

Victoria ISD - Improvement Plan Summary Page

Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1 Special Education	65% of students tested in Reading/ELAR will meet the student progress target on 2017 STAAR and EOC	Q1:	100% of IC's and teachers will receive and be trained in the tool box of differentiation strategies for diverse learners	Yes	Select
		Q2:	75% of teachers will be implementing differentiation tools provided as documented in sampled lesson plans.	No	
		Q3:	differentiated instructional methods and content to ensure students have the opportunity to master what is being taught will be observed in at least 50% of classroom walks	Yes	
		Q4:	differentiated instructional methods and content to ensure students have the opportunity to master what is being taught will be observed in at least 55% of classroom walks	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2 Bilingual / ESL	35% of ELL students who scored Advanced on the 2016 TELPAS will achieve Advanced High on the 2017 TELPAS.	Q1:	60% of the 2016-2017 Coached Teachers will implement Step 6 or 7 in the classroom.	Yes	Select
		Q2:	70% of the ELL students in the Coached Classrooms will be observed utilizing Structured Conversations and/or Structured Reading/Writing activities.	Yes	
		Q3:	In Coached Classrooms, 35% of targeted Students' Writing Samples will facilitate student writing growth to the next proficiency level.	Yes	
		Q4:	75% of the ELL students in the Coached Classrooms will be observed utilizing Structured Conversations and/or Structured Reading/Writing activities.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3 NCLB	Less than 4% of Title I, A homeless students will drop out of school during the 2016-2017 school year.	Q1:	100% of Title I, A homeless students will have been assigned to case manager	Yes	Select
		Q2:	80% of Title I, A students in grades 6-12 will earn first semester credit for core content courses.	No but made significant progress	
		Q3:	85% of enrolled NCLB students in class of 2017 will be on track with credits needed to graduate and will be on track to meet 90% attendance requirement.	Yes	
		Q4:	90% of NCLB students enrolled in grades 9-11 will earn credits required to advance to next grade level.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4 Student Services: Attendance	Attendance: Increase student attendance rate in VISD to 95% by the end of the 2016-17 school year.	Q1:	By Oct. 14, 2016, VISD student attendance rate will increase by .1% (from 94.7% to 94.8%).	Yes	Select
		Q2:	By Dec. 16, 2016, VISD student attendance rate will increase by .1% (from 94.8% to 94.9%).	Yes	
		Q3:	By March 9, 2017, VISD student attendance rate will increase by .1% (from 94.9% to 95.0%)	No	
		Q4:	By June 1, 2017, VISD student attendance rate will remain at 95% or higher.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5 Student Services: Discipline	Reduce In School Suspension (ISS) and Out of School Suspension (OSS) placements from 52% to 45%	Q1:	Reduce ISS / OSS placements from 52% to 50%.	No but made some progress	Select
		Q2:	Reduce ISS/OSS placements from 50% to 48%	No but made some progress	
		Q3:	Reduce ISS/OSS placement from 48%- 46%	No but made some progress	
		Q4:	Reduce ISS/OSS placement from 46%- 45%	Select	

Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#6 Human Resources	At the start of the 2017-2018 school year, the turnover rate for teachers in the District with zero years of teaching experience during the 2016-2017 school year will not exceed 20%.	Q1:	The Human Resources Department will collect data to identify supports and resources needed of all teachers with zero years of teaching experience in the VISD by September, 30, 2016.	Yes	Select
		Q2:	100% of teachers with zero years of experience will be provided with effective support to address needs identified during Quarter 1 meetings held with zero year teachers, campus principals, and mentor teachers.	Yes	
		Q3:	The Human Resources Department will collect data to identify the ongoing supports and resources needed of all teachers who are new to the VISD by March 10, 2017.	Yes	
		Q4:	92% of zero year teachers in the VISD for the 2016-2017 school year will respond to an anonymous survey that the support they have received from the Human Resources Office during their first school year has "Met Expectations".	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#7 Elementary ELAR	40% of 4th Graders will achieve mastery on 2017 Writing STAAR in Reporting Category 1 (Expository Composition)	Q1:	75% of 4th grade classrooms will have evidence of authentic student writing connected to instruction	Yes	Select
		Q2:	90% of 4th grade classrooms will have evidence of authentic student writing connected to instruction	Yes	
		Q3:	25% of 4th Graders will achieve mastery on Writing Benchmark in Reporting Category 1 (Expository Composition)	No	
		Q4:	40% of 4th Graders will achieve mastery on 2017 Writing STAAR in Reporting Category 1 (Expository Composition)	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#8 Elementary Math	60% of students will master skills used to multiply and divide using decimals, whole numbers, and fractions on the 2017 STAAR in the fifth grade.	Q1:	75% of 5th grade math classrooms will be engaged in daily fact fluency practice.	Yes	Select
		Q2:	95% of fifth grade math classrooms will be engaged in daily fact fluency practice.	Yes	
		Q3:	Fifty percent of students will master TEKS 5.3 on the 2017 district benchmark in the fifth grade.	Yes	
		Q4:	Sixty percent of students will master TEKS 5.3 on the 2017 STAAR in the fifth grade.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#9 Elementary Science	Increase understanding of science vocabulary and related processes as indicated by 64% of students passing 5th Grade Science STAAR.	Q1:	75% of 5th grade student's notebooks/logs will contain Science vocabulary entries.	Yes	Select
		Q2:	90% of 5th grade student's science notebooks/logs will contain science vocabulary entries.	Yes	
		Q3:	65% of 5th grade students will meet the passing standard on the Science Benchmark	No	
		Q4:	64% of 5th grade students will achieve final recommended level II on 2017 Science STAAR	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#10 Elementary Social Studies	70% of 5th grade students will score 53% or higher on the Social Studies benchmark.	Q1:	90% of all 5th grade SS classrooms will be engaged in SS instruction using Studies Weekly material.	Yes	Select
		Q2:	65% of 5th grade students will score at least 53% on the district CBA	No but made significant progress	
		Q3:	100% of 5th grade classrooms will be engaged in Social Studies using Studies Weekly Material.	Yes	
		Q4:	100% of 5th grade classrooms will continue to follow the district pacing calendar engaging students in Social Studies using Studies Weekly material.	Select	
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?

