

Campus Name		Shields Elementary			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	70% of students will meet standard at level II or above on the 2016-2017 STAAR test in Reading	Q1:	70% of students (2-5) will meet their individual quarterly comprehension goal.	Yes	Select
		Q2:	70% of students (2-5) will meet their individual quarterly comprehension goal.	Yes	
		Q3:	70% of 2-5 grade students will show 20% growth from the beginning of the year scale score in STAR reading through Renaissance program	Yes	
		Q4:	70% of 2-5 grade students will show 25% growth on their scale score on comprehension-STAR Renaissance	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	Attendance will increase for the 2016-17 school year by 1.0 percent	Q1:	Attendance will increase by one quarter of one percent by the end of first quarter from the 2015-2016 school year.	Yes	Select
		Q2:	Attendance will increase by half of one percent by the end of second quarter	Yes	
		Q3:	Attendance will increase by three quarter percent in quarter 3 in comparison to the last years attendance rate of 94.9%.	No but made some progress	
		Q4:	Attendance will improve by one percent from the 2015-16 school year.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	Discipline referrals will decrease by 25% for the 2016-17 school year	Q1:	Discipline referrals will decrease by 5% by the end of the first quarter from the 2015-16 school year.	Yes	Select
		Q2:	Discipline referrals will decrease by 10% by the end of the December	No	
		Q3:	Discipline referrals will decrease by 5% from quarter 2.	Yes	
		Q4:	Discipline referrals will decrease by 5% from quarter 3.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	SPED Students will increase in meeting STAAR standard phase II from 60-70% in all subjects	Q1:	Using campus baseline 3rd-5th grade SPED students will increase in the number of goals mastered in (IEPS) by 5%	Yes	Select
		Q2:	3rd-5th grade SPED students will increase in the number of goals by 5% from quarter 1 data.	Yes	
		Q3:	50% of the SPED students will master the 3rd nine weeks progress report objectives	Yes	
		Q4:	60% of the SPED students will master the 3rd nine weeks progress report objectives	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	The campus will improve from 18% to 25% on meeting final recommended level on the 2016-2017 STAAR test in the all subject area	Q1:	The campus will increase in HO questioning to 55% and students will participate in purposeful discussions to 30% on classroom walkthroughs.	Yes	Select
		Q2:	The campus will increase in HO questioning to 60% and students will participate in purposeful discussions to 35% on classroom walkthroughs.	No	
		Q3:	The campus will increase in HO questioning to 40% and students will participate in purposeful discussions to 40% on classroom walkthroughs.	Yes	
		Q4:	The campus will increase in HO questioning to 45% and students will participate in purposeful discussions to 45% on classroom walkthroughs.	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>	
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<b>Root Cause 1:</b>	The campus does not have a
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<b>PS1 - Q3 SMART Goal:</b>	
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<b>Q3 Intervention #1</b>	<b>Classroom teachers will continue to model comprehension strategies to all students</b>
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<b>What data will be collected to monitor interventions in Q3?</b>	student individual Quarterly comprehension tracking charts
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<b>Action(s)</b>	In PLC, teachers will model and discuss what structures are in place for all students for Reading comprehension
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<b>Resources / PD</b>	Neuhaus, Reading Instructional Coach and District consultant
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<b>Person(s) Responsible</b>	Leadership team
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<b>Timeline for Completion</b>	March
<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>	\$0
<b>Funding Source(s)</b>	Select Funding Source From Dropdown
<b>Did you meet this quarter's goal?</b>	Yes
<b>Problem Statement 2:</b>	
<b>Root Cause 2:</b>	The campus c
<b>PS2 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	Administration continues to meet with Parent Liason and Social Worker to ensure attendance incentives are in place.
<b>What data will be collected to monitor interventions in Q3?</b>	Attendance daily logs and classroom tracking charts

<b>Action(s)</b>	The leadership team will continue to meet with Social Worker and Parent Liasion to review what interventions are in place for students with excessive absences.
<b>Resources / PD</b>	Attendance incentives and attendance data and Campus Social Worker
<b>Person(s) Responsible</b>	Leadership team
<b>Timeline for Completion</b>	Ongoing
<b>AIM Alignment</b>	AIM 6: Open, Effective Communication
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	60,000
<b>Funding Source(s)</b>	Select Funding Source From Dropdown TTIPS Grant
<b>Did you meet this quarter's goal?</b>	No but made some progress
<b>Problem Statement 3:</b>	Discipline referrals
<b>Root Cause 3:</b>	The campus lacks a unive

