

Campus Name		Rowland Elementary			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	70% of 3rd-5th grade students will meet standard on the 2016-17 Reading STAAR.	Q1:	60% of students in grades K-5 will meet or exceed their personal aim line goal on the October ISIP.	No but made significant progress	Select
		Q2:	65% of students in grades K-5 will meet or exceed their personal aim line goal on the December ISIP.	Yes	
		Q3:	60% of 3rd-5th grade students will meet standard on the district February benchmark in reading.	No	
		Q4:	70% of students in grades K-5 will meet or exceed their personal aim line goal on the May ISIP.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	71% of Economically Disadvantaged students in grades 3-5 will meet standard on the 2016-17 Math STAAR, which will be a 5% increase from last year.	Q1:	Students in grades 2-5 will make 10% gains from Checkpoint #1 to Checkpoint #2 in the 2 identified weakest areas.	No but made some progress	Select
		Q2:	On the November CBA, there will be no more than a 3% discrepancy between the economically disadvantaged population and the all student group.	No but made some progress	
		Q3:	61% of Economically Disadvantaged students in grades 3-5 will meet standard on the district February benchmark in math.	No but made some progress	
		Q4:	We will reduce the number of students in grades 3-5 who fell in the far below basic category by 10% and increase the number of students in the proficient category by 10% on the Think thru Math benchmark in April.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	65% of 4th grade students will meet standard on the 2016-17 Writing STAAR.	Q1:	100% of students in grades K-5 will have and utilize a writing journal on a daily basis.	No but made some progress	Select
		Q2:	55% of 4th graders will meet standard on the November CBA in Writing.	No	
		Q3:	60% of 4th graders will meet standard on the district February benchmark in writing.	No but made significant progress	
		Q4:	65% of students will meet standard on a campus created revising and editing assessment	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	65% of 5th grade students will meet standard on the 2016-17 Science STAAR.	Q1:	Students in grades 3-5 will make 10% gains from Checkpoint #1 to Checkpoint #2 in the 2 identified weakest areas.	No but made significant progress	Select
		Q2:	55% of 5th graders will meet standard on the November CBA in Science.	No but made significant progress	
		Q3:	60% of 5th graders will meet standard on the district February benchmark in science.	No but made significant progress	
		Q4:	65% of 5th grade students will meet standard on a campus created science assessment addressing the deepest holes from previous district assessments.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	The attendance rate will increase by at least .5% resulting in an attendance rate of 97% for the 2016-17 school year.	Q1:	Tardies will be reduced by 10% in Q1 when compared to last year's tardy rate in Q1 which was 578.	No	Select
		Q2:	100% of parent teacher report card conferences be held.	Yes	
		Q3:	Tardies will be reduced by 10% in Q3 when compared to last year's tardy rate in Q3 which was 801 .	No	
		Q4:	100% of student led report card conferences be held.	Select	
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#6	The combined total of tune-ups and referrals will be reduced by at least 10% from 440 in 2015-16.	Q1:	We will have less 100 tune-ups and referrals combined for Q1.	Yes	Select
		Q2:	We will have less than 200 tune-ups and referrals combined for Q2.	Yes	
		Q3:	We will have less than 300 tune-ups and referrals combined for Q3.	Yes	
		Q4:	We will have 396 tune-ups and referrals combined (or less) for Q4.	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>	On the Reading STA
<b>Root Cause 1:</b>	Teachers need to more clea

<b>PS1 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	<b>Target students who will need after school tutoring and assign them a support staff mentor.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Mentor logs
<b>Action(s)</b>	Identify students in grades 3-5 who will be receiving after school tutoring. Each support staff member will be assigned 5 of the targeted students.
<b>Resources / PD</b>	Reading and Math data from multiple sources
<b>Person(s) Responsible</b>	Support staff
<b>Timeline for Completion</b>	weekly check-ins with students- ongoing

<b>AIM Alignment</b>	AIM 2: Safe & Nurturing Environment
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>Did you meet this quarter's goal?</b>	No
<b>Problem Statement 2:</b>	While the economically disadvantaged students are performing at a low level
<b>Root Cause 2:</b>	Teachers need to clearly identify the needs of each student
<b>PS2 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	Administer Benchmark #2 from TTM in grades 3-5
<b>What data will be collected to monitor interventions in Q3?</b>	TTM reports
<b>Action(s)</b>	Schedule Benchmarks in TTM for each class
<b>Resources / PD</b>	TTM program

