

Campus Name		Dudley Elementary G/T			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	75% of students will meet or exceed progress measures in Reading ELA.	Q1:	Teachers will use data to inform reading instruction and intervention.	Yes	Select
		Q2:	Reading fluency will increase by an average of 20 words per minute by the end of the second nine weeks.	Yes	
		Q3:	There will be an increase of 10% in reading and writing scores from the November 2016 curriculum-based assessments to the February 2017 district benchmarks.	Yes	
		Q4:	There will be a 10% decrease in the number of students scoring below the cut score on the EOY universal screener in reading.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	60% of students will met or exceed progress measures in Math.	Q1:	Provide professional development for teachers focusing on the instructional strategies for teaching the Math TEKS with depth and complexity and develop articulated math vocabulary across grade levels PK-5.	Yes	Select
		Q2:	Students will make positive gains on universal screeners in math from the beginning of the year to the middle of the year.	Yes	
		Q3:	There will be a 10% increase in math scores from the November 2016 curriculum-based assessments to the February 2017 district benchmark.	No but made significant progress	
		Q4:	There will be a 10% decrease in the number of students scoring below the cut score on the EOY universal screener in math.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	60% of our students will pass the Elementary STAAR Science in May of 2017.	Q1:	Provide professional development in research-based, highly engaging science lessons with depth and complexity as outlined in the Science TEKS.	Yes	Select
		Q2:	50% of our students will pass the second nine weeks CBA in science.	No but made significant progress	
		Q3:	There will be a 10% increase in science scores from the November 2016 curriculum-based assessments to the February 2017 district benchmark.	No but made significant progress	
		Q4:	At least 60% of our students will meet or exceed the passing standard on the Elementary Science STAAR in May 2017.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	There will be a 10% decrease in the number of discipline referrals which result in interruption of instruction.	Q1:	PK-5 students will be welcomed to the classroom each day and lessons will have at least one Kagan structure and/or technology component embedded in each subject daily.	Yes	Select
		Q2:	K-5 classrooms will have at least one Kagan structure or technology component embedded in each subject daily.	No but made significant progress	
		Q3:	There will be a 10% decrease in the number of discipline referrals from the second quarter to the third quarter.	No but made significant progress	
		Q4:	There will be a 10% decrease in the number of discipline referrals from Quarter 3 to Quarter 4.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	Dudley's annual attendance rate will increase to 97%.	Q1:	Parents will be informed of the importance of school attendance through positive parent contacts and during the report card conference held this quarter.	Yes	Select
		Q2:	Identify students who have been absent 10% of the time and provide them an attendance mentor.	Yes	
		Q3:	Our average daily attendance in Quarter 3, 2017 will increase by .5% when compared to Quarter 3, 2016 (95.92%).	No	
		Q4:	Our average daily attendance in Quarter 4, 2017 will increase from Quarter 4, 2016 (95.67%) to at least 96%.	Select	

<b>District Name:</b>	<i>Victoria ISD</i>	<b>Campus Name:</b>
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<b>*** Imp</b>
<b>Attestation Statement:</b> <input type="checkbox"/>

<b>Problem Statement 1:</b>	37%
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<b>Root Cause 1:</b>	There is a lack
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<b>PS1 - Q3 SMART Goal:</b>	<b>There</b>
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<b>Q3 Intervention #1</b>	<b>Targeted at risk students will receive focused tiered ELAR intervention in small groups before, during, and/or after after school.</b>
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<b>What data will be collected to monitor interventions in Q3?</b>	Formative assessments, Walkthrough and T-TESS data
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<b>Action(s)</b>	Hire 3 hour teacher(s) and/or substitutes to provide additional ELAR intervention to targeted 3rd-5th grade students
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<b>Resources / PD</b>	Instructional materials, ELAR computer labs, iPads
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<b>Person(s) Responsible</b>	ELAR IC, Administrators, Teachers
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<b>Timeline for Completion</b>	12-May-17
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<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	\$4500 for additional personnel; \$4000 for extra duty, \$5,000 for materials
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA
<b>Did you meet this quarter's goal?</b>	Yes
<b>Problem Statement 2:</b>	
<b>Root Cause 2:</b>	There is a lac
<b>PS2 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	<b>Targeted at risk students will receive focused tiered math instruction and intervention in small groups before, during and/or after the school day.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Formative assessments, Walkthroughs, T-TESS
<b>Action(s)</b>	Hire 3 hour teacher(s) and/or substitutes to provide additional math intervention to targeted 3rd-5th grade students
<b>Resources / PD</b>	Instructional materials, Think through Math, Lumio Math, computer labs, iPads

