

Campus Name		Patti Welder MS			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	30% of students in grades 6-8 will achieve Final Recommended Level II on the 2017 STAAR Reading Assessment.	Q1:	50% of students' purposeful, peer discussions will be at the Analytical Cognitive Level.	No but made some progress	Select
		Q2:	27% of students' purposeful, peer discussions will be at the Analytical Cognitive Level (10%).	Yes	
		Q3:	32% of students' purposeful, peer discussions will be at the Analytical Cognitive Level (7%).	No but made some progress	
		Q4:	35% of students' purposeful, peer discussions will be at the Analytical Cognitive Level (9%).	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	30% of students in grade 7 will achieve Final Recommended Level II on the 2017 STAAR Writing Assessment.	Q1:	50% of students will meet Satisfactory Rating on open-ended responses on a Campus-Based assessment.	No but made some progress	Select
		Q2:	55% of students will meet Satisfactory Rating on open-ended responses on a Campus-Based assessment.	Yes	
		Q3:	45% of students will meet Satisfactory, as set by the District, on an open-ended response on their upcoming Writing District Benchmark.	Yes	
		Q4:	50% of students will meet "Standard Progression" on the 2017 STAAR Writing Assessment.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	30% of students in Grades 6-8 will achieve Final Recommended Level II on the 2017 STAAR Math Assessment.	Q1:	50% of students will meet Satisfactory Rating of 70% on Campus Based Assessments.	No but made some progress	Select
		Q2:	55% of students will meet Satisfactory Rating of 70% on Campus Based Assessments.	No but made significant progress	
		Q3:	55% of students will meet Satisfactory Rating, set by the District, on their Math District Benchmark.	No but made significant progress	
		Q4:	64% of students will meet "Standard Progression" on the 2017 STAAR Math Assessment.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	The campus will increase the number of parents attending continuous, academic information activities to 16%.	Q1:	Parent attendance at campus-hosted Academic Focus Nights will be at or above 9%.	No but made some progress	Select
		Q2:	Parent attendance at campus-hosted Academic Focus Nights will be at or above 15%.	No but made significant progress	
		Q3:	Parent attendance at the next campus-hosted Academic Focus Night will increase by 5%.	No but made significant progress	
		Q4:	Parent attendance at the next campus-hosted Academic Focus Nights will increase by 4%.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	The campus will increase student attendance by 0.5% for the 2016-2017 school year.	Q1:	Attendance will increase by 0.125% by the end of the first quarter	Yes	Select
		Q2:	Attendance will increase by 0.25% by the end of the second quarter.	No but made some progress	
		Q3:	Attendance will increase by 0.25% by the end of the third quarter.	No	
		Q4:	Attendance will increase by 0.25% by the end of the year.	Select	
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
		Q1:	50% of Administrative Team Meeting Agendas will include Coaching Conversations that support teachers in developing and implementing higher order questioning	Yes	

#6	Patti Welder will achieve an Index 2 score of 35 or higher in the 2016-17 accountability year.	Q2:	85% of PLC Agendas will include Coaching Conversations that support teachers in developing and implementing higher order questioning and thinking strategies in	Yes	Select
		Q3:	Walkthrough data will show 35% of teachers asking probing questions at the analytical level or higher.	No but made some progress	
		Q4:	Walkthrough data will show 40% of teachers asking probing questions at the analytical level or higher.	Select	

District Name:	Victoria ISD	Campus Name:	Patti Welder MS	Professional Service Provider (PSP):	Cindi Neverdousky	District Coordinator of School Improvement (DCSI):	Sherri Hathaway	Date of Public Hearing for Targeted Improvement Plan:	9/15/2016	Date Campus TIP Approved by Board (IR only):	42628
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Quarter 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.

Problem Statement 1:	44% of students, in Grades 6-8, did not meet the Level II passing standard the 2016 STAAR Reading assessment. (80% of students, in Grades 6-8, did not achieve Final Recommended Level II.)	Annual SMART Goal #1:	30% of students in grades 6-8 will achieve Final Recommended Level II on the 2017 STAAR Reading Assessment.
Root Cause 1:	Students cannot analyze different structures of a variety of text.	Strategy:	Patti Welder Instructional Team will coach their instructional staff on how to elicit analytical thinking (based off of Bloom's Taxonomy II) by developing analytical questions for purposeful peer discussions.