<b>Person(s) Responsible</b>	lcs, 3-5 Teachers	
<b>Timeline for Completion</b>	January 11-18	
<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>	<enter estimated cost here>	
<b>Funding Source(s)</b>	Select Funding Source From Dropdown	
<b>Did you meet this quarter's goal?</b>	No but made some progress	
<b>Problem Statement 3:</b>		Only 58%
<b>Root Cause 3:</b>		There has no
<b>PS3 - Q3 SMART Goal:</b>		
<b>Q3 Intervention #1</b>	Writing Enrichment teacher will lead a faculty meeting to analyze writing samples to determine if students are on track to meet the campus EOY writing guidelines.	
<b>What data will be collected to monitor interventions in Q3?</b>	Percentage of students who are meeting MOY writing guidelines	

<b>Action(s)</b>	Teachers will bring writing samples from the current campus wide writing prompt for analysis	
<b>Resources / PD</b>	Student work samples; writing guidelines	
<b>Person(s) Responsible</b>	Crystal McKnight	
<b>Timeline for Completion</b>	25-Jan	
<b>AIM Alignment</b>	AIM 5: Highly Effective & Qualified Personnel	
<b>Title I School Wide Components</b>	Instruction by HQ teachers	
<b>Estimated Cost</b>	<enter estimated cost here>	
<b>Funding Source(s)</b>	Select Funding Source From Dropdown	
<b>Did you meet this quarter's goal?</b>	No but made significant progress	
<b>Problem Statement 4:</b>		Only 54% of
<b>Root Cause 4:</b>		Students n
<b>PS4 - Q3 SMART Goal:</b>		

<b>Q3 Intervention #1</b>	<b>Teachers will be asked to bring science lab reports to a faculty meeting to look for vertical alignment and rigor</b>
<b>What data will be collected to monitor interventions in Q3?</b>	K-5 Lab reports
<b>Action(s)</b>	Review grade level lab reports
<b>Resources / PD</b>	PD provided by Crystal McKnight
<b>Person(s) Responsible</b>	Crystal McKnight
<b>Timeline for Completion</b>	8-Feb
<b>AIM Alignment</b>	AIM 3: Optimal Educational Resources
<b>Title I School Wide Components</b>	Coordination & Integration of Services and Programs
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>Did you meet this quarter's goal?</b>	No but made significant progress
<b>Problem Statement 5:</b>	While the a
<b>Root Cause 5:</b>	More opportunities need to b see the value ar

<b>PS5 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	<b>Assign student mentors to other students who are habitually tardy.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	ADM Statistics Report for tardies
<b>Action(s)</b>	Analyze tardy data and assign mentors; develop rewards and criteria for rewards
<b>Resources / PD</b>	Incentives
<b>Person(s) Responsible</b>	Parent Liaison and Social Worker
<b>Timeline for Completion</b>	February
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<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 Priority Schools Grant
<b>Did you meet this quarter's goal?</b>	<b>No</b>

<b>Problem Statement 6:</b>	In 201
<b>Root Cause 6:</b>	Many of our students with p

<b>PS6 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	<b>Implement Roadrunner Café Incentive</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Usage
<b>Action(s)</b>	Establish criteria for whole group and individual privileges to Café; create coupons; share plan with <del>students and staff</del>
<b>Resources / PD</b>	Coupons; Criteria
<b>Person(s) Responsible</b>	Leadership team
<b>Timeline for Completion</b>	23-Jan
<b>AIM Alignment</b>	AIM 2: Safe & Nurturing Environment
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown





**Did you meet this  
quarter's goal?**

Yes

Rowland Elementary	Professional Service Provider (PSP):	Alicia Richmond
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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.

AR, 3rd-5th grade student scores decreased from 64% in 2015 to 63% in 2016.

Early identify student needs in reading so that they can be addressed during small group instruction.

### PS1 - Q3 Interventions

**60% of 3rd-5th grade students will meet sta**

<b>Q3 Intervention #2</b>	<b>Develop a campus wide tracking system in grades K-2 to monitor sight word mastery</b>
<b>What data will be collected to monitor interventions in Q3?</b>	sight word tests in each grade level
<b>Action(s)</b>	Create hallway bulletin boards to acknowledge when students master each grade level's sight words; order take home practice sight word cards
<b>Resources / PD</b>	District sight word list
<b>Person(s) Responsible</b>	K-2 teachers
<b>Timeline for Completion</b>	February

<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement
<b>Title I School Wide Components</b>	Coordination & Integration of Services and Programs
<b>Estimated Cost</b>	\$300
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Priority Schools Grant

### End of Q2 Rep

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	Only 32% of 3rd-5th grade students met standard on the February Reading benchmark. 4th graders performed within 1% of the district at 47%. 3rd and 5th grade performed below the district average at 31% and 17% respectively. 5th grade has been taking weekly reading passage "quizzes" and charting their progress on a Quality Tool. The grade level had a 34%
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Disadvantaged population had a 16% increase on the Math STAAR in 2015-16, they are still at 66% compared to the all student group who had a pass rate of 71%.

