

Victoria ISD - Improvement Plan Summary Page

Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1 Special Education	65% of students tested in Reading/ELAR will meet the student progress target on 2017 STAAR and EOC	Q1:	100% of IC's and teachers will receive and be trained in the tool box of differentiation strategies for diverse learners	Yes	Select
		Q2:	75% of teachers will be implementing differentiation tools provided as documented in sampled lesson plans.	No	
		Q3:	differentiated instructional methods and content to ensure students have the opportunity to master what is being taught will be observed in at least 50% of classroom walks	Yes	
		Q4:	differentiated instructional methods and content to ensure students have the opportunity to master what is being taught will be observed in at least 55% of classroom walks	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2 Bilingual / ESL	35% of ELL students who scored Advanced on the 2016 TELPAS will achieve Advanced High on the 2017 TELPAS.	Q1:	60% of the 2016-2017 Coached Teachers will implement Step 6 or 7 in the classroom.	Yes	Select
		Q2:	70% of the ELL students in the Coached Classrooms will be observed utilizing Structured Conversations and/or Structured Reading/Writing activities.	Yes	
		Q3:	In Coached Classrooms, 35% of targeted Students' Writing Samples will facilitate student writing growth to the next proficiency level.	Yes	
		Q4:	75% of the ELL students in the Coached Classrooms will be observed utilizing Structured Conversations and/or Structured Reading/Writing activities.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3 NCLB	Less than 4% of Title I, A homeless students will drop out of school during the 2016-2017 school year.	Q1:	100% of Title I, A homeless students will have been assigned to case manager	Yes	Select
		Q2:	80% of Title I, A students in grades 6-12 will earn first semester credit for core content courses.	No but made significant progress	
		Q3:	85% of enrolled NCLB students in class of 2017 will be on track with credits needed to graduate and will be on track to meet 90% attendance requirement.	Yes	
		Q4:	90% of NCLB students enrolled in grades 9-11 will earn credits required to advance to next grade level.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4 Student Services: Attendance	Attendance: Increase student attendance rate in VISD to 95% by the end of the 2016-17 school year.	Q1:	By Oct. 14, 2016, VISD student attendance rate will increase by .1% (from 94.7% to 94.8%).	Yes	Select
		Q2:	By Dec. 16, 2016, VISD student attendance rate will increase by .1% (from 94.8% to 94.9%).	Yes	
		Q3:	By March 9, 2017, VISD student attendance rate will increase by .1% (from 94.9% to 95.0%)	No	
		Q4:	By June 1, 2017, VISD student attendance rate will remain at 95% or higher.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5 Student Services: Discipline	Reduce In School Suspension (ISS) and Out of School Suspension (OSS) placements from 52% to 45%	Q1:	Reduce ISS / OSS placements from 52% to 50%.	No but made some progress	Select
		Q2:	Reduce ISS/OSS placements from 50% to 48%	No but made some progress	
		Q3:	Reduce ISS/OSS placement from 48%- 46%	No but made some progress	
		Q4:	Reduce ISS/OSS placement from 46%- 45%	Select	

Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#6 Human Resources	At the start of the 2017-2018 school year, the turnover rate for teachers in the District with zero years of teaching experience during the 2016-2017 school year will not exceed 20%.	Q1:	The Human Resources Department will collect data to identify supports and resources needed of all teachers with zero years of teaching experience in the VISD by September, 30, 2016.	Yes	Select
		Q2:	100% of teachers with zero years of experience will be provided with effective support to address needs identified during Quarter 1 meetings held with zero year teachers, campus principals, and mentor teachers.	Yes	
		Q3:	The Human Resources Department will collect data to identify the ongoing supports and resources needed of all teachers who are new to the VISD by March 10, 2017.	Yes	
		Q4:	92% of zero year teachers in the VISD for the 2016-2017 school year will respond to an anonymous survey that the support they have received from the Human Resources Office during their first school year has "Met Expectations".	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#7 Elementary ELAR	40% of 4th Graders will achieve mastery on 2017 Writing STAAR in Reporting Category 1 (Expository Composition)	Q1:	75% of 4th grade classrooms will have evidence of authentic student writing connected to instruction	Yes	Select
		Q2:	90% of 4th grade classrooms will have evidence of authentic student writing connected to instruction	Yes	
		Q3:	25% of 4th Graders will achieve mastery on Writing Benchmark in Reporting Category 1 (Expository Composition)	No	
		Q4:	40% of 4th Graders will achieve mastery on 2017 Writing STAAR in Reporting Category 1 (Expository Composition)	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#8 Elementary Math	60% of students will master skills used to multiply and divide using decimals, whole numbers, and fractions on the 2017 STAAR in the fifth grade.	Q1:	75% of 5th grade math classrooms will be engaged in daily fact fluency practice.	Yes	Select
		Q2:	95% of fifth grade math classrooms will be engaged in daily fact fluency practice.	Yes	
		Q3:	Fifty percent of students will master TEKS 5.3 on the 2017 district benchmark in the fifth grade.	Yes	
		Q4:	Sixty percent of students will master TEKS 5.3 on the 2017 STAAR in the fifth grade.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#9 Elementary Science	Increase understanding of science vocabulary and related processes as indicated by 64% of students passing 5th Grade Science STAAR.	Q1:	75% of 5th grade student's notebooks/logs will contain Science vocabulary entries.	Yes	Select
		Q2:	90% of 5th grade student's science notebooks/logs will contain science vocabulary entries.	Yes	
		Q3:	65% of 5th grade students will meet the passing standard on the Science Benchmark	No	
		Q4:	64% of 5th grade students will achieve final recommended level II on 2017 Science STAAR	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#10 Elementary Social Studies	70% of 5th grade students will score 53% or higher on the Social Studies benchmark.	Q1:	90% of all 5th grade SS classrooms will be engaged in SS instruction using Studies Weekly material.	Yes	Select
		Q2:	65% of 5th grade students will score at least 53% on the district CBA	No but made significant progress	
		Q3:	100% of 5th grade classrooms will be engaged in Social Studies using Studies Weekly Material.	Yes	
		Q4:	100% of 5th grade classrooms will continue to follow the district pacing calendar engaging students in Social Studies using Studies Weekly material.	Select	
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?