PS1 - Q3 Interventions (Jan 3 - Mar 10)

PS1 - Q3 SMART Goal:	32% of students' purposeful, peer discussions will be at the Analytical Cognitive Level (7%).						
Q3 Intervention #1	Instructional Coaches will analyze teachers' questions planned for peer discussions on their Lesson Plans.	Q3 Intervention #2	Campus Team will ensure teachers' Lesson Frames are aligned and at the analytical level.	Q3 Intervention #3	<enter Intervention #3 here>	Q3 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q3?	Lesson Plans, sample peer discussion questions, PLC agendas	What data will be collected to monitor interventions in Q3?	Walkthrough data, Lesson Plans	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
Action(s)	Instructional Coaches will review planned questions that teachers have for peer discussions to ensure the rigor of those questions.	Action(s)	Administrators and Instructional Coaches will review Lesson Frames to ensure lessons are aligned for daily lessons in Lesson plans and walkthroughs.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	TEKS, Bloom's Taxonomy, 7 Steps to a Language-Rich Interactive Classroom, Fundamental Five, Kagan, WICOR, and Eduphoria, Results Coaching	Resources / PD	TEKS, Bloom's Taxonomy, 7 Steps to a Language-Rich Interactive Classroom, Fundamental Five, Kagan, WICOR, and Eduphoria, Results Coaching	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Instructional Coaches, Teachers, District Curriculum Coordinators	Person(s) Responsible	Instructional Coaches, Administrative Team, Teachers	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	10-Mar-17	Timeline for Completion	10-Mar-17	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Schoolwide 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	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	No but made some progress	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	According to current Walkthrough Data, in Dimension 2.5, there is data for Cognitive Level of Activity/questioning Observed and Frequent, Small Group Purposeful Talk about the Learning. Data shows that 24% of walkthroughs comprise of frequent, small-group purposeful talking about learning, while the Cognitive Level of activities and questioning observed is 7% at the Analytical Level.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Administrators and Instructional Coaches will ensure Lesson Frames and questioning are at analytical levels for discussions and questioning to promote student thinking processes.
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Problem Statement 2:	53% of students in Grade 7 did not pass the 2016 STAAR Writing assessment. (80% of Grade 7 students did not meet Final Recommended Level II.)	Annual SMART Goal #2:	30% of students in grade 7 will achieve Final Recommended Level II on the 2017 STAAR Writing Assessment.
Root Cause 2:	Students do not know when and how to apply sentence conventions nor structure their responses to writing prompts.	Strategy:	Patti Welder Instructional Team will coach all Instructional Staff to incorporate writing across the curriculum to empower student confidence on writing assignments.

PS2 - Q3 Interventions (Jan 3 - Mar 10)

PS2 - Q3 SMART Goal:	45% of students will meet Satisfactory, as set by the District, on an open-ended response on their upcoming Writing District Benchmark.						
Q3 Intervention #1	Teachers will differentiate their instruction to help students critically write responses to higher-order thinking questions/prompts.	Q3 Intervention #2	Teachers will continue to require written, student responses on Exit Tickets, 4 out of 5 days a week.	Q3 Intervention #3	Teachers and Instructional Coaches will disaggregate data once students have completed their District Benchmark.	Q3 Intervention #4	<enter Intervention #4 here>