#11 Secondary ELAR	The average percentage of students meeting passing standard on the 2017 Eng I & Eng II STAAR EOC will increase by 10%.	Q1:	50% of walkthrough observations will show evidence of teachers implementing critical thinking strategies. (Pre, during, or post reading strategies with evidence, critical writing tasks, or small group purposeful talk)	Yes	Select
		Q2:	45% of students in English I and II will score at least a 2 on a short answer response written on the December midterm exam.	Yes	
		Q3:	50% of walkthrough observations will show evidence of teachers implementing critical thinking strategies. (Pre, during, or post reading strategies with evidence, critical writing tasks, or small group purposeful talk)	Yes	
		Q4:	50% of walkthrough observations in 8th grade classrooms will show evidence of students engaged in authentic writing tasks.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#12 Secondary Math	75% of all tested grade levels (Grade 6-Algebra 1) will increase the average percent correct on the 2017 STAAR mathematics exam by 5% points (as compared to 2016).	Q1:	50% of walkthroughs will show evidence of teachers using engagement strategies (Kagan, small group purposeful talk, or VISD math's resource list)	Yes	Select
		Q2:	60% of walkthroughs will show evidence of teachers using engagement strategies and/or formative assessment strategies (Kagan, small group purposeful talk, or VISD math's resource list)	No	
		Q3:	50% of walkthroughs will show evidence of teachers embedding the mathematical process standards.	Yes	
		Q4:	55% of walkthroughs will show evidence of teachers using engagement strategies and/or formative assessment strategies (Kagan, small group purposeful talk, or VISD math's resource list)	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#13 Secondary Science	20% of VISD students in 8th grade and Biology achieved a Level III score on the 2017 STAAR Science Assessment.	Q1:	16% of 8th grade students achieved a Level III score on the 1st Check Point. 16% of Biology students achieved a Level III score on the common assessment questions.	Yes	Select
		Q2:	17% of 8th grade students achieved a Level III score on the 2nd and 3rd Check Point. 17% of Biology students achieved a Level III score on the Biology Common Assessment.	Yes	
		Q3:	18% of 8th grade students achieve a Level III score on the benchmark. 18% of Biology students achieve a Level III score on the common assessment questions.	No but made significant progress	
		Q4:	19% of 8th grade students achieve a Level III score on the STAAR. 19% of Biology students achieve a Level III score on the benchmark.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#14 Secondary Social Studies	30% of all 8th grade students will achieve Final Recommended Level II on the 2017 STAAR Social Studies exam.	Q1:	24% of 8th grade students will achieve Final Recommended level 2 score on checkpoint #1.	Yes	Select
		Q2:	25% of 8th grade students will achieve Final Recommended Level II on Checkpoint #2	Yes	
		Q3:	27% of 8th grade U.S. History students will achieve Final Recommended Level 2 on Checkpoint 2	Yes	
		Q4:	30% of 8th grade U.S. History students will achieve Final Recommended Level 2 on the District Benchmark	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#15 CTE	Increase the passing rate of CTE certifications by 10%	Q1:	100% of CTE students will be aware of the industry-based certifications and licensures that are available in VISD	Yes	Select
		Q2:	100% of VISD secondary campuses will receive information about advanced CTE courses at the Career and Technology Institute	Yes	
		Q3:	100% completion of the certification testing calendar and the tutorial schedule by CTE teachers who will offer industry-standard certification tests during the 16-17 academic year.	Yes	
		Q4:	Ensure 100% of all students enrolled in a CTE course that offers an industry-standard certification have equal access to take an industry-standard certification test	Select	

District Name:	Victoria ISD	District Number:	235-902	Professional Service Provider (PSP):	Not Applicable	District Coordinator of School Improvement (DCSI):	Dionne Hughes	Date of Public Hearing for Targeted Improvement Plan:	TBD	Date Campus TIP Approved by Board (IR only):	TBD
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Quarter 3 - Needs Assessment Summary and Improvement Plan (Jan 3 - March 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.

