

Campus Name		Crain Elementary			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	Decrease number of ISS/OSS hours to less than 1600 in the 2016-17 school year.	Q1:	50% of "Positive Paws" given to students will reflect the targeted virtue from the Crain Pledge and the EAFK (Early Acts First Knights) curriculum.	No but made significant progress	Select
		Q2:	60% of "Positive Paws" given to students will reflect the targeted virtue from the Crain Pledge and the EAFK (Early Acts First Knights) curriculum.	Yes	
		Q3:	65 % of "Positive Paws" given to students will reflect a virtue from the Crain Pledge and the EAFK (Early Acts First Knights) curriculum.	Select	
		Q4:	70% of "Positive PAWS" given to students will reflect a virtue from the Crain Pledge or the EAFK (Early Acts First Knights) curriculum.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	Increase Crain student attendance to 98% in the 2016-17 school year	Q1:	70% of pre-attendance folders will be submitted on time(8:00am) for accurate attendance calculations.	Yes	Select
		Q2:	Conduct Face-to Face conference with at least of 50% families whose children have been identified as having barriers to attendance.	Yes	
		Q3:	Conduct Face-to-Face conferences with at least 55% of families whose children have been identified as having barriers to attendance.	Select	
		Q4:	Conduct face-to-face conference with at least 60% of families whose children have been identified as having barriers to attendance.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	64% of students in grade 3-5 will meet level II standard for passing on the 2017 STAAR Mathematics assessment.	Q1:	60% of students in grades 2-5 will achieve a combined score of 70% or higher on two "deepest-hole" (readiness standards) TEKS as identified in checkpoint #1 on checkpoint #2.	No	Select
		Q2:	65% of students in grades 2-5 will achieve a combined score of 60% or higher on two "deepest-hole" (readiness standards) TEKS as identified in Math checkpoint #2.	No but made some progress	
		Q3:	65% of students in grades 2-5 will increase their benchmark scores in math by 10% from their CBA performance.	Select	
		Q4:	75% of students in grades 2-5 will achieve a combined score of 60% or higher on two Math "deepest-hole" (readiness standards) TEKS as identified on Spring Benchmark.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	67% of students in grade 3-5 will meet level II standard for passing on the 2017 STAAR Reading assessment.	Q1:	60% of students in grades K-5 will meet their Quarter 1 Fluency goal.	No but made significant progress	Select
		Q2:	65% of students in grades K-5 will meet their Quarter 2 Fluency goal.	No but made significant progress	
		Q3:	65% of students in grades 2-5 will increase their benchmark scores in Reading by 10% from their	Select	
		Q4:	75% of students in grades K-5 will meet their Quarter 4 fluency goal.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	63% of students in grade 4 will meet level II standard for passing on the 2017 STAAR Writing assessment.	Q1:	80% of closing tasks will include cross curricular writing.	No but made some progress	Select
		Q2:	85% of closing tasks will be of cross curricular writing in Science, Social Studies and Math.	No but made significant progress	
		Q3:	90% of closing tasks in Science, Math and Social Studies will be written.	Select	
		Q4:	95% of closing tasks in Science, Social Studies and Math will be written.	Select	

District Name:	Victoria ISD	Campus Name:	Crain Elementary	Professional Service Provider (PSP):	Cindi Neverdousky	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):	<enter date>
----------------	--------------	--------------	------------------	--------------------------------------	-------------------	--	---------------	---	-----------	--	--------------

Quarter 2 - Needs Assessment Summary and Improvement Plan (Oct 17 - Dec 16)

*** 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:	During this school year, the collective hours in ISS or OSS totaled 2,012 hours which increased from last year. Possible justification for the increase includes changes in district procedures for reporting ISS only as full days; removing the local code for reporting less than whole day. Additional increase may be accounted for in the required documentation for a few students being assessed for further behavioral supports (55 hours). Multiple long-term substitutes on campus.	Annual SMART Goal #1:	Decrease number of ISS/OSS hours to less than 1600 in the 2016-17 school year.
Root Cause 1:	There was not a consistent communication/implementation/follow-through of the Crain Pledge & Student Behavioral expectations in the classrooms and/or common areas.	Strategy:	Intensive implementation of school wide and classroom expectations and procedures.

