

Campus Name		Victoria West HS			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	87% of all students will earn Level II status on the 2017 ELAR EOC	Q1:	Increase Reading Comprehension by establishing a lexile baseline score.	No but made some progress	Select
		Q2:	Increase student sustained silent reading by 50% through 4th period Advisory classes and content areas.	No but made significant progress	
		Q3:	Increase the use of EOC question stems from 4 to 5 per class period in ELA courses	Select	
		Q4:	As a result of interventions, 85% of the students will pass their ELA course	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	As a result of the interventions, we expect a 10% increase in performance by special education students.	Q1:	Provide training opportunities for all co-teach partners to increase the variety of differentiation strategies used in the classroom	No but made significant progress	Select
		Q2:	Increase the types of differentiation strategies used in the classroom	Yes	
		Q3:	As a result of interventions 50% of SPED students will master Eng I and II benchmarks.	Select	
		Q4:	As a result of interventions, 90% of the Special Education students will pass all classes	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	As a result of the interventions, the number of out of class placements will decrease by 15% from the 2015-2016 school year.	Q1:	In the 2016 - 2017 school year, the number of out of class placements will decrease by 15% from the 1st quarter of the 2015-2016 school year.	Yes	Select
		Q2:	The number of out of class placements will decrease by 15% from the 2nd quarter of the 2015-2016 school year.	Yes	
		Q3:	The number of out of class placements will decrease by 15% from the 3rd quarter of the 2015-2016 school year.	Select	
		Q4:	The number of out of class placements will decrease by 15% from the 4th quarter of the 2015-2016 school year.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	As a result of the interventions, the campus attendance rate will increase to meet or exceed the state standard.	Q1:	Communicate to 100% of VWHS students and guardians the state compensory attendance laws	Yes	Select
		Q2:	100% of students on the 30% attendance list will have an attendance contract	No but made significant progress	
		Q3:	Increase the attendance rate for the 3rd 9 weeks grading period by 2% over the 2015-2016 school year	Select	
		Q4:	Maintain a 95% daily attendance rate for the remainder of the school year	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	As a result of interventions, our Level III performance rate on the 2017 STAAR assessment will meet or exceed the state performance rate.	Q1:	100% of the released EOC questions will be aligned to use in appropriate units	Yes	Select
		Q2:	Teachers will develop 2-4 questions aligned to the level of the STAAR/EOC assessments for each class period.	Yes	
		Q3:	As a result of interventions, using the benchmark data, level III mastery will increase by 5% for each core area over 2016 EOC scores.	Select	
		Q4:	As a result of interventions, our level III performance rate on 2017 April checkpoints will be at or above 21% for Science, 10% for English I & English II, 27% for US History, and 18% for Algebra 1.	Select	

District Name:	Victoria ISD	Campus Name:	Victoria West HS	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):	Not Applicable
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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:	45% of the students did not reach Level II on the ELAR EOC Hodde/Rodriquez	Annual SMART Goal #1:	87% of all students will earn Level II status on the 2017 ELAR EOC
Root Cause 1:	Students struggle with content comprehension while utilizing silent sustained reading.	Strategy:	Increase the amount of sustained reading in all content areas.

PS1 - Q2 Interventions (Oct 17 - Dec 16)

PS1 - Q2 SMART Goal: Increase student sustained silent reading by 50% through 4th period Advisory classes and content areas.							
Q2 Intervention #1	Students will utilize silent sustained reading at least 5 times a week to increase academic comprehension.	Q2 Intervention #2	Utilize 4th period advisory for sustained silent reading using student selected material.	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Walk through data Lesson plans	What data will be collected to monitor interventions in Q2?	Walk through Data for advisory checks CBA, summative and midterm 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)	Students will participate in silent sustained reading during content classes.	Action(s)	Students will participate in silent sustained reading during fourth period advisory daily.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Reading materials	Resources / PD	Eduphoria ACT & SAT passages Released STAAR test passages	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Advisory teacher	Person(s) Responsible	Instructional Coaches Librarian HOST Advanced Academics Teacher	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	Ongoing through conclusion of school year	Timeline for Completion	Week of November 14, 2016	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	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of 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.	Improved percent of level II on CBA ELA Lesson plans indicate SSR Walkthrough data documents increased SSR	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Provide SSR materials to 4th period advisory Increase monitoring of all content areas to ensure the use of SSR (indicated on lesson plans and walkthrough data)
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Problem Statement 2:	Special Population students are scoring below the State and Federal minimum requirements. Nunley/Burns/Rodriguez	Annual SMART Goal #2:	As a result of the interventions, we expect a 10% increase in performance by special education students.
Root Cause 2:	There is a lack of implementation of a variety of differentiation strategies within the classrooms.	Strategy:	Provide specific time for Inclusion teachers and co-teachers to improve the implementation of differentiation strategies within the classroom