What data will be collected to monitor interventions in Q3?	Lesson Plans, Walkthrough Data, PLC minutes	What data will be collected to monitor interventions in Q3?	Lesson Plans, Walkthrough Data, PLC minutes, Student collections	What data will be collected to monitor interventions in Q3?	Writing District Benchmark, student open-ended responses	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
Action(s)	Teachers will differentiate the use of sentence stems/frames for student responses to higher-order thinkign questions/prompts on writing assignments.	Action(s)	Students will respond to Exit Tickets that require writing from a teacher provided question/prompt.	Action(s)	Campus Team and teachers will review student ratings on their responses to determine upcoming interventions to support students in the area of need.	Action(s)	<enter action(s) here>
Resources / PD	Information provided by Toby Karten, Bloom's Taxonomy, Fundamental Five, 7 Steps to a Language-Rich Interactive Classroom, TEKS, and Eduphoria, Results Coaching	Resources / PD	Bloom's Taxonomy, Fundamental Five, 7 Steps to a Language-Rich Interactive Classroom, TEKS, and Eduphoria, Results Coaching	Resources / PD	Eduphoria, TEKS	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Teachers, Instructional Coaches, Administrators, Curriculum Coordinators	Person(s) Responsible	Teachers, Instructional Coaches, Administrators, Curriculum Coordinators	Person(s) Responsible	Teachers, Instructional Coaches, Administrators, Curriculum Coordinators	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	10-Mar-17	Timeline for Completion	10-Mar-17	Timeline for Completion	10-Feb-17	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: Excellent Student Achievement	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	Instruction by HQ teachers	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	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
Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	200	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q3 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	According to a Rating Scale of 1-8 and using the rating of 4 or higher as Satisfactory, 64% of 7th grade students mastered their open-ended response on their District Benchmark.	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 students continue to review the writing process in English classes, teachers will continue to use Exit Tickets that include writing their thought processes in complete sentences.
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Problem Statement 3:	50% of students, in Grades 6-8, did not meet Level II passing standard on the 2016 STAAR Math assessment. (84% of students, in Grade 6-8, did not meet Final Recommended Level II.)	Annual SMART Goal #3:	30% of students in Grades 6-8 will achieve Final Recommended Level II on the 2017 STAAR Math Assessment.
Root Cause 3:	Students are having issues solving equations, and inequalities, with variables in real world problems.	Strategy:	All Math Teachers will address TEKS students have not previously mastered.

PS3 - Q3 Interventions (Jan 3 - Mar 10)

PS3 - Q3 SMART Goal:	55% of students will meet Satisfactory Rating, set by the District, on their Math District Benchmark.						
Q3 Intervention #1	Teachers will spiral TEKS related questions that students did not previously master, according to the last Checkpoint results, in daily warm-ups and/or rotations.	Q3 Intervention #2	Teachers will be incorporate real-world problems on Exit Tickets (Closures) at the analytical cognitive level.	Q3 Intervention #3	30 students from each grade level will participate in Math Interventions once a week.	Q3 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q3?	Lesson Plans, Walk-through data, PLC minutes	What data will be collected to monitor interventions in Q3?	Lesson Plans, Walk-through data, PLC minutes	What data will be collected to monitor interventions in Q3?	Student Attendance, Interventionists Lesson Plans	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
Action(s)	Instructional Coaches and teachers will continue to incorporate rigorous questions during daily warm-ups and/or rotations.	Action(s)	Instructional Coaches and teachers will integrate STAAR formatted questions for students to analyze on Exit Tickets.	Action(s)	Two Interventionists will pull out 6-8 grade students to review TEKS not previously mastered in STAAR format.	Action(s)	<enter action(s) here>
Resources / PD	Mentoring Minds, Go Math, STAAR released questions, Eduphoria, Results Coaching	Resources / PD	Mentoring Minds, Go Math, STAAR released questions, Eduphoria, Results Coaching	Resources / PD	Mentoring Minds, Go Math, STAAR released questions, Eduphoria, Results Coaching, Checkpoint results	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Instructional Coaches, teachers, Administrators, Curriculum Coordinator	Person(s) Responsible	Instructional Coaches, teachers, Administrators, Curriculum Coordinator	Person(s) Responsible	Math Instructional Coach, Administrators, Curriculum Coordinators	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	10-Mar-17	Timeline for Completion	10-Mar-17	Timeline for Completion	10-Mar-17	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Including Teachers in Decision Making about Data and Assessment	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	Select Title I Component from dropdown
Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	12,000	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q3 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.	As reviewed with a comparison of last year's Benchmark data to this year's, the campus has higher percentage scores which indicates that interventions and spiraling have been effective on student success. In all areas, except 8th Grade Social Studies, there is an increase of .02% or higher (2.97%) at the Satisfactory level for the different grade levels.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	With the approach of upcoming state assessments, teachers will adjust to data-driven instruction to ensure student success.
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Problem Statement 4:	Parents attend after school extra-curricular activities more so than academic activities.	Annual SMART Goal #4:	The campus will increase the number of parents attending continuous, academic information activities to 16%.
Root Cause 4:	There were few opportunities for parents to attend academic activities hosted by the campus.	Strategy:	Build positive, family-community relationships by offering continuous, academic informational activities for parents, students, and community members throughout the school year.