PS1 - Q2 Interventions (Oct 17 - Dec 16)

PS1 - Q2 SMART Goal:	60% of "Positive Paws" given to students will reflect the targeted virtue from the Crain Pledge and the EAFK (Early Acts First Knights) curriculum.						
Q2 Intervention #1	Analyze and disaggregate discipline referral data to determine trends in data to determine areas of need.	Q2 Intervention #2	Develop and implement behavior Rtl protocols for communication and follow-up to parents, teachers, and students.	Q2 Intervention #3	Teachers will make 3 positive contacts per student per nine weeks.	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Eschool discipline data	What data will be collected to monitor interventions in Q2?	Discipline referrals, SDQ (Behavior Rtl screener); contact logs; counseling schedules	What data will be collected to monitor interventions in Q2?	Positive Contact Log	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	The administrative team will analyze discipline referral data and report back to staff monthly; follow the Plan-Do-Study-Act protocol to make adjustments and clarifications as needed. Display student discipline referrals using Quality Tools.	Action(s)	The Student Support LPC, Guidance Counselor, the Student Support Social Worker and Assistant Principal will develop protocols to support behavior Rtl students to foster open, effective communication to facilitate effective interventions.	Action(s)	Create Positive Contact Log and disseminate at faculty meeting. Log will be turned in at the end of the nine weeks.	Action(s)	<enter action(s) here>
Resources / PD	Eschool	Resources / PD	VISD Behavior Rtl Handbook, Ripples Effects	Resources / PD	ICs, teachers	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Principal; Assistant Principal	Person(s) Responsible	TTIPS LPC, Guidance Counselor, TTIPS Social Worker, and Assistant Principal	Person(s) Responsible	Teachers	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	12/18/2016	Timeline for Completion	On-going	Timeline for Completion	On-going	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Including Teachers in Decision Making about Data and Assessment	Title I School Wide Components	Early Childhood Transition	Title I School Wide Components	Increased Parental Involvement	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	0	Estimated Cost	0	Estimated Cost	0	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	TTIPS Grant	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	93% of Positive PAWS were awarded for a targeted virtue. We have 263 hours and 10 minutes of students out of placement.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	We will continue to provide character training through EAFK. We will continue to write positive PAWS. Next quarter we will be class meetings during character education time. Additionally, we will begin allowing students to write positive PAWS to each other.
--	-----	--	---	--	-----	---	---

Problem Statement 2:	Crain attendance has not improved over the last three school years. Baseline 95.1% (2013-14), Year 1 - 95.14% (2014-15), Year 2 - 95.5% (2015-16). The campus decreased absenteeism in spite of the on-going illnesses and HB 2398 (not being able to file on truancy at the same rate as in years past for families that have chronic absenteeism).	Annual SMART Goal #2:	Increase Crain student attendance to 98% in the 2016-17 school year
Root Cause 2:	Stakeholder perception of the school culture created barriers to positive relationships between home & school. (parent complaints, survey results, teacher turnover rate)	Strategy:	Improve relations between the school and home community.

PS2 - Q2 Interventions (Oct 17 - Dec 16)