PS2 - Q2 Interventions (Oct 17 - Dec 16)

PS2 - Q2 SMART Goal:	Increase the types of differentiation strategies used in the classroom						
Q2 Intervention #1	Provide planning opportunities for all co-teach partners to increase the variety of differentiation strategies used in the classroom	Q2 Intervention #2	Implement differentiation strategies in the classroom to be documented on inclusion logs.	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Sign-in Logs Materials created in planning	What data will be collected to monitor interventions in Q2?	Monthly Inclusion Logs Walk Through Data Lesson Plans	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)	Attend planning opportunities	Action(s)	Classroom instruction will reflect the use of differentiated strategies to meet the needs of all students	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Instructional Coaches	Resources / PD	PLC Planning Time	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Inclusion Teachers	Person(s) Responsible	Instructional Coaches, Department Leaders	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	17-Oct-16	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	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	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.	Evidence: PLCs Lesson Plans Inclusion tracking SDI	Are you on track to meet the annual goal?	No but made significant progress	What, if any, adjustments must be made in order to meet the annual goal?	The Special Education department will target weaknesses identified in the upcoming benchmark testing and work with students in classes to improve these weaknesses, ie. Practice, tutoring, test taking strategies, etc.
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Problem Statement 3:	The majority of student disciplinary consequences are out of class placements which directly impacts student achievement. Orsak/Hamilton	Annual SMART Goal #3:	As a result of the interventions, the number of out of class placements will decrease by 15% from the 2015-2016 school year.
Root Cause 3:	Processes were lacking in disciplinary consequences to serve as a deterrent to change inappropriate student behavior.	Strategy:	Implement consistent and systematic processes for student disciplinary consequences to maximize time in the classroom

PS3 - Q2 Interventions (Oct 17 - Dec 16)

PS3 - Q2 SMART Goal:	The number of out of class placements will decrease by 15% from the 2nd quarter of the 2015-2016 school year.						
Q2 Intervention #1	Continue consistent systematic approach to student tardies	Q2 Intervention #2	Continue after school detention program	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>

What data will be collected to monitor interventions in Q2?	Cognos discipline reports	What data will be collected to monitor interventions in Q2?	Cognos discipline reports	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)	Assign levels of consequences for student tardies Assign monitors for detention rooms Develop system of missed consequences	Action(s)	After School Detention established in room B110 Afterschool detention staffed by Rosalinda Mendoza After school detention hours 4:30 - 5:30	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Maintain short term ISS room	Resources / PD	Bus students will have services if needed	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	VWHS administrators	Person(s) Responsible	VWHS Administrators	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	8/22/2016	Timeline for Completion	6/2/2017	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components		Title I School Wide Components		Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$0.00	Estimated Cost	\$10.00/hr for detention monitor	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 State Comp Ed	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.	2015-2016 723 out of class placements 2016-2017 352 out of class placements Decrease of 51 over the same time period last year	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 current intervention processes
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Problem Statement 4:	Overall student attendance is below 95%. Gonzalez/Crick	Annual SMART Goal #4:	As a result of the interventions, the campus attendance rate will increase to meet or exceed the state standard.
Root Cause 4:	Consequences for lack of compulsory attendance were not communicated adequately to students and parents.	Strategy:	Communicate to all stakeholders the consequences of the state compulsory attendance laws.