#11 Secondary ELAR	The average percentage of students meeting passing standard on the 2017 Eng I & Eng II STAAR EOC will increase by 10%.	Q1:	50% of walkthrough observations will show evidence of teachers implementing critical thinking strategies. (Pre, during, or post reading strategies with evidence, critical writing tasks, or small group purposeful talk)	Yes	Select
		Q2:	45% of students in English I and II will score at least a 2 on a short answer response written on the December midterm exam.	Yes	
		Q3:	50% of walkthrough observations will show evidence of teachers implementing critical thinking strategies. (Pre, during, or post reading strategies with evidence, critical writing tasks, or small group purposeful talk)	Yes	
		Q4:	50% of walkthrough observations in 8th grade classrooms will show evidence of students engaged in authentic writing tasks.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#12 Secondary Math	75% of all tested grade levels (Grade 6-Algebra 1) will increase the average percent correct on the 2017 STAAR mathematics exam by 5% points (as compared to 2016).	Q1:	50% of walkthroughs will show evidence of teachers using engagement strategies (Kagan, small group purposeful talk, or VISD math's resource list)	Yes	Select
		Q2:	60% of walkthroughs will show evidence of teachers using engagement strategies and/or formative assessment strategies (Kagan, small group purposeful talk, or VISD math's resource list)	No	
		Q3:	50% of walkthroughs will show evidence of teachers embedding the mathematical process standards.	Yes	
		Q4:	55% of walkthroughs will show evidence of teachers using engagement strategies and/or formative assessment strategies (Kagan, small group purposeful talk, or VISD math's resource list)	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#13 Secondary Science	20% of VISD students in 8th grade and Biology achieved a Level III score on the 2017 STAAR Science Assessment.	Q1:	16% of 8th grade students achieved a Level III score on the 1st Check Point. 16% of Biology students achieved a Level III score on the common assessment questions.	Yes	Select
		Q2:	17% of 8th grade students achieved a Level III score on the 2nd and 3rd Check Point. 17% of Biology students achieved a Level III score on the Biology Common Assessment.	Yes	
		Q3:	18% of 8th grade students achieve a Level III score on the benchmark. 18% of Biology students achieve a Level III score on the common assessment questions.	No but made significant progress	
		Q4:	19% of 8th grade students achieve a Level III score on the STAAR. 19% of Biology students achieve a Level III score on the benchmark.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#14 Secondary Social Studies	30% of all 8th grade students will achieve Final Recommended Level II on the 2017 STAAR Social Studies exam.	Q1:	24% of 8th grade students will achieve Final Recommended level 2 score on checkpoint #1.	Yes	Select
		Q2:	25% of 8th grade students will achieve Final Recommended Level II on Checkpoint #2	Yes	
		Q3:	27% of 8th grade U.S. History students will achieve Final Recommended Level 2 on Checkpoint 2	Yes	
		Q4:	30% of 8th grade U.S. History students will achieve Final Recommended Level 2 on the District Benchmark	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#15 CTE	Increase the passing rate of CTE certifications by 10%	Q1:	100% of CTE students will be aware of the industry-based certifications and licensures that are available in VISD	Yes	Select
		Q2:	100% of VISD secondary campuses will receive information about advanced CTE courses at the Career and Technology Institute	Yes	
		Q3:	100% completion of the certification testing calendar and the tutorial schedule by CTE teachers who will offer industry-standard certification tests during the 16-17 academic year.	Yes	
		Q4:	Ensure 100% of all students enrolled in a CTE course that offers an industry-standard certification have equal access to take an industry-standard certification test	Select	

District Name:	Victoria ISD	District Number:	235-902	Professional Service Provider (PSP):	Not Applicable	District Coordinator of School Improvement (DCS):	Dionne Hughes	Date of Public Hearing for Targeted Improvement Plan:	TBD	Date Campus TIP Approved by Board (IR only):	TBD
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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:	46% of special education students tested did not achieve 1 years growth in reading.	Annual SMART Goal #1:	65% of students tested in Reading/ELAR will meet the student progress target on 2017 STAAR and EOC
Root Cause 1:	Service providers(Instructional Coaches, general and special education teachers) lack the knowledge of how to differentiate instruction for the diverse needs of special education students in inclusive settings. (instructional arrangements of 40, 41, 42)	Strategy:	Provide consistent strategies to address diverse needs of the special education learner

PS1 - Q2 Interventions (Oct 17 - Dec 16)

PS1 - Q2 SMART Goal:	75% of teachers will be implementing differentiation tools provided as documented in sampled lesson plans.						
Q2 Intervention #1	Recruit and maintain effective special education IC	Q2 Intervention #2	Special Education IC's collaborate and support campus IC's/Teachers and implementation of tools	Q2 Intervention #3	Monitor implementation through targeted lesson plan reviews	Q2 Intervention #4	IC's will visit classrooms to determine use of strategies and tool box implementation.
What data will be collected to monitor interventions in Q2?	Staffing records	What data will be collected to monitor interventions in Q2?	Agenda at IC's meeting, on-site consultation forms	What data will be collected to monitor interventions in Q2?	75% of lesson plans sampled will show evidence of implementation to determine	What data will be collected to monitor interventions in Q2?	Quarterly review of classroom visits
Action(s)	Job posting, interviews	Action(s)	IC's will attend all IC PLC's, IC's will provide coaching in classroom settings	Action(s)	IC's random sampling of lesson plans	Action(s)	IC's will visit classrooms to determine use of strategies and tool box implementation, review data by campus and provide information to principal
Resources / PD	Online recruitment, job description	Resources / PD	IC's, materials	Resources / PD	Use of Forethought	Resources / PD	Special Education IC's
Person(s) Responsible	Special Education	Person(s) Responsible	Special education IC's	Person(s) Responsible	Special Education IC's	Person(s) Responsible	Special Education IC's
Timeline for Completion	Oct. 2016	Timeline for Completion	Monthly, on-going 2016-17 school year	Timeline for Completion	Monthly on-going 2016-17 school year	Timeline for Completion	Quarterly -ongoing 2016-17 school year
AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	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	Instruction by HQ teachers	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	Effective & Timely Assistance for Struggling St
Estimated Cost	45,000.00	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source	IDEA-B: Specialized Services Determined by ARD	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	No	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	We have not been able to fulfill our vacant Special Education IC position. We now have applicants and have interviews scheduled for Jan 25.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Interview with intent to Hire someone from ou current applicant pool.
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Problem Statement 2:	ELL Students lack the mastery of the academic English language necessary to perform satisfactorily on State Assessments.	Annual SMART Goal #2:	35% of ELL students who scored Advanced on the 2016 TELPAS will achieve Advanced High on the 2017 TELPAS.
Root Cause 2:	Students lack opportunities to use Tier 1 and Tier 2 academic language in all language domains.	Strategy:	Provide targeted support for classroom teachers in order to properly address the needs of ELL students.