<b>Person(s) Responsible</b>	Math IC, Administrators, Teachers
<b>Timeline for Completion</b>	12-May-17
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	\$4500 for additional personnel, \$4000 for extra duty, \$3000 for materials
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA
<b>Did you meet this quarter's goal?</b>	No but made significant progress
<b>Problem Statement 3:</b>	In 2016
<b>Root Cause 3:</b>	Science lessons are not cons
<b>PS3 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	<b>Monitor the implementation of the Science TEKS to ensure the development of an articulated vocabulary across grade levels.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Formative assessment data, Walkthrough and T-TESS data, Lesson plan review

<b>Action(s)</b>	Develop science word walls, use Shonda Guthrie's version of the Frayer model in interactive notebooks, and use the language of the TEKS in science lessons.
<b>Resources / PD</b>	Frayer Model (adapted by Shonda Guthrie); VISD pacing calendar and TRS IFD for third nine weeks, Interactive Science Notebooks
<b>Person(s) Responsible</b>	Dr. Langley-Weber, Administrators, Teachers
<b>Timeline for Completion</b>	31-May-17
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Including Teachers in Decision Making about Data and Assessment
<b>Estimated Cost</b>	\$100
<b>Funding Source(s)</b>	Title IA Local Funds
<b>Did you meet this quarter's goal?</b>	No but made significant progress
<b>Problem Statement 4:</b>	There were 322 discipline inc
<b>Root Cause 4:</b>	Lack of forming relationships
<b>PS4 - Q3 SMART Goal:</b>	

<b>Q3 Intervention #1</b>	<b>Lesson plans will contain at least one Kagan structure or technology component embedded in each subject daily.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Lesson plan review, Formative assessments, Walkthroughs, PLC minutes
<b>Action(s)</b>	Plan and implement lessons that are highly engaging and contain at least one Kagan structure or technology component embedded in each subject daily.
<b>Resources / PD</b>	Materials for learning stations, technology
<b>Person(s) Responsible</b>	Instructional Coaches, Administrators, Teachers
<b>Timeline for Completion</b>	31-May-17
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Instruction by HQ teachers
<b>Estimated Cost</b>	\$2,000
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds
<b>Did you meet this quarter's goal?</b>	No but made significant progress
<b>Problem Statement 5:</b>	Dudle
<b>Root Cause 5:</b>	Families who don't feel conn

<b>PS5 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	<b>Assign mentors to communicate daily with chronically absent students and their parents.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Attendance data, Walkthroughs
<b>Action(s)</b>	<b>Assign mentors to communicate daily with chronically absent students and their parents and provide incentives for students and families for</b>
<b>Resources / PD</b>	Parent Liaison and personnel for mentoring
<b>Person(s) Responsible</b>	Parent Liaison, Administrators, Leadership Team
<b>Timeline for Completion</b>	31-May-17
<b>AIM Alignment</b>	AIM 7: Active Parent, Student, and Community Involvement
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	\$500
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds
<b>Did you meet this quarter's goal?</b>	<b>No</b>

Dudley Elementary G/T	Professional Service Provider (PSP):	Not Applicable
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## Quarter 3 - Needs Assessment Summary a

**Important Notice! Improvement Required (IR) districts/campuses must complete**

By checking the box, I attest that an on-site needs assessment has been completed. In addition, these findings have been recorded and are available upon request.

... of students in Reading ELA did not meet progress measures.

... of consistency in focused tiered instruction and intervention in reading.

### PS1 - Q3 Interventions

**There will be an increase of 10% in reading and writing scores from the November assessment.**

<b>Q3 Intervention #2</b>	School wide writing prompts, Writing Academy curriculum, and activities involving writing across the curriculum will be utilized for all students.
<b>What data will be collected to monitor interventions in Q3?</b>	Formative assessments, Walkthrough and T-TESS data, Holistic Scoring
<b>Action(s)</b>	School wide writing prompts and activities involving writing across the curriculum will be utilized for all student including <del>revising and editing camps</del> and Writing Academy Day for 4th
<b>Resources / PD</b>	Instructional materials for writing camps, Writing Academy consultants, iPads
<b>Person(s) Responsible</b>	ELAR Instructional Coach, Administrators, Teachers
<b>Timeline for Completion</b>	31-May-17



<b>AIM Alignment</b>	AIM 3: Optimal Educational Resources
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	\$4,000
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA

**End of Q2 Rep**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	In grades 3-5, writing scores increased by 13% and reading scores in grades 2-5 increased by 12% when comparing the Fall CBA to the February benchmark.
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47% of students did not meet progress in Math.

ck of consistency in focused tiered instruction and intervention in math.