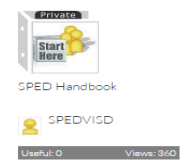
Problem Statement 1:	46% of special education students tested did not achieve 1 years growth in reading.	Annual SMART Goal #1:	65% of students tested in Reading/ELAR will meet the student progress target on 2017 STAAR and EOC
Root Cause 1:	Service providers(Instructional Coaches, general and special education teachers) lack the knowledge of how to differentiate instruction for the diverse needs of special education students in inclusive settings. (instructional arrangements of 40, 41, 42)	Strategy:	Provide consistent strategies to address diverse needs of the special education learner
System/Index(s):	<input type="checkbox"/> System Safeguard <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing the Achievement Gap <input type="checkbox"/> Index 4: Postsecondary Readiness		

PS1 - Q3 Interventions (Jan 3 - Mar 10)

PS1 - Q3 SMART Goal: differentiated instructional methods and content to ensure students have the opportunity to master what is being taught will be observed in at least 50% of classroom walks

Q3 Intervention #1	Q3 Intervention #2	Q3 Intervention #3	Q3 Intervention #4
The LIVE Binder will contain an active link to resources available for continued differentiation and shared with principals, IC's, and teachers	Review principal walk-through data to identify strengths and potential growth areas to create focused follow-up	<Enter Intervention #3 Here>	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q3?	Usage counter	Eduphoria - T-TESS - Walk-Through Form - Differentiation Section Dimension 2.4	<enter data source here>
Action(s)	The LIVE Binder will be monitored quarterly for usage	Random sampling of T-TESS Dimension 2.4	<enter action(s) here>
Resources / PD	LIVE Binder, laptop, technology, IPAD, Presented at IC/Principal meetings	T-TESS Access	<enter resources here>
Person(s) Responsible	Special Education Coordinators	Special Education Coordinators	<enter person(s) responsible>
Timeline for Completion	End of Q3	End of Q3	<enter date(s) here>
AIM Alignment	AIM 4: Responsive to Student Needs	AIM 1: High Student Achievement	Select AIM from dropdown
Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Effective & Timely Assistance for Struggling Students	Select Title I Component from dropdown
Estimated Cost	n/a	n/a	<enter estimated cost here>
Funding Source	IDEA-B: Supplies & Materials	IDEA-B: Supplies & Materials	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.	 <p>360 hits on livebinder</p>	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	<enter adjustments here>
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Problem Statement 2:	ELL Students lack the mastery of the academic English language necessary to perform satisfactorily on State Assessments.	Annual SMART Goal #2:	35% of ELL students who scored Advanced on the 2016 TELPAS will achieve Advanced High on the 2017 TELPAS.
Root Cause 2:	Students lack opportunities to use Tier 1 and Tier 2 academic language in all language domains.	Strategy:	Provide targeted support for classroom teachers in order to properly address the needs of ELL students.

PS2 - Q3 Interventions (Jan 3 - Mar 10)

PS2 - Q3 SMART Goal: In Coached Classrooms, 35% of targeted Students' Writing Samples will facilitate student writing growth to the next proficiency level.

Q3 Intervention #1	Q3 Intervention #2	Q3 Intervention #3	Q3 Intervention #4
Coaching Session #3: Discuss relationship between QSSA and Structured Writing.	Itinerants Rate Selected Students' Writing Samples (2 TELPAS Writing Samples)	<Enter Intervention #3 Here>	<Enter Intervention #4 Here>

What data will be collected to monitor interventions in Q3?	Documentation from Coaching Session & Student Writing Samples from Lesson	What data will be collected to monitor interventions in Q3?	Q2/Q3 TELPAS Progress Form DIP, Student TELPAS Writing Samples	What data will be collected to monitor interventions in Q3?	<enter data source here>	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action(s)	Coach and Teacher plan a Structured Conversation and Structured Writing Activity to implement in the classroom	Action(s)	Campus Itinerants will rate student writing samples	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	QSSSA Planning Form with Teacher Signature & Returned Student Writing Samples	Resources / PD	PLDs, 2 TELPAS Writing Samples from targeted students	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	Campus Itinerant & Coached Teacher	Person(s) Responsible	Campus Itinerants will rate student writing samples	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	January 4-February 3, 2017	Timeline for Completion	10-Mar-17	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown	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	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	Of 98 targeted students, whose writing samples were collected and rated, 57 demonstrated growth from last year's TELPAS writing rating for a total of 58%.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	<enter adjustments here>
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Problem Statement 3:	5.1% of Title I, A students in grades 7-12 were reported as dropouts during the 2014-2015 school year as reported on PBMAS.	Annual SMART Goal #3:	Less than 4% of Title I, A homeless students will drop out of school during the 2016-2017 school year.
Root Cause 3:	We must accurately and efficiently identify the needs of homeless students and provide the supports necessary to assist students in achieving academic success.	Strategy:	Provide targeted and individualized support for Title I, A homeless students through Project Success program and KidzConnection services.