PS2 - Q2 SMART Goal:	Conduct Face-to Face conference with at least of 50% families whose children have been identified as having barriers to attendance.						
Q2 Intervention #1	Contact families by phone of any absent student(s) on the pre-attendance folder.	Q2 Intervention #2	Continue to Implement Attendance Incentives	Q2 Intervention #3	Conduct Face-to-Face Conferences with Families of Students with Attendance Issues	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Contact Log	What data will be collected to monitor interventions in Q2?	Attendance data, Number of classrooms with perfect attendance	What data will be collected to monitor interventions in Q2?	Attendance data, Contact logs	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Parent Liaison and TTIPS Social Worker will contact families of absent children to assist in overcoming barriers to coming to school.	Action(s)	Individual and Class attendance incentives will be given to promote attendance. Individual attendance incentives will be Every Day Counts and class incentives will be spelling the word PERFECT, where every day classes with perfect attendance can add a letter. Communicating attendance data and perfect attendance classes on newsletter.	Action(s)	Parent Liaison and TTIPS Social Worker will conference with families of absent children to assist in overcoming barriers to coming to school.	Action(s)	<enter action(s) here>
Resources / PD	Contact Log	Resources / PD	August 9, 2016 PD; E-School	Resources / PD	E-School Attendance	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Parent Liaison and TTIPS Social Worker	Person(s) Responsible	Parent Liaison, TTIPS Social Worker, Teachers, and Administrators	Person(s) Responsible	Parent Liaison, TTIPS Social Worker	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	On-going	Timeline for Completion	On-going	Timeline for Completion	On-going	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement	AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Increased Parental Involvement	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	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	Estimated Cost	0	Estimated Cost	0	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown TTIPS Grant	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown TTIPS Grant	Funding Source(s)	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	The parent liaison or TTIPS social worker met with 55% of families identified as having barriers to attendance.	Are you on track to meet the annual goal?	No	What, if any, adjustments must be made in order to meet the annual goal?	We will continue to offer incentives for children. This quarter students with 1 or fewer absences will be able to participate in a Spring Fling activity. We will also begin incentives for grade levels who reach 98% attendance weekly.
--	-----	--	---	--	----	---	---

Problem Statement 3:	51% of gr 3-5 students did not meet the Level II standard for passing on the 2016 STAAR Mathematics assessment.	Annual SMART Goal #3:	64% of students in grade 3-5 will meet level II standard for passing on the 2017 STAAR Mathematics assessment.
Root Cause 3:	Lacked time in the daily schedule for teachers to collaborate, communicate, and calibrate around best practices, RtI, and focused instructional strategies based on data.	Strategy:	Utilize PLC (Professional Learning Communities) for job embedded professional development to plan and develop effective lessons based on best practices, use data to inform instruction and plan appropriately for academic RtI.

PS3 - Q2 Interventions (Oct 17 - Dec 16)

PS3 - Q2 SMART Goal:	65% of students in grades 2-5 will achieve a combined score of 60% or higher on two "deepest-hole" (readiness standards) TEKS as identified in Math checkpoint #2.
-----------------------------	---