PS2 - Q2 Interventions (Oct 17 - Dec 16)

PS2 - Q2 SMART Goal:	70% of the ELL students in the Coached Classrooms will be observed utilizing Structured Conversations and/or Structured Reading/Writing activities.						
Q2 Intervention #1	Teachers Rate Selected Students' Writing Samples	Q2 Intervention #2	Coaching Session #2	Q2 Intervention #3	Classroom Walk-throughs	Q2 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q2?	Completed Rating Form	What data will be collected to monitor interventions in Q2?	Completed Coaching Form	What data will be collected to monitor interventions in Q2?	Completed Classroom Observation Form	What data will be collected to monitor interventions in Q2?	

Action(s)	Meet with Coached Teachers to rate selected (Advanced) students' writing samples using the PLDs	Action(s)	Classroom Observation, De-brief teacher	Action(s)	Observe student utilization of steps 6 or 7	Action(s)	
Resources / PD	Student Writing Samples, PLDs, Rating Forms	Resources / PD	Coaching Form	Resources / PD	Q2 Classroom Observation Form	Resources / PD	
Person(s) Responsible	Campus Itinerant	Person(s) Responsible	Campus Itinerant	Person(s) Responsible	Campus Itinerant	Person(s) Responsible	
Timeline for Completion	Oct. 17 - Nov. 4	Timeline for Completion	Nov. 7 - Nov. 18	Timeline for Completion	Nov. 28 - Dec. 16	Timeline for Completion	
AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	
Title I School Wide Components		Title I School Wide Components		Title I School Wide Components		Title I School Wide Components	
Estimated Cost		Estimated Cost		Estimated Cost		Estimated Cost	
Funding Source		Funding Source		Funding Source		Funding Source	

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.	During classroom walkthroughs, teachers were observed providing 211 opportunities for students to engage in structured conversations or structured reading and writing activities. Targeted ELL students engaged in said activities 166 of 211 times for a total of 79%.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	<enter adjustments here>
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Problem Statement 3:	5.1% of Title I, A students in grades 7-12 were reported as dropouts during the 2014-2015 school year as reported on PBMAS.	Annual SMART Goal #3:	Less than 4% of Title I, A homeless students will drop out of school during the 2016-2017 school year.
Root Cause 3:	We must accurately and efficiently identify the needs of homeless students and provide the supports necessary to assist students in achieving academic success.	Strategy:	Provide targeted and individualized support for Title I, A homeless students through Project Success program and KidzConnection services.

PS3 - Q2 Interventions (Oct 17 - Dec 16)

PS3 - Q2 SMART Goal:	80% of Title I, A students in grades 6-12 will earn first semester credit for core content courses.						
Q2 Intervention #1	Monitor implementation of educational stability process / waiver.	Q2 Intervention #2	review PEIMS data to ensure data integrity	Q2 Intervention #3	formally review student progress every 4.5 weeks and provide interventions	Q2 Intervention #4	partner with community agencies to provide comprehensive services to students and families
What data will be collected to monitor interventions in Q2?	student exit withdraw sheets, mobility rate of homeless students	What data will be collected to monitor interventions in Q2?	eSchool Plus data reports, Cognos Reports	What data will be collected to monitor interventions in Q2?	Project Success mentor logs and action plans	What data will be collected to monitor interventions in Q2?	McKinney Vento services spreadsheet and basi needs forms
Action(s)	Conduct campus visits to monitor SRQ completion and use of exit interviews and educational stability waivers, monitor mobility rate of Title I, A homeless students	Action(s)	print rosters of Title I, A homeless students and check data reports to ensure alignment, review PEIMS reports before final submission to TEA	Action(s)	meet individually with students, pull achievement, attendance and discipline data to track student progress, work with school staff community partners to provide support	Action(s)	work with parent liaisons, student success facilitators and campus social workers to identify student/family needs and match students with community organizations
Resources / PD	ongoing training to support campus implementation	Resources / PD	PEIMS training to review reports	Resources / PD	no additional resources needed	Resources / PD	211 resources list, parent liaison meetings
Person(s) Responsible	Rossman, Nobles, Sestak	Person(s) Responsible	Sestak	Person(s) Responsible	KidzConnection Staff	Person(s) Responsible	parent liaisons, student success facilitators, KidzConnection staff
Timeline for Completion	ongoing through June 2017	Timeline for Completion	complete Nov. 15 - Dec. 1	Timeline for Completion	minimum of two individual conferences during 2nd quarter completed by Dec. 16	Timeline for Completion	ongoing
AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 3: Optimal Educational Resources	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 4: Responsive to Student Needs
Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Coordination & Integration of Services and Programs	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Effective & Timely Assistance for Struggling St
Estimated Cost	KidzConnection Salaries	Estimated Cost	no additional cost	Estimated Cost	no additional costs	Estimated Cost	no additional costs
Funding Source	Title IA McKinney Vento	Funding Source	Title IA McKinney Vento	Funding Source	Title IA McKinney Vento	Funding Source	Title IA TTIPS Grant McKinney Vento

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.	The review of first semester credits for 214 students enrolled in grades 6-12 indicates that 74% of Title I homeless students earned credit in all of their core content courses. 27 of the 61 students (44%) who did not earn credit in every core content area failed only one course.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	11 students have been identified as highest risk dropping out due to failure of more than 3 cours during 1st semester. Adjust mentoring schedule these students to ensure adequate support.
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Problem Statement 4:	Lack of immediacy with identifying students with/reasons for chronic absenteeism and providing timely, appropriate, individualized interventions particularly at grades 6-12.	Annual SMART Goal #4:	Attendance: Increase student attendance rate in VISD to 95% by the end of the 2016-17 school year.
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Root Cause 4:	student apathy and/or feeling of disconnect to the school setting and with staff; lack of understanding regarding students living in poverty situations; limited and delayed enforcement of Attendance for Credit (90% rule) requirements.	Strategy:	Determine and remove barriers that negatively impact student attendance; implement structures that encourage student attendance
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PS4 - Q2 Interventions (Oct 17 - Dec 16)