PS3 - Q3 Interventions (Jan 3 - Mar 10)

PS3 - Q3 SMART Goal:	85% of enrolled NCLB students in class of 2017 will be on track with credits needed to graduate and will be on track to meet 90% attendance requirement.						
Q3 Intervention #1	Conduct 1st semester review with Project Success Mentors	Q3 Intervention #2	Identify priority list of students and create individualized support plan	Q3 Intervention #3	Monitor student progress through regular mentoring sessions	Q3 Intervention #4	Act as liaison to ensure students are enrolled in appropriate tutoring and/or credit recovery sessions.
What data will be collected to monitor interventions in Q3?	Review Spreadsheet listing credits earned and courses passed or failed, student transcripts	What data will be collected to monitor interventions in Q3?	List of priority students and support plans	What data will be collected to monitor interventions in Q3?	Project Success Mentoring Logs	What data will be collected to monitor interventions in Q3?	Project Success Mentoring Logs, Student Credits
Action(s)	Conduct individual review of each student's transcript, Meet with Project Success staff to review their mentoring logs and program spreadsheets, Identify cohorts, credits earned and credits needed	Action(s)	Use 1st semester review data to identify students at highest risk and create individualized plan of support	Action(s)	Meet with students on campus or at their homes on a regular basis to monitor grades, attendance and discipline. Meet with priority students at least twice per week. Establish regular communication with teachers of priority students.	Action(s)	Meet with campus teachers and/or counselors or instructional coaches to ensure students are enrolled in tutorials or credit recovery as needed
Resources / PD	Transcripts, Graduation Plans, Spreadsheets, Mentoring Logs	Resources / PD	Student Data Spreadsheet, 1st Semester Mentoring Notes, Campus Staff	Resources / PD	Staff, Time	Resources / PD	Schedules
Person(s) Responsible	Federal Programs Director, Connection Center Coordinator, Project Success Staff	Person(s) Responsible	Federal Programs Director, Connection Center Coordinator, Project Success Staff	Person(s) Responsible	Project Success Staff	Person(s) Responsible	Project Success Staff
Timeline for Completion	27-Jan	Timeline for Completion	27-Jan	Timeline for Completion	10-Mar	Timeline for Completion	Feb. 3
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	Staff Salaries	Estimated Cost	Staff Salaries	Estimated Cost	Staff Salaries	Estimated Cost	Staff Salaries
Funding Source	Title IA	Funding Source	Title IA	Funding Source	Title IA	Funding Source	Title IA

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.	16 out of 18 (88%)enrolled students in the 2017 cohort have are on track with the credits needed to graduate and are in compliance with attendance requirements.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	More frequent contacts (minimum of 2 x each week) with high priority students in grades 6-12.
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Problem Statement 4:	Lack of immediacy with identifying students with/reasons for chronic absenteeism and providing timely, appropriate, individualized interventions particularly at grades 6-12.	Annual SMART Goal #4:	Attendance: Increase student attendance rate in VISD to 95% by the end of the 2016-17 school year.
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Root Cause 4:	student apathy and/or feeling of disconnect to the school setting and with staff; lack of understanding regarding students living in poverty situations; limited and delayed enforcement of Attendance for Credit (90% rule) requirements.	Strategy:	Determine and remove barriers that negatively impact student attendance; implement structures that encourage student attendance.
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PS4 - Q3 Interventions (Jan 3 - Mar 10)

PS4 - Q3 SMART Goal:	By March 9, 2017, VISD student attendance rate will increase by .1% (from 94.9% to 95.0%)						
Q3 Intervention #1	<Enter Intervention #1 Here>	Q3 Intervention #2	<Enter Intervention #2 Here>	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 Reports (Attendance Trends by Period-Summary, Attendance Committee's Excessive Absence Report); Campus/District Attendance Summary/Percentages Six Week Report; Attendance for Credit Meeting agendas and logs; Edulink inClass Letters; Principal Plans (i.e. AFC Contracts).	What data will be collected to monitor interventions in Q3?	Cognos Reports (Attendance Trends by Period-Summary, Attendance Committee's Excessive Absence Report, Absences Over % of Total Membership); Attendance Contracts.	What data will be collected to monitor interventions in Q3?	Cognos Reports (Attendance Trends by Period-Summary, Attendance Committee's Excessive Absence Report) as compared to names of staff participants in Poverty Simulation.	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action(s)	Assemble forms and flowcharts that outline process; communicate AFC plan to students, parents, staff; monitor AFC need each 3 week period; hold Attendance Review Cmte Mtgs.; tie-to VOE form.	Action(s)	Determine a schedule for District Truancy Prevention Coordinator at East and West High Schools; print Cognos Reports to validate which students to discuss with APs; secure copies of Edulink letters and TPMs for students who have missed 30% of class; contact student and parent.	Action(s)	Purchase materials; set training dates; train Parent Liaisons who will assist with Simulation.	Action(s)	<enter action(s) here>
Resources / PD	Edulink system; eSchoolPLUS reports; AFC Planning Cmte. Input	Resources / PD	Attendance Contract/Behavior Improvement Plan template; list of support agencies and mentors; campus incentives	Resources / PD	Poverty Simulation Action Plan	Resources / PD	<enter resources here>
Person(s) Responsible	Tammy Nobles, Campus Administrators	Person(s) Responsible	Becca Garcia, VEHS and VWHS Administrators	Person(s) Responsible	Tammy Nobles, Tammy Sestak, Yvonne Rossman	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	Jun-17	Timeline for Completion	1-May-17	Timeline for Completion	Jan. 2017	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	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	\$1,000	Estimated Cost	\$1,000	Estimated Cost	\$3,500	Estimated Cost	<enter estimated cost here>
Funding Source	Local Funds	Funding Source	Local Funds	Funding Source	Title IA	Funding Source	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.	eSchoolPLUS' ADA/ADM Statistics Report shows VISD attendance rate for this 3rd quarter at 94.14%; the cumulative attendance rate from Aug. 17, 2016 thru March 9, 2017 is 95.12%.	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: daily monitoring of student attendance at all levels and Attendance for Credit communication with staff, students and parents.
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Problem Statement 5:	Lost instructional time in the classroom because of referrals and placements in ISS and OSS	Annual Smart Goal #5:	Reduce In School Suspension (ISS) and Out of School Suspension (OSS) placements from 52% to 45%
Root Cause 5:	Persistent and severe misbehavior that classroom teachers are not equipped (lack the skills and tools) to handle are leading to ISS/OSS placements	Strategy:	Provide staff development for discipline in the secondary schools and continue to establish support systems at the elementary level.

