF 6-School Climate / ESEA TP: Improve School Environment	<input type="checkbox"/> AIM 6 - Open, Effective Communication		
	<input type="checkbox"/> CSF 7-Teacher Quality / ESEA TP: Ensure Effective Teachers	<input type="checkbox"/> AIM 7 - Active Parent, Student, and Community Involvement		

PS6 - Q1 Interventions (Aug 17 - Oct 14)

PS6 - Q1 SMART Goal:	<Enter PS6 - Q1 SMART Goal Here>						
-----------------------------	-----------------------------------------------	--	--	--	--	--	--

Q1 Intervention #1	<Enter Intervention #1 Here>	Q1 Intervention #2	<Enter Intervention #2 Here>	Q1 Intervention #3	<Enter Intervention #3 Here>	Q1 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>
Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	<enter resources here>	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q1 Reporting

Did you meet this quarter's goal?	Select	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Are you on track to meet the annual goal?	Select	What, if any, adjustments must be made in order to meet the annual goal?	<Enter text>
-----------------------------------	--------	---------------------------------------------------------------------------------------------------	--------------	-------------------------------------------	--------	--------------------------------------------------------------------------	--------------

Problem Statement 7:	<Enter Problem Statement #7 Here>	Annual SMART Goal #7:	<Enter Annual SMART Goal #7 >
-----------------------------	-----------------------------------	------------------------------	-------------------------------

Root Cause 7:	<enter Root Cause #7 here>	Strategy:	<Enter Strategy Here>
----------------------	----------------------------	------------------	-----------------------

System/Index(s):	<input type="checkbox"/> System Safeguard <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing the Achievement Gap <input type="checkbox"/> Index 4: Postsecondary Readiness
-------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

VISD District AIMS Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction	<input type="checkbox"/> AIM 1 - Excellent Student Achievement	How will addressing this root cause impact the: AIM CSF Turnaround Principle	<Enter Impact of Addressing Root Cause Here>
	<input type="checkbox"/> CSF 2-Quality Data to Drive Instruction / ESEA TP: Use of Data to Inform Instruction	<input type="checkbox"/> AIM 2 - Safe & Nurturing Environment		
	<input type="checkbox"/> CSF 3-Leadership Effectiveness / ESEA TP: Provide Strong Leadership	<input type="checkbox"/> AIM 3 - Optimal Educational Resources		
	<input type="checkbox"/> CSF 4-Increased Learning Time / ESEA TP: Redesigned School Calendar	<input type="checkbox"/> AIM 4 - Responsive to Student Needs		
	<input type="checkbox"/> CSF 5-Family/Community Engagement / ESEA TP: Ongoing Family & Community Engagement	<input type="checkbox"/> AIM 5 - Highly Effective& Qualified Personnel		

<input type="checkbox"/> CSF 6-School Climate / ESEA TP: Improve School Environment	<input type="checkbox"/> AIM 6 - Open, Effective Communication	Index
<input type="checkbox"/> CSF 7-Teacher Quality / ESEA TP: Ensure Effective Teachers	<input type="checkbox"/> AIM 7 - Active Parent, Student, and Community Involvement	

PS7 - Q1 Interventions (Aug 17 - Oct 14)

PS7 - Q1 SMART Goal:	<Enter PS7 - Q1 SMART Goal Here>						
-----------------------------	-----------------------------------------------	--	--	--	--	--	--

Q1 Intervention #1	<Enter Intervention #1 Here>	Q1 Intervention #2	<Enter Intervention #2 Here>	Q1 Intervention #3	<Enter Intervention #3 Here>	Q1 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>
Action	<enter action(s) here>	Action	<enter action(s) here>	Action	<enter action(s) here>	Action	<enter action(s) here>
Resources/ PD	<enter resources here>	Resources/ PD	<enter resources here>	Resources/ PD	<enter resources here>	Resources/ PD	<enter resources here>
Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q1 Reporting

Did you meet this quarter's goal?	Select	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Are you on track to meet the annual goal?	Select	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>
-----------------------------------	--------	---------------------------------------------------------------------------------------------------	--------------	-------------------------------------------	--------	--------------------------------------------------------------------------	-----------------------------------------