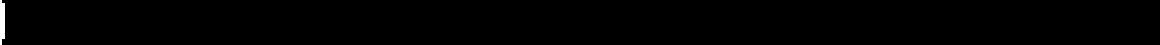
<b>PS3 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	<b>Classrooms with low discipline incident counts will continue to be rewarded for good behavior</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Discipline charts out in the hallway
<b>Action(s)</b>	The classrooms from PK-2 and 3-5 that have the least referrals will be rewarded a discipline reward
<b>Resources / PD</b>	Campus funds
<b>Person(s) Responsible</b>	Campus Administrators
<b>Timeline for Completion</b>	Quarterly
<b>AIM Alignment</b>	AIM 2: Safe & Nurturing Environment
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	200
<b>Funding Source(s)</b>	Local Funds
<b>Did you meet this quarter's goal?</b>	Yes

<b>Problem Statement 4:</b>	SPED s
<b>Root Cause 4:</b>	The campus l

<b>PS4 - Q3 SMART Goal:</b>	
<b>Q3 Intervention #1</b>	<b>All staff members continuously receive training on implementing IEP goals and behavior plans with fidelity.</b>
<b>What data will be collected to monitor interventions in Q3?</b>	student IEP's, progress reports and data binders
<b>Action(s)</b>	All staff members will continuously receive training on implementing IEP goals and behavior plans with fidelity.
<b>Resources / PD</b>	SPED PLC's and meetings and District consultants
<b>Person(s) Responsible</b>	SPED teachers
<b>Timeline for Completion</b>	ongoing
<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>	0
<b>Funding Source(s)</b>	Select Funding Source From Dropdown

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Did you meet this quarter's goal?	Yes
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<b>Problem Statement 5:</b>	The campus still str
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<b>Root Cause 5:</b>	The campus lacked
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<b>PS5 - Q3 SMART Goal:</b>	
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<b>Q3 Intervention #1</b>	<b>The campus will continue to track student progress in data binders</b>
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<b>What data will be collected to monitor interventions in Q3?</b>	Quality tools data
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<b>Action(s)</b>	The campus will continue to track student progress in data binders
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<b>Resources / PD</b>	Quality tools data
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<b>Person(s) Responsible</b>	Administration will continue to measure progress in data binders
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<b>Timeline for Completion</b>	end of quarter-end of March
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<b>AIM Alignment</b>	AIM 1: Excellent Student Achievement
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<b>Title I School Wide Components</b>	Including Teachers in Decision Making about Data and Assessment
<b>Estimated Cost</b>	\$4,000
<b>Funding Source(s)</b>	Select Funding Source From Dropdown TTIPS Grant
<b>Did you meet this quarter's goal?</b>	Yes



Shields Elementary	Professional Service Provider (PSP):	Cindi Neverdousky
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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.

31% of students met standard on STAAR level II or above.

systemic process in place to ensure all teachers are using comprehension strategies to build metacognitive skills in daily reading instruction.

### PS1 - Q3 Interventions

**70% of 2-5 grade students will show 20% growth from the beginning of the year**

<b>Q3 Intervention #2</b>	<b>The Reading IC will model comprehension strategies to each grade level</b>
<b>What data will be collected to monitor interventions in Q3?</b>	student individual Quarterly comprehension tracking charts and Benchmark data
<b>Action(s)</b>	On Jan. 2nd and ongoing throughout the semester, the Reading IC will model ongoing comprehension structures to staff
<b>Resources / PD</b>	Neuhaus, Reading Instructional Coach and District consultant
<b>Person(s) Responsible</b>	Leadership team

<b>Timeline for Completion</b>	Ongoing throughout the semester
<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>	<enter estimated cost here>
<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**End of Q2 Rep**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	Using the 3rd nine weeks STAR comprehension report 72% of 2-5 students showed 20% growth from their beginning of the year scale score.
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The campus had yearly attendance level of 94.9%.

does not have a system in place to monitor attendance on a daily basis.