PS5 - Q3 Interventions (Jan 3 - Mar 10)

PS5 - Q3 SMART Goal:	Reduce ISS/OSS placement from 48%- 46%						
Q3 Intervention #1	Secondary Campuses will implement 3 Safe and Civil structures and procedures	Q3 Intervention #2	Implement advisory lessons at the high schools on prosocial skills.	Q3 Intervention #3	<Enter Intervention #3 Here>	Q3 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q3?	Campuses provide completed forms to the District Behavior Rtl Committee	What data will be collected to monitor interventions in Q3?	Advisory Lesson Plan	What data will be collected to monitor interventions in Q3?	<enter data source here>	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action(s)	Present the 3 structures to campuses at training in January	Action(s)	Core group will create lessons and classroom teachers will teach the lessons	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Campus PD	Resources / PD	Campus Staff	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	Assigned campus TOTs	Person(s) Responsible	Campus Assistant Principals, Counselors	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	3-Mar	Timeline for Completion	4-Jun	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 2: Safe, Secure, & Nurturing Learning Environment	AIM Alignment	AIM 2: Safe, Secure, & Nurturing Learning Environment	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide 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	0	Estimated Cost	0	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	total referrals are continuing to decrease, but alternative consequences have not been consistently implemented	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?	Implementation of Ripple Effects as an alternative to ISS
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Problem Statement 6:	30.5% (32 of 105) of the teachers with zero years of teaching experience who taught for the first time during the 2015-2016 school year did not return to teach in the 2016-2017 school year.	Annual SMART Goal #6:	At the start of the 2017-2018 school year, the turnover rate for teachers in the District with zero years of teaching experience during the 2016-2017 school year will not exceed 20%.
Root Cause 6:	Of the 32 teachers with zero years of teaching experience who resigned, 13 (41%) cited various family circumstances as the reason for leaving the district, 6 (19%) accepted a position in another school district, 6 (19%) were identified by their campus principals as struggling to successfully perform their job duties, 5 (15%) expressed they were pursuing a different profession, and 2 (6%) resigned for medical reasons.	Strategy:	Human Resources personnel will work collectively with teachers with zero years of experience, campus administrative staff, and district staff to provide targeted professional supports for these new teachers while also providing resources to encourage these teachers to become connected to the greater Victoria community outside their work life.

PS6 - Q3 Interventions (Jan 3 - Mar 10)

PS6 - Q3 SMART Goal:	The Human Resources Department will collect data to identify the ongoing supports and resources needed of all teachers who are new to the VISD by March 10, 2017.						
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Q3 Intervention #1	Small group meetings will be conducted with classroom teachers with zero years of teaching experience.	Q3 Intervention #2	Human Resources personnel will meet individually with campus principals regarding the ongoing support needs of teachers with zero years of teaching experience.	Q3 Intervention #3	New Teachers to the District will be sent a monthly electronic newsletter detailing events and activities available to them as members of the Victoria community.	Q3 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q3?	Feedback will be gathered regarding the effectiveness of trainings, and supports received during Quarters 1 and 2 and additional training needs will be solicited to inform future professional development offerings.	What data will be collected to monitor interventions in Q3?	Anecdotal data will be gathered from principals to determine any short and long-term supports the campus leaders view as necessary to support the development of zero year teachers on their campuses.	What data will be collected to monitor interventions in Q3?	An anonymous survey will be sent to new teachers at the end of the school year to determine if the newsletter information assisted in them feeling engaged as a new member of the community.	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action(s)	The HR Department will work in collaboration with the C, J, and A Department to ensure training and support is offered to address the identified needs of zero year teachers.	Action(s)	Based on information gathered in these meetings, training sessions will be organized and zero year teachers will be connected to resources to address their identified needs.	Action(s)	Survey data will be used to inform our HR Department on strategies to effectively assist our new teachers in integrating into our community and enjoying the amenities our community has to offer.	Action(s)	<enter action(s) here>
Resources / PD	To be determined dependent upon training needs identified.	Resources / PD	To be determined based on data collected	Resources / PD	None	Resources / PD	<enter resources here>
Person(s) Responsible	Greg Bonewald, Lisa Cortez, CIA Leadership	Person(s) Responsible	Lisa Cortez, Greg Bonewald, Armando Villarreal	Person(s) Responsible	Shawna Currie, Melanie Martinez, Greg Bonewald, Lisa Cortez	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	10-Mar-17	Timeline for Completion	15-Aug-17	Timeline for Completion	10-Mar-17	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	AIM Alignment	AIM 6: Open, Effective Communication	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	Strategies to attract HQ teachers to high needs schools	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	To be determined dependent upon training needs identified.	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	Qualitative data from feedback gathered during small group meetings held with elementary, middle school, and high school teachers new to VISD with zero years of teaching experience.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	<enter adjustments here>
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Problem Statement 7:	5.2% of 4th Graders achieved mastery on 2016 Writing STAAR in Reporting Category 1 (Expository Composition)	Annual SMART Goal #7:	40% of 4th Graders will achieve mastery on 2017 Writing STAAR in Reporting Category 1 (Expository Composition)
Root Cause 7:	Limited authentic, monitored writing opportunities for students across content areas with feedback.	Strategy:	Provide tools for effective integration of writing opportunities that connect with other instructional components

