

Campus Name		Victoria West HS			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	87% of all students will earn Level II status on the 2017 ELAR EOC	Q1:	Increase Reading Comprehension by establishing a lexile baseline score.	No but made some progress	Select
		Q2:	Increase student sustained silent reading by 50% through 4th period Advisory classes and content areas.	No but made significant progress	
		Q3:	Increase the use of EOC question stems from 4 to 5 per class period in ELA courses	Yes	
		Q4:	Increase students' written composition scores by one level	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	As a result of the interventions, we expect a 10% increase in performance by special education students.	Q1:	Provide training opportunities for all co-teach partners to increase the variety of differentiation strategies used in the classroom	No but made significant progress	Select
		Q2:	Increase the types of differentiation strategies used in the classroom	Yes	
		Q3:	As a result of interventions 50% of SPED students will master Eng I and II benchmarks.	No	
		Q4:	As a result of interventions, 90% of the Special Education students will pass all classes	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	As a result of the interventions, the number of out of class placements will decrease by 15% from the 2015-2016 school year.	Q1:	In the 2016 - 2017 school year, the number of out of class placements will decrease by 15% from the 1st quarter of the 2015-2016 school year.	Yes	Select
		Q2:	The number of out of class placements will decrease by 15% from the 2nd quarter of the 2015-2016 school year.	Yes	
		Q3:	The number of out of class placements will decrease by 15% from the 3rd quarter of the 2015-2016 school year.	No but made some progress	
		Q4:	The number of out of class placements will decrease by 15% from the 4th quarter of the 2015-2016 school year.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	As a result of the interventions, the campus attendance rate will increase to meet or exceed the state standard.	Q1:	Communicate to 100% of VWHS students and guardians the state compulsory attendance laws	Yes	Select
		Q2:	100% of students on the 30% attendance list will have an attendance contract	No but made significant progress	
		Q3:	Increase the attendance rate for the 3rd 9 weeks grading period by 2% over the 2015-2016 school year	No but made significant progress	
		Q4:	Maintain a 95% daily attendance rate for the remainder of the school year	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	As a result of interventions, our Level III performance rate on the 2017 STAAR assessment will meet or exceed the state performance rate.	Q1:	100% of the released EOC questions will be aligned to use in appropriate units	Yes	Select
		Q2:	Teachers will develop 2-4 questions aligned to the level of the STAAR/EOC assessments for each class period.	Yes	
		Q3:	As a result of interventions, using the benchmark data, level III mastery will increase by 5% for each core area over 2016 EOC scores.	No but made significant progress	
		Q4:	As a result of interventions, our level III performance rate on 2017 April checkpoints will be at or above 21% for Science, 10% for English I & English II, 27% for US History, and 18% for Algebra 1.	Select	

District Name:	Victoria ISD	Campus Name:	Victoria West HS	Professional Service Provider (PSP):	Not Applicable	District Coordinator of School Improvement (DCSI):	Dionne Hughes	Date of Public Hearing for Targeted Improvement Plan:	9/15/2016	Date Campus TIP Approved by Board (IR only):	Not Applicable
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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:	45% of the students did not reach Level II on the ELAR EOC Hodde/Rodriguez	Annual SMART Goal #1:	87% of all students will earn Level II status on the 2017 ELAR EOC
Root Cause 1:	Students struggle with content comprehension while utilizing silent sustained reading.	Strategy:	Increase the amount of sustained reading in all content areas.

PS1 - Q3 Interventions (Jan 3 - Mar 10)

PS1 - Q3 SMART Goal:	Increase the use of EOC question stems from 4 to 5 per class period in ELA courses						
Q3 Intervention #1	Students will utilize silent sustained reading at least 5 times a week to increase academic comprehension.	Q3 Intervention #2	Utilize 4th period advisory for sustained silent reading using student selected material.	Q3 Intervention #3	Implement additional EOC question stems during PLC to use during class periods	Q3 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q3?	Walk through data Lesson plans	What data will be collected to monitor interventions in Q3?	Walk through Data for advisory checks CBA, summative and midterm assessments	What data will be collected to monitor interventions in Q3?	Lesson Plans Walkthrough data	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
Action(s)	Students will participate in silent sustained reading during content classes.	Action(s)	Students will participate in silent sustained reading during fourth period advisory daily.	Action(s)	Develop additional EOC question stems during PLC to use during class periods	Action(s)	<enter action(s) here>
Resources / PD	Reading materials	Resources / PD	Eduphoria ACT & SAT passages Released STAAR test passages	Resources / PD	PLC meetings Eduphoria ACT & SAT passages Released STAAR test passages	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Advisory teacher	Person(s) Responsible	Instructional Coaches Librarian HOST Advanced Academics Teacher	Person(s) Responsible	Instructional Coaches PLC groups	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	Ongoing through conclusion of school year	Timeline for Completion	Ongoing through conclusion of school year	Timeline for Completion	Ongoing through conclusion of school year	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	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 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.	Increase use of question stems as documented in lesson plans and PLC notes Further evidence is noted for increase in student performance on benchmark scores	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Continue use of assignments that use EOC question stems, the increased use of EOC grading rubrics and removal of short answer questions on STAAR will improve scores
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Problem Statement 2:	Special Population students are scoring below the State and Federal minimum requirements. Nunley/Burns/Rodriguez	Annual SMART Goal #2:	As a result of the interventions, we expect a 10% increase in performance by special education students.
Root Cause 2:	There is a lack of implementation of a variety of differentiation strategies within the classrooms.	Strategy:	Provide specific time for Inclusion teachers and co-teachers to improve the implementation of differentiation strategies within the classroom

