

Campus Name		Harold Cade			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	At least 76% of the economically disadvantaged students will meet state standards in all tested subjects.	Q1:	Identify, evaluate and revise existing structures which result in at least 65% of the economically disadvantaged students meeting expectations on checkpoints.	No but made significant progress	Select
		Q2:	Implement school wide and classroom structures which result in at least 68% of the economically disadvantaged students meeting expectations on checkpoints.	No but made some progress	
		Q3:	At least 68% of the economically disadvantages students will meet standards on the spring benchmarks.	No but made some progress	
		Q4:	At least 68% of the economically disadvantaged students will meet state standards in all tested subjects.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	Harold Cade Middle School will meet or exceed the district attendance goal of 97%.	Q1:	Obtain a 96% daily attendance rate for the first grading period	Yes	Select
		Q2:	The campus, in conjunction with the Attendance Committee, will shift our focus to developing and implementing a proactive approach when dealing with student attendance to maintain an	No	
		Q3:	The campus, in conjunction with the Attendance Committee, will shift our focus to developing and implementing a proactive approach when dealing with student attendance to maintain an	No	
		Q4:	The campus, in conjunction with the Attendance Committee, will shift our focus to developing and implementing a proactive approach when dealing with student attendance to reach the	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	Decrease student out of class time due to discipline by 15%.	Q1:	Reduce the number of out of class placements by 10% as compared to the 1st grading period of 2015-2016.	No but made some progress	Select
		Q2:	Reduce the number of out of class placements by 10% as compared to the 2nd grading period of 2015-2016.	No	
		Q3:	Reduce the number of out of class placements by 10% as compared to the 3rd grading period of 2015-16.	No but made some progress	
		Q4:	Reduce the number of out of class placements by 15% as compared to the 4th grading period of 2015-16.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	80% of the students will meet standard in Writing as measured by Index 1.	Q1:	75% of the students will master the unit assessments in writing.	No but made significant progress	Select
		Q2:	75% of the students will master the unit assessments in writing.	No	
		Q3:	78% of the students will meet standard on the spring writing benchmark.	No but made some progress	
		Q4:	80% of the students will meet standard on the Writing STAAR assessment.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	45% of the students will meet or exceed post secondary readiness as measured in Index 4.	Q1:	100% of professional staff will participate in examining the criteria for post secondary readiness, set by TEA.	Yes	0
		Q2:	100% of the teachers will develop and implement at least one strategy to support cross curricular goals.	Yes	
		Q3:	38% of the students will meet standard on at least two of the spring benchmarks.	No but made some progress	
		Q4:	45% of the students will meet or exceed post secondary readiness as measured in Index 4.	0	
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#6	Increase the number of special education students meeting standard on all STAAR state assessments by 10%.	Q1:	Students will show a 10% increase in student achievement on grade-level content from campus based assessments.	No but made some progress	Select
		Q2:	Students will show a 10% increase in student achievement on grade-level content from campus based assessments.	No but made some progress	
		Q3:	35% of special education students will meet standards on the spring math and reading benchmarks.	No	
		Q4:	At least 40% of the special education students will meet standards on the reading and math STAAR assessments.	Select	

District Name:	Victoria ISD	Campus Name:	Harold Cade	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):	<enter date>
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**Quarter 3 - Needs Assessment Summary and Improvement Plan (Jan 3 - Mar 10)**

\*\*\* Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.\*\*\*

**Attestation Statement:**

By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

<b>Problem Statement 1:</b>	The economically disadvantaged students are scoring at least 8% lower on the state assessments.	<b>Annual SMART Goal #1:</b>	At least 76% of the economically disadvantaged students will meet state standards in all tested subjects.
<b>Root Cause 1:</b>	The school lacks common understanding of best practice instructional strategies for economically disadvantaged students.	<b>Strategy:</b>	Implement school wide structures to create a revitalized and enriched learning environment where students feel they belong.