PS7 - Q3 Interventions (Jan 3 - Mar 10)

PS7 - Q3 SMART Goal:	25% of 4th Graders will achieve mastery on Writing Benchmark in Reporting Category 1 (Expository Composition)						
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Q3 Intervention #1	Monitor 4th grade classrooms for evidence of student writing	Q3 Intervention #2	Attend 4th grade ELAR PLC meetings	Q3 Intervention #3	Provide strategies on how to improve components of 6-8 STAAR Compositions	Q3 Intervention #4	Classroom Support Visits
What data will be collected to monitor interventions in Q3?	4th grade student writing samples	What data will be collected to monitor interventions in Q3?	Evidence of student writing opportunities in lesson plans	What data will be collected to monitor interventions in Q3?	4th grade student compositions	What data will be collected to monitor interventions in Q3?	Coordinator walk through forms
Action	Visit 4th grade classrooms	Action	Attend ELAR PLC meetings	Action	Review compositions from November CBA, Share strategies with Instructional Coaches	Action	campus support visits
Resources / PD	Cumulative writing samples	Resources / PD	Forethought Lesson Plans	Resources / PD	Research-based strategies/IC meeting, PLC	Resources / PD	District Writing Curriculum
Person(s) Responsible	AshLee Dornak/Elementary Curriculum Coordinator	Person(s) Responsible	AshLee Dornak	Person(s) Responsible	AshLee Dornak	Person(s) Responsible	AshLee Dornak
Timeline for Completion	by March 9, 2017	Timeline for Completion	by March 9, 2017	Timeline for Completion	by March 9, 2017	Timeline for Completion	by March 9, 2017

AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement
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	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	Using a 4 pt. system for expository composition scoring, 16.1% of our fourth grade students achieved mastery in Reporting Category 1 on the February 2017 benchmark. This is an increase of 10.9% from the 2016 4th Grade Writing STAAR.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Classrooms will be supported through campus visits throughout Hope week and additional support will be offered to students in order to maximize intervention opportunities for composition practice. Campuses will also have the opportunity to participate in a STAAR countdown practice based on our adopted Writing Academy curriculum.
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Problem Statement 8:	The 2016 STAAR results revealed that in fifth grade less than 50% of our students mastered the skills used to multiply and divide using decimals, whole numbers, and fractions.	Annual SMART Goal #8:	60% of students will master skills used to multiply and divide using decimals, whole numbers, and fractions on the 2017 STAAR in the fifth grade.
Root Cause 8:	Multiplication and division using decimals, whole numbers, and fractions was not taught to the depth and specificity necessary for mastery.	Strategy:	To determine the problematic areas within the district with emphasis on multiplication and division

PS8 - Q3 Interventions (Jan 3 - March 10)

PS8 - Q3 SMART Goal:	Fifty percent of students will master TEKS 5.3 on the 2017 district benchmark in the fifth grade.						
Q3 Intervention #1	Attend PLC's and team planning to ensure the practice of TEKS 5.3	Q3 Intervention #2	Classroom Support Visits	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 will reflect focus on the practice of TEKS 5.3	What data will be collected to monitor interventions in Q3?	Coordinator walk through forms	What data will be collected to monitor interventions in Q3?	<enter data source here>	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action	Review planning through Forethought and attending PLC meetings	Action	Weekly campus support visits	Action	<enter action(s) here>	Action	<enter action(s) here>
Resources / PD	2016 District Math CBA/Test Prep Resources	Resources / PD	Math Curriculum Website/Campus Math Facts Materials	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	Jaime Schrade	Person(s) Responsible	Jaime Schrade	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	February 21st	Timeline for Completion	February 21st	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	School wide Reform Strategies	Title I School Wide Components	School wide 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	\$0	Estimated Cost	\$0	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	50.21% of our 5th graders across the district mastered the TEKS 5.3	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	We need to maintain our focus and we will achieve our goal.
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Problem Statement 9:	5th grade students scored below 50% on 5.7C and 5.9D on 2016 STAAR.	Annual SMART Goal #9:	Increase understanding of science vocabulary and related processes as indicated by 64% of students passing 5th Grade Science STAAR.
Root Cause 9:	There is a need for greater understanding of vocabulary and the processes related to alternative energy and carbon dioxide cycles.	Strategy:	5th grade students will implement scientific vocabulary in Science notebooks/logs.