**PS2 - Q3 Interventions**

**Attendance will increase by three quarter percent in q**

<b>Q3 Intervention #2</b>	<b>The campus will collaboratively meet with the PTO to plan and distribute attendance incentives to students</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Daily Attendance data

<b>Action(s)</b>	PTO will collaboratively assist the parent Liaison by assisting with funding bikes for one student winner every nine weeks.
<b>Resources / PD</b>	PTO president and funds
<b>Person(s) Responsible</b>	Parent Liaison and PTO president
<b>Timeline for Completion</b>	the end of March
<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>	500
<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>	The campus used the Eschool plus ADA-report to determine a decrease in daily attendance. Currently in quarter 3, the campus has decreased to 94.83% (cumulative) which is one tenth of a percent less than last years attendance rate.
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increased by 50% from the 2014-15 school year to the 2015-16 school year.

ersal discipline system to ensure all teachers utilize positive behavior supports in the classroom.

## Discipline referrals wi

<b>Q3 Intervention #2</b>	<b>The campus will implement afterschool detention</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Daily discipline referrals
<b>Action(s)</b>	Students that are assigned detention will receive afterschool detention
<b>Resources / PD</b>	Detention room
<b>Person(s) Responsible</b>	Administration
<b>Timeline for Completion</b>	Daily
<b>AIM Alignment</b>	AIM 2: Safe & Nurturing Environment
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	0
<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>	According to campus data tracking system the campus had 84 refererals the third quarter. The campus has decreased in discipline referrals by 16% (100-quarter 2) to 84 discipline referrals quarter 3.
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students are scoring lower than the ALL students in ALL subjects.

acks a systemic approach to monitor the progress of all SPED students.

**PS4 - Q3 Interventions**

**50% of the SPED students will maste**

<b>Q3 Intervention #2</b>	<b>Purchase new resources such as Amazon firesticks, laptops and Carbo online for SPED students</b>
<b>What data will be collected to monitor interventions in Q3?</b>	SPED progress reports
<b>Action(s)</b>	The campus will purchase new resources such as Amazon kindlefires, laptops and Carbo online for all SPED students
<b>Resources / PD</b>	kindle fires,laptops and Carbo online
<b>Person(s) Responsible</b>	Administration
<b>Timeline for Completion</b>	end of March
<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>	12,000
<b>Funding Source(s)</b>	Title IA

**End of Q3 Rep**

<p><b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b></p>	<p>The campus used progress reports initiated by classroom teachers to measure the mastery of 3rd nine weeks progress report objectives by SPED students. 61% of progress report objectives were mastered during the 3rd nine weeks in the Lifeskills, Inclusion and Resource classrooms according to teacher data binders.</p>
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suggles to increase in the amount of students at the Final recommended level

d a universal intervention process including daily interventions for all students.

**PS5 - Q3 Interventions**

**The campus will increase in HO questioning to 40% and students v**

<b>Q3 Intervention #2</b>	<b>The campus will continue to utilize Kagan structures in the classroom</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Campus walkthroughs measuring student engagement in TTESS- Domain 2.4 Differentiation
<b>Action(s)</b>	The campus will continue to train staff in Kagan structures
<b>Resources / PD</b>	Kagan materials
<b>Person(s) Responsible</b>	Administration
<b>Timeline for Completion</b>	end of March
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs

<b>Title I School Wide Components</b>	Strategies to attract HQ teachers to high needs schools
<b>Estimated Cost</b>	5,000
<b>Funding Source(s)</b>	Select Funding Source From Dropdown TTIPS Grant

**End of Q3 Rep**

<b>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</b>	According to the Walkthrough analysis report the campus currently is at 46% in HO questions and 38% in purposeful discussions.
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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.  
 conducted according to TEC §39.106 (b) and recommendations were made

<b>Annual SMART Goal #1:</b>	70% of students will meet standard at le
<b>Strategy:</b>	Create and implement a comprehensive struc

**(Jan 3 - Mar 10)**  
 ning of the year scale score in STAR reading through Renaissance

<b>Q3 Intervention #3</b>	The leadership team will continue to monitor and discuss progress of each student at the RTI committee meetings
<b>What data will be collected to monitor interventions in Q3?</b>	RTI data
<b>Action(s)</b>	The leadership team will continue to randomly select RTI folders after meetings and follow up on RTI interventions throughout the daily walkthroughs
<b>Resources / PD</b>	Eduphoria data and walkthrough reports
<b>Person(s) Responsible</b>	Administration team