PS2 - Q3 Interventions (Jan 3 - Mar 10)

PS2 - Q3 SMART Goal:	As a result of interventions 50% of SPED students will master Eng I and II benchmarks.						
Q3 Intervention #1	Continue planning opportunities for all co-teach partners to increase the variety of differentiation strategies used in the classroom	Q3 Intervention #2	Continue to documentation of differentiation strategies in the classroom on inclusion logs.	Q3 Intervention #3	Provide extra support based on student performance from benchmark data	Q3 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q3?	Sign-in Logs Materials created in planning	What data will be collected to monitor interventions in Q3?	Monthly Inclusion Logs Walk Through Data Lesson Plans	What data will be collected to monitor interventions in Q3?	ENG I benchmark data Eng II benchmark data	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
Action(s)	Attend planning opportunities	Action(s)	Classroom instruction will reflect the use of differentiated strategies to meet the needs of all students	Action(s)	Identify weaknesses in student performance from benchmark data	Action(s)	<enter action(s) here>
Resources / PD	Instructional Coaches	Resources / PD	PLC Planning Time	Resources / PD	Benchmark data	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Inclusion Teachers	Person(s) Responsible	Instructional Coaches, Department Leaders	Person(s) Responsible	Instructional Coaches SPED Department Leader Inclusion Teachers	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 4: Responsive to Student Needs	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	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	0	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	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	English 1 Benchmark data: 2.4% mastered - using EOC mastery criteria: 4.8% mastered English 2 Benchmark data: 5.1% mastered - using EOC mastery criteria: 15.3% mastered	Are you on track to meet the annual goal?	No	What, if any, adjustments must be made in order to meet the annual goal?	Students will receive additional tutoring on test taking strategies and/or content to be provided during fifth period advisory. Students will be trained to use the embedded accommodations on the STAAR online testing platform.
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Problem Statement 3:	The majority of student disciplinary consequences are out of class placements which directly impacts student achievement. Orsak/Hamilton	Annual SMART Goal #3:	As a result of the interventions, the number of out of class placements will decrease by 15% from the 2015-2016 school year.
Root Cause 3:	Processes were lacking in disciplinary consequences to serve as a deterrent to change inappropriate student behavior.	Strategy:	Implement consistent and systematic processes for student disciplinary consequences to maximize time in the classroom

PS3 - Q3 Interventions (Jan 3 - Mar 10)

PS3 - Q3 SMART Goal:	The number of out of class placements will decrease by 15% from the 3rd quarter of the 2015-2016 school year.						
Q3 Intervention #1	Continue after school detention program	Q3 Intervention #2	Continue after lunch detention program	Q3 Intervention #3	<enter Intervention #3 here>	Q3 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q3?	Cognos discipline reports	What data will be collected to monitor interventions in Q3?	Cognos discipline reports	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)	After School Detention established in room B110 Afterschool detention staffed by Nora Uresti After school detention hours 4:30 - 5:30	Action(s)	Lunch Detention established in room B110 Lunch staffed by Asst Principal assigned duty	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	List provided daily by AP secretary Bus students will have services if needed	Resources / PD	List provided daily by AP secretary	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	VVHS Administrators	Person(s) Responsible	VVHS Administrators	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	6/2/2017	Timeline for Completion	6/2/2017	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	AIM 2: Safe & Nurturing Environment	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components		Title I School Wide Components		Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$10.00/hr for detention monitor	Estimated Cost	\$10.00/hr for detention monitor	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Select Funding Source From Dropdown State Comp Ed	Funding Source(s)	Select Funding Source From Dropdown State Comp Ed	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.	There was a decrease of 6% over the same time period last year instead of our goal of 15 %. 2016 - 2017 461 out of class placements 2015 - 2016 490 out of class placements	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Continue with the curent intervention processes.
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Problem Statement 4:	Overall student attendance is below 95%. Gonzalez/Crick	Annual SMART Goal #4:	As a result of the interventions, the campus attendance rate will increase to meet or exceed the state standard.
Root Cause 4:	Consequences for lack of compulsory attendance were not communicated adequately to students and parents.	Strategy:	Communicate to all stakeholders the consequences of the state compulsory attendance laws.