Identify the level of rigor in the TEKS so they can select and deliver appropriate instructional strategies that will promote high levels of cognition.

### PS2 - Q3 Interventions

**61% of Economically Disadvantaged students in grades**

<b>Q3 Intervention #2</b>	<b>Eventful Evening will be held to analyze data and plan for after school tutoring groups.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Tutoring plans using data from ISIP, TTM, Checkpoints
<b>Action(s)</b>	Print data reports, group students; plan targeted lessons.
<b>Resources / PD</b>	Motivation Reading/Math; other STAAR prep materials

<b>Person(s) Responsible</b>	lcs, 3-5 Teachers
<b>Timeline for Completion</b>	19-Jan
<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>	\$2,000
<b>Funding Source(s)</b>	Select Funding Source From Dropdown  Priority Schools Grant

### End of Q3 Report

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	46% of economically disadvantaged students in grades 3-5 met standard on the district benchmark in Math while the district pass rate was 51%. Our all student group pass rate was 49% and the district all student pass rate was 58%. Students have continued to work on Think Through Math 2 days per week during Roadrunner time. Each student has a goal of
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of 4th grade students met standard on the 2015-16 Writing STAAR.

It has been an emphasis on revising and editing during the writing process.

### PS3 - Q3 Interventions

**60% of 4th graders will meet standard**

<b>Q3 Intervention #2</b>	Use data from February benchmark to create an intentional intervention plan.
<b>What data will be collected to monitor interventions in Q3?</b>	District writing benchmark data

<b>Action(s)</b>	4th grade teachers will bring writing compositions from the benchmark to PLC to calibrate scores using the rubric (teachers will score in advance)
<b>Resources / PD</b>	4th grade Scoring Rubric
<b>Person(s) Responsible</b>	4th grade teachers; lcs; Admin
<b>Timeline for Completion</b>	28-Feb
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**End of Q3 Report**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	45% of 4th graders met standard on the February Writing benchmark. While we did not meet our goal of 60%, we were within 1% of the district pass rate. We had 23% meet the final recommended standard which was 9% above the district and 8% meeting the advanced level, which was 5% above the district. On last year's benchmark, 4th graders performed 10%
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of 5th grade students met standard on the 2015-16 Science STAAR.

need opportunities to use scientific vocabulary in authentic situations.

**PS4 - Q3 Interventions**

**60% of 5th graders will meet standard**

<b>Q3 Intervention #2</b>	<b>Host a Science Night</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Sign-in sheets
<b>Action(s)</b>	Form a committee; plan the event; secure materials; secure DOW
<b>Resources / PD</b>	Science materials/supplies
<b>Person(s) Responsible</b>	Science Night Committee- Crystal McKnight facilitator
<b>Timeline for Completion</b>	2-Mar
<b>AIM Alignment</b>	AIM 7: Active Parent, Student, and Community Involvement
<b>Title I School Wide Components</b>	Increased Parental Involvement
<b>Estimated Cost</b>	\$1,000
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Priority Schools Grant

**End of Q3 Report**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	56% of 5th grade students met standard on the February benchmark in Science. While we did not meet our goal of 60%, we performed 4% higher than the district and 2% better than last year's STAAR score. EduSmart has been purchased for K-5 as an additional science resource and training was provided to teachers on March 10th. A science night was held on March
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attendance rate increased by 1% in 2015-16, there were 2,520 tardies.

be provided for positive interactions between home and school so that parents begin to find the connection between student attendance and student achievement.

**PS5 - Q3 Interventions**

**Tardies will be reduced by 10% in Q3 when c**

<b>Q3 Intervention #2</b>	<b>Host a Movie Night for families</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Sign-in Sheet
<b>Action(s)</b>	Create flyers, advertise
<b>Resources / PD</b>	
<b>Person(s) Responsible</b>	Volunteer staff
<b>Timeline for Completion</b>	23-Feb
<b>AIM Alignment</b>	AIM 7: Active Parent, Student, and Community Involvement
<b>Title I School Wide Components</b>	Increased Parental Involvement
<b>Estimated Cost</b>	
<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**End of Q3 Rep**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	Our cumulative attendance for the year is 96.4% Our Q3 attendance was 95.72% due to lots of illnesses. While our attendance was low, it was higher than 11 elementary campuses in the district. Our tardy rate increased from 801 in Q3 last year to 973 in Q3 this year. Students with habitual tardies have been identified. There are 27 students who have
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5-16 there were a total of 440 tune-ups and referrals combined.

ersistent misbehavior are lacking intrinsic motivation due to circumstances outside of school and differences in value systems.