PS4 - Q2 SMART Goal:	By Dec. 16, 2016, VISD student attendance rate will increase by .1% (from 94.8% to 94.9%).						
Q2 Intervention #1	Attendance for Credit (AFC) implementation	Q2 Intervention #2	use of the District Truancy Prevention Coordinator for chronic attendance case management at East & West HS	Q2 Intervention #3	Poverty Simulation (to gain an understanding of our students and seek opportunities to build relationships)	Q2 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q2?	Cognos Reports (Attendance Trends by Period-Summary, Attendance Committee's Excessive Absence Report); Campus/District Attendance Summary/Percentages Six Week Report; Attendance for Credit Meeting agendas and logs; Edulink in Class Letters; Principal Plans (i.e. AFC Contracts).	What data will be collected to monitor interventions in Q2?	Cognos Reports (Attendance Trends by Period-Summary, Attendance Committee's Excessive Absence Report, Absences Over % of Total Membership); Attendance Contracts.	What data will be collected to monitor interventions in Q2?	Cognos Reports (Attendance Trends by Period-Summary, Attendance Committee's Excessive Absence Report) as compared to names of staff participants in Poverty Simulation.	What data will be collected to monitor interventions in Q2?	<enter data source here>
Action(s)	Assemble forms and flowcharts that outline process; communicate AFC plan to students, parents, staff; monitor AFC need each 3 week period; hold Attendance Review Cmte Mtgs.; tie-to VOE form.	Action(s)	Determine a schedule for District Truancy Prevention Coordinator at East and West High Schools; print Cognos Reports to validate which students to discuss with APs; secure copies of Edulink letters and TPMs for students who have missed 30% of class; contact student and parent.	Action(s)	Purchase materials; set training dates; train Parent Liaisons who will assist with Simulation.	Action(s)	<enter action(s) here>
Resources / PD	Edulink system; eSchoolPLUS reports; AFC Planning Cmte. Input	Resources / PD	Attendance Contract/Behavior Improvement Plan template; list of support agencies and mentors; campus incentives	Resources / PD	Poverty Simulation Action Plan	Resources / PD	<enter resources here>
Person(s) Responsible	Tammy Nobles, Campus Administrators	Person(s) Responsible	Becca Garcia, VEHS and VWHS Administrators	Person(s) Responsible	Tammy Nobles, Tammy Sestak, Yvonne Rossman	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	Jun-17	Timeline for Completion	1-May-17	Timeline for Completion	Jan. 2017	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	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	\$1,000	Estimated Cost	\$1,000	Estimated Cost	\$3,500	Estimated Cost	<enter estimated cost here>
Funding Source	Local Funds	Funding Source	Local Funds	Funding Source	Title IA	Funding Source	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.	eSchoolPLUS' ADA/ADM Statistics Report shows VISD overall attendance rate thru Dec. 16, 2016 was 95.68%.	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: daily monitoring of student attendance all levels, poverty simulation trainings and AF communication with staff, students and parent
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Problem Statement 5:	Lost instructional time in the classroom because of referrals and placements in ISS and OSS	Annual Smart Goal #5:	Reduce In School Suspension (ISS) and Out of School Suspension (OSS) placements from 52% to 45%
Root Cause 5:	Persistent and severe misbehavior that classroom teachers are not equipped (lack the skills and tools) to handle are leading to ISS/OSS placements	Strategy:	Provide staff development for discipline in the secondary schools and continue to establish support systems at the elementary level

PS5 - Q2 Interventions (Oct 17 - Dec 16)

PS5 - Q2 SMART Goal:	Reduce ISS/OSS placements from 50% to 48%						
Q2 Intervention #1	All Secondary Campus Staff will Receive Safe & Civil Schools Training	Q2 Intervention #2	Resiliency Guidance Lessons	Q2 Intervention #3	Behavior Rounds at the High Schools	Q2 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q2?	Sign-In Sheets Discipline Referral Report with action code	What data will be collected to monitor interventions in Q2?	Lesson Plans Discipline Referral Report with action code	What data will be collected to monitor interventions in Q2?	Sign-in sheets and handouts	What data will be collected to monitor interventions in Q2?	<enter data source here>
Action(s)	TOTs train campus staff in Safe & Civil Schools	Action(s)	Counselors will provide resiliency lessons to students	Action(s)	RtI representatives will visit one another's campuses and complete observation forms	Action(s)	<enter action(s) here>
Resources / PD	Discipline in the Secondary Classroom Books and PD materials	Resources / PD	Continued Resiliency training and materials	Resources / PD	Observation forms, feedback	Resources / PD	<enter resources here>
Person(s) Responsible	Lisa Blundell - Exec Director of Admin Kim Motley - District Counseling Coordinator Campus Admin	Person(s) Responsible	Kim Motley - District Counseling Coordinator	Person(s) Responsible	Kim Motley, Krystal Clark and Lisa Blundell	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	Dec. 1 - All training completed	Timeline for Completion	Ongoing	Timeline for Completion	December 16th	Timeline for Completion	<enter date(s) here>

AIM Alignment	AIM 2: Safe, Secure, & Nurturing Learning Environment	AIM Alignment	AIM 2: Safe, Secure, & Nurturing Learning Environment	AIM Alignment	AIM 2: Safe, Secure, & Nurturing Learning Environment	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	High-Quality, ongoing PD	Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	Coordination & Integration of Services and Programs	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	0	Estimated Cost	0	Estimated Cost	0	Estimated Cost	<enter estimated cost here>
Funding Source		Funding Source		Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	No but made some progress	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	54% of referrals resulted in ISS/OSS placements in Q2, compared to 73% in 2015-2016 for Q2.	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 adjustments here>
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Problem Statement #6:	30.5% (32 of 105) of the teachers with zero years of teaching experience who taught for the first time during the 2015-2016 school year did not return to teach in the 2016-2017 school year.	Annual SMART Goal #6:	At the start of the 2017-2018 school year, the turnover rate for teachers in the District with zero years of teaching experience during the 2016-2017 school year will not exceed 20%.
Root Cause #6:	Of the 32 teachers with zero years of teaching experience who resigned, 13 (41%) cited various family circumstances as the reason for leaving the district, 6 (19%) accepted a position in another school district, 6 (19%) were identified by their campus principals as struggling to successfully perform their job duties, 5 (15%) expressed they were pursuing a different profession, and 2 (6%) resigned for medical reasons.	Strategy:	Human Resources personnel will work collectively with teachers with zero years of experience, campus administrative staff, and district staff to provide targeted professional supports for these new teachers while also providing resources to encourage these teachers to become connected to the greater Victoria community outside their work life.