PS4 - Q3 Interventions (Jan 3 - Mar 10)

PS4 - Q3 SMART Goal:	Parent attendance at the next campus-hosted Academic Focus Night will increase by 5%.						
Q3 Intervention #1	Patti Welder MS will host one Academic Focus Night to review the importance of Writing.	Q3 Intervention #2	Teachers will continue to make and document positive parent contacts every three weeks.	Q3 Intervention #3	<enter Intervention #3 here>	Q3 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q3?	Parent Call Logs, Sign-In Sheets	What data will be collected to monitor interventions in Q3?	Parent Call Logs	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
Action(s)	Patti Welder MS will have Instructional Coaches and Teachers assist with presenting academic information to parents.	Action(s)	Every three weeks, teachers will turn in a copy of their communication with parents on a Campus-generated Call Log.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	EduLink, Campus-generated Call Log	Resources / PD	Campus-generated Call Log	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Teachers, Instructional Coaches, Administrators, Outside entities	Person(s) Responsible	Teachers, Instructional Coaches, and Administrators	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	10-Mar-17	Timeline for Completion	10-Mar-17	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement	AIM Alignment	AIM 6: Open, Effective Communication	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Increased Parental Involvement	Title I School Wide Components	Increased Parental Involvement	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	200	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Local Funds	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q3 Reporting

Did you meet this quarter's goal?	No but made significant progress	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Attendance at our campus Academic Focus Night (Feb. 7th) was 8%, 52 out of 674 possibilities. According to teacher parent call logs, out of 1,496 attempts to contact parents, teachers were able to make contact with 30% of all their students with a positive message.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Due to a long break between the previous and next Academic Focus Night, the campus will promote the next event by giving incentives to families in attendance.
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Problem Statement 5:	Patti Welder's yearly attendance for 2015-2016 was 94.65%, this is 2.35% below the VISD goal of 97%	Annual SMART Goal #5:	The campus will increase student attendance by 0.5% for the 2016-2017 school year.
Root Cause 5:	There is not an adequate system in place on campus to address the needs of students who are consistently absent.	Strategy:	The campus will implement a systematic process to monitor students with excessive absences

PS5 - Q3 Interventions (Jan 3 - Mar 10)

PS5 - Q3 SMART Goal:	Attendance will increase by 0.25% by the end of the third quarter.						
Q3 Intervention #1	The parent liaison and administration will file "Failure to attend school and Thwarting compulsory attendance" charges with the local Justice of the Peace for students who meet the proper criteria.	Q3 Intervention #2	The parent liaison will conduct personal meetings with parents and students with attendance concerns	Q3 Intervention #3	Teachers will make positive phone calls home to all 3rd period students.	Q3 Intervention #4	Students will be rewarded by grade level for attendance above 96%
What data will be collected to monitor interventions in Q3?	Attendance reports, Parent Liaison reports	What data will be collected to monitor interventions in Q3?	Parent Liaison Log	What data will be collected to monitor interventions in Q3?	Teacher Call Logs	What data will be collected to monitor interventions in Q3?	Attendance reports
Action(s)	Administration and the parent liaison will collect the appropriate paperwork to file charges in the required manner.	Action(s)	Parent liaison will contact parents of students with attendance concerns by phone and mail to conduct face-to-face meetings regarding attendance.	Action(s)	The teachers will be given access to phones and phone numbers to complete the calls to 3rd period students who are absent.	Action(s)	Administration will notify the school through announcements of the reward for a grade level that has 96% attendance.
Resources / PD	Attendance reports, Parent Liaison reports	Resources / PD	Attendance reports,	Resources / PD	Campus funding, Faculty Meetings	Resources / PD	Attendance reports, Token rewards

