

Campus Name		Victoria East High School			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	On the Spring 2017 English I STAAR/EOC, at least 63% of students will achieve Level II Satisfactory. On the Spring 2017 English II STAAR/EOC, at least 66% of students will achieve Level II Satisfactory.	Q1:	Train 100% of English I, II, and III teachers on campus tools and structures for ensuring quality student responses.	Yes	Select
		Q2:	100% of English I, II, and III teachers will embed a tool and structure into daily instruction to ensure quality student responses.	Yes	
		Q3:	100% of the English I, II, & III teachers will identify campus common areas of deficit and develop specific targeted lessons to address learning gaps using district benchmark and midterm data and implementing campus tools and structures.	Select	
		Q4:	100% of the English I, II, & III teachers will reinforce and refine specific campus tools and structures.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	35% of Special Education students will pass STAAR English I and II EOC tests.	Q1:	100% of STAAR A English I and English II students will type one essay and one short answer response in the first 9 weeks of school.	Yes	Select
		Q2:	100% of STAAR A English I and English II students will type two essays and four short answer responses in the second 9 weeks of school.	Yes	
		Q3:	100% of STAAR Online English I and English II students will type SAR and essay on Spring District Benchmark	Select	
		Q4:	100% of STAAR Online English I and English II students will be able to verbalize their allowable online embedded accommodation after training from special education staff.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	There will be a 5% increase in each required EOC at the Level II final standard. English I from 27.24 to 32.24, English II from 32.57 to 37.57, Algebra I from 24.82 to 29.82, US History from 49.39 to 54.39, and Biology from 49.90 to 54.90.	Q1:	100% of Algebra I, Biology, and US History teachers will know and implement campus tools and structures for ensuring quality student responses.	Yes	Select
		Q2:	100% of Algebra I, Biology, and US History teachers will continue implementation of campus tools and structures for ensuring quality student responses.	Yes	
		Q3:	100% of Algebra I, Biology, and US History teachers will continue implementation of campus tools and structures for ensuring quality student responses.	Select	
		Q4:	100% of Algebra I, Biology, and US History teachers will continue implementation of campus tools and structures for ensuring quality student responses.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	Attendance will increase from 91.97 to 93.97.	Q1:	100% of the students will be trained on campus attendance procedures. 100% of the students who are in jeopardy of not receiving credit due to 90% attendance law will have an Attendance Intervention Plan.	Yes	Select
		Q2:	100% of the students who are in jeopardy of not receiving credit due to 90% attendance law will have an Attendance Intervention Plan.	Yes	
		Q3:	100% of the students who are in jeopardy of not receiving credit due to 90% attendance law will have an Attendance Intervention Plan.	Select	
		Q4:	100% of the students who are in jeopardy of not receiving credit due to 90% attendance law will have an Attendance Intervention Plan.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	Reduce 2015-16 ISS/OSS totals by 25%.	Q1:	Reduce ISS/OSS placements from 438 to 372 (15%) for Q1.	No but made some progress	Select
		Q2:	Reduce ISS/OSS placements from 540 to 405 (25%) for Q2.	No but made significant progress	
		Q3:	Reduce ISS/OSS placements from 540 to 405 (25%) for Q3.	Select	
		Q4:	Reduce ISS/OSS placements from 422 to 297 (25%) for Q4.	Select	

District Name:	Victoria ISD	Campus Name:	Victoria East High School	Professional Service Provider (PSP):	Not Applicable	District Coordinator of School Improvement (DCSI):	Dionne Hughes	Date of Public Hearing for Targeted Improvement Plan:	9/15/2016	Date Campus TIP Approved by Board (IR only):	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:	Less than 57% of all students on English STAAR/EOC assessments met satisfactory standards in Spring 2016.	Annual SMART Goal #1:	On the Spring 2017 English I STAAR/EOC, at least 63% of students will achieve Level II Satisfactory. On the Spring 2017 English II STAAR/EOC, at least 66% of students will achieve Level II Satisfactory.
Root Cause 1:	Inconsistent use of structures and tools to ensure quality responses from all students.	Strategy:	Ensure the consistent use of structures and tools to improve the quality of student responses.

PS1 - Q2 Interventions (Oct 17 - Dec 16)

