

Campus Name		Smith			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	Decrease the number of referrals for 2016-17 school year by 10%.	Q1:	100% of students will have a documented parent contact in Eduphoria to discuss student progress (behaviorial/academic)	No but made some progress	Select
		Q2:	50% of walkthroughs will show students engaged in learning.	Yes	
		Q3:	60% of walkthroughs will show students engaged in learning.	Select	
		Q4:	70% of walkthroughs will show students engaged in learning.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	80% of 5th grade students will pass 2017 Science STAAR Test	Q1:	50% of all students will pass with a 70 or higher on all Science Unit tests, Checkpoints, CBA and Benchmarks.	No but made some progress	Select
		Q2:	60% of all students will pass with a 70 or higher on all Science Unit tests, Checkpoints, CBA and Benchmarks.	No but made some progress	
		Q3:	70% of all students will pass with a 70 or higher on all Science Unit tests, Checkpoints, CBA and Benchmarks.	Select	
		Q4:	75% of all students will pass with a 70 or higher on all Science Unit tests, Checkpoints, CBA and Benchmarks.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	75% of 3rd-5th grade students will meet minimum passing standards for the 2017 STAAR Math test.	Q1:	50% of all students will pass at a 70 or higher on all math unit tests, checkpoints, CBA and benchmarks.	No but made some progress	Select
		Q2:	60% of all students will pass at a 70 or higher on all math unit tests, checkpoints, CBA and benchmarks.	No but made some progress	
		Q3:	70% of all students will pass at a 70 or higher on all math unit tests, checkpoints, CBA and benchmarks.	Select	
		Q4:	75% of all students will pass at a 70 or higher on all math unit tests, checkpoints, CBA and benchmarks.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	75% of all students will meet minimum standards on STAAR reading test.	Q1:	50% of all students will score a 70 or higher on all Unit Reading tests, checkpoints, CBA's and Benchmarks.	No but made some progress	Select
		Q2:	60% of all students will score a 70 or higher on all Unit Reading tests, checkpoints, CBA's and Benchmarks.	No but made some progress	
		Q3:	70% of all students will score a 70 or higher on all Unit Reading tests, checkpoints, CBA's and Benchmarks.	Select	
		Q4:	75% of all students will score a 70 or higher on all Unit Reading tests, checkpoints, CBA's and Benchmarks.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	70% of all 4th grade students will meet minimum standards on the 2017 STAR Writing Test	Q1:	50% of all students will score a 70 or higher on all Unit Writing tests, checkpoints, CBA's and Benchmarks.	No but made some progress	Select
		Q2:	60% of all students will score a 70 or higher on all Unit Writing tests, checkpoints, CBA's and Benchmarks.	No but made some progress	
		Q3:	65% of all students will score a 70 or higher on all Unit Writing tests, checkpoints, CBA's and Benchmarks.	Select	
		Q4:	70% of all students will score a 70 or higher on all Unit Writing tests, checkpoints, CBA's and Benchmarks.	Select	
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#6	70% of all subpops will pass all 2017 STAAR Tests	Q1:	40% of all students in the SPED, ELL and Economically Disadvantaged subgroups will score a 70 or higher on all Unit tests, checkpoints, CBA's and Benchmarks.	No but made some progress	Select
		Q2:	50% of all students in the SPED, ELL and Economically Disadvantaged subgroups will score a 70 or higher on all Unit tests, checkpoints, CBA's and Benchmarks.	No but made some progress	
		Q3:	60% of all students in the SPED, ELL and Economically Disadvantaged subgroups will score a 70 or higher on all Unit tests, checkpoints, CBA's and Benchmarks.	Select	
		Q4:	70% of all students in the SPED, ELL and Economically Disadvantaged subgroups will score a 70 or higher on all Unit tests, checkpoints, CBA's and Benchmarks.	Select	

Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#7	Smith will achieve 98% attendance for 2016-17.	Q1:	Smith will achieve 96.5% attendance for the 1st nine weeks.	Yes	Select
		Q2:	Smith will achieve 97.00% attendance for the 2nd nine weeks.	No but made significant progress	
		Q3:	Smith will achieve 97.50% attendance for the 3rd nine weeks.	Select	
		Q4:	Smith will achieve 98.00% attendance for the 4th nine weeks.	Select	

District Name:	Victoria ISD	Campus Name:	Smith	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.