Timeline for Completion	End of March
AIM Alignment	AIM 4: Responsive to Student Needs
Title I School Wide Components	Schoolwide Reform Strategies
Estimated Cost	0
Funding Source(s)	Select Funding Source From Dropdown

**Supporting**

Are you on track to meet the annual goal?	Yes
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**Annual SMART Goal #2:**

Annual SMART Goal #2:	Attendance will increase
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Strategy:	The campus will implement a s
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**(Jan 3 - Mar 10)**

**Quarter 3 in comparison to the last years attendance rate of 94.9%.**

Q3 Intervention #3	Students will participate in ATTENDANCES every quarter
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What data will be collected to monitor interventions in Q3?	Quarterly attendance reports
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<b>Action(s)</b>	Students will be able to attend quarterly ATTENDANCES (school dance) for being in attendance every day of the quarter
<b>Resources / PD</b>	Cafeteria
<b>Person(s) Responsible</b>	Parent Liasion
<b>Timeline for Completion</b>	End of Quarter
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	0
<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 #3:</b>	Discipline referrals will decrease
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<b>Strategy:</b>	The campus will implement a systemic process to monitor discipline referrals to build positive relationships
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**(Jan 3 - Mar 10)**

**ll decrease by 5% from quarter 2.**

<b>Q3 Intervention #3</b>	<b>Counselors will provide targeted students with social skills training</b>
<b>What data will be collected to monitor interventions in Q3?</b>	Discipline behavior referrals
<b>Action(s)</b>	Counselors will meet with students twice a week to target social skills training.
<b>Resources / PD</b>	Social skills curriculum and TTIPS counselor
<b>Person(s) Responsible</b>	Guidance counselor and TTIPS counselor
<b>Timeline for Completion</b>	weekly
<b>AIM Alignment</b>	AIM 4: Responsive to Student Needs
<b>Title I School Wide Components</b>	Schoolwide Reform Strategies
<b>Estimated Cost</b>	60,000
<b>Funding Source(s)</b>	Select Funding Source From Dropdown TTIPS Grant

**Reporting**

<b>Are you on track to meet the annual goal?</b>	Yes
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<b>Annual SMART Goal #4:</b>	SPED Students will increase in meeting
<b>Strategy:</b>	The campus will implement a system

**(Jan 3 - Mar 10)**

**for the 3rd nine weeks progress report objectives**

<b>Q3 Intervention #3</b>	<b>SPED staff will continue to meet and discuss individual students quarterly</b>
<b>What data will be collected to monitor interventions in Q3?</b>	IEPS, progress reports and student reports
<b>Action(s)</b>	The staff will meet each quarter to discuss students not progressing and upcoming ARDS.
<b>Resources / PD</b>	Staff I-station, Dreambox and Eduphoria data
<b>Person(s) Responsible</b>	SPED staff
<b>Timeline for Completion</b>	end of March
<b>AIM Alignment</b>	AIM 6: Open, Effective Communication
<b>Title I School Wide Components</b>	Including Teachers in Decision Making about Data and Assessment
<b>Estimated Cost</b>	0
<b>Funding Source(s)</b>	Select Funding Source From Dropdown

**Reporting**

<p><b>Are you on track to meet the annual goal?</b></p>	<p>Yes</p>
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<p><b>Annual SMART Goal #5:</b></p>	<p>The campus will improve from 18% to 25% on meeting fine</p>
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<p><b>Strategy:</b></p>	<p>The campus will create a system to monitc</p>
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**(Jan 3 - Mar 10)**

**will participate in purposeful discussions to 40% on classroom wal**

<p><b>Q3 Intervention #3</b></p>	<p>The campus will continue to receive HO questioning professional development opportunities</p>
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<p><b>What data will be collected to monitor interventions in Q3?</b></p>	<p>Campus walkthrough data-TTESS teacher activities</p>
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<p><b>Action(s)</b></p>	<p>The campus will continue to receive HO questioning professional development opportunities as Sensational Saturdays</p>
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<p><b>Resources / PD</b></p>	<p>District HO PD and TTIPS funding</p>
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<p><b>Person(s) Responsible</b></p>	<p>Campus administration</p>
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<p><b>Timeline for Completion</b></p>	<p>end of March</p>
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<p><b>AIM Alignment</b></p>	<p>AIM 5: Highly Effective &amp; Qualified Personnel</p>
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<b>Title I School Wide Components</b>	High-Quality, ongoing PD
<b>Estimated Cost</b>	4,000
<b>Funding Source(s)</b>	TTIPS Grant