PS1 - Q2 SMART Goal:	100% of English I, II, and III teachers will embed a tool and structure into daily instruction to ensure quality student responses.						
Q2 Intervention #1	All students understand their individual roles within instructional groups.	Q2 Intervention #2	Implementation of student roles within instructional groups.	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	PLC minutes, lesson plans	What data will be collected to monitor interventions in Q2?	Formative Assessments	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Include tools and structures (Kagan, AVID, Fund 5) in lesson plans	Action(s)	Implement tools and structures (Kagan, AVID, Fund 5) in lesson plans	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	AVID training, Kagan, Fundamental 5 Book	Resources / PD	AVID training, Kagan, Fundamental 5 Book	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Alicia Garcia Clark Motley Natalie Abrameit	Person(s) Responsible	Alicia Garcia Clark Motley Natalie Abrameit	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	0	Estimated Cost	0	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of 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.	English I & English II teachers attended Mind Maps on Oct. 17th. Evidence of teacher implementing Mind Maps in classroom documented in lesson plans. PLC Action Reports for English I & English II indicate that teachers are discussing strategies and tools to garner quality student responses from SARs and essays.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	English I and English II have implemented the AVID strategy of marking the text. They will continue to use this strategy with the English students. Jan. 2017: TEA eliminated the Short Answer Response on the English I and English II EOC. Instructional Coach will update teachers regarding these changes in PLC meetings.
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Problem Statement 2:	80% of Special Education students did not pass the STAAR English I and English II EOC tests.	Annual SMART Goal #2:	35% of Special Education students will pass STAAR English I and II EOC tests.
Root Cause 2:	Students did not have adequate practice utilizing computer-based testing with embedded tools.	Strategy:	Expose students to computer-based assessments and utilize portfolios to track progress.

PS2 - Q2 Interventions (Oct 17 - Dec 16)

PS2 - Q2 SMART Goal:	100% of STAAR A English I and English II students will type two essays and four short answer responses in the second 9 weeks of school.						
Q2 Intervention #1	Create opportunities for short answer responses to be typed.	Q2 Intervention #2	Create opportunities for essay responses to be typed.	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Student Portfolios and data from curriculum-based assessments/mid-term.	What data will be collected to monitor interventions in Q2?	Student Portfolios and data from mid-term.	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>

Action(s)	Inclusion teacher will work collaboratively with general education teacher to ensure that student has access to a computer for the typed short answer response. Responses will be reviewed and revised.	Action(s)	Inclusion teacher will work collaboratively with general education teacher to ensure that student has access to a computer for the typed essay. Essays will be reviewed and revised.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Computers	Resources / PD	Computers	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Alicia Garcia, Eileen VanBaak, Lori Faldyn, Sara Bradley	Person(s) Responsible	Alicia Garcia, Eileen VanBaak, Lori Faldyn, Sara Bradley	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	0	Estimated Cost	0	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of 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.	English Inclusion teachers continue to add items to portfolios for each Special Education student that will be taking English I and/or English II EOC in March 2017. Special Education Lead teacher states that at the end of Q2 students will have 4 typed SAR responses and 2 typed essays in each student's portfolio.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Jan. 2017: TEA eliminated the Short Answer Response on the English I and English II EOC. All students taking STAAR with Accommodations will type their essay on the benchmark. Benchmark will be given week of Feb. 7 to 10.
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Problem Statement 3:	No EOC group scored higher than 49.90% at Final Level II standard.	Annual SMART Goal #3:	There will be a 5% increase in each required EOC at the Level II final standard. English I from 27.24 to 32.24, English II from 32.57 to 37.57, Algebra I from 24.82 to 29.82, US History from 49.39 to 54.39, and Biology from 49.90 to 54.90.
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Root Cause 3:	We are too focused on the minimum standard and not higher expectations for each student.	Strategy:	We will support all learners in their pursuit of high levels of academic success.
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PS3 - Q2 Interventions (Oct 17 - Dec 16)

PS3 - Q2 SMART Goal:	100% of Algebra I, Biology, and US History teachers will continue implementation of campus tools and structures for ensuring quality student responses.						
Q2 Intervention #1	Algebra I will provide differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	Q2 Intervention #2	Biology will provide differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	Q2 Intervention #3	US History will provide differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Curriculum Based Assessments Unit Assessments Walk-thrus, PLC Minutes, and lesson plans	What data will be collected to monitor interventions in Q2?	Curriculum Based Assessments Unit Assessments Walk-thrus PLC Minutes, and lesson plans	What data will be collected to monitor interventions in Q2?	Curriculum Based Assessments Unit Assessments Walk-thrus PLC Minutes, and lesson plans	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Differentiate instruction within the regular Algebra I classroom. Two times each unit, students will be provided three different levels of instruction to fit their individual academic needs. Algebra I teachers will implement at a minimum one Kagan structure per week. On a quarterly basis all Strategic Math students will be Universally Screened and progress monitored.	Action(s)	Differentiate PAP and regular Biology curriculum and academic expectations. PAP classes will use inquiry labs and also give students extended opportunities to create their own labs once per semester. Create higher order questions during PLC time and implement on a regular basis during instruction.	Action(s)	Incorporate vocabulary on a daily basis by using the Frayer model (4 words a unit) and Text Impressions (2 times a week) Incorporate higher order questions into daily lessons by creating higher level questions in the PLC and using those questions as exit tickets twice a week.	Action(s)	<enter action(s) here>
Resources / PD	Universal Screener Progress Monitoring Tool	Resources / PD	District provided curriculum Blooms Revised Taxonomy Interactive Journals White boards	Resources / PD	Blooms Revised Taxonomy Frayer model	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Clark Motley, Cindy Neubar, Monica Jones, Susan Johnson	Person(s) Responsible	Clark Motley, Benita Gonzales, Lynda Bermea, Elise Tate	Person(s) Responsible	Clark Motley, Renee Basinger, Justin Gabrysch, Lynn Kutach	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	0	Estimated Cost	0	Estimated Cost	0	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of 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.	US History/Social Studies Dept. attended Sharing Best Practices/Key Vocabulary workshop on Oct. 17. PLC Action Report indicates time spent on the implementation of vocabulary strategies. PREAP Biology is continuing to differentiate assessments and lesson plans. Algebra I is differentiating two lessons in each unit. Algebra I teachers continuing professional development in PLC to develop an indepth understanding of TEKS.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Monitoring of instruction through walkthrus by campus and district administration is necessary to ensure that rigor is established in instruction.
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Problem Statement 4:	Attendance was in Quartile 4 for Victoria East's Campus Comparison Group.	Annual SMART Goal #4:	Attendance will increase from 91.97 to 93.97.
Root Cause 4:	Inconsistent accountability for student attendance.	Strategy:	Implement consistent student accountability for attendance.