Q2 Intervention #1	Provide smaller group settings for interventions by utilizing our TTIPS interns.	Q2 Intervention #2	Utilize PLC & Essential Evening to evaluate, analyze, and develop next steps around the 2 identified deepest holes.	Q2 Intervention #3	Develop and Implement Math Lesson Cycle Protocol.	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Lesson plans; walkthrough data;	What data will be collected to monitor interventions in Q2?	Short-cycle Trend Analysis forms will be used to analyze data. Lesson plans will be reviewed for deepest holes TEKS.	What data will be collected to monitor interventions in Q2?	Review Lesson Plans; walk-throughs	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	We will utilize our TTIPs interns to provide smaller group settings for interventions.	Action(s)	The campus will utilize the Short-cycle Trend Analysis form to determine the "deepest holes" to spiral back into daily lessons.	Action(s)	Develop Math Lesson Cycle Protocol; train the teachers in PLC and/or faculty meetings; curriculum coordinators will provide assistance to teachers	Action(s)	<enter action(s) here>
Resources / PD	Instructional Coaches will provide job embedded training for interns to provide quality interventions.	Resources / PD	Sensational Saturday scheduled for October 15, 2015 and Essential Evening scheduled for November 15, 2016.	Resources / PD	Curriculum coordinators; Curriculum Instruction and Accountability Administrators; PLC; Faculty Meetings	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Instructional Coaches, TTIPS Interns, Teachers, Administrators	Person(s) Responsible	Instructional Coach, Teachers, Administrators	Person(s) Responsible	Instructional Coach, Teachers, Administrators	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	On-going	Timeline for Completion	16-Dec-16	Timeline for Completion	Development to be completed by 10/25/16. Implementation is on-going.	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 3: Optimal Educational Resources	AIM Alignment	AIM 5: Highly Effective & Qualified Personnel	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Strategies to attract HQ teachers to high needs schools	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	0	Estimated Cost	\$10,000	Estimated Cost	0	Estimated Cost	<enter estimated cost here>
Funding Source(s)	TTIPS Grant	Funding Source(s)	TTIPS Grant	Funding Source(s)		Funding Source(s)	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	No but made some progress	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Overall, 34.66% of students in grades 2-5 scored a 60% or better on the deepest holes; however, there was a wide variance in scores across grade levels. 2nd grade had an average of 56.36%, 3rd grade had an average of 26.15%, 4th grade had an average of 1.59%, and 5th grade had an average of 54.55%. 2nd and 5th grade are very close to achieving the goal.	Are you on track to meet the annual goal?	No but made some progress	What, if any, adjustments must be made in order to meet the annual goal?	Several adjustments will be made to meet the annual goal. One adjustment is the spiraled review for the deepest holes will be moved to the beginning of the lesson to ensure it gets completed. Additionally, students who do not pass the deepest holes will be placed on that lesson during their Think Through Math time.
--	---------------------------	--	---	--	---------------------------	---	--

Problem Statement #4:	51% of gr 3-5 students did not meet the Level II standard for passing on the 2016 STAAR Reading assessment.	Annual SMART Goal #4:	67% of students in grade 3-5 will meet level II standard for passing on the 2017 STAAR Reading assessment.
Root Cause #4:	Lacked time in the daily schedule for teachers to collaborate, communicate, and calibrate around best practices, RtI, and focused instructional strategies based on data.	Strategy:	Utilize PLC (Professional Learning Communities) for job embedded professional development to plan and develop effective lessons based on best practices, use data to inform instruction and plan appropriately for academic RtI .

PS4 - Q2 Interventions (Oct 17 - Dec 16)

PS4 - Q2 SMART Goal:	65% of students in grades K-5 will meet their Quarter 2 Fluency goal.						
Q2 Intervention #1	Teachers will conduct fluency checks and assist students in monitoring fluency in their student data binders.	Q2 Intervention #2	Develop and Implement ELAR Lesson Cycle Protocol.	Q2 Intervention #3	Utilize PLC & Essential Evening to evaluate, analyze, and develop next steps around the 10 Day Fluency Checks Data.	Q2 Intervention #4	Provide smaller group settings for interventions by utilizing our TTIPS interns.
What data will be collected to monitor interventions in Q2?	Fluency Checks individual student data	What data will be collected to monitor interventions in Q2?	Review Lesson Plans; walk-throughs	What data will be collected to monitor interventions in Q2?	walkthrough data; 10 Day Fluency Checks Individual data	What data will be collected to monitor interventions in Q2?	Lesson plans; walkthrough data;
Action(s)	The campus will administer Fluency checks to measure student growth.	Action(s)	Develop ELAR Lesson Cycle Protocol; train the teachers in PLC and/or faculty meetings; curriculum coordinators will provide assistance to teachers	Action(s)	In PLCs, Essential Evening, and Sensational Saturdays, Administrators and Instructional Coaches will analyze, discuss and develop next steps following the Plan-Do-Study-Act protocol.	Action(s)	We will utilize our TTIPs interns to provide smaller group settings for interventions.
Resources / PD	Fluency Checks; Quality Tools System	Resources / PD	Curriculum coordinators; Curriculum Instruction and Accountability Administrators; PLC; Faculty Meetings	Resources / PD	PLCs; Essential Evenings; Sensational Saturdays; 10 Day Fluency Checks individual student data	Resources / PD	Instructional Coaches will provide job embedded training for interns to provide quality interventions.