**PS2 - Q3 Interventions**

**There will be a 10% increase in math scores from the November 20**

<b>Q3 Intervention #2</b>	<b>100% of math instruction will be research-based, engaging, and will provide support in math vocabulary and problem solving.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Formative assessments, Walkthroughs, Math fluency checks, T-TESS
<b>Action(s)</b>	Teachers will work with Math IC during PLCs to plan and implement engaging, research-based math lessons that support vocabulary development and problem solving.
<b>Resources / PD</b>	Weekly grade team PLCs; Instructional materials and work stations

<b>Person(s) Responsible</b>	Math IC, Administrators, Teachers
<b>Timeline for Completion</b>	31-May-17
<b>AIM Alignment</b>	AIM 3: Optimal Educational Resources
<b>Title I School Wide Components</b>	Instruction by HQ teachers
<b>Estimated Cost</b>	\$1500 for materials and student incentives for math fluency
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA Local Funds

**End of Q3 Report**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	There was an 8% increase in the number of students in grades 2-5 passing the February benchmark when compared to the Fall CBA. Though our goal was a 10% increase, we made significant progress with an 8% increase.
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48% of our students did not pass the Elementary STAAR Science.

consistent in meeting the TEKS requirements for hands-on science investigations and labs (80% K-1, 60% 2-3, 50% 4-5).

**PS3 - Q3 Interventions**

**There will be a 10% increase in science scores from the November**

<b>Q3 Intervention #2</b>	<b>Plan and implement at least three engaging hands-on science activities including scientific investigations, science stations, labs, interactive notebooks, Kagan structures, and/or technology enhanced activity each week reflecting the depth and complexity of the TEKS</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Formative assessment data, Walkthrough data, Lesson Plan review

<b>Action(s)</b>	<b>Plan and implement at least three engaging activities in science including including scientific investigations/labs, science stations, labs, interactive notebooks, Kagan</b>
<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	Teachers, Science Lead Teacher, Administrators
<b>Timeline for Completion</b>	31-May-17
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	\$1500 for consumable lab materials
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Title IA

**End of Q3 Rep**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	There was a 9% increase in science scores on the February benchmark when compared to the Fall CBA.
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idents referred to the office for the 2015-2016 school year which resulted in interruption of instruction.

and lower levels of student engagement have resulted in increased numbers of student discipline referrals.

**PS4 - Q3 Interventions**

**There will be a 10% decrease in the number of dis**

<b>Q3 Intervention #2</b>	<b>Purchase additional laptops, iPads, Mimeos, or similar technology.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Lesson plan review, Walkthroughs, Formative assessments
<b>Action(s)</b>	Purchase additional laptops, iPads, Mimeos, or similar technology to ensure authentic engagement of students through integrated technology.
<b>Resources / PD</b>	VISD Technology Dept.I, Linda Dueser
<b>Person(s) Responsible</b>	Administrators, Ics, Vivian Taylor (for bid)
<b>Timeline for Completion</b>	1-Apr-17
<b>AIM Alignment</b>	AIM 3: Optimal Educational Resources
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	\$9,990
<b>Funding Source(s)</b>	Title IA

**End of Q3 Rep**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	There was a 30% decrease in the number of office referrals during quarter 3 when compared to quarter 2.
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ay's attendance rate of 96.5 fell below the district target of 98%.

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ected to the school and/or who lack transportation contribute to decreased attendance rates.

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**PS5 - Q3 Interventions**

**Our average daily attendance in Quarter 3, 2017 will**

<b>Q3 Intervention #2</b>	<b>Survey students and create an attendance incentive plan.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Survey results, Attendance data
<b>Action(s)</b>	Survey students, create, and implement an attendance incentive plan designed by Dudley Student Council members..
<b>Resources / PD</b>	Student surveys
<b>Person(s) Responsible</b>	Principal, Student Council Membrs
<b>Timeline for Completion</b>	31-May-17
<b>AIM Alignment</b>	AIM 7: Active Parent, Student, and Community Involvement
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	\$1,500
<b>Funding Source(s)</b>	Title IA  Local Funds

**End of Q3 Rep**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	There was a .96% decrease in the overall attendance rate of quarter 3 (94.14) when compared to quarter 2 (95.1).
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District Coordinator of School Improvement (DCSI):	Dionne Hughes	Date of Public Hearing for Targeted Improvement Plan:
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## nd Improvement Plan (Jan 3 - Mar 10)

the following attestation statement to fulfill TEC §39.106 requirements?  
 nducted according to TEC §39.106 (b) and recommendations were made