PS4 - Q2 Interventions (Oct 17 - Dec 16)

PS4 - Q2 SMART Goal:	100% of the students who are in jeopardy of not receiving credit due to 90% attendance law will have an Attendance Intervention Plan.						
Q2 Intervention #1	Attendance Intervention Plans	Q2 Intervention #2	Attendance Incentives	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Attendance Intervention Plans	What data will be collected to monitor interventions in Q2?	Attendance Report by period	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Assistant Principals will meet with students at risk of losing credit due to less than 90% attendance.	Action(s)	Attendance committee designs and implements positive rewards once a 9 weeks.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Eschool Attendance by Class Period Report Attendance contract Titan Time, Saturday School Report Card Message	Resources / PD	Personnel	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Clark Motley, Natalie Abrameit, Justin Gabrysch, Lynda Bermea, Monica Jones	Person(s) Responsible	Natalie Abrameit, Attendance Committee	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	16-Dec-06	Timeline for Completion	16-Dec-16	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	0	Estimated Cost	200	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Local Funds	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.	Q2 attendance 2015 2016 92.74% Q2 attendance 2016 2017 93.77% Dec. 2015 Cumulative 93.39% Dec. 2016 Cumulative 94.31% Attendance Trends by Course report-559 students attendance tracked	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Ensure that students needing to earn seat time are aware of Titan Time and Saturday School hours.
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Problem Statement 5:	In 2015-16, East High School students were assigned to in-school suspension or out-of-school suspension (one or more days) 1940 times.	Annual Smart Goal #5:	Reduce 2015-16 ISS/OSS totals by 25%.
Root Cause 5:	No alternatives to ISS or OSS placement.	Strategy:	Implement alternative consequences for minor infractions.

PS5 - Q2 Interventions (Oct 17 - Dec 16)

PS5 - Q2 SMART Goal:	Reduce ISS/OSS placements from 540 to 405 (25%) for Q2.						
Q2 Intervention #1	Utilize Titan Tune-Up for teacher-detentions.	Q2 Intervention #2	Utilize lunch detentions.	Q2 Intervention #3	Utilize after-school detentions.	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	ISS/OSS placements through Cognos	What data will be collected to monitor interventions in Q2?	ISS/OSS placements through Cognos	What data will be collected to monitor interventions in Q2?	ISS/OSS placements through Cognos	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Provide training on implementation of Titan Tune-Up	Action(s)	Set-up lunch detention room, staff lunch detentions, create procedures and teach to students and staff.	Action(s)	Set-up after-school detention room, staff after-school detentions, create procedures and teach to students and staff.	Action(s)	<enter action(s) here>
Resources / PD	Classroom, procedures, staff training	Resources / PD	Classroom, procedures, staff training	Resources / PD	Classroom, procedures, staff training	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Clark Motley, Justin Gabrysch, Natalie Abrameit, Monica Jones, Lyndea Bermea, Carla Schaefer	Person(s) Responsible	Clark Motley, Justin Gabrysch, Natalie Abrameit, Monica Jones, Lyndea Bermea, Carla Schaefer	Person(s) Responsible	Clark Motley, Justin Gabrysch, Natalie Abrameit, Monica Jones, Lyndea Bermea, Carla Schaefer	Person(s) Responsible	<enter person(s) responsible here>

Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	0	Estimated Cost	0	Estimated Cost	0	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of 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.	13% reduction. Q2 2015 2016 data indicates 540 ISS/OSS placements. Q2 2016 2017 data indicates 470 ISS/OSS placements. VEHS has implemented lunch detention & after-school detention as alternatives to ISS/OSS placement. Detention policy is in place school-wide. Titan Tuneups are being used school-wide. Q1 & Q2 2015 - 2016 data indicates 978 ISS/OSS placements to date. Q1 & Q2 2016 2017 data indicates 879 ISS/OSS placements to date. 10% reduction to date.	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?	Adjust tardy policy. After 10 tardies, Assistant Principals will assign after-school detention. Students with persistent discipline referrals are being tracked and supported by Becca Garcia, District Truancy Coordinator.
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