Person(s) Responsible	Teachers, Instructional Coaches, and Administrators	Person(s) Responsible	Instructional Coach, Teachers, Administrators	Person(s) Responsible	Instructional Coaches and Administrators	Person(s) Responsible	Instructional Coaches, TTIPS Interns, Teachers, Administrators
Timeline for Completion	Teachers and Instructional Coaches	Timeline for Completion	Development to be completed by 10/25/16. Implementation is on-going.	Timeline for Completion	On-going	Timeline for Completion	On-going
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 3: Optimal Educational Resources	AIM Alignment	AIM 3: Optimal Educational Resources
Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Including Teachers in Decision Making about Data and Assessment	Title I School Wide Components	Strategies to attract HQ teachers to high needs schools
Estimated Cost	0	Estimated Cost	0	Estimated Cost	\$10,000	Estimated Cost	0
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)		Funding Source(s)	Select Funding Source From Dropdown TTIPS Grant	Funding Source(s)	TTIPS Grant

End of Q2 Reporting

Did you meet this quarter's goal?	No but made significant progress	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	55% of students met their fluency goals for Quarter 2.	Are you on track to meet the annual goal?	No but made significant progress	What, if any, adjustments must be made in order to meet the annual goal?	The measure for this annual goal will be changed to reflect performance on the spring benchmark. Another adjustment we will make is to provide more opportunities for students to read across the content areas. We will also add a close reading protocol that will be implemented campus-wide.
-----------------------------------	----------------------------------	---	--	---	----------------------------------	--	--

Problem Statement 5:	53% of 4th grade students did not meet the Level II standard for passing on the 2016 STAAR Writing assessment.	Annual Smart Goal #5:	63% of students in grade 4 will meet level II standard for passing on the 2017 STAAR Writing assessment.
Root Cause 5:	Lacked time in the daily schedule for teachers to collaborate, communicate, and calibrate around best practices, RtI, and focused instructional strategies based on data.	Strategy:	Develop a process that will allow monitoring and feedback to teachers for a more consistent instructional delivery.

PS5 - Q2 Interventions (Oct 17 - Dec 16)

PS5 - Q2 SMART Goal:	85% of closing tasks will be of cross curricular writing in Science, Social Studies and Math.						
Q2 Intervention #1	In grade level team planning, teachers will document and implement separate rigorous writing lessons showing evidence of Writing Academy components.	Q2 Intervention #2		Q2 Intervention #3		Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Walk through data, Lesson Plans, Examples of student writing	What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Use Neihaus coding system.	Action(s)		Action(s)		Action(s)	<enter action(s) here>
Resources / PD	The Writing Academy Curriculum Guide; PLC; Essential Evenings; Sensational Saturdays	Resources / PD		Resources / PD		Resources / PD	<enter resources/PD here>
Person(s) Responsible	Teachers, Instructional Coaches, Administrators	Person(s) Responsible		Person(s) Responsible		Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	On-going	Timeline for Completion		Timeline for Completion		Timeline for Completion	<enter dates here>
AIM Alignment	AIM 5: Highly Effective & Qualified Personnel	AIM Alignment		AIM Alignment		AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components		Title I School Wide Components		Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	0	Estimated Cost		Estimated Cost		Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)		Funding Source(s)		Funding Source(s)	Select Funding Source From Dropdown

End of Q2 Reporting

<p>Did you meet this quarter's goal?</p>	<p>No but made significant progress</p>	<p>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</p>	<p>82% of closing tasks in science, social studies and math were written in the 2nd Quarter.</p>	<p>Are you on track to meet the annual goal?</p>	<p>No but made significant progress</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>We will continue to review closing tasks in our guided lesson planning sessions. Additionally, we will implement additional support to 4th grade students in need of writing supports as identified by our CBA data.</p>
---	---	---	--	---	---	--	---