**PS1 - Q3 Interventions (Jan 3 - Mar 10)**

<b>PS1 - Q3 SMART Goal:</b>	At least 68% of the economic disadvantages students will meet standards on the spring benchmarks.						
<b>Q3 Intervention #1</b>	<b>Provide professional development focusing on student engagement and critical thinking skills.</b>	<b>Q3 Intervention #2</b>	<b>Support teachers in developing rigorous and engaging lessons.</b>	<b>Q3 Intervention #3</b>	<b>Provide students with additional support during and after school.</b>	<b>Q3 Intervention #4</b>	<b>&lt;enter Intervention #4 here&gt;</b>
<b>What data will be collected to monitor interventions in Q3?</b>	agendas, sign in sheets, lesson plans, walk throughs	<b>What data will be collected to monitor interventions in Q3?</b>	lesson plans, walk throughs, PLC agendas and minutes	<b>What data will be collected to monitor interventions in Q3?</b>	attendance, Achieve 3000, scheduling	<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>
<b>Action(s)</b>	Schedule professional development activities during faculty meetings, PLC, Professional Development Days	<b>Action(s)</b>	Instructional Coach will meet with teachers to assist with planning lessons for upcoming weeks.	<b>Action(s)</b>	Students will have access to attend after school tutoring, homework center and additional academic support in after school.	<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	Kagan, Fundamental Five, Lead4Ward and AVID, snacks	<b>Resources / PD</b>	scheduling of horizontal and PLC meetings	<b>Resources / PD</b>	Teachers and schedules	<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	Leadership Team	<b>Person(s) Responsible</b>	Instructional Coach and teachers	<b>Person(s) Responsible</b>	Leadership Team	<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	January 2017-March 2017	<b>Timeline for Completion</b>	January 2017-March 2017	<b>Timeline for Completion</b>	January 2017-March 2017	<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs	<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	Instruction by HQ teachers	<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>	600	<b>Estimated Cost</b>		<b>Estimated Cost</b>	1000	<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Local Funds State Comp Ed	<b>Funding Source(s)</b>		<b>Funding Source(s)</b>	State Comp Ed	<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**End of Q2 Reporting**

<b>Did you meet this quarter's goal?</b>	No but made some progress	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	59% of the economically disadvantaged students meet standards on the spring benchmarks.	<b>Are you on track to meet the annual goal?</b>	Yes	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	The campus has created intervention groups to address student needs. Tutoring after school is also provided to all students in preparation for the upcoming state assessment.
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<b>Problem Statement 2:</b>	The 2015-16 attendance rate was 96.14; therefore, the campus did not meet the district goal of 97%.	<b>Annual SMART Goal #2:</b>	Harold Cade Middle School will meet or exceed the district attendance goal of 97%.
<b>Root Cause 2:</b>	The existing attendance structures are more reactive in nature in response to students' attendance patterns.	<b>Strategy:</b>	The campus, in conjunction with the Attendance Committee, will shift our focus to developing and implementing a proactive approach when dealing with student attendance.

**PS2 - Q3 Interventions (Jan 3 - Mar 10)**

<b>PS2 - Q3 SMART Goal:</b>	The campus, in conjunction with the Attendance Committee, will shift our focus to developing and implementing a proactive approach when dealing with student attendance to maintain an attendance rate of 96.8%.						
<b>Q3 Intervention #1</b>	<b>Develop short term attendance goals with students.</b>	<b>Q3 Intervention #2</b>	<b>Provide attendance incentives to students.</b>	<b>Q3 Intervention #3</b>	<b>&lt;enter Intervention #3 here&gt;</b>	<b>Q3 Intervention #4</b>	<b>&lt;enter Intervention #4 here&gt;</b>
<b>What data will be collected to monitor interventions in Q3?</b>	10% attendance report, unexcused absences report	<b>What data will be collected to monitor interventions in Q3?</b>	10% attendance report, unexcused absences report	<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>	<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>