<b>Annual SMART Goal #1:</b>	75% of students will meet or
<b>Strategy:</b>	Teachers need additional professional develop

(Jan 3 - Mar 10)  
 ember 2016 curriculum-based assessments to the February 2017 d

<b>Q3 Intervention #3</b>	<b>Host family reading and writing camps and family nights for students.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Sign in sheets
<b>Action(s)</b>	Host family reading and writing camps and family nights for students.
<b>Resources / PD</b>	Instructional materials, activities, decorations, and refreshments
<b>Person(s) Responsible</b>	Instructional Coaches, Administrators, Teachers
<b>Timeline for Completion</b>	5-May-17

AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement
Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$3,000
Funding Source(s)	Select Funding Source From Dropdown Title IA

**Reporting**

Are you on track to meet the annual goal?	Yes
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Annual SMART Goal #2:	60% of students will me
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Strategy:	Provide PD to teachers focusing on the Math TEKS and in: a math consultant with follow-up act
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**(Jan 3 - Mar 10)**

**016 curriculum-based assessments to the February 2017 district be**

Q3 Intervention #3	<enter Intervention #3 here>
What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
Action(s)	<enter action(s) here>
Resources / PD	<enter resources/PD here>

Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	<enter dates here>
AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown

**Reporting**

Are you on track to meet the annual goal?	Yes
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Annual SMART Goal #3:	60% of our students will pass t
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Strategy:	100% of teachers will use STEMScope, Foss kits, and science
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**(Jan 3 - Mar 10)**

**2016 curriculum-based assessments to the February 2017 district t**

Q3 Intervention #3	<enter Intervention #3 here>
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What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
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Action(s)	<enter action(s) here>
Resources / PD	<enter resources/PD here>
Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	<enter dates here>
AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown

**Reporting**

Are you on track to meet the annual goal?	Yes
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Annual SMART Goal #4:	There will be a 10% decrease in the number of
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Strategy:	Teachers will be welcome students at the classroom door e classroom will be taught and practiced, EAFK virtues w curriculum, and Kaga
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**(Jan 3 - Mar 10)**

**cipline referrals from the second quarter to the third quarter.**

<b>Q3 Intervention #3</b>	<b>&lt;enter Intervention #3 here&gt;</b>
<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>
<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**Reporting**

<b>Are you on track to meet the annual goal?</b>	Yes
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<b>Annual SMART Goal #5:</b>	Dudley's annual at
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<b>Strategy:</b>	Set attendance incentives for the year and put system
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**(Jan 3 - Mar 10)**

**I increase by .5% when compared to Quarter 3, 2016 (95.92%).**

<b>Q3 Intervention #3</b>	<enter Intervention #3 here>
<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>
<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**Reporting**

<b>Are you on track to meet the annual goal?</b>	Yes
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9/15/2016	Date Campus TIP Approved by Board (IR only):	<i>Not Applicable</i>
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 de by the intervention team when considered appropriate. In

exceed progress measures in Reading ELA.

oment and follow through in tiered instruction and interventions.

**istrict benchmarks.**

<b>Q3 Intervention #4</b>	<enter Intervention #4 here>
<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>
<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	<enter dates here>

<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>
<p>et or exceed progress measures in Math.</p>	
<p>struction at the appropriate level of rigor through classroom observations by ivities through the PLC framework and walkthroughs.</p>	
<p>enchmark.</p>	
<b>Q3 Intervention #4</b>	<enter Intervention #4 here>
<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>
<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	<enter resources/PD here>

<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	Continue to provide consistent focused intervention for students in need. Hold a Math Family Night in April. Continue professional development in math instruction with depth and complexity.
<p>he Elementary STAAR Science in May of 2017.</p>	
<p>other TEKS-based science resources to create and implement engaging lessons in the classroom.</p>	
<p>benchmark.</p>	
<b>Q3 Intervention #4</b>	<enter Intervention #4 here>
<b>What data will be collected to monitor interventions in Q3?</b>	<enter data source(s) here>

<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	Implement more science investigations and lab experiences across grade levels.
of discipline referrals which result in interruption of instruction.	
each morning, Safe and Civil Schools procedures for common areas and the will be reinforced and recognized, technology will be integrated across the n structures will be implemented daily.	

<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>	<enter data source(s) here>
<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	Continue positive behavior supports and behavior Rtl.
<p>attendance rate will increase to 97%.</p>	
<p>ns in place to increase positive parent contacts and contacts related to attendance.</p>	



<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>	<enter data source(s) here>
<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Select Title I Component from dropdown
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	We are currently mentoring every student on our 10% and will revise our attendance incentive plan to encourage improved attendance.