PS6 - Q2 Interventions (Oct 17 - Dec 16)

PS6 - Q2 SMART Goal:	100% of teachers with zero years of experience will be provided with effective support to address needs identified during Quarter 1 meetings held with zero year teachers, campus principals, and mentor teachers.
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Q2 Intervention #1	The HR Department will share commonly identified needs of zero year teachers gathered during Quarter 1 meetings with leaders in the VISD Curriculum, Instruction and Accountability Department.	Q2 Intervention #2	Human Resources personnel will meet individually with each campus principal to determine whether needs identified during Quarter 1 meetings with zero year teachers and campus principals have been successfully addressed.	Q2 Intervention #3	The HR Department will work with the Region III Service Center to provide each zero year teacher with access to the PACT online New Teacher Support program.	Q2 Intervention #4	New teachers to the District will be sent a monthly electronic newsletter detailing events and activities available to them as members of the Victoria community.
What data will be collected to monitor interventions in Q2?	Follow-up meetings will be held with zero year teachers during Quarter 3 to determine if trainings and supports offered during Quarters 1 and 2 were effective in addressing their identified needs.	What data will be collected to monitor interventions in Q2?	Principals will complete a questionnaire developed by the HR Department identifying strengths and areas of concern for each teacher with zero years of experience.	What data will be collected to monitor interventions in Q2?	Follow-up meetings will be held with zero year teachers during Quarter 3 to determine if these new teachers perceive the PACT program to be beneficial.	What data will be collected to monitor interventions in Q2?	An anonymous survey will be sent to new teachers at the end of the school year to determine if the newsletter information assisted in them feeling engaged as a new member of the community.
Action(s)	The HR Department will work in collaboration with the C, I and A Department to ensure training and support is offered to address the identified needs of zero year teachers.	Action(s)	This data will be utilized to offer continued, focused training and support to teachers.	Action(s)	This data will be used to provide feedback to the Region III Service Center regarding the perceived usefulness of this support system.	Action(s)	Survey data will be used to inform our HR Department on strategies to effectively assist our new teachers in integrating into our community; enjoying the amenities our community has to offer.
Resources / PD	To be determined dependent upon training needs identified.	Resources / PD	To be determined dependent upon training needs identified.	Resources / PD	Region III PACT New Teacher Support Program	Resources / PD	None
Person(s) Responsible	Greg Bonewald, Lisa Cortez, CIA Leadership	Person(s) Responsible	Greg Bonewald, Lisa Cortez,	Person(s) Responsible	Lisa Cortez	Person(s) Responsible	Shawna Currie, Melanie Martinez, Greg Bonewald, Lisa Cortez
Timeline for Completion	1/2/2017	Timeline for Completion	1/6/2017	Timeline for Completion	10/31/2016	Timeline for Completion	10/31/2016
AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	AIM Alignment	AIM 6: Open, Effective Communication
Title I School Wide Components	High-Quality, ongoing PD	Title I School Wide Components	High-Quality, ongoing PD	Title I School Wide Components	High-Quality, ongoing PD	Title I School Wide Components	Strategies to attract HQ teachers to high needs schools
Estimated Cost	To be determined dependent upon training needs identified.	Estimated Cost	To be determined dependent upon training needs identified.	Estimated Cost	N/A	Estimated Cost	N/A
Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source		Funding Source	

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.	A multitude of professional development opportunities were provided for zero year teachers across the district on October 14, 17 and January 2 and 3rd. Professional development sessions were designed based on feedback gathered from zero year teachers regarding their perceived growth needs.	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 monitor the needs of zero year teachers during the 3rd quarter through campus meetings with these new teachers and will modify support if necessary based on feedback received from our zero year teachers.
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Problem Statement #7:	5.2% of 4th Graders achieved mastery on 2016 Writing STAAR in Reporting Category 1 (Expository Composition)	Annual SMART Goal #7:	40% of 4th Graders will achieve mastery on 2017 Writing STAAR in Reporting Category 1 (Expository Composition)
Root Cause #7:	Limited authentic, monitored writing opportunities for students across content areas with feedback.	Strategy:	Provide tools for effective integration of writing opportunities that connect with other instructional components

PS7 - Q2 Interventions (Oct 17 - Dec 16)

PS7 - Q2 SMART Goal:	90% of 4th grade classrooms will have evidence of authentic student writing connected to instruction						
Q2 Intervention #1	Monitor 4th grade classrooms for evidence of student writing	Q2 Intervention #2	Attend 4th grade ELAR PLC meetings	Q2 Intervention #3	Provide strategies on how to embed components of 6-8 STAAR Compositions	Q2 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q2?	4th grade student writing samples	What data will be collected to monitor interventions in Q2?	Evidence of student writing opportunities in lesson plans	What data will be collected to monitor interventions in Q2?	4th grade student compositions	What data will be collected to monitor interventions in Q2?	<enter data source here>
Action	Visit 4th grade classrooms	Action	Attend ELAR PLC meetings	Action	Share strategies with Instructional Coaches	Action	<enter action(s) here>
Resources / PD	Cumulative writing samples	Resources / PD	Forethought Lesson Plans	Resources / PD	Research-based strategies/IC meeting	Resources / PD	<enter resources here>
Person(s) Responsible	Renee Harper/Elementary Curriculum Coordinators	Person(s) Responsible	Renee Harper	Person(s) Responsible	Renee Harper	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	by December 16, 2016	Timeline for Completion	by December 16, 2016	Timeline for Completion	by December 16, 2016	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	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		Estimated Cost		Estimated Cost		Estimated Cost	<enter estimated cost here>
Funding Source		Funding Source		Funding Source		Funding Source	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.	Observations (CIA visits) in fourth grade classrooms, all content area lesson plans and posted frames include literacy connection in closing task, evidence of increased student opportunity for writing across all content areas.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Modeling of critical writing closing frame in fourth grade PLC's in order to meet depth and rigor of higher level writing tasks.
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Problem Statement 8:	The 2016 STAAR results revealed that in fifth grade less than 50% of our students mastered the skills used to multiply and divide using decimals, whole numbers, and fractions.	Annual SMART Goal #8:	60% of students will master skills used to multiply and divide using decimals, whole numbers, and fractions on the 2017 STAAR in the fifth grade.
Root Cause 8:	Multiplication and division using decimals, whole numbers, and fractions was not taught to the depth and specificity necessary for mastery.	Strategy:	To determine the problematic areas within the district with emphasis on multiplication and division