Action(s)	meet with individual students and develop a plan for attendance, provide list of students to grade level teachers	Action(s)	Attendance committee will meet monthly to review data and develop incentives	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	schedule time to meet and follow-up with students	Resources / PD	scheduling of committee meetings	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Administrators and Student Success facilitator	Person(s) Responsible	Administrators, Attendance Committee and Success Facilitator	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	January 2017-May 2017	Timeline for Completion	January 2017-May 2017	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 2: Safe & Nurturing Environment	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	School wide Reform Strategies	Title I School Wide Components	Including Teachers in Decision Making about Data and Assessment	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	800	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Local Funds	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

**End of Q3 Reporting**

Did you meet this quarter's goal?	No	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Campus attendance rate for the 3rd quarter: 94.99 which is lower than the 2nd quarter attendance. Overall for the school year: 96.05	Are you on track to meet the annual goal?	No	What, if any, adjustments must be made in order to meet the annual goal?	Attendance committee was created incentives such as : grade level competitions, gift cards, etc. Student success facilitator will continue to monitor 10% list of students and create TPMs for them.
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<b>Problem Statement 3:</b>	Over 80% of the discipline referrals result in ISS/OSS placement.	<b>Annual SMART Goal #3:</b>	Decrease student out of class time due to discipline by 15%.
<b>Root Cause 3:</b>	The school lacks a system for supporting positive behavior supports and behavior interventions while students continue to face higher academic expectations and personal accountability.	<b>Strategy:</b>	Create a positive behavior support system which supports all students.

**PS3 - Q3 Interventions (Jan 3 - Mar 10)**

<b>PS3 - Q3 SMART Goal:</b>	Reduce the number of out of class placements by 10% as compared to the 3rd grading period of 2015-16.						
<b>Q3 Intervention #1</b>	Implementation of Safe and Civil/Discipline in the Secondary Schools	<b>Q3 Intervention #2</b>	Communicate to all students the campus expectations, policies and procedures.	<b>Q3 Intervention #3</b>	Implementation of Positive Behavior Supports	<b>Q3 Intervention #4</b>	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q3?	discipline data, Committee agenda and minutes	What data will be collected to monitor interventions in Q3?	discipline data	What data will be collected to monitor interventions in Q3?	discipline data including number of students with 3 or more referrals	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
Action(s)	Committee will meet monthly to review data and revise campus procedures as needed, train staff in January 2017.	Action(s)	Provide a PowerPoint outlining dress code, campus procedures and expectations to all teachers who will in turn, share with students during advisory.	Action(s)	Create incentives for appropriate behaviors and recognize in the classroom as well as campus (every nine weeks, such as Bulldog Bash) and utilize Capturing the Moment.	Action(s)	<enter action(s) here>
Resources / PD	Scheduling of Committee meetings, committee members	Resources / PD	PowerPoint, technology	Resources / PD	Scheduling of the Bash and incentives	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Administrator and Safe and Civil Team	Person(s) Responsible	Administrators and Teachers	Person(s) Responsible	All staff	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	January 2017-May 2017	Timeline for Completion	Jan-17	Timeline for Completion	January 2017-May 2017	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost		Estimated Cost		Estimated Cost	800	Estimated Cost	<enter estimated cost here>
Funding Source(s)		Funding Source(s)		Funding Source(s)	Local Funds	Funding Source(s)	Select Funding Source From Dropdown

**End of Q3 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.	The overall campus referrals have gone up from last year but the number of out of class placements has decreased. The campus is utilizing other consequences to keep students in class.	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?	The Safe and Civil Team meets monthly to review discipline data and campus procedures. Positive behaviors supports are in place. A Bulldog Bash will be held in May for all students without a referral.
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<b>Problem Statement 4:</b>	34% of the students did not meet state standards on the Writing assessment.	<b>Annual SMART Goal #4:</b>	80% of the students will meet standard in Writing as measured by Index 1.
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<b>Root Cause 4:</b>	The school lacks a system for supporting the academically fragile students facing higher academic expectations and personal accountability.	<b>Strategy:</b>	Create a school wide system of academic writing support for all students.
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**PS4 - Q3 Interventions (Jan 3 - Mar 10)**