PS9 - Q3 Interventions (Jan 3 - March 10)

PS9 - Q3 SMART Goal:	65% of 5th grade students will meet the passing standard on the Science Benchmark						
Q3 Intervention #1	In classroom walks, higher level questioning from the teacher will be observed (Analysis, Evaluate, Create).	Q3 Intervention #2	In classroom walks, authentic engagement will be observed.	Q3 Intervention #3	In classroom walks, reference by the teacher to the specificity will be noted.	Q3 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q3?	80% of classroom walks completed, higher level questioning from the teacher will be observed.	What data will be collected to monitor interventions in Q3?	80% of classroom walks completed, authentic engagement opportunities will be observed.	What data will be collected to monitor interventions in Q3?	90% of classroom walks completed will have reference to the information in the specificity of the TEK being taught.	What data will be collected to monitor interventions in Q3?	<enter data source here>

Action	Reiterating the usage of higher level questions to increase the rigor and level of thinking. Pushing the Backwards Design to look at the verbs of the TEKS being taught.	Action	Reiterating the usage of cooperative learning and strategies to get students authentically engaged.	Action	Reiterating the importance of not just teaching the TEK, but digging deeper into the content on the specificity.	Action	<enter action(s) here>
Resources / PD	Kagan, In Blooming Color Science Activity, STEMscopes, Pearson	Resources / PD	Kagan, STEMscopes Labs, Pearson Labs, Writing Connections	Resources / PD	Science Curriculum Website, Forethought, TEKS Resource System	Resources / PD	<enter resources here>
Person(s) Responsible	Lisa Vick, IC's, Teachers	Person(s) Responsible	Lisa Vick, IC's Teachers	Person(s) Responsible	Lisa Vick, IC's, Teachers	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	28-Feb-17	Timeline for Completion	28-Feb-17	Timeline for Completion	28-Feb-17	Timeline for Completion	<enter date(s) 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	Instruction by HQ teachers	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Instruction by HQ teachers	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	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	TEKS 5.8A,B increased from 61% on the 2016 benchmark to 73% on the 2017 benchmark. TEKS 5.8C,D increased from 41% on the 2016 benchmark to 52% on the 2017 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?	Provide additional support for campus instructional coaches and teachers to ensure that instruction is aligned to the specificity of the TEKS
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Problem Statement 10:	60% of 5th grade students passed the 2016 Social Studies benchmark at the standard progression measure.	Annual SMART Goal #10:	70% of 5th grade students will score 53% or higher on the Social Studies benchmark.
Root Cause 10:	There is a need to increase the understanding and depth of Social Studies TEKS in 5th grade.	Strategy:	Provide teachers with additional resources to increase knowledge of SS TEKS.

PS10 - Q3 Interventions (Jan 3 - March 10)

PS10 - Q3 SMART Goal:	100% of 5th grade classrooms will be engaged in Social Studies using Studies Weekly Material.						
Q3 Intervention #1	Classroom support visits /PLC's	Q3 Intervention #2	<Enter Intervention #2 Here>	Q3 Intervention #3	<Enter Intervention #3 Here>	Q3 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q3?	Checkpoints/ CBA data/ Lesson Plans	What data will be collected to monitor interventions in Q3?	<enter data source here>	What data will be collected to monitor interventions in Q3?	<enter data source here>	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action	Monitor lesson planning in SS in forethought. Support teachers and campuses as needed	Action	<enter action(s) here>	Action	<enter action(s) here>	Action	<enter action(s) here>
Resources / PD	Forethought/ Studies Weekly	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	Ericka Barr/ Elem. Coordinators	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	March 10th	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	Select AIM from dropdown	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	50	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	100% of 5th classrooms observed through campus visits were using Studies Weekly materials.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	<enter adjustments here>
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Problem Statement 11:	Less than 60% of all students met standard on Reading and Writing tests in Spring 2016.	Annual SMART Goal #11:	The average percentage of students meeting passing standard on the 2017 Eng I & Eng II STAAR EOC will increase by 10%.
Root Cause 11:	Teachers lack strategies to improve critical thinking skills and feedback on implementation thereof.	Strategy:	Provide strategies, tools, and resources to facilitate critical thinking with quality responses along with feedback to teachers on implementation.

PS11 - Q3 Interventions (Jan 3 - Mar 10)