PS8 - Q2 Interventions (Oct 17 - Dec 16)

PS8 - Q2 SMART Goal:	95% of fifth grade math classrooms will be engaged in daily fact fluency practice.						
Q2 Intervention #1	Attend PLC's and team planning to ensure fact fluency is being practiced daily.	Q2 Intervention #2	Classroom Support Visits	Q2 Intervention #3	<Enter Intervention #3 Here>	Q2 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q2?	Lesson plans will show fact fluency practice	What data will be collected to monitor interventions in Q2?	Coordinator walk through forms	What data will be collected to monitor interventions in Q2?	<enter data source here>	What data will be collected to monitor interventions in Q2?	<enter data source here>
Action	Review planning through Forethought and attending PLC meetings	Action	Weekly campus support visits	Action	<enter action(s) here>	Action	<enter action(s) here>
Resources / PD	2016 STAAR	Resources / PD	Math Curriculum Website/Campus Math Facts Materials	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	Jaime Schrade	Person(s) Responsible	Jaime Schrade/Elementary Curriculum Team	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	December 16th	Timeline for Completion	December 16th	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide Reform Strategies	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		Funding Source		Funding Source	Select Funding Source From Dropdown	Funding Source	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.	Each campus has adopted a form of daily fact fluency practice. It is embedded in the lesson plans and during observations it is being practiced.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	As a district, we must maintain the practice of f fluency on a daily basis.
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Problem Statement 9:	5th grade students scored below 50% on 5.7C and 5.9D on 2016 STAAR.	Annual SMART Goal #9:	Increase understanding of science vocabulary and related processes as indicated by 64% of students passing 5th Grade Science STAAR.
Root Cause 9:	There is a need for greater understanding of vocabulary and the processes related to alternative energy and carbon dioxide cycles.	Strategy:	5th grade students will implement scientific vocabulary in Science notebooks/logs.

PS9 - Q2 Interventions (Oct 17 - Dec 16)

PS9 - Q2 SMART Goal:	90% of 5th grade student's science notebooks/logs will contain science vocabulary entries.						
Q2 Intervention #1	5th Grade students will create a science notebook/log with vocabulary entries.	Q2 Intervention #2	Elementary Science Coordinator will attend PLCs to ensure vocabulary component is being implemented.	Q2 Intervention #3	Monitor that 5th grade students have a science notebook/log with vocabulary entries.	Q2 Intervention #4	Lesson plans will contain Science vocabula words and definitions
What data will be collected to monitor interventions in Q2?	90% of student notebooks/logs checked will contain vocabulary entries.	What data will be collected to monitor interventions in Q2?	90% of PLCs attended will address science vocabulary	What data will be collected to monitor interventions in Q2?	actual student vocabulary entries	What data will be collected to monitor interventions in Q2?	lesson plans
Action	Classroom support visits and walkthroughs	Action	attendance at PLCs	Action	classroom support visits and walkthroughs	Action	check lesson plans on forethought and outside classroom doors
Resources / PD	science curriculum website	Resources / PD	2016 STAAR	Resources / PD	Science curriculum website	Resources / PD	Science lesson plan template/TRS/Forethought
Person(s) Responsible	Lisa Vick/ Curriculum team	Person(s) Responsible	Lisa Vick	Person(s) Responsible	Lisa Vick and curriculum team	Person(s) Responsible	Lisa Vick
Timeline for Completion	December 16th	Timeline for Completion	December 16th	Timeline for Completion	December 16th	Timeline for Completion	December 16th
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement
Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide Reform Strategies
Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	\$0.00
Funding Source		Funding Source		Funding Source		Funding Source	

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.	During 5th grade classroom visits, 100% of science notebooks checked had evidence of vocabulary entries.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	<enter adjustments here>
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Problem Statement 10:	60% of 5th grade students passed the 2016 Social Studies benchmark at the standard progression measure.	Annual SMART Goal #10:	70% of 5th grade students will score 53% or higher on the Social Studies benchmark.
Root Cause 10:	There is a need to increase the understanding and depth of Social Studies TEKS in 5th grade.	Strategy:	Provide teachers with additional resources to increase knowledge of SS TEKS.

PS10 - Q2 Interventions (Oct 17 - Dec 16)

PS10 - Q2 SMART Goal:	65% of 5th grade students will score at least 53% on the district CBA						
Q2 Intervention #1	provide SS checkpoints for short-cycle trend analysis form	Q2 Intervention #2	assure the consistent use of Studies Weekly Online	Q2 Intervention #3	<Enter Intervention #3 Here>	Q2 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q2?	Eduphoria data	What data will be collected to monitor interventions in Q2?	track teacher usage of online material	What data will be collected to monitor interventions in Q2?	<enter data source here>	What data will be collected to monitor interventions in Q2?	<enter data source here>
Action	create SS checkpoint every 3 weeks for campus use	Action	classroom visits/ monitor teacher usage online and provide feedback	Action	<enter action(s) here>	Action	<enter action(s) here>
Resources / PD	Eduphoria and Studies Weekly	Resources / PD	Studies Weekly online	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	Ericka Barr	Person(s) Responsible	Ericka Barr/ curriculum team	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	December 16th	Timeline for Completion	December 16th	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>

AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide Reform Strategies	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		Funding Source		Funding Source	Select Funding Source From Dropdown	Funding Source	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.	30.39% of 5th Grade Students Scored at least a 53% on the district CBA. Last year in 2015, students scored at a 8%.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	<enter adjustments here>
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Problem Statement 11:	Less than 60% of all students met standard on Reading and Writing tests in Spring 2016.	Annual SMART Goal #11:	The average percentage of students meeting passing standard on the 2017 Eng I & Eng II STAAR EOC will increase by 10%
Root Cause 11:	Teachers lack strategies to improve critical thinking skills and feedback on implementation thereof.	Strategy:	Provide strategies, tools, and resources to facilitate critical thinking with quality responses along with feedback to teachers on implementation.

