

Campus Name		O'Connor			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	The number of students achieving Level 2 Satisfactory Performance on the 2017 STAAR 4th Grade Writing Assessment will increase from 48% to 55%, and the number of students achieving Level III performance will increase from 8% to 10%.	Q1:	All teachers in grades 1-5 will actively participate in intentional, ongoing, and targeted Writing curriculum and instruction activities, TEKS analysis, and collaboration during weekly PLCs and planning times.	YES	Select
		Q2:	All 4th grade teachers will actively participate in the "Excellent Expositories" Writing Academy workshop and hold at least (1) teacher/student writing conference each week with each student. Teacher written suggestions for writing improvement and conference notes will be recorded by the teacher during student conference in student writing journals weekly to promote student writing success.	YES	
		Q3:	At least 50% of 4th grade students will meet or exceed the passing standard on the Writing Benchmark in February.	No - 49.21%	
		Q4:	At least 55% of 4th grade students will meet or exceed the Level II Satisfactory Standard on the 2017 STAAR Writing Assessment.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	The number of students achieving Level II Satisfactory Performance on the 2017 STAAR 5th Grade Science Assessment will increase from 53% to 60%, and the number of students achieving Level III performance will increase from 0% to 5%.	Q1:	At least 80% of K-5th grade classroom walk throughs during Science time will observe students engaged in hands on, technology, or Science Journaling activities which emphasize academic vocabulary to promote a higher level of concept mastery.	YES	Select
		Q2:	Weekly small group interactive science lab activities in grades K-5 will be hands on, vocabulary rich activities with a higher order written literacy connection in 80% of closing tasks.	YES	
		Q3:	At least 60% of 5th grade students will meet or exceed the passing standard on the Science Benchmark in February.	NO - 53%	
		Q4:	At least 60% of 5th grade students will meet the or exceed the Level II Satisfactory Standard on the 2017 STAAR Science Assessment.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	The number of students achieving Level 2 Satisfactory Performance on the 2017 STAAR Reading Assessment will increase from 64% to 68%, and the number of students achieving Level III performance will increase from 13% to 16%.	Q1:	All teachers in grades 1-5 will actively participate in intentional, ongoing, and targeted Reading curriculum and instruction activities, TEKS analysis, and collaboration during weekly PLCs and planning times.	YES	Select
		Q2:	Small group, guided reading instruction will be implemented with fidelity on a daily basis by all teachers in grades 1-5.	YES	
		Q3:	At least 65% of all 3rd, 4th, and 5th grade students will meet or exceed the passing standard on the Reading Benchmark in February.	NO	
		Q4:	At least 68% of all 3rd, 4th, and 5th grade students will meet or exceed the Level II Satisfactory Standard on the 2017 STAAR Reading Assessment.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	The number of students achieving Level 2 Satisfactory Performance on the 2017 STAAR Math Assessment will increase from 65% to 70%, and the number of students achieving Level III performance will increase from 7% to 10%.	Q1:	All teachers in grades 1-5 will actively participate in intentional, ongoing, and targeted Math curriculum and instruction activities, TEKS analysis, and collaboration during weekly PLCs and planning times.	YES	Select
		Q2:	All teachers in grades 1-5 will intentionally incorporate daily Target Math and Math Problem Solving using the UPSE Model during math instruction.	YES	
		Q3:	At least 70% of all 3rd, 4th, and 5th grade students will meet or exceed the passing standard on the Math Benchmark in February.	NO	
		Q4:	At least 70% of all 3rd, 4th, and 5th grade students will meet or exceed the Level II Satisfactory Standard on the 2017 STAAR Math Assessment.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	The campus attendance rate will increase from 96.6% to 98%.	Q1:	Educate all stakeholders about the importance of regular attendance, attendance expectations, and accountability measures.	YES	Select
		Q2:	Promote 98% student daily attendance through a continuously positive campus culture and parental involvement.	YES	
		Q3:	Monthly Parent/Student Involvement events and Parent/Student Attendance Contracts will encourage and promote awareness of the importance of student attendance.	YES	
		Q4:	Continue to hold monthly Parent/Student Involvement events and Classroom Attendance Incentives to encourage and promote awareness of the importance of student attendance.	Select	