<b>PS4 - Q3 SMART Goal:</b>	78% of the students will meet standard on the spring writing benchmark.						
<b>Q3 Intervention #1</b>	<b>Teachers will incorporate writing strategies into their instruction at least three days a week.</b>	<b>Q3 Intervention #2</b>	<b>Implementation of school-wide novel.</b>	<b>Q3 Intervention #3</b>	<b>Implementation of Instructional Rounds</b>	<b>Q3 Intervention #4</b>	<b>&lt;enter intervention #4 here&gt;</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Lesson plans, open-ended questions on unit assessments, walk throughs, writing samples	<b>What data will be collected to monitor interventions in Q3?</b>	student writings from Free-Flow writing, lesson plans	<b>What data will be collected to monitor interventions in Q3?</b>	training sign-in sheets, agendas	<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>
<b>Action(s)</b>	Teachers will utilize a writing rubric to assess students' understanding of writing concepts and to provide feedback to students.	<b>Action(s)</b>	Teachers will read novel to the class during literacy days, twice a week. A schoolwide prompt will be given on Fridays.	<b>Action(s)</b>	Participate in Instructional Rounds at Cade	<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	Writing Academy, writing rubric	<b>Resources / PD</b>	novels	<b>Resources / PD</b>	Instructional Rounds Team, scheduling of rounds	<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	Leadership Team and Teachers	<b>Person(s) Responsible</b>	Instructional Coach and Teachers	<b>Person(s) Responsible</b>	Administrators and IC	<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	January 2017-March 2017	<b>Timeline for Completion</b>	February 2017-April 2017	<b>Timeline for Completion</b>	Jan-17	<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 6: Open, Effective Communication	<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Instruction by HQ teachers	<b>Title I School Wide Components</b>	School wide Reform Strategies	<b>Title I School Wide Components</b>	High-Quality, ongoing PD	<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>		<b>Estimated Cost</b>	400	<b>Estimated Cost</b>	300	<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>		<b>Funding Source(s)</b>	Local Funds	<b>Funding Source(s)</b>	State Comp Ed	<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**End of Q3 Reporting**

<b>Did you meet this quarter's goal?</b>	No but made some progress	<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	68% of the 7th graders met standard on the Spring Benchmark.	<b>Are you on track to meet the annual goal?</b>	Yes	<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	The district ELAR Instructional Coach is providing additional interventions for our students. 75 students are attending the Writing Academy Camp in March. Campus is providing staff development (Writing Academy) for the 6th grade ELAR teachers.
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<b>Problem Statement 5:</b>	59% of the students do not meet post secondary readiness as measured by Index 4.	<b>Annual SMART Goal #5:</b>	45% of the students will meet or exceed post secondary readiness as measured in Index 4.
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<b>Root Cause 5:</b>	The school lacks a campus wide system of providing academic support and making the support accessible for all students.	<b>Strategy:</b>	Implement school wide strategies to address and increase cross-curricular awareness.
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**PS5 - Q3 Interventions (Jan 3 - Mar 10)**

<b>PS5 - Q3 SMART Goal:</b>	38% of the students will meet standard on at least two of the spring benchmarks.						
<b>Q3 Intervention #1</b>	<b>Teachers will implement AVID and Kagan strategies into classroom instruction</b>	<b>Q3 Intervention #2</b>	<b>Teachers incorporating cross curricular concepts and skills.</b>	<b>Q3 Intervention #3</b>	<b>Teachers incorporate technology into instruction</b>	<b>Q3 Intervention #4</b>	<b>&lt;enter intervention #4 here&gt;</b>
<b>What data will be collected to monitor interventions in Q3?</b>	lesson plans, PLCs	<b>What data will be collected to monitor interventions in Q3?</b>	lesson plans, PLC agenda and minutes	<b>What data will be collected to monitor interventions in Q3?</b>	lesson plans, walk-throughs	<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>
<b>Action(s)</b>	Teachers will plan how to utilize the AVID strategies such as Cornell notes, Socratic seminars, etc. Teachers will also implement Senior Board in Pre-AP Reading and	<b>Action(s)</b>	Teachers hold conversations with peers before implementing cross curricular strategies.	<b>Action(s)</b>	model technology applications in faculty meetings and PLCs such as Quizlet, Nearpod, Kahoot	<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	AVID and Kagan	<b>Resources / PD</b>	scheduling of PLCs and PD articles which will drive conversations	<b>Resources / PD</b>	Technology, staff leaders	<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	Instructional Coach, teachers	<b>Person(s) Responsible</b>	Leadership Team, teachers	<b>Person(s) Responsible</b>	Leadership Team	<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	January 2017-June 2017	<b>Timeline for Completion</b>	January 2017-March 2017	<b>Timeline for Completion</b>	January 2017-March 2017	<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs	<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel	<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs	<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	School wide Reform Strategies	<b>Title I School Wide Components</b>	High-Quality, ongoing PD	<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>		<b>Estimated Cost</b>		<b>Estimated Cost</b>	1000	<b>Estimated Cost</b>	<enter estimated cost here>
					Local Funds		Select Funding Source From Dropdown