Problem Statement 8:	<Enter Problem Statement #8 Here>	Annual SMART Goal #8:	<Enter Annual SMART Goal #8 >
Root Cause 8:	<enter Root Cause #8 here>	Strategy:	<Enter Strategy Here>

System/Index(s):	<input type="checkbox"/> System Safeguard <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing the Achievement Gap <input type="checkbox"/> Index 4: Postsecondary Readiness			
-------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

VISD District AIMS Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction	<input type="checkbox"/> AIM 1 - Excellent Student Achievement	How will addressing this root cause impact the: AIM CSF Turnaround Principle Index	<Enter Impact of Addressing Root Cause Here>
	<input type="checkbox"/> CSF 2-Quality Data to Drive Instruction / ESEA TP: Use of Data to Inform Instruction	<input type="checkbox"/> AIM 2 - Safe & Nurturing Environment		
	<input type="checkbox"/> CSF 3-Leadership Effectiveness / ESEA TP: Provide Strong Leadership	<input type="checkbox"/> AIM 3 - Optimal Educational Resources		
	<input type="checkbox"/> CSF 4-Increased Learning Time / ESEA TP: Redesigned School Calendar	<input type="checkbox"/> AIM 4 - Responsive to Student Needs		
	<input type="checkbox"/> CSF 5-Family/Community Engagement / ESEA TP: Ongoing Family & Community Engagement	<input type="checkbox"/> AIM 5 - Highly Effective& Qualified Personnel		
	<input type="checkbox"/> CSF 6-School Climate / ESEA TP: Improve School Environment	<input type="checkbox"/> AIM 6 - Open, Effective Communication		
	<input type="checkbox"/> CSF 7-Teacher Quality / ESEA TP: Ensure Effective Teachers	<input type="checkbox"/> AIM 7 - Active Parent, Student, and Community Involvement		

PS8 - Q1 Interventions (Aug 17 - Oct 14)

PS8 - Q1 SMART Goal:	<Enter PS8 - Q1 SMART Goal Here>						
Q1 Intervention #1	<Enter Intervention #1 Here>	Q1 Intervention #2	<Enter Intervention #2 Here>	Q1 Intervention #3	<Enter Intervention #3 Here>	Q1 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>
Action	<enter action(s) here>	Action	<enter action(s) here>	Action	<enter action(s) here>	Action	<enter action(s) here>
Resources / PD	<enter resources here>	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q1 Reporting

Did you meet this quarter's goal?	Select	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Are you on track to meet the annual goal?	Select	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>
------------------------------------------	--------	----------------------------------------------------------------------------------------------------------	--------------	--------------------------------------------------	--------	---------------------------------------------------------------------------------	-----------------------------------------

Problem Statement 9:	<Enter Problem Statement #9 Here>	Annual SMART Goal #9:	<Enter Annual SMART Goal #9>
-----------------------------	------------------------------------------------	------------------------------	-------------------------------------------

Root Cause 9:	<enter Root Cause #9 here>	Strategy:	<Enter Strategy Here>
----------------------	-----------------------------------------	------------------	------------------------------------

System/Index(s)	<input type="checkbox"/> System Safeguard <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing the Achievement Gap <input type="checkbox"/> Index 4: Postsecondary Readiness						
------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

VISD District AIMS Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs)/	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction	<input type="checkbox"/> AIM 1 - Excellent Student Achievement	How will addressing this root cause impact the: AIM CSF Turnaround Principle Index	<Enter Impact of Addressing Root Cause Here>
	<input type="checkbox"/> CSF 2-Quality Data to Drive Instruction / ESEA TP: Use of Data to Inform Instruction	<input type="checkbox"/> AIM 2 - Safe & Nurturing Environment		
	<input type="checkbox"/> CSF 3-Leadership Effectiveness / ESEA TP: Provide Strong Leadership	<input type="checkbox"/> AIM 3 - Optimal Educational Resources		
	<input type="checkbox"/> CSF 4-Increased Learning Time / ESEA TP: Redesigned School Calendar	<input type="checkbox"/> AIM 4 - Responsive to Student Needs		
	<input type="checkbox"/> CSF 5-Family/Community Engagement / ESEA TP: Ongoing Family & Community Engagement	<input type="checkbox"/> AIM 5 - Highly Effective& Qualified Personnel		
	<input type="checkbox"/> CSF 6-School Climate / ESEA TP: Improve School Environment	<input type="checkbox"/> AIM 6 - Open, Effective Communication		
	<input type="checkbox"/> CSF 7-Teacher Quality / ESEA TP: Ensure Effective Teachers	<input type="checkbox"/> AIM 7 - Active Parent, Student, and Community Involvement		