District Name:	Victoria ISD	Campus Name:	O'Connor	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):	42628
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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:	Only 48% of all 4th grade students met the Level II Satisfactory Standard on the 2016 STAAR Writing Assessment, and only 20% of the SpEd subpopulation met Level II Satisfactory performance. In addition, only 7% of the Economically Disadvantaged and 9% of the Hispanic subpopulations achieved Level III Advanced Performance.	Annual SMART Goal #1:	The number of students achieving Level 2 Satisfactory Performance on the 2017 STAAR 4th Grade Writing Assessment will increase from 48% to 55%, and the number of students achieving Level III performance will increase from 8% to 10%.
Root Cause 1:	A rigorous, consistent, intentional campus wide plan of action was not implemented with fidelity by all stakeholders on a daily basis.	Strategy:	Provide all teachers and interventionist support staff with targeted support, resources, team planning time, and consistent follow up classroom visits weekly to ensure rigor and fidelity of writing instruction campus wide.

PS1 - Q2 Interventions (Oct 17 - Dec 16)

PS1 - Q2 SMART Goal:	All 4th grade teachers will actively participate in the "Excellent Expositories" Writing Academy workshop and hold at least (1) teacher/student writing conference each week with each student. Teacher written suggestions for writing improvement and conference notes will be recorded by the teacher during student conference in student writing journals weekly to promote student writing success.						
Q2 Intervention #1	Writing Academy "Excellent Expositories" Professional Development Workshop for teachers in grades 1-4.	Q2 Intervention #2	Student interactive writing journals will be utilized daily by all 4th grade students and teachers.	Q2 Intervention #3	All 4th grade teachers will meet one-on-one with all students weekly for writing conferences to review written compositions and provide feedback for improvement.	Q2 Intervention #4	All 4th grade teachers will attend and participate in a Region III "Calibrating Your Understanding of the STAAR Rubric" workshop.
What data will be collected to monitor interventions in Q2?	Sign in Sheet, Lesson Plans, Eduphoria Walk Throughs, PLC minutes	What data will be collected to monitor interventions in Q2?	Student writing journal review, Lesson Plans, PLC agendas, Walk Through Data	What data will be collected to monitor interventions in Q2?	Students writing journals, teacher anecdotal notes, PLC agendas	What data will be collected to monitor interventions in Q2?	Course Registration, course credit, teacher ESC binder of materials, PLC meeting overview of teacher learning
Action(s)	Teachers in grades 1-4 will attend the Writing Foundations Professional Development workshop.	Action(s)	Students will actively write in their writing journals daily.	Action(s)	During PLCs administrators, Instructional Coaches, and Teachers will review student writing journals and teacher conference notes	Action(s)	All 4th grade teachers will attend and participate in a Region III "Calibrating Your Understanding of the STAAR Rubric" workshop.
Resources / PD	Writing Academy "Excellent Expositories" Professional Development Workshop	Resources / PD	Student Writing Journals	Resources / PD	Student writing journals	Resources / PD	ESC Workshop
Person(s) Responsible	Teachers in grades 1-4	Person(s) Responsible	4th Grade Teachers	Person(s) Responsible	4th grade Teachers	Person(s) Responsible	4th grade Teachers
Timeline for Completion	17-Oct-16	Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16
AIM Alignment	AIM 5: Highly Effective & Qualified Personnel	AIM Alignment	AIM 3: Optimal Educational Resources	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 1: Excellent Student Achievement
Title I School Wide Components	High-Quality, ongoing PD	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	Schoolwide Reform Strategies
Estimated Cost	Teacher Salaries	Estimated Cost	Teacher Salaries	Estimated Cost	Title 1 Instructional Coach and Staff Salaries	Estimated Cost	Teacher Salaries
Funding Source(s)	Title IA Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Title IA Local Funds	Funding Source(s)	Local Funds