Person(s) Responsible	Parent Liaison, Administration	Person(s) Responsible	Parent Liaison, Administration	Person(s) Responsible	Teachers, Administrators, Parent Liaison	Person(s) Responsible	Parent Liaison, Administration
Timeline for Completion	As needed	Timeline for Completion	Every Six weeks	Timeline for Completion	10-Mar-17	Timeline for Completion	Every nine weeks
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	AIM 4: Responsive to Student Needs
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 Students	Title I School Wide Components	Effective & Timely Assistance for Struggling Students
Estimated Cost	0	Estimated Cost	0	Estimated Cost	0	Estimated Cost	\$300
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Local Funds

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.	Compared to last Quarter's attendance rate of 95.35%, this Quarter's attendance rate dropped by 2.22% due to grief measures for two student suicides and later a flu outbreak. Our campus Parent Liaison made contact 1,152 times with parents of students with attendance issues and filed with Justice of the Peace with 3 separate charges, according to data logs. According to teacher parent call logs, out of 1,496 attempts to contact parents, teachers were able to make contact with 23% of students that were absent during their 3rd	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?	Even though we show a decline in attendance, the campus will implement different incentives for students and for teachers to contact parents to increase these rates for the remaining quarter.
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Problem Statement 6:	Student performance and walkthrough data & observations indicate that 90% of the questioning in content area instruction is at the foundational level of Blooms	Annual SMART Goal #6:	Patti Welder will achieve an Index 2 score of 35 or higher in the 2016-17 accountability year.
Root Cause 6:	Patti Welder MS has concluded that a root cause that has led to low student performance is the quality of campus teachers in regards to a lack of fidelity of the implementation of provided training due to a lack of a consistent, continuous coaching process and model in areas of deficiencies. Currently, the campus has allocated specific times for content area teachers to meet as a Professional Learning Community (PLC). The focus of these PLCs is not entirely on implementation of strategies from provided trainings. Since there was not an identified system to help monitor the fidelity of this root cause, time during PLCs was not as effective.	Strategy:	Provide a series of coaching opportunities for teachers through specific and targeted professional development, modeling, observations, and face-to-face coaching conversations.

PS6 - Q3 Interventions (Jan 3 - Mar 10)

PS6 - Q3 SMART Goal:	Walkthrough data will show 35% of teachers asking probing questions at the analytical level or higher.						
Q3 Intervention #1	Administrative Team will coach teachers about their level of questioning through "Glow" and "Grow" conferences.	Q3 Intervention #2	Instructional Coaches will coach teachers where to integrate at least 3 different probing questions during their lessons.	Q3 Intervention #3	<enter Intervention #3 here>	Q3 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q3?	Glow & Grow Forms, Walkthrough data	What data will be collected to monitor interventions in Q3?	Walkthroughs, Walkthrough Data, PLC Agendas	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
Action(s)	The Administrative Team will utilize Results Coaching training to support teacher questioning through Glow & Grow conferences.	Action(s)	When meeting with grade level teachers, Instructional Coaches will help teachers develop 3 probing questions and a time frame when to integrate them during their lesson.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Results Coaching, Curriculum Coordinator	Resources / PD	TEKS, Bloom's Taxonomy, 7 Steps to a Language-Rich Interactive Classroom, Fundamental Five, Kagan, WICOR, and Eduphoria, Results Coaching	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Administrators, Curriculum Coordinators	Person(s) Responsible	Teachers, Instructional Coaches, Curriculum Coordinators	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	10-Mar-17	Timeline for Completion	10-Mar-17	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 5: Highly Effective & Qualified Personnel	AIM Alignment	AIM 5: Highly Effective & Qualified Personnel	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	High-Quality, ongoing PD	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	0	Estimated Cost	0	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of 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.	According to walkthrough data, 15% of teachers asked probing questions at the analytical level or higher at a 7% rate. Administrators coached teachers during their "Glow" and "Grow" conferences to help them develop probing question strategies.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Administrators will continue to focus on developing teachers on their probing questions to help develop strategies throughout a lesson.
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