PS9 - Q1 Interventions (Aug 17 - Oct 14)

PS9 - Q1 SMART Goal:	<Enter PS 9 - Q1 SMART Goal Here>						
-----------------------------	------------------------------------------------	--	--	--	--	--	--

Q1 Intervention #1	<Enter Intervention #1 Here>	Q1 Intervention #2	<Enter Intervention #2 Here>	Q1 Intervention #3	<Enter Intervention #3 Here>	Q1 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>
Action	<enter action(s) here>	Action	<enter action(s) here>	Action	<enter action(s) here>	Action	<enter action(s) here>
Resources / PD	<enter resources here>	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q1 Reporting

Did you meet this quarter's goal?	Select	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Are you on track to meet the annual goal?	Select	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>
-----------------------------------	--------	---------------------------------------------------------------------------------------------------	--------------	-------------------------------------------	--------	--------------------------------------------------------------------------	-----------------------------------------

Problem Statement 10:	<Enter Problem Statement #10 Here>	Annual SMART Goal #10:	<Enter Annual SMART Goal #10 >
Root Cause 10:	<enter Root Cause #10 here>	Strategy:	<Enter Strategy Here>
System/Index(s):	<input type="checkbox"/> System Safeguard <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing the Achievement Gap <input type="checkbox"/> Index 4: Postsecondary Readiness		
VISD District AIMS Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction	<input type="checkbox"/> AIM 1 - Excellent Student Achievement	How will addressing this root cause impact the: AIM CSF Turnaround Principle Index
	<input type="checkbox"/> CSF 2-Quality Data to Drive Instruction / ESEA TP: Use of Data to Inform Instruction	<input type="checkbox"/> AIM 2 - Safe & Nurturing Environment	
	<input type="checkbox"/> CSF 3-Leadership Effectiveness / ESEA TP: Provide Strong Leadership	<input type="checkbox"/> AIM 3 - Optimal Educational Resources	
	<input type="checkbox"/> CSF 4-Increased Learning Time / ESEA TP: Redesigned School Calendar	<input type="checkbox"/> AIM 4 - Responsive to Student Needs	
	<input type="checkbox"/> CSF 5-Family/Community Engagement / ESEA TP: Ongoing Family & Community Engagement	<input type="checkbox"/> AIM 5 - Highly Effective& Qualified Personnel	
	<input type="checkbox"/> CSF 6-School Climate / ESEA TP: Improve School Environment	<input type="checkbox"/> AIM 6 - Open, Effective Communication	
	<input type="checkbox"/> CSF 7-Teacher Quality / ESEA TP: Ensure Effective Teachers	<input type="checkbox"/> AIM 7 - Active Parent, Student, and Community Involvement	
PS 10 - Q1 Interventions (Aug 17 - Oct 14)			

PS10 - Q1 SMART Goal:	<Enter PS 10 - Q1 SMART Goal Here>
------------------------------	------------------------------------

Q1 Intervention #1	<Enter Intervention #1 Here>	Q1 Intervention #2	<Enter Intervention #2 Here>	Q1 Intervention #3	<Enter Intervention #3 Here>	Q1 Intervention #4	<Enter Intervention #4 Here>
--------------------	------------------------------	--------------------	------------------------------	--------------------	------------------------------	--------------------	------------------------------

What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>	What data will be collected to monitor interventions in Q1?	<enter data source here>
Action	<enter action(s) here>	Action	<enter action(s) here>	Action	<enter action(s) here>	Action	<enter action(s) here>
Resources / PD	<enter resources here>	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown
End of Q1 Reporting							
Did you meet this quarter's goal?	Select	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Are you on track to meet the annual goal?	Select	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>