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.	All teachers attended the "Excellent Expositories" training and meet at least one time weekly with each student for a writing conference. Student and teacher conference about the student's composition and how to make it better. CBA #1 writing data in 2016 increased by 10.7% from 2015.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Teacher and students will continue to meet one-on-one on a weekly basis to review student written compositions. Students and teachers will also review samples of writing prompts from 1 - 4 to determine the components necessary to score a 4.
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Problem Statement 2:	Only 53% of all 5th grade students met the Level II Satisfactory Standard on the 2016 STAAR Science Assessment, and 0% of the SpEd subpopulation achieved Level II Satisfactory performance. Additionally, 0% of all students achieved Level III Advanced Performance.	Annual SMART Goal #2:	The number of students achieving Level II Satisfactory Performance on the 2017 STAAR 5th Grade Science Assessment will increase from 53% to 60%, and the number of students achieving Level III performance will increase from 0% to 5%.
Root Cause 2:	Consistent engagement of all students in rigorous hands on science experiments and activities with a targeted focus on academic vocabulary were not emphasized with fidelity by all teachers.	Strategy:	Teachers will collaboratively and intentionally plan and deliver engaging science lessons which focus on hands on lab experiments and activities with a real world connection using academic vocabulary.

PS2 - Q2 Interventions (Oct 17 - Dec 16)

PS2 - Q2 SMART Goal:	Weekly small group interactive science lab activities in grades K-5 will be hands on, vocabulary rich activities with a higher order written literacy connection in 80% of closing tasks.						
Q2 Intervention #1	Weekly analysis and adjustment of Science Lesson Plans and student generated written closing tasks during PLCs and Team Planning.	Q2 Intervention #2	Analysis and review of student Science Lab Journal entries documented on Lab Report Forms.	Q2 Intervention #3	Enrichment Block Day Science Workshops will be held weekly for all students in Grade 5.	Q2 Intervention #4	Analyze and compare 2016 Science CBA #1 data with 2015 Science CBA #1 data in grades K-5.

What data will be collected to monitor interventions in Q2?	Lesson Plans, Frames, Science Journals, Closing Tasks	What data will be collected to monitor interventions in Q2?	Student Science Lab Journals with Lab Reports in grades K-5	What data will be collected to monitor interventions in Q2?	Lesson Plans, Walk Through Data, PLC meeting notes, Student Science Interactive Notebooks and Lab Reports	What data will be collected to monitor interventions in Q2?	Science CBA #1 data from 2015 and 2016 for all students in grades K-5.
Action(s)	Administrators and Teachers will analyze weekly Science Lesson Plans for higher order written closing tasks of at least 80% of weekly closing tasks.	Action(s)	Grade Level PLC teams will analyze and review student Science Lab Journal entries and reviewed Lab Report Forms for rigorous vocabulary.	Action(s)	All students in Grade 5 will participate in a weekly enrichment block day science class and lab.	Action(s)	Analyze and compare 2016 Science CBA #1 data with 2015 Science CBA #1 data for all students in grades K-5.
Resources / PD	Lesson Plans, Frames, Science Journals, Closing Tasks	Resources / PD	Student Science Lab Journals with Lab Reports in grades K-5	Resources / PD	Versatiles, Hot Dots, FOSS kits, Interactive Journals, Games	Resources / PD	Science CBA data
Person(s) Responsible	K-5 Teachers, Administrators	Person(s) Responsible	Teachers in grades K-5, Administrators, Instructional Coaches	Person(s) Responsible	Teacher/ICS/Administrators	Person(s) Responsible	Teachers, Administrators, Ics
Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16	Timeline for Completion	12/16/2016	Timeline for Completion	16-Dec-16
AIM Alignment	AIM 6: Open, Effective Communication	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 3: Optimal Educational Resources	AIM Alignment	AIM 4: Responsive to Student Needs
Title I School Wide Components	Including Teachers in Decision Making about Data and Assessment	Title I School Wide Components	Schoolwide Reform Strategies	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Including Teachers in Decision Making about Data and Assessment
Estimated Cost	Staff Salaries	Estimated Cost	Staff Salaries	Estimated Cost	Staff Salaries	Estimated Cost	Administrator, Teacher, and IC salaries
Funding Source(s)	Local Funds Title IA	Funding Source(s)	Local Funds Title IA	Funding Source(s)	Local Funds	Funding Source(s)	Local Funds Title IA