Funding Source(s)		Funding Source(s)		Funding Source(s)		Funding Source(s)	
<b>End of Q3 Reporting</b>							
Did you meet this quarter's goal?	No but made some progress	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	34% of the students scored at the recommended level on 2 or more district benchmarks.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Intervention groups are created to address this goal as the campus prepares students for the upcoming state assessment.
<b>Problem Statement 6:</b>	Students taking the STAAR A are scoring much lower than the students taking STAAR.			<b>Annual SMART Goal #6:</b>	Increase the number of special education students meeting standard on all STAAR state assessments by 10%.		
<b>Root Cause 6:</b>	Students qualifying to take the STAAR A are several years below grade level.			<b>Strategy:</b>	Create an engaging inclusion environment for special education students in each content area.		
<b>PS6 - Q3 Interventions (Jan 3 - Mar 10)</b>							
<b>PS6 - Q3 SMART Goal:</b>	35% of special education students will meet standards on the spring math and reading benchmarks.						
<b>Q3 Intervention #1</b>	<b>Provide a variety of services for special education students</b>	<b>Q3 Intervention #2</b>	<b>Implementation of Response to Intervention</b>	<b>Q3 Intervention #3</b>	<enter Intervention #3 here>	<b>Q3 Intervention #4</b>	<enter Intervention #4 here>
<b>What data will be collected to monitor interventions in Q3?</b>	sign-in sheets, inclusion logs, attendance, tutoring sign-in sheets	<b>What data will be collected to monitor interventions in Q3?</b>	universal screeners, STAAR, unit assessments, checkpoints	<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>	<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>
<b>Action(s)</b>	Provide extra assistance for students through the Homework Center, Power Math/Power Reading, scheduling, staff	<b>Action(s)</b>	Hold campus RtI leadership team meeting and campus RtI committee meeting	<b>Action(s)</b>	<enter action(s) here>	<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>		<b>Resources / PD</b>	scheduling of three days for RtI meetings with teachers	<b>Resources / PD</b>	<enter resources/PD here>	<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	SPED teachers, general education teachers	<b>Person(s) Responsible</b>	campus RtI team	<b>Person(s) Responsible</b>	<enter person(s) responsible here>	<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	January 2017-June 2017	<b>Timeline for Completion</b>	January 2017-May 2017	<b>Timeline for Completion</b>	<enter dates here>	<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement	<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs	<b>AIM Alignment</b>	Select AIM from dropdown	<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students	<b>Title I School Wide Components</b>	School wide Reform Strategies	<b>Title I School Wide Components</b>	Select Title I Component from dropdown	<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>	3000	<b>Estimated Cost</b>		<b>Estimated Cost</b>	<enter estimated cost here>	<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	State Comp Ed	<b>Funding Source(s)</b>		<b>Funding Source(s)</b>	Select Funding Source From Dropdown	<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>End of Q3 Reporting</b>							
Did you meet this quarter's goal?	No	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	19% of the SPED students met standard on the ELAR benchmark. 28% of the SPED students met standard on the Math benchmark.	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?	The campus is providing interventions and additional tutoring for SPED students. State assessment tutorials are also scheduled for students during the school day.