PS4 - Q3 Interventions (Jan 3 - Mar 10)

PS4 - Q3 SMART Goal:	Increase the attendance rate for the 3rd 9 weeks grading period by 2% over the 2015-2016 school year						
Q3 Intervention #1	Continue systematic approach to intervene with students who have been absent 10% or more of the school year	Q3 Intervention #2	District truancy officer assigned to assist Campus SSF with severe attendance cases	Q3 Intervention #3	<enter Intervention #3 here>	Q3 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q3?	VISD Attendance for Credit Committee notes 10% Attendance report Excessive absence report	What data will be collected to monitor interventions in Q3?	Excessive absence reports	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)	VISD administrators from all secondary campuses will set criteria and processes to recover seat time and assignments	Action(s)	Assign office on campus Meet each Monday for W-99 status Home Visits Gather data for court cases if needed	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Documents from VISD Attendance for Credit recovery	Resources / PD	Office Computer	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Tammy Nobles Debbie Crick Ann Goodman District representatives	Person(s) Responsible	Clarissa Gonzales Becca Garcia	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	3/10/2017	Timeline for Completion	10/14/2016	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 6: Open, Effective Communication	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown

Estimated Cost	\$0.00	Estimated Cost	\$0.00	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 significant progress	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	The attendance rate at West HS has increased 1.53% over the same time period last year. 3rd Quarter 2016 - 2017: 91.76% 3rd Quarter 2015-2016: 90.23%	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?	At the current rate of improvement, the attendance rate for West HS will not meet or exceed the state standard for the 2017 school year. Significant progress has been made in recovering attendance for students. In Q4 we will continue: Emails Phone calls Edulink letters Home visits Marquee Parent and Student Conferences 90% attendance information at student sign out Student attendance contracts for 2nd semester Some students with <3 absences can be exempt from Finals
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Problem Statement 5:	Level III performance for all EOC courses on the Spring 2016 assessments are below the state average. Sedlacek/Hernandez/Andruss/Goodman	Annual SMART Goal #5:	As a result of interventions, our Level III performance rate on the 2017 STAAR assessment will meet or exceed the state performance rate.
Root Cause 5:	Students are struggling with higher level thinking and using cognitive processes at the Analyze, Evaluate, and Create levels of Bloom's Taxonomy II. Classroom observations indicate students are also having great difficulty responding to higher order questions/tasks and posing questions about the learning at these levels.	Strategy:	Increase the level of rigor through consistent use of essential & critical questions in all classrooms and provide targeted interventions for student success.

PS5 - Q3 Interventions (Jan 3 - Mar 10)

PS5 - Q3 SMART Goal:	As a result of interventions, using the benchmark data, level III mastery will increase by 5% for each core area over 2016 EOC scores.						
Q3 Intervention #1	During PLC, develop (HOT) questions; questions should mirror analyze, evaluate, & create levels of Bloom's II.	Q3 Intervention #2	Implement Strategies (Kagan, FSGPT, Critical Writing, Teach Like a Champion) to incorporate higher order questioning in class	Q3 Intervention #3	Continue unit assessments, analyze the data, and spiral instruction to address the areas of greatest need	Q3 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q3?	Lesson Plans PLC minutes	What data will be collected to monitor interventions in Q3?	Walkthrough data Writing samples from interactive notebooks Do-Nows Exit Tickets etc...	What data will be collected to monitor interventions in Q3?	Eduphoria data	What data will be collected to monitor interventions in Q3?	<enter data source(s) here>
Action(s)	Develop 2-4 higher order questions for each lesson	Action(s)	Teachers will incorporate time in their daily lesson for frequent small group purposeful talk (FSGPT) among students. During these student discussions students will engage activities that focus on HOT questions such as peer-to-peer tutoring and working together to come up with solutions to teacher-posed HOT questions. Teachers will also attend a Teach Like a Champion book study once a month	Action(s)	Use the short-cycle trend analysis and adjustment form to determine area of greatest need	Action(s)	<enter action(s) here>
Resources / PD	Eduphoria Lead4ward Region 10 Bloom II	Resources / PD	Book study notes Kagan Fundamental 5 Teach Like a Champion	Resources / PD	short-cycle trend analysis and adjustment form	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Teachers Instructional Coaches	Person(s) Responsible	Teachers Campus Instructional Coaches	Person(s) Responsible	Teachers Campus Instructional Coaches	Person(s) Responsible	<enter person(s) responsible here>

Timeline for Completion	1 week prior to each lesson during PLC	Timeline for Completion	ongoing	Timeline for Completion	ongoing	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	Select AIM from dropdown
Title I School Wide Components		Title I School Wide Components		Title I School Wide Components		Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$0.00	Estimated Cost	\$0.00	Estimated Cost	\$0.00	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.	English I scored 3.5% Level III on STAAR and 7% Level III on the benchmark. English II scored 2.6% on STAAR and 6 % on the benchmark. Algebra I scored 26% on the STAAR but only 11% on the benchmark. However, Algebra I only scored 2% level III on last year's benchmark, so still in line to make significant increases this year. Science and Social Studies will take the benchmark in April. Common unit tests were used to provide data. The unit tests show increases in the Level III scores compared to the STAAR test.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	<ul style="list-style-type: none"> - Implement test-taking strategies in class and during tutorial sessions. - Use Benchmark scores to target tutorials to students' weaknesses.
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