**PS6 - Q3 Interventions**

**We will have less than 300 t**

<b>Q3 Intervention #2</b>	<b>Hold Round Table discussions for students with persistent misbehavior</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Behavior contracts
<b>Action(s)</b>	Meet with parents and students to develop a plan for school and home to improve behavior
<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	Social Worker, AP, Teacher, Parent
<b>Timeline for Completion</b>	Ongoing
<b>AIM Alignment</b>	AIM 6: Open, Effective Communication
<b>Title I School Wide Components</b>	Effective & Timely Assistance for Struggling Students
<b>Estimated Cost</b>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**End of Q3 Rep**



**Provide the data or evidence that supports meeting or making progress toward this quarterly goal.**

We had 62 referrals and 51 tune-up in Q3 for a total 113 combined disciplinary incidents. From year to date, we have 299 tune-ups and referrals combined, and therefore met our Q3 goal of having less than 300 disciplinary incidents. 5 round table discussions were held for students with persistent misbehavior. Participants included parents, student,

District Coordinator of School Improvement (DCSI):	Carol Tippins	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>	70% of 3rd-5th grade students will
<b>Strategy:</b>	Teachers will analyze data from various assessments weaknesses and plan in

**(Jan 3 - Mar 10)**  
 andard on the district February benchmark in reading.

<b>Q3 Intervention #3</b>	Form a committee with K-2 Lead teachers to research a system for sending home take home readers for more reading practice at home.
<b>What data will be collected to monitor interventions in Q3?</b>	Information collected during the research process
<b>Action(s)</b>	Visit campuses that have take home systems in place. Reach out to reading consultant. Online research. Secure materials needed.
<b>Resources / PD</b>	Online research; Torres Elementary
<b>Person(s) Responsible</b>	Jewel Buchanan, K-2 Lead Teachers, IC, Admin.
<b>Timeline for Completion</b>	January

AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement
Title I School Wide Components	Increased Parental Involvement
Estimated Cost	
Funding Source(s)	Select Funding Source From Dropdown

**Reporting**

Are you on track to meet the annual goal?	No
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Annual SMART Goal #2:	71% of Economically Disadvantaged students in grades 3-5 will meet standard on the district February benchmark in math.
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Strategy:	The instructional team will work collaboratively with teachers to ensure all students are on track to meet the annual goal.
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**(Jan 3 - Mar 10)**

**3-5 will meet standard on the district February benchmark in math.**

Q3 Intervention #3	Monitor the number of students in grades 3-5 that have mastered TTM lessons
What data will be collected to monitor interventions in Q3?	TTM reports
Action(s)	Students will work on TTM 2 days per week during Roadrunner Time; lcs will print reports and share data in PLCs
Resources / PD	TTM

<b>Person(s) Responsible</b>	3rd-5th grade teachers
<b>Timeline for Completion</b>	Goal: Each student passes 30 lessons before Math STAAR
<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>	<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>	No but made some progress
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<b>Annual SMART Goal #3:</b>	65% of 4th grade students will
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<b>Strategy:</b>	Teachers will conference with students individually about t and
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**(Jan 3 - Mar 10)**

**and on the district February benchmark in writing.**

<b>Q3 Intervention #3</b>	Teachers will restructure writing instructional minutes to allow for larger blocks of sustained writing time.
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<b>What data will be collected to monitor interventions in Q3?</b>	Grade level schedule
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<b>Action(s)</b>	Restructure Roadrunner time one day per week to add additional writing minutes to the schedule
<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	4th grade teachers
<b>Timeline for Completion</b>	Weekly beginning January 11
<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<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 #4:</b>	65% of 5th grade students will
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<b>Strategy:</b>	Teachers will include critical writing using th
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**(Jan 3 - Mar 10)**

**and on the district February benchmark in science.**

<b>Q3 Intervention #3</b>	<b>Purchase EduSmart for K-5 teachers to use as an additional resource in science</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Sign-in sheets from training; Usage reports
<b>Action(s)</b>	Meet with consultant to schedule training
<b>Resources / PD</b>	EduSmart computer program
<b>Person(s) Responsible</b>	Leigh Ann Lynch
<b>Timeline for Completion</b>	January
<b>AIM Alignment</b>	AIM 3: Optimal Educational Resources
<b>Title I School Wide Components</b>	Coordination & Integration of Services and Programs
<b>Estimated Cost</b>	\$2,500
<b>Funding Source(s)</b>	Title IA Priority Schools Grant

### Reporting

<b>Are you on track to meet the annual goal?</b>	Yes
<b>Annual SMART Goal #5:</b>	The attendance rate will increase by at least .5% i
<b>Strategy:</b>	We will maximize learning opportunities b

**(Jan 3 - Mar 10)**

compared to last year's tardy rate in Q3 which was 801 .