**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):	42628
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 de by the intervention team when considered appropriate. In

Level II or above on the 2016-2017 STAAR test in Reading

structure for collecting, analyzing and utilizing comprehension data.

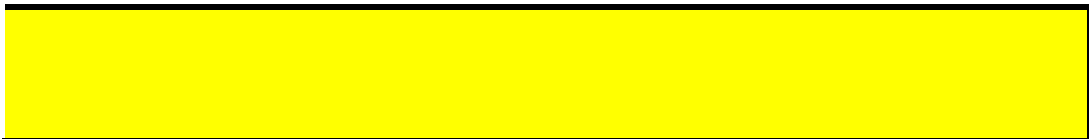
**program**

<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>	The campus will continue to monitor reading comprehension using the STAR comprehension reports. In addition, Reading camps will be offered throughout the school year to target comprehension campus wide.
for the 2016-17 school year by 1.0 percent	
systemic process to monitor student attendance	
<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>



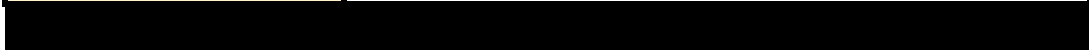
<b>Action(s)</b>	<enter action(s) here>
<b>Resources / PD</b>	<enter resources/PD here>
<b>Person(s) Responsible</b>	<enter person(s) responsible here>
<b>Timeline for Completion</b>	<enter dates here>
<b>AIM Alignment</b>	Select AIM from dropdown
<b>Title I School Wide Components</b>	Select Title I 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>	<p>The campus will continue to monitor daily attendance. In addition, incentives are given to students daily, weekly and per nine weeks. Also the attendance committee has designed a campus wide attendance initiative to bring up daily attendance. The committee will continue to meet with the social worker weekly to monitor and adjust the campus attendance plan.</p>
<p>crease by 25% for the 2016-17 school year</p>	
<p>students with behavior and assist teachers in utilizing tools in the classroom behavior supports with students.</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>	Administrators will continue to meet with counselors weekly to discuss campus discipline data and plan positive behavior support strategies for teachers to use when working with challenging students. In addition, administrators will provide the staff another planning session to create classroom behavior plans for challenging students.
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g STAAR standard phase II from 60-70% in all subjects

nic process to monitor the progress of SPED students

<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

<p><b>What, if any, adjustments must be made in order to meet the annual goal?</b></p>	<p>The SPED team will continue to monitor progress report objectives quarterly. In addition, the team will continue to meet once a month to discuss student data and make adjustments where needed. The campus is also bringing in Toby Karten, a district consultant, to provide the staff with professional development on teaching differentiation.</p>
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Final recommended level on the 2016-2017 STAAR test in the all subject area

or the % of students meeting the Final Recommended level

**Interventions.**

<p><b>Q3 Intervention #4</b></p>	<p>&lt;enter Intervention #4 here&gt;</p>
<p><b>What data will be collected to monitor interventions in Q3?</b></p>	<p>&lt;enter data source(s) here&gt;</p>
<p><b>Action(s)</b></p>	<p>&lt;enter action(s) here&gt;</p>
<p><b>Resources / PD</b></p>	<p>&lt;enter resources/PD here&gt;</p>
<p><b>Person(s) Responsible</b></p>	<p>&lt;enter person(s) responsible here&gt;</p>
<p><b>Timeline for Completion</b></p>	<p>&lt;enter dates here&gt;</p>
<p><b>AIM Alignment</b></p>	<p>Select AIM from dropdown</p>

<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>	<p>The campus will continue to monitor Tier I instruction on a daily basis. Also, the campus contributes much success to the vertical alignment meetings currently established so that teachers are allowed the opportunity to discuss student data. In additon, administrators will still continue to share campus improvement plan data in PLC's.</p>