PS4 - Q2 Interventions (Oct 17 - Dec 16)

PS4 - Q2 SMART Goal:	100% of students on the 30% attendance list will have an attendance contract						
Q2 Intervention #1	Continue systematic approach to intervene with students who have been absent 10% or more of the school year	Q2 Intervention #2	District truancy officer assigned to assist Campus SSF with severe attendance cases	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	VISD Attendance for Credit Committee notes 10% Attendance report Excessive absence report	What data will be collected to monitor interventions in Q2?	Excessive absence reports	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)	VISD administrators from all secondary campuses will set criteria and processes to recover seat time and assignments	Action(s)	Assign office on campus Meet each Monday for W-99 status Home Visits Gather data for court cases if needed	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Documents from VISD Attendance for Credit recovery	Resources / PD	Office Computer	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Tammy Nobles Debbie Crick Ann Goodman District representatives	Person(s) Responsible	Clarissa Gonzales Becca Garcia	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>

Timeline for Completion	12/16/2016	Timeline for Completion	Weekly	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 6: Open, Effective Communication	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	\$0.00	Estimated Cost	\$0.00	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?	No but made significant progress	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Attendance Blitz All Aps documented attendance contracts, makeup hours, and credit denial letters	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?	Continue: Emails Phone calls Edulink letters Home visits Marquee Parent and Student Conferences 90% attendance information at student sign out Student attendance contracts for 2nd semester
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Problem Statement 5:	Level III performance for all EOC courses on the Spring 2016 assessments are below the state average. Sedlacek/Hernandez/Andruss/Goodman	Annual Smart Goal #5:	As a result of interventions, our Level III performance rate on the 2017 STAAR assessment will meet or exceed the state performance rate.
Root Cause 5:	Students are struggling with higher level thinking and using cognitive processes at the Analyze, Evaluate, and Create levels of Bloom's Taxonomy II. Classroom observations indicate students are also having great difficulty responding to higher order questions/tasks and posing questions about the learning at these levels.	Strategy:	Increase the level of rigor through consistent use of essential & critical questions in all classrooms and provide targeted interventions for student success.

PS5 - Q2 Interventions (Oct 17 - Dec 16)

PS5 - Q2 SMART Goal:	Teachers will develop 2-4 questions aligned to the level of the STAAR/EOC assessments for each class period.						
Q2 Intervention #1	Develop higher order questions to use in class	Q2 Intervention #2	Implement Strategies (Kagan, FSGPT, Critical Writing, Teach Like a Champion) to incorporate higher order questioning and academic vocabulary in class	Q2 Intervention #3	Continue unit assessments, analyze the data, and spiral instruction to address the areas of greatest need	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Lesson Plans PLC minutes	What data will be collected to monitor interventions in Q2?	Walkthrough data	What data will be collected to monitor interventions in Q2?	Eduphoria data	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Develop 2-4 higher order questions for each lesson	Action(s)	Select strategies for asking the questions during PLCs Preplan questions	Action(s)	Use the short-cycle trend analysis and adjustment form to determine area of greatest need	Action(s)	<enter action(s) here>
Resources / PD	Eduphoria Lead4ward Region 10 Bloom II Curriculum Heat Maps Alignment documents	Resources / PD	Book study notes Kagan Fundamental 5 Teach Like a Champion	Resources / PD	short-cycle trend analysis and adjustment form	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Teachers Instructional Coaches	Person(s) Responsible	Teachers Campus Instructional Coaches	Person(s) Responsible	Teachers Campus Instructional Coaches	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	1 week prior to each lesson during PLC	Timeline for Completion	ongoing	Timeline for Completion	ongoing	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	Select AIM from dropdown
Title I School Wide Components		Title I School Wide Components		Title I School Wide Components		Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	\$0.00	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

<p>Did you meet this quarter's goal?</p>	<p>Yes</p>	<p>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</p>	<p>Evidence: Lesson Plans Do Nows Exit Tickets Unit Tests</p>	<p>Are you on track to meet the annual goal?</p>	<p>No but made significant progress</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<ul style="list-style-type: none"> • English I: CBA 16.6%; State (Spring 2016) 8% - English I is well above the goal. • English II: CBA 13.2%; State (Spring 2016) 7% - English II is well above the goal. • Algebra I: Midterm 8.0%; State (Spring 2016) 25% - Algebra I is far below the goal. • Biology: Midterm 36.2%; State (Spring 2016) 20% - Biology is well above the goal. • US History: Midterm 27.5%; State (Spring 2016) 30% - US History is slightly below the goal. Algebra I needs to do significant work toward meeting the goal. US History needs to do some minor adjusting. All core tested areas are working on increasing our level 3 scores by implementing test taking strategies in class by practicing/modeling them with the students in Do Nows and having the students use those strategies when taking exams (which have STAAR released test questions).
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