<b>Q3 Intervention #3</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>	No
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<b>Annual SMART Goal #6:</b>	The combined total of tune-ups and referrals
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<b>Strategy:</b>	Teachers will build relationships with students and th
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(Jan 3 - Mar 10)

Tune-ups and referrals combined for Q3.

<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



**Are you on track to meet the annual goal?**

Yes

9/15/2016	Date Campus TIP Approved by Board (IR only):	42628
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 de by the intervention team when considered appropriate. In

ill meet standard on the 2016-17 Reading STAAR.

s (ISIP, TPRI, Checkpoints, fluency checks, CBA's) to pinpoint reading interventions to target those weaknesses.

<b>Q3 Intervention #4</b>	<b>Use a Quality Tool to track weekly reading passages in 5th grade</b>
<b>What data will be collected to monitor interventions in Q3?</b>	individual tracking tool
<b>Action(s)</b>	Principal will update tool; IC will select passages to be used; Review campus-wide reading strategies during PLC; Send to Print Shop
<b>Resources / PD</b>	Print Shop
<b>Person(s) Responsible</b>	5th grade teachers
<b>Timeline for Completion</b>	January 23-March 24

<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>	\$100
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Priority Schools Grant
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	We need to look at our after school tutoring program and make revisions. Students are not coming consistently. We will look at providing additional reading interventions during the day. We will revisit what our reading block looks like in each grade level to make adjustments to Tier I
<p>3-5 will meet standard on the 2016-17 Math STAAR, which will be a 5% increase from last year.</p>	
<p>ers to study the math TEKS, develop lessons and provide support in the classrooms.</p>	
<b>Q3 Intervention #4</b>	<b>Prescribe specific pathways on TTM for students based on weaknesses shown in the data.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	TTM reports
<b>Action(s)</b>	Analyze data and create unique pathways in TTM; review and adjust as necessary
<b>Resources / PD</b>	TTM benchmark; District benchmark

<b>Person(s) Responsible</b>	Teachers, interventionists, lcs
<b>Timeline for Completion</b>	January 19- Eventful Evening; March 3- February Math District Benchmark
<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>	<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>
meet standard on the 2016-17 Writing STAAR.	
<p>heir writing giving them academic feedback so students learn how to revise edit their own writing.</p>	
<b>Q3 Intervention #4</b>	<b>4th grade students will begin taking revising and editing passages and tracking their progress using a Quality Tool.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	individual tracking tool

<b>Action(s)</b>	Create and distribute a Quality Tool to track revising and editing passages
<b>Resources / PD</b>	Print Shop
<b>Person(s) Responsible</b>	Principal; 4th grade teachers
<b>Timeline for Completion</b>	Weekly on Wednesdays from January 25- March 22
<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>	\$100
<b>Funding Source(s)</b>	Select Funding Source From Dropdown Priority Schools Grant
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>
meet standard on the 2016-17 Science STAAR.	
he academic vocabulary from the lesson in the closing task.	

<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

**Additional Information**

<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	<Enter any additional information here>
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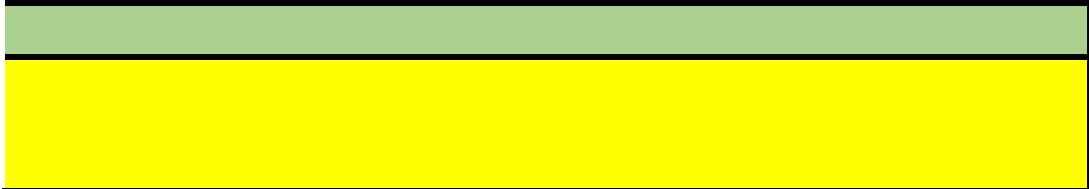
resulting in an attendance rate of 97% for the 2016-17 school year.

by encouraging students to be here and on time every day.

<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>	Social worker will begin contacting parents about tardy concerns and meeting with each individual student.

rrals will be reduced by at least 10% from 440 in 2015-16.

their families and work together to create a culture of trust and respect.



<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



**What, if any, adjustments must be made in order to meet the annual goal?**

<Enter any additional information here>