<b>Problem Statement 1:</b>	For the last 3 years, the number of discipline referrals has increased each year.	<b>Annual SMART Goal #1:</b>	Decrease the number of referrals for 2016-17 school year by 10%.
<b>Root Cause 1:</b>	Teachers need to establish parental support and student buy-in for behavioral and academic success.	<b>Strategy:</b>	Increased student engagement and authentic motivation with increase on-task behavior and reduce the number of office referrals.

**PS1 - Q2 Interventions (Oct 17 - Dec 16)**

<b>PS1 - Q2 SMART Goal:</b>	50% of walkthroughs will show students engaged in learning.						
<b>Q2 Intervention #1</b>	<b>Staff Development training to add tools to behavioral tool box</b>	<b>Q2 Intervention #2</b>	<b>Parents complete conferencing survey regarding parent relationship with teacher, student relationship with teacher, parent involvement and parent communication</b>	<b>Q2 Intervention #3</b>	<b>Peer walkthroughs to observe classroom management and student engagement</b>	<b>Q2 Intervention #4</b>	<b>School-wide positive reward system for positive student behavior choices</b>
<b>What data will be collected to monitor interventions in Q2?</b>	Staff sign in sheets for staff development and documented use of tools in teacher created behavior plans and behavior Rtl's.	<b>What data will be collected to monitor interventions in Q2?</b>	Results of survey	<b>What data will be collected to monitor interventions in Q2?</b>	Peer walkthrough forms	<b>What data will be collected to monitor interventions in Q2?</b>	Monthly printed list of students without tune-ups or referrals. Weekly drawing for students receiving EAFK award/bucket drop.
<b>Action(s)</b>	Enlist VISD LSSP's and SPED department to provide PD to staff on tools for addressing behavior concerns during faculty meeting	<b>Action(s)</b>	Administer surveys to parents and discuss results in PLC's	<b>Action(s)</b>	Teachers will observe peers during conference/block to observe best practices and implementation of classroom management/student engagement. During faculty meeting, staff will tour classrooms to observe set up for best practices..	<b>Action(s)</b>	Monthly Opportunity for students without office referrals or tune-ups to be recognized with certificates, pencils, stickers, gifts, restaurant coupons, candy treats, popcorn party, arts & crafts, face painting, etc. Students will receive instruction during Block and morning broadcast announcements regarding EAFK and bucket filling. Students recognized for these traits will be recognized through random drawing and receive small treat..
<b>Resources / PD</b>	Handouts provided by presenters	<b>Resources / PD</b>	Parent survey	<b>Resources / PD</b>	Observation forms	<b>Resources / PD</b>	Certificates, pencils, stickers, gifts, restaurant coupons, candy treats, popcorn party, arts & crafts materials, face painting materials, etc.
<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, LSSP and District Special Ed Coordinator	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers
<b>Timeline for Completion</b>	October, 2017	<b>Timeline for Completion</b>	October, 2016 after 1st nine week conference	<b>Timeline for Completion</b>	2 x per nine week period	<b>Timeline for Completion</b>	End of each month
<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel	<b>AIM Alignment</b>	AIM 6: Open, Effective Communication	<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel	<b>AIM Alignment</b>	AIM 2: Safe & Nurturing Environment
<b>Title I School Wide Components</b>	High-Quality, ongoing PD	<b>Title I School Wide Components</b>	Increased Parental Involvement	<b>Title I School Wide Components</b>	High-Quality, ongoing PD	<b>Title I School Wide Components</b>	Coordination & Integration of Services and Programs
<b>Estimated Cost</b>	Title 1 IC Salary	<b>Estimated Cost</b>	Title 1 IC Salary	<b>Estimated Cost</b>	Title 1 IC Salary	<b>Estimated Cost</b>	Title 1 IC Salary, \$2000 for rewards, EAFK program and medallions-\$6000, \$1000 bucket filling treat (pencils)
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds

**End of Q2 Reporting**

<b>Did you meet this quarter's goal?</b>	Yes	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	Walkthrough data shows that 66% of students were 100% on task and 17% were 90-99% on task in 53 walk-throughs. Walkthrough data also showed that 59% were 100% engaged and 6% were 9% engaged in 44 walkthroughs.	<b>Are you on track to meet the annual goal?</b>	No but made some progress	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	Continue School-wide positive reward system for positive student behavior choices. Resend parent survey via paper.
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<b>Problem Statement 2:</b>	Students meeting standard for the 2016 Science STAAR test dropped from 74 to 44.	<b>Annual SMART Goal #2:</b>	80% of 5th grade students will pass 2017 Science STAAR Test
<b>Root Cause 2:</b>	Lack of consistent hands-on learning opportunities and implementation of school-wide resources.	<b>Strategy:</b>	5th grade students will participate in two labs a week with additional hands on learning in the classroom

**PS2 - Q2 Interventions (Oct 17 - Dec 16)**

<b>PS2 - Q2 SMART Goal:</b>	60% of all students will pass with a 70 or higher on all Science Unit tests, Checkpoints, CBA and Benchmarks.
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<b>Q2 Intervention #1</b>	Grades Kinder-5th will utilize science lab reports weekly	<b>Q2 Intervention #2</b>	Students will correctly apply science vocabulary on a daily basis	<b>Q2 Intervention #3</b>	Teachers will utilize Stemscope lessons	<b>Q2 Intervention #4</b>	Teachers will utilize Edusmart lessons
<b>What data will be collected to monitor interventions in Q2?</b>	Science lab reports will ne used weekly in Quality Tools Folder. Quality Tools folders will be reviewed in PLC's/	<b>What data will be collected to monitor interventions in Q2?</b>	Walkthrough data and observations will show that students are applying science vocabulary in journal writing and student discussions.	<b>What data will be collected to monitor interventions in Q2?</b>	Test data, lesson plans, sign-in sheets to reflect training	<b>What data will be collected to monitor interventions in Q2?</b>	Test data, lesson plans, sign-in sheets to reflect training
<b>Action(s)</b>	Each student will complete assigned lab report sections in Quality Tools folders	<b>Action(s)</b>	New 5th grade teachers will attend Science Professional Development/workshops to develop understanding of vocabulary application and build teacher capacity.	<b>Action(s)</b>	Teachers will utilize Stemscope lessons and document in lesson plans. IC will model how to access and use during PLC's and faculty meeting.	<b>Action(s)</b>	Teachers will utilize Edusmart lessons and document in lesson plans. IC will model how to access and use during PLC's and faculty meeting.
<b>Resources / PD</b>	Quality Tools Binders and Lab reports	<b>Resources / PD</b>	Region 3 science training and other science professional development	<b>Resources / PD</b>	Stemscope usemames and passwords, Stemscope lessons and test data	<b>Resources / PD</b>	Edusmart licenses, Edusmart usemames and passwords, Edusmart lessons and test data
<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers
<b>Timeline for Completion</b>	Weekly	<b>Timeline for Completion</b>	Daily	<b>Timeline for Completion</b>	2nd nine weeks	<b>Timeline for Completion</b>	2nd nine weeks
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs	<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs	<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies	<b>Title I School Wide Components</b>	Schoolwide Reform Strategies	<b>Title I School Wide Components</b>	Instruction by HQ teachers	<b>Title I School Wide Components</b>	Instruction by HQ teachers
<b>Estimated Cost</b>	Title 1 IC Salary	<b>Estimated Cost</b>	Title 1 IC Salary	<b>Estimated Cost</b>	Title 1 IC Salary	<b>Estimated Cost</b>	Title 1 IC Salary, \$3000 for Edusmart online access
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds

**End of Q2 Reporting**

<b>Did you meet this quarter's goal?</b>	No but made some progress	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	Science data shows that when averaging unit tests, CBA's and checkpoints, scores were as follows:5th-30%, 4th-42%, 3rd-43%, 2nd-56%, 1st-59% and Kinder 80%. This gives us an overall pass rate of 53%. This misses our goal of 60%. 5th grade scores are significantly below goal of 60%.	<b>Are you on track to meet the annual goal?</b>	No but made significant progress	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	We will continue to implement interventions #1-4 and monitor for success and overall impact on student success. IC will model in PLC's and faculty meetings how to utilize science reports and data to create small group lessons and activities.
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<b>Problem Statement 3:</b>	Only 62% of 3rd-5th grade students passed the Math STAAR test for 2015-16.	<b>Annual SMART Goal #3:</b>	75% of 3rd-5th grade students will meet minimum passing standards for the 2017 STAAR Math test.
<b>Root Cause 3:</b>	Teachers need a deep understanding of the problem solving model and the strategies/representational models for effective problem solving.	<b>Strategy:</b>	Teachers will utilize Refinement schedule to re-enforce skills needed for problem solving 4x weekly.

**PS3 - Q2 Interventions (Oct 17 - Dec 16)**

<b>PS3 - Q2 SMART Goal:</b>	60% of all students will pass at a 70 or higher on all math unit tests, checkpoints, CBA and benchmarks.						
<b>Q2 Intervention #1</b>	Intentionally planned Math Interventions	<b>Q2 Intervention #2</b>	Intentionally planned Tactile and Kinesthetic activities for math	<b>Q2 Intervention #3</b>	Improve rote memorization of grade level math facts by using a variety of resources	<b>Q2 Intervention #4</b>	Review upcoming units and TEKS
<b>What data will be collected to monitor interventions in Q2?</b>	Unit tests, math checkpoints, CBA's and Benchmarks	<b>What data will be collected to monitor interventions in Q2?</b>	Lesson plans will reflect daily tactile and kinesthetic activities	<b>What data will be collected to monitor interventions in Q2?</b>	Students will record math fact data in quality tools binder. Students are expected to be able to articulate the data in binder at all rimes. Students will receive reward incentive for mastery of facts.	<b>What data will be collected to monitor interventions in Q2?</b>	Sign-in sheets for PLC's will reflect teacher discussion and collaboration of units and TEKS.
<b>Action(s)</b>	Teachers will use daily math intervention lessons created by IC's based on unit test, CBA and Benchmark data for grades 2-5	<b>Action(s)</b>	Discussion in PLC's on math strategies and the intentional planning of tactile and kinesthetic activities marked in lesson plans with T/K. IC will model lessons and provide coaching as needed.	<b>Action(s)</b>	Students will take 2 math fact probes each week and record in Quality Tools folder.	<b>Action(s)</b>	Teachers will be provided necessary Lead4ward documents, IFD's and YAGS to discuss upcoming units and TEKS. Teachers and IC's will model how to teach TEKS and share strategies.
<b>Resources / PD</b>	Testing resources, math intervention lessons	<b>Resources / PD</b>	Lesson plans	<b>Resources / PD</b>	Quality Tools folders, math fact software, math fact games, student rewards and incentives	<b>Resources / PD</b>	Lead4ward documents, IFD's, YAGs, Math resource binder
<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers
<b>Timeline for Completion</b>	Weekly	<b>Timeline for Completion</b>	Weekly	<b>Timeline for Completion</b>	2x weekly	<b>Timeline for Completion</b>	Every math unit
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	Schoolwide Reform Strategies	<b>Title I School Wide Components</b>	High-Quality, ongoing PD
<b>Estimated Cost</b>	TITLE I IC Salary	<b>Estimated Cost</b>	TITLE I IC Salary, \$1000 to purchase additional manipulatives as needed, \$1000 to attend PD workshops if needed	<b>Estimated Cost</b>	TITLE I IC Salary, \$1000 for student incentives	<b>Estimated Cost</b>	TITLE I IC Salary
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA

Local Funds		Local Funds		Local Funds		Local Funds	
<b>End of Q2 Reporting</b>							
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.	Math data shows that when averaging unit tests, CBA's and checkpoints, scores were as follows:5th-35%, 4th-40%, 3rd-35%, 2nd-37%, 1st-52% and Kinder 70%. This gives us an overall pass rate of 45%. This misses our goal of 70%. 3rd-5th grade scores average scores 37% which are significantly below goal of 70%.	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?	We will continue to implement interventions #1-4 and monitor for success and overall impact on student success. IC's will model in PLC's and faculty meetings how to utilize math reports and data to create small group lessons and activities.
<b>Problem Statement 4:</b>	80% of students are not on their target reading levels by the end of the year.			<b>Annual SMART Goal #4:</b>	75% of all students will meet minimum standards on STAAR reading test.		
<b>Root Cause 4:</b>	Teachers need to increase rigor of higher order thinking questioning to increase comprehension.			<b>Strategy:</b>	Implement multiple opportunities for independent reading during school and at home by providing student resources.		
<b>PS4 - Q2 Interventions (Oct 17 - Dec 16)</b>							
<b>PS4 - Q2 SMART Goal:</b>	60% of all students will score a 70 or higher on all Unit Reading tests, checkpoints, CBA's and Benchmarks.						
<b>Q2 Intervention #1</b>	<b>Additional reading practice</b>	<b>Q2 Intervention #2</b>	<b>Before and after school tutorials to improve reading comprehension</b>	<b>Q2 Intervention #3</b>	<b>Utilize High Yield Writing</b>	<b>Q2 Intervention #4</b>	<b>Job-embedded professional development to increase rigor of comprehension questions.</b>
<b>What data will be collected to monitor interventions in Q2?</b>	Monitor student journals in PLC's and walk-throughs to observe increased awareness of subject matter vocabulary.	<b>What data will be collected to monitor interventions in Q2?</b>	Data reports on tutorial program	<b>What data will be collected to monitor interventions in Q2?</b>	Lesson plans will reflect intentional planning of high yield writing activities and student journals will be reviewed during walk-throughs.	<b>What data will be collected to monitor interventions in Q2?</b>	Lesson plans will reflect higher order thinking questions, sign in sheets of staff development in PLC's, walkthrough data will reflect students responding to questions.
<b>Action(s)</b>	PD on creating interactive notebooks to emphasize vocabulary and comprehension.	<b>Action(s)</b>	Provide before and after school reading web-based tutorials for reading. Targeted group is 3rd-5th grade.	<b>Action(s)</b>	Students will utilize high yield writing strategies (note-taking, graphic organizers, summaries and identifying similarities and differences). IC's will share resources and model during PLC's various examples of high yield writing.	<b>Action(s)</b>	Lesson plans will reflect 3 intentionally planned rigorous comprehension questions for students to reflect on. Questions will be evaluated for rigor and alignment to TEKS each week in PLC's.
<b>Resources / PD</b>	PD on interactive notebooks, attend workshops at Region 3 on interactive notebooks, materials for teachers and students to create interactive notebooks.	<b>Resources / PD</b>	Web-based reading program (such as Study Island, Learning Farm, etc.)	<b>Resources / PD</b>	PD on examples of high yield writing samples modeled by IC's.	<b>Resources / PD</b>	Binders with question stems, questions stem resources
<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers
<b>Timeline for Completion</b>	2nd nine weeks	<b>Timeline for Completion</b>	2nd nine weeks	<b>Timeline for Completion</b>	2nd nine weeks	<b>Timeline for Completion</b>	May-17
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	High-Quality, ongoing PD
<b>Estimated Cost</b>	TITLE I IC Salary,	<b>Estimated Cost</b>	Title 1 Salary, \$1500 to purchase program	<b>Estimated Cost</b>	TITLE I IC Salary,	<b>Estimated Cost</b>	TITLE I IC Salary, Resources and Print Shop-\$500
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds
<b>End of Q2 Reporting</b>							
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.	Reading data shows that when averaging unit tests, CBA's and checkpoints, scores were as follows:5th-43%, 4th-30%, 3rd-22%, 2nd-33%, 1st-26% and Kinder 37%. This gives us an overall pass rate of 32%. This misses our goal of 60%. 3rd-5th grade scores of 32%-are significantly below goal of 60%.	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?	We will continue to implement interventions #1-4 and monitor for success and overall impact on student success. IC's will model in PLC's and faculty meetings how to utilize reading reports and data to create small group lessons and activities.
<b>Problem Statement 5:</b>	Only 59% of 4th grade students passed the 2016 STAAR Writing test.			<b>Annual Smart Goal #5:</b>	70% of all 4th grade students will meet minimum standards on the 2017 STAR Writing Test		
<b>Root Cause 5:</b>	Professional Development needed school-wide for training staff on effective writing strategies.			<b>Strategy:</b>	All students will complete 2 writing prompts each month and 4th grade papers will be scored in faculty meetings		
<b>PS5 - Q2 Interventions (Oct 17 - Dec 16)</b>							
<b>PS5 - Q2 SMART Goal:</b>	60% of all students will score a 70 or higher on all Unit Writing tests, checkpoints, CBA's and Benchmarks.						
<b>Q2 Intervention #1</b>	<b>School-wide writing prompts</b>	<b>Q2 Intervention #2</b>	<b>PD for all staff on scoring holistically</b>	<b>Q2 Intervention #3</b>	<b>4th grade compositions scored in faculty meetings</b>	<b>Q2 Intervention #4</b>	<b>Students will identify and apply the 5 stages of writing on writing prompts</b>
<b>What data will be collected to monitor interventions in Q2?</b>	Student writing samples	<b>What data will be collected to monitor interventions in Q2?</b>	Sign-in sheets/agenda from PLC/faculty meeting to reflect training	<b>What data will be collected to monitor interventions in Q2?</b>	4th grade compositions	<b>What data will be collected to monitor interventions in Q2?</b>	Lesson plans will reflect the 5 stages of writing process and walk-throughs/observations will reflect student writing samples using 5 stages of writing.