PS 11 - Q2 Interventions (Oct 17 - Dec 16)

PS 11 - Q2 SMART Goal:	45% of students in English I and II will score at least a 2 on a short answer response written on a the December midterm exam.
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Q2 Intervention #1:	Provide teachers with strategies to support critical thinking and reading.	Q2 Intervention #2:	Continue to meet on monthly basis with Practical Writing Teachers to implement a build a curriculum that supports ENGLISH 1.	Q2 Intervention #3:		Q2 Intervention #4:	
What data will be collected to monitor interventions in Q2?	PLC Agendas	What data will be collected to monitor interventions in Q2?	Meeting notes and outcomes.	What data will be collected to monitor interventions in Q2?	<enter data source here>	What data will be collected to monitor interventions in Q2?	<enter data source here>
Action(s)	Curriculum Coordinator visit PLCs on campuses with outline of routines/strategies and applicable resources.	Action(s)	Curriculum coordinator to meet with teachers individually as well as on horizontal planning days.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources/ PD	Time allotted	Resources/ PD	Time allotted	Resources/ PD	<enter resources here>	Resources/ PD	<enter resources here>
Person(s) Responsible	Curriculum Coordinator - Secondary ELAR	Person(s) Responsible	Curriculum coordinator	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	Dec. 16	Timeline for Completion	Dec. 16	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	AIM Alignment	AIM 6: Open, Effective Communication	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	High-Quality, ongoing PD	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	Estimated Cost		Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source		Funding Source		Funding Source	Select Funding Source From Dropdown	Funding Source	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.	46% of all students in English I and II scored a 2 or higher on midterm short answer	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	
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Problem Statement 12:	The average percent score on the STAAR math assessments in grades 6-Algebra 1 is below the state in every grade level.	Annual SMART Goal #12:	75% of all tested grade levels (Grade 6-Algebra 1) will increase the average percent correct on the 2017 STAAR mathematic exam by 5% points (as compared to 2016).
Root Cause 12:	The primary form of instruction in our math classrooms is direct teaching with limited opportunities for student interaction.	Strategy:	Provide training and support to teachers on using engagement strategies: Kagan, small group purposeful talk, or activities from VISI math's resource list (engaging math, etc.)

PS12 - Q2 Interventions (Oct 17 - Dec 16)

PS12 - Q2 SMART Goal:	60% of walkthroughs will show evidence of teachers using engagement strategies and/or formative assessment strategies (Kagan, small group purposeful talk, or VISD math's resource list)
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Q2 Intervention #1	Provide training and support to the Math teachers on planning your lessons to increase student engagement	Q2 Intervention #2	Provide formative feedback and follow-up to campuses on use of engagement strategies	Q2 Intervention #3	Provide training and support to the Math teachers on formative assessment strategies	Q2 Intervention #4	<Enter Intervention #4 Here>
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What data will be collected to monitor interventions in Q2?	Log of PLC planning and discussions (strategies) on campuses Middle School: Bea Luchin Campus Visit Reports (middle school)	What data will be collected to monitor interventions in Q2?	Classroom Observations Feedback provided based on campus agreed upon method (email, PLC, conference, etc.)	What data will be collected to monitor interventions in Q2?	sign in sheets from training	What data will be collected to monitor interventions in Q2?	<enter data source here>
Action(s)	Attend campus PLCs to provide support for implementing engagement strategies from Kagan, small group purposeful talk, engaging math Middle School: Assist campuses in creating a schedule for Bea Luchin for her visit	Action(s)	Observations will be made by Susan Johnson and/or Sherri Hathaway on implementing engagement strategies from Kagan, small group purposeful talk, engaging math resources	Action(s)	develop training on formative assessment strategies in math	Action(s)	<enter action(s) here>
Resources/ PD	Bea Luchin, Susan Johnson	Resources/ PD	none	Resources/ PD	Formative Assessment Books by Cheryl Tobey Susan Johnson	Resources/ PD	<enter resources here>
Person(s) Responsible	Susan Johnson	Person(s) Responsible	Susan Johnson, Sherri Hathaway	Person(s) Responsible	Susan Johnson	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	MS: Bea Luchin visits: All Secondary: PLC visits ongoing	Timeline for Completion	Ongoing Data collection	Timeline for Completion	Sept 15, Oct 11, Jan 19	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	High-Quality, ongoing PD	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	High-Quality, ongoing PD	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$4,800.00	Estimated Cost	\$0.00	Estimated Cost	\$3,000.00	Estimated Cost	<enter estimated cost here>
Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	No	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Students were involved in an engagement strategy/activity in 43% of classroom walkthroughs in math for grades 6-12.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	As the end of the semester approached, holiday review and testing impacted data from observations. More observations at varied times will increase data validity.
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Problem Statement 13:	14.69% of VISD students in 8th grade and Biology achieved a Level III score on the 2016 STAAR Science Assessment.	Annual SMART Goal #13:	20% of VISD students in 8th grade and Biology achieved a Level III score on the 2017 STAAR Science Assessment.
Root Cause 13:	PreAP and regular classes curriculum are not being differentiated. PreAP classes should be using inquiry labs and creating their own labs as well as using higher level questions.	Strategy:	Aid teachers in using resources (labs, higher level questions, lesson frames) to differentiate the PreAP versus regular learning.

PS13 - Q2 Interventions (Oct 17 - Dec 16)

PS13 - Q2 SMART Goal:	17% of 8th grade students achieved a Level III score on the 2nd and 3rd Check Point. 17% of Biology students achieved a Level III score on the Biology Common Assessment.						
Q2 Intervention #1	Assist and Monitor the Teachers differentiation of PreAP lessons from regular lessons.	Q2 Intervention #2	Assist in the creation of higher level thinking questions during PLCs and monitor the usage of higher level thinking questions.	Q2 Intervention #3	Assist in the creation of lesson frame writing closures and monitor the usage of framing the lesson writing closures in student interactive notebooks.	Q2 Intervention #4	
What data will be collected to monitor interventions in Q2?	Interactive Notebooks randomly reviewed by Curriculum Coordinator.	What data will be collected to monitor interventions in Q2?	Data template to monitor the usage of higher level questions.	What data will be collected to monitor interventions in Q2?	Interactive Notebooks randomly reviewed by Curriculum Coordinator.	What data will be collected to monitor interventions in Q2?	
Action(s)	Communication with campus teachers through PLCs to assist with differentiation of PreAP lessons from regular lessons.	Action(s)	Communication with campus teachers through PLCs to assist with creating higher level questions.	Action(s)	Communication with campus teachers through PLCs to assist with creating written lesson frame closures.	Action(s)	
Resources/ PD	Science Curriculum Site for differentiated resources. Meeting with PreAP teachers to assist teachers in differentiating their lessons.	Resources/ PD	Science Curriculum Site for Blooms Resources.	Resources/ PD	STEMscopes for lesson frames.	Resources/ PD	
Person(s) Responsible	Science Curriculum Coordinator	Person(s) Responsible	Science Curriculum Coordinator	Person(s) Responsible	Science Curriculum Coordinator	Person(s) Responsible	
Timeline for Completion	Monitored weekly	Timeline for Completion	Monitored weekly	Timeline for Completion	Monitored weekly	Timeline for Completion	
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	
Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	
Estimated Cost	\$0	Estimated Cost	\$0	Estimated Cost	\$0	Estimated Cost	
Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	