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.	In 90% of classroom walk throughs in K-5 during Science time, students were engaged in hands on experiments and activities, or engaged in science technology activities.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	A comparison of data from 2015 to 2016 Science CBA #1 shows that 45% met standard in 2015, while 42.9% met the standard in 2016. In order to meet the annual achievement goal, small group instruction, hands-on labs, and intensive interventions are necessary.
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Problem Statement 3:	Only 64% of all students in grade 3, 4, and 5 achieved the Level II Satisfactory Standard on the 2016 STAAR Reading Assessment, and only 44% of the SpEd subpopulation achieved Level II Satisfactory performance.	Annual SMART Goal #3:	The number of students achieving Level 2 Satisfactory Performance on the 2017 STAAR Reading Assessment will increase from 64% to 68%, and the number of students achieving Level III performance will increase from 13% to 16%.
Root Cause 3:	Special Education identified students increase by 271% during the 2015-2016 school year, and we were understaffed to support the tremendous growth and Tier IV academic intervention needs to promote adequate progress.	Strategy:	Teachers will consistently and appropriately provide rigorous Reading Tier 1 classroom instruction and support to all students in grades K-5, and an additional Special Education Paraprofessional will provide inclusion and intervention support for Special Education students.

PS3 - Q2 Interventions (Oct 17 - Dec 16)

PS3 - Q2 SMART Goal:	Small group, guided reading instruction will be implemented with fidelity on a daily basis by all teachers in grades 1-5.						
Q2 Intervention #1	Quality Tools Folders will be utilized in grades K-5 and include reading data to monitor progress.	Q2 Intervention #2	Guided, Small Group Reading will be conducted from 9:30-10:00 in all classrooms in grades 1-5 on a daily basis.	Q2 Intervention #3	All students in grades 2-5 will check out, read, and take an AR test on at least (1) non-fiction book bi-weekly.	Q2 Intervention #4	Conduct weekly walk throughs during reading instruction to observe the implementation and success of guided reading in grades K-5.
What data will be collected to monitor interventions in Q2?	Quality Tools Folders for all students in grades K-5	What data will be collected to monitor interventions in Q2?	Reading Checkpoints, Reading CBA, Walk Through Data, Screener Data	What data will be collected to monitor interventions in Q2?	AR testing data, library check out system	What data will be collected to monitor interventions in Q2?	Eduphoria Walk Through Data
Action(s)	Quality Tools Folders will be utilized in grades K-5 and include reading data to monitor progress.	Action(s)	Teachers and students in grades K-5 will engage in Guided Reading daily from 9:30-10:00	Action(s)	All students in grades 2-5 will check out, read, and take an AR test on at least (1) non-fiction book bi-weekly.	Action(s)	Administrators will conduct weekly walk throughs during Guided Reading instruction to observe and ensure the fidelity of implementation of guided reading.
Resources / PD	Quality Tools Folders	Resources / PD	Guided Reading materials, Reading Data from multiple sources	Resources / PD	Non-fiction library book collection, Accelerated Reader system	Resources / PD	Eduphoria Walk Through Data
Person(s) Responsible	Teachers in K-5	Person(s) Responsible	Teachers in grades 1-5	Person(s) Responsible	2nd-5th Grade Teachers	Person(s) Responsible	Vickie L. Dunseth, Carol Thompson
Timeline for Completion	Ongoing throughout the year	Timeline for Completion	Ongoing throughout the year	Timeline for Completion	Ongoing throughout the year	Timeline for Completion	Ongoing throughout the year
AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel
Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Schoolwide Reform Strategies	Title I School Wide Components	Schoolwide Reform Strategies	Title I School Wide Components	High-Quality, ongoing PD
Estimated Cost	Teacher Salaries	Estimated Cost	Teacher Salaries	Estimated Cost	NA - Utilize existing library book collection	Estimated Cost	Administrator Salaries
Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Local Funds