<b>Action(s)</b>	IC will provide teachers with school-wide writing prompts modeled after 4th grade writing prompts. Teachers will select a STAR writer for each prompt to be recognized and invited to STAR writer breakfast.	<b>Action(s)</b>	IC and 4th grade teachers will train all staff on how to holistically score writing samples with a rubric	<b>Action(s)</b>	4th grade compositions will be scored in faculty meetings	<b>Action(s)</b>	Students will identify and apply the 5 stages of writing on writing prompts every two weeks. Writing process will be evident in writing journals/folders. Final copies will be displayed in the hallway and filed in red writing file folder.
<b>Resources / PD</b>	School-wide writing prompts	<b>Resources / PD</b>	Copies of writing scoring rubric	<b>Resources / PD</b>	4th grade compositions, rubrics	<b>Resources / PD</b>	red folders for each student, writing process poster/anchor chart
<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers
<b>Timeline for Completion</b>	May-17	<b>Timeline for Completion</b>	2nd nine weeks	<b>Timeline for Completion</b>	Monthly	<b>Timeline for Completion</b>	2nd nine weeks
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel	<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs	<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies	<b>Title I School Wide Components</b>	High-Quality, ongoing PD	<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	TITLE I IC Salary,	<b>Estimated Cost</b>	TITLE I IC Salary,	<b>Estimated Cost</b>	TITLE I IC Salary,	<b>Estimated Cost</b>	TITLE I IC Salary,
<b>Funding Source(s)</b>	Title IA Local Funds	<b>Funding Source(s)</b>	Title IA Local Funds	<b>Funding Source(s)</b>	Title IA Local Funds	<b>Funding Source(s)</b>	Title IA Local Funds

**End of Q2 Reporting**

<b>Did you meet this quarter's goal?</b>	No but made some progress	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	Reading data shows that when averaging unit tests, CBA's and checkpoints, scores were as follows:for 4th grade: 28% . This gives us an overall pass rate of 28% which misses our goal of 60%.	<b>Are you on track to meet the annual goal?</b>	No but made some progress	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	We will continue to implement interventions #1-2 and monitor for success and overall impact on student success. IC's will model in PLC's and faculty meetings how to utilize writing reports and data to create small group lessons and activities.
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<b>Problem Statement 6:</b>	SPED, ELL, Economically Disadvantaged and Hispanic subpops are not meeting standard on STAAR tests,	<b>Annual SMART Goal #6:</b>	70% of all subpops will pass all 2017 STAAR Tests
<b>Root Cause 6:</b>	Intentional interventions and utilization of data is needed to focus on subpops.	<b>Strategy:</b>	Utilize strong Tier 1 instruction and data to intentionally plan for needs of students in sub-pops.