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.	For 8th grade: 592 students out of 1865 achieved a Level III score on the 2nd and 3rd Check Points, or 31.7%. For Biology: 214 students out of 1063 achieved a Level III score on the Biology Common Assessment, or 20.13%.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	No adjustments needed at this time.
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Problem Statement 14:	Only 3 certification tests were administered at VEHS and VWHS and different courses/teachers offered different certifications, and although CTI offered twelve certifications, the passing rate was 63% in 2015-2016.	Annual SMART Goal #14:	30% of all 8th grade students will achieve Final Recommended Level II on the 2017 STAAR Social Studies exam.
Root Cause 14:	Vocabulary instructional is not intentional, relevant or aligned to current issues that will keep students engaged in the Social Studies content.	Strategy:	District Social Studies Coordinator will provide a list of academic vocabulary words, instructional strategies, and sample lessons for interactive word/concept wall/notebook based on STAAR 2016 data.

PS14 - Q2 Interventions (Oct 17 - Dec 16)

PS14 - Q2 SMART Goal:	25% of 8th grade students will achieve Final Recommended Level II on Checkpoint #2						
Q2 Intervention #1	Social Studies Coordinator will attend weekly PLCs to support teachers	Q2 Intervention #2	The district social studies coordinator will create and provide teachers with necessary materials and resources to support vocabulary development through interactive concept vocabulary word walls	Q2 Intervention #3	<Enter Intervention #3 Here>	Q2 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q2?	Classroom walkthroughs to observe the % of 8th U.S. History classroom teachers that are actively engaging students in academic vocabulary through the use of word walls.	What data will be collected to monitor interventions in Q2?	checkpoint 1	What data will be collected to monitor interventions in Q2?	<enter data source here>	What data will be collected to monitor interventions in Q2?	<enter data source here>
Action(s)	Create and provide teachers with necessary materials and resources to support vocabulary development through interactive concept vocabulary word walls	Action(s)	PLC meetings and classroom walkthroughs to observe student engagement and the use of interactive vocabulary/concepts.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Heat Maps, TEKS Resource System, History Alive, McGraw-Hill, Lead4Ward, Release STAAR Questions/data	Resources / PD	Interactive word walls, interactive notebooks and district aligned vocabulary resources	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	Social Studies Coordinator, Instructional Technology Coordinator	Person(s) Responsible	Social Studies Coordinator, Instructional Technology Coordinator	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	August 17 - October 14	Timeline for Completion	August 17 - October 14	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	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		Estimated Cost		Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source		Funding Source		Funding Source	Select Funding Source From Dropdown	Funding Source	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.	8th USH Checkpoint #2 (Dec. 2016) Final Recommended Level 2 Data Cade - 77.64% Howell - 38.7% Patti Welder - 60.8% Stroman - 42.67%	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Academic Vocabulary activities and quizzes have been added to lesson plans and District PD focused on engaging activities presented district wide.
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Problem Statement 15:	Only 3 certification tests were administered at VEHS and VWHS and different courses/teachers offered different certifications, and although CTI offered twelve certifications, the passing rate was 63% in 2015-2016.	Annual SMART Goal #15:	Increase the passing rate of CTE certifications by 10%
Root Cause 15:	Implementation of horizontal alignment between campuses for CTE teachers to ensure they are offering the same industry-recognized certification is lacking.	Strategy:	Analyze industry-certification passing rate for CTE programs and use the data to develop and implement a certification testing plan

PS15 - Q2 Interventions (Oct 17 - Dec 16)

PS15 - Q2 SMART Goal:	100% of VISD secondary campuses will receive information about advanced CTE courses at the Career and Technology Institute						
Q2 Intervention #1	Marketing & Outreach Activities	Q2 Intervention #2	Promote Non-Traditional Enrollment in CTE courses	Q2 Intervention #3	<Enter Intervention #3 Here>	Q2 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q2?	CTI Tours and Road Shows at Elementary Campuses to highlight programs at CTI	What data will be collected to monitor interventions in Q2?	Enrollment in CTE courses and identify % of non-traditional enrollment	What data will be collected to monitor interventions in Q2?	<enter data source here>	What data will be collected to monitor interventions in Q2?	<enter data source here>
Action(s)	Collaboration with elementary and secondary campuses for student presentations to promote all programs at CTI available to all students	Action(s)	Review the enrollment of males in female (non-traditional) courses and females in male (non-traditional) courses	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	<enter resources(s) here>	Resources / PD	TEA CTE information on Non-Traditional Enrollment (new updated data from BLS expected Sept. 2016)	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>

Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	CTE Coordinator, CTE Staff	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) 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		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		Estimated Cost		Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source		Funding Source		Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	The CTI Learn to Earn on Jan. 10 and 11, 2017 had four of the four middle school campuses tour CTI and Jan. 31, 2017 Crain Elementary toured CTI; VEHS Engineering presented to Schorlemmer on January 24, 2017 and VWHS Health Science students presented at Cade. Increase awareness of CTE programs at Secondary Counseling Meeting on October 25, 2016 and December 15, 2016. CTE 2017-2018 Course Guides were disseminated to the SPED staff at the SPED Transition PLC held on February 2, 2017. CTE Counselor has been coordinating with middle school counselors to establish dates for the CTE course information to be presented to 8th graders before 9th grade course selection. Career and Technology Institute Principal has created a CTI FB page to disseminate information on the advanced courses, as well as the CTI webpage. CTE Counselor is collaborating with VEHS and VWHS Lead Counselors in preparation for outreach activities for the high school parent nights.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Improve communication with VEHS and VWHS CTE Department Heads and teachers to finalize CTE certification exam dates and tutoring schedules. The CTE Counselor will continue collaboration and planning for marketing and outreach opportunities. There has not been an update from the 2005 BLS Non-Trad courses anticipated. The LEA is awaiting a response from TEA on when the non-trad list might be updated.
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