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.	Guided, Small Group Reading is conducted daily in Grades 1 - 5. CBA #1 data from 2015 to 2016 shows a cumulative increase of 14% in grades 2 - 5.	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?	Provide additional small group reading instruction 4x weekly during and after school.
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Problem Statement 4:	Only 65% of all students in grades 3, 4, and 5 achieved Level II Satisfactory performance on the 2016 STAAR Math Assessment, and only 7% of the Economically Disadvantaged and 8% of the Hispanic subpopulations achieved Level III advanced performance.	Annual SMART Goal #4:	The number of students achieving Level 2 Satisfactory Performance on the 2017 STAAR Math Assessment will increase from 65% to 70%, and the number of students achieving Level III performance will increase from 7% to 10%.
Root Cause 4:	Teachers and support staff provided instruction predominantly at a Level II standard for mastery in response to the 271% increase in Special Education identified students.	Strategy:	Teachers will consistently and appropriately provide rigorous Reading Tier I classroom instruction and support to all students in grades K-5, and an additional Special Education Paraprofessional will provide Math inclusion and intervention support for Special Education students.

PS4 - Q2 Interventions (Oct 17 - Dec 16)

PS4 - Q2 SMART Goal:	All teachers in grades 1-5 will intentionally incorporate daily Target Math and Math Problem Solving using the UPSE Model during math instruction.						
Q2 Intervention #1	All teachers in grades 1-5 will intentionally incorporate daily Target Math and Math Problem Solving using the UPSE Model during math instruction.	Q2 Intervention #2	Quality Tools Folders will include student work samples from Target Math and Math Problem Solving using the UPSE model.	Q2 Intervention #3	Analyze and compare 2016 Math CBA #1 data to 2015 Math CBA #1 data in grades 1-5.	Q2 Intervention #4	Conduct weekly walk throughs during math instruction to observe the implementation and success of Target Math and Math Problem Solving in grades 1-5.
What data will be collected to monitor interventions in Q2?	Lesson Plans, Student Quality Tools folders, Walk Through Data	What data will be collected to monitor interventions in Q2?	Quality Tools Folders for all students in grades 1-5	What data will be collected to monitor interventions in Q2?	Math CBA #1 data from 2015 and 2016 for all students in grades 1-5.	What data will be collected to monitor interventions in Q2?	Eduphoria Walk Through Data
Action(s)	All teachers in grades 1-5 will intentionally incorporate daily Target Math and Math Problem Solving using the UPSE Model during math instruction.	Action(s)	Quality Tools Folders will be utilized in grades 1-5 and include Target Math and Math Problem Solving using the UPSE model samples to monitor progress.	Action(s)	Analyze and compare 2016 Math CBA #1 data with 2015 Math CBA #1 data for all students in grades 1-5.	Action(s)	Administrators will conduct weekly walk throughs during math instruction to ensure the fidelity of implementation of Target Math and Math Problem Solving.
Resources / PD	Lesson Plans, Student Quality Tools folders, Walk Through Data	Resources / PD	Quality Tools Folders with samples	Resources / PD	Math CBA data	Resources / PD	Eduphoria Walk Through Data
Person(s) Responsible	All teachers in grades 1-5, Administrators, Ics	Person(s) Responsible	Teachers in 1-5	Person(s) Responsible	Teachers, Administrators, Ics	Person(s) Responsible	Vickie L. Dunseth, Carol Thompson
Timeline for Completion	Ongoing throughout the year	Timeline for Completion	Ongoing throughout the year	Timeline for Completion	16-Dec-16	Timeline for Completion	Ongoing throughout the year
AIM Alignment	AIM 3: Optimal Educational Resources	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel
Title I School Wide Components	Schoolwide Reform Strategies	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Including Teachers in Decision Making about Data and Assessment	Title I School Wide Components	High-Quality, ongoing PD
Estimated Cost	Staff Salaries	Estimated Cost	Teacher Salaries	Estimated Cost	Administrator, Teacher, and IC salaries	Estimated Cost	Administrator Salaries
Funding Source(s)	Local Funds Title IA	Funding Source(s)	Local Funds	Funding Source(s)	Local Funds Title IA	Funding Source(s)	Local Funds