**PS6 - Q2 Interventions (Oct 17 - Dec 16)**

<b>PS6 - Q2 SMART Goal:</b>	50% of all students in the SPED, ELL and Economically Disadvantaged subgroups will score a 70 or higher on all Unit tests, checkpoints, CBA's and Benchmarks.						
<b>Q2 Intervention #1</b>	<b>Provide job-embedded Professional Development to SPED, Bilingual teachers and 3-hr intervention teachers on utilization of all Smith resources</b>	<b>Q2 Intervention #2</b>	<b>PLC discussions to ensure that teachers and support staff understand and apply IEPs and AIPs</b>	<b>Q2 Intervention #3</b>	<b>Professional development on differentiation to SPED and Bilingual teachers</b>	<b>Q2 Intervention #4</b>	<b>100% of teachers will utilize Sheltered Instruction strategies</b>
<b>What data will be collected to monitor interventions in Q2?</b>	PLC sign-in sheets to indicate job-embedded professional development on Smith resources and school-wide models used for instruction. Lesson plans will reflect use of resources and models.	<b>What data will be collected to monitor interventions in Q2?</b>	PLC sign-in sheets to indicate job-embedded professional development on IEP's and AIPs. Lesson plans will reflect all accommodations.	<b>What data will be collected to monitor interventions in Q2?</b>	PLC/faculty meetings sign-in sheets to indicate job-embedded professional development on differentiation. Lesson plans will reflect differentiation in small group and intervention plans. Walkthroughs and observations will reflect differentiation taking place.	<b>What data will be collected to monitor interventions in Q2?</b>	PLC sign-in sheets to indicate job-embedded professional development on Sheltered Instruction strategies.
<b>Action(s)</b>	Train all SPED, Bilingual teachers and ESL itinerant on utilization of all Smith resources to raise scores of all subpops. Revisit in PLC to ensure understanding.	<b>Action(s)</b>	PLC's/faculty meeting will include representation from Bilingual and SPED department to address teacher questions. Revisit in PLC to ensure understanding and address additional questions.	<b>Action(s)</b>	Job-embedded differentiation professional development provided to staff. Invite SPED and Bilingual department to assist with training. Revisit in PLC to ensure understanding and address additional questions.	<b>Action(s)</b>	PLC/faculty meeting discussion on Sheltered Instruction and the implementation of strategies in the classroom. Schedule peer walk-throughs to observe strategies taking place. ESL itinerant will review in PLC to ensure understanding and address additional questions.
<b>Resources / PD</b>	Job-embedded professional development, handouts for staff being trained	<b>Resources / PD</b>	Test data, PD training provided by subpops	<b>Resources / PD</b>	PD training, personnel	<b>Resources / PD</b>	Sheltered Instruction books, PD training
<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers	<b>Person(s) Responsible</b>	Administrative team: Principal, Asst. Principal and IC's, teachers
<b>Timeline for Completion</b>	2nd nine weeks	<b>Timeline for Completion</b>	2nd nine weeks	<b>Timeline for Completion</b>	2nd nine weeks	<b>Timeline for Completion</b>	2nd nine weeks
<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel	<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel	<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel	<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	High-Quality, ongoing PD	<b>Title I School Wide Components</b>	High-Quality, ongoing PD	<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	TITLE I IC Salary,	<b>Estimated Cost</b>	TITLE I IC Salary,	<b>Estimated Cost</b>	TITLE I IC Salary,	<b>Estimated Cost</b>	TITLE I IC Salary,
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds	<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds