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.	CBA #1 in grades 2 - 5 increased by a cumulative total of 70.9% in 2016 from 2015. Grade 5 increased from 27% passing in 2015, to 54% passing in 2016.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Continue to use Target Math and the UPSE model daily in grades 1 - 5. Small group math intervention will also be provided during school hours.
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Problem Statement 5:	The annual attendance rate in for the 2015-2016 school year was 96.6%, which was 1.4% below our goal of 98% and resulted in lost instructional time for students in grades PK-5.	Annual Smart Goal #5:	The campus attendance rate will increase from 96.6% to 98%.
Root Cause 5:	Consistent communication and accountability measures between Parent Liaison and Parents were not timely and reinforced to hold parents accountable for student attendance.	Strategy:	Train and provide support to a new Parent Liaison who will communicate and education parents regarding attendance matters early and consistently throughout the year.

PS5 - Q2 Interventions (Oct 17 - Dec 16)

PS5 - Q2 SMART Goal:	Promote 98% student daily attendance through a continuously positive campus culture and parental involvement.						
Q2 Intervention #1	Implement campus wide attendance incentive strategies to promote 98% daily attendance.	Q2 Intervention #2	Recognize and celebrate student and staff Perfect Attendance every 9 weeks.	Q2 Intervention #3	Host a minimum of one (1) Parent Involvement event per month.	Q2 Intervention #4	Continuously communicate with parents regarding the importance of daily student attendance.
What data will be collected to monitor interventions in Q2?	PEIMS attendance data daily and weekly overall, by classroom and by grade level	What data will be collected to monitor interventions in Q2?	PEIMS attendance data, teacher attendance data	What data will be collected to monitor interventions in Q2?	School calendar of events, sign in sheets, agendas	What data will be collected to monitor interventions in Q2?	Parent Liaison contacts logs, Edulink, Eduphoria Journaling and Teacher contact logs, monthly campus newsletters
Action(s)	Implement campus wide attendance incentive strategies to promote 98% daily attendance.	Action(s)	Recognize and celebrate student and staff Perfect Attendance every 9 weeks.	Action(s)	Host a minimum of one (1) Parent Involvement event per month.	Action(s)	Continuously communicate with parents regarding the importance of daily student attendance.
Resources / PD	PEIMS, Incentive plans by grade levels	Resources / PD	Attendance data for students and staff each 9 weeks period	Resources / PD	Various event activities, parent education resources, door prizes/food	Resources / PD	Parent Liaison contact logs, Edulink, Classroom notes to parents, Face-to-face parent conferences with Parent Liaison, Administrators, and teachers, Monthly campus newsletter to parents
Person(s) Responsible	Administrators, Teachers	Person(s) Responsible	Yvonne Martinez, Carol Thompson	Person(s) Responsible	Yvonne Martinez, Carol Thompson	Person(s) Responsible	Parent Liaison, Administration, Teachers
Timeline for Completion	Ongoing throughout the year	Timeline for Completion	Ongoing throughout the year by 9 week period	Timeline for Completion	Ongoing monthly throughout the year	Timeline for Completion	Ongoing throughout the year
AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement	AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement	AIM Alignment	AIM 2: Safe & Nurturing Environment
Title I School Wide Components	Schoolwide Reform Strategies	Title I School Wide Components	Schoolwide Reform Strategies	Title I School Wide Components	Increased Parental Involvement	Title I School Wide Components	Schoolwide Reform Strategies

Estimated Cost	\$500	Estimated Cost	\$100 per six week period	Estimated Cost	\$100/month	Estimated Cost	Staff Salaries
Funding Source(s)	Local Funds	Funding Source(s)	Local Funds Title IA	Funding Source(s)	Local Funds	Funding Source(s)	Local Funds
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.	Daily phone calls are made to absent students by 8:30 a.m. each morning. Parent and student attendance education by the Parent Liaison is ongoing. Home visits and referral to outside services are conducted as a means to increase student attendance.	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?	Seasonal illnesses and viruses have caused our attendance to decrease from the 1st quarter of 97.99% to 96.6%.