**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.	Testing data for ELL, SPED and Economically Disadvantaged shows that when averaging unit tests, CBA's and checkpoints, scores were as follows: Economically Disadvantaged-30% for ELAR and 35% for Math; SPED-15% for ELAR and 23% for Math; ELL-27% for ELAR and 37% for Math. This misses our goal of 50%.	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?	<Enter any additional information here>
Problem Statement 7:		Smith did not meet district attendance goal of 98%		Annual SMART Goal #7:	Smith will achieve 98% attendance for 2016-17.		
Root Cause 7:		Need to improve motivation to attend school through the use of intrinsic and extrinsic motivation.		Strategy:	Use student input to improve student attendance by offering both intrinsic and extrinsic motivators		
<b>PS7 - Q2 Interventions (Oct 17 - Dec 16)</b>							
PS7 - Q2 SMART Goal:	Smith will achieve 97.00% attendance for the 2nd nine weeks.						
Q2 Intervention #1	Classrooms will spell out PERFECT ATTENDANCE for a small prize.	Q2 Intervention #2	Weekly competition between grade levels to achieve the highest attendance rate.	Q2 Intervention #3	Friendly weekly attendance competition with neighboring school	Q2 Intervention #4	Implement attendance action plan for students with >10% absences
What data will be collected to monitor interventions in Q2?	Daily attendance from Parent Liaison, PERFECT Attendance reward ballot	What data will be collected to monitor interventions in Q2?	Weekly attendance rate from Parent Liaison	What data will be collected to monitor interventions in Q2?	Weekly attendance rate from Parent Liaison	What data will be collected to monitor interventions in Q2?	>10% Report, Notes from Personal plans
Action	Classrooms will spell out PERFECT ATTENDANCE for a small prize. The class will receive a letter each time the class has 100% attendance and no tardies. When the goal has been achieved, teacher will turn in prize request to parent liaison.	Action	Grade level with the highest attendance rate will hang Attendance Banners outside of the door each week.	Action	Create a list of rewards. Announce attendance rate at the end of each week to announce winner. If Smith wins the weekly attendance competition, school will receive an intrinsic or extrinsic reward the following day.	Action	Create personal attendance plan for students with absences > 10%.
Resources / PD	Class incentives	Resources / PD	Attendance Banners	Resources / PD	School wide resources: pencils, stickers, candy, etc.	Resources / PD	Personal Attendance Plan and student rewards
Person(s) Responsible	Parent Liaison, Administrative Team-Principal, Assistant Principal, Instructional Coaches	Person(s) Responsible	Parent Liaison, Administrative Team-Principal, Assistant Principal, Instructional Coaches	Person(s) Responsible	Parent Liaison, Administrative Team-Principal, Assistant Principal, Instructional Coaches	Person(s) Responsible	Parent Liaison, Administrative Team-Principal, Assistant Principal, Instructional Coaches
Timeline for Completion	Ongoing for 2016-17	Timeline for Completion	Ongoing for 2016-17	Timeline for Completion	Ongoing for 2016-17	Timeline for Completion	Ongoing for 2016-17
AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement	AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement	AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement	AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement
Title I School Wide Components	Increased Parental Involvement	Title I School Wide Components	Increased Parental Involvement	Title I School Wide Components	Increased Parental Involvement	Title I School Wide Components	Increased Parental Involvement
Estimated Cost	Title I Parent Liaison salary, Title I IC salary, \$1000	Estimated Cost	Title I Parent Liaison salary, Title I IC salary, \$1000	Estimated Cost	Title I Parent Liaison salary, Title I IC salary, \$1000	Estimated Cost	Title I Parent Liaison salary, Title I IC salary, \$1000
Funding Source(s)	Select Funding Source From Dropdown Title IA Local Funds	Funding Source(s)	Select Funding Source From Dropdown Title IA Local Funds	Funding Source(s)	Select Funding Source From Dropdown Title IA Local Funds	Funding Source(s)	Select Funding Source From Dropdown Title IA Local Funds
<b>End of Q2 Reporting</b>							
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.	Attendance rate for 2nd nine weeks was 96.8. We were .02 away from reaching goal of 97%.	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 implement interventions #1-#4 and monitor for success and overall impact..