PS11 - Q3 SMART Goal:	50% of walkthrough observations will show evidence of teachers implementing critical thinking strategies. (Pre, during, or post reading strategies with evidence, critical writing tasks, or small group purposeful talk)
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Q3 Intervention #1	Provide strategy and lesson design ideas to IC's and teachers during PLCs	Q3 Intervention #2	Provide formative feedback and follow up to campuses on use of critical thinking strategies.	Q3 Intervention #3	Visit each campus Instructional Leadership Team to target areas of support from curriculum coordinator(s) to meet CIP goals.	Q3 Intervention #4	
What data will be collected to monitor interventions in Q3?	PLC meeting notes/ and or agendas	What data will be collected to monitor interventions in Q3?	Walkthrough data forms detailing the task and evidence of thinking.	What data will be collected to monitor interventions in Q3?	Meeting notes, log of visits.	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action(s)	Prepare and present activities for application in the classroom.	Action(s)	coordinator to meet with teachers individually as well as on horizontal pla	Action(s)	Follow up interventions as specified by campus.	Action(s)	<enter action(s) here>
Resources / PD	Handouts and time allotted.	Resources / PD	<enter resources(s) here>	Resources / PD	TBD	Resources / PD	<enter resources here>
Person(s) Responsible	Sarah Bradley	Person(s) Responsible	Sarah Bradley	Person(s) Responsible	Curriculum Coordinator	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	9-Mar-17	Timeline for Completion	9-Mar-17	Timeline for Completion	Ongoing data collection	Timeline for Completion	<enter date(s) 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	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$100 for materials and copies	Estimated Cost	\$0	Estimated Cost	To be determined.	Estimated Cost	<enter estimated cost here>
Funding Source	Local Funds	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	50% of walkthroughs conducted showed evidence of critical thinking strategies and or tasks being implemented.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Note: lesson modeling and on-campus STAAR support was provided.
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Problem Statement 12:	The average percent score on the STAAR math assessments in grades 6-Algebra 1 is below the state in every grade level.	Annual SMART Goal #12:	<Enter Annual SMART Goal #12>
Root Cause 12:	The primary form of instruction in our math classrooms is direct teaching with limited opportunities for student interaction.	Strategy:	Provide training and support to teachers on using engagement strategies: Kagan, small group purposeful talk, or activities from VISD math's resource list (engaging math, etc.)

PS12 - Q3 Interventions (Jan 3 - Mar 10)

PS12 - Q3 SMART Goal:	50% of walkthroughs will show evidence of teachers embedding the mathematical process standards.
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Q3 Intervention #1	Provide training and support to the Math teachers on embedding the mathematical process standards when teaching content standards.	Q3 Intervention #2	Provide formative feedback and follow-up to campuses on use of process standards	Q3 Intervention #3	Visit each campus instructional leadership team to target curriculum support in most needed areas according to their CIP (support from curriculum coordinators)	Q3 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q3?	Log of PLC planning and discussions (strategies) on campuses Middle School: Bea Luchin Campus Visit Reports	What data will be collected to monitor interventions in Q3?	Classroom Observations Feedback provided based on campus agreed upon method (email, PLC, conference, etc)	What data will be collected to monitor interventions in Q3?	Math support needed by each campus (log) Meeting notes	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action(s)	Attend campus PLCs to provide support for implementing process standards	Action(s)	Observations will be made by Susan Johnson and/or Sherri Hathaway on implementing the process standards	Action(s)	Follow-up activities as specified by campus	Action(s)	<enter action(s) here>
Resources / PD	Bea Luchin, Susan Johnson	Resources / PD	none	Resources / PD	TBD	Resources / PD	<enter resources here>
Person(s) Responsible	Susan Johnson	Person(s) Responsible	Susan Johnson, Sherri Hathaway	Person(s) Responsible	Curriculum Coordinators and Sherri Hathaway	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	MS: Bea Luchin visits: January 23 - Howell February 2 - Patti Welder All Secondary: PLC visits ongoing	Timeline for Completion	Ongoing Data collection	Timeline for Completion	Ongoing Data collection	Timeline for Completion	<enter date(s) 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	High-Quality, ongoing PD	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$2,400	Estimated Cost	0	Estimated Cost	TBD by activities	Estimated Cost	<enter estimated cost here>
Funding Source	State Comp Ed	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	62.5% or 20/32 walk-throughs showed evidence of process standards being embedded in content	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Note: 62 model lessons demonstrated for 10 different teachers. Tutoring interventions in place for campuses.
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Problem Statement 13:	14.69% of VISD students in 8th grade and Biology achieved a Level III score on the 2016 STAAR Science Assessment.	Annual SMART Goal #13:	<Enter Annual SMART Goal #13>
Root Cause 13:	PreAP and regular classes curriculum are not being differentiated. PreAP classes should be using inquiry labs and creating their own labs as well as using higher level questions.	Strategy:	Aid teachers in using resources (labs, higher level questions, lesson frames) to differentiate the PreAP versus regular learning.

PS13 - Q3 Interventions (Jan 3 - Mar 10)

PS13 - Q3 SMART Goal:	18% of 8th grade students achieve a Level III score on the benchmark. 18% of Biology students achieve a Level III score on the common assessment questions.						
Q3 Intervention #1	Assist and Monitor the Teachers differentiation of PreAP lessons from regular lessons.	Q3 Intervention #2	Assist in the creation of higher level thinking questions during PLCs and monitor the usage of higher level thinking questions.	Q3 Intervention #3	Assist in the creation of lesson frame writing closures and monitor the usage of framing the lesson writing closures in student interactive notebooks.	Q3 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q3?	Interactive Notebooks randomly reviewed by Curriculum Coordinator.	What data will be collected to monitor interventions in Q3?	Data template to monitor the usage of higher level questions.	What data will be collected to monitor interventions in Q3?	Interactive Notebooks randomly reviewed by Curriculum Coordinator.	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action(s)	Communication with campus teachers through PLCs to assist with differentiation of PreAP lessons from regular lessons.	Action(s)	Communication with campus teachers through PLCs to assist with creating higher level questions.	Action(s)	Communication with campus teachers through PLCs to assist with creating written lesson frame closures.	Action(s)	<enter action(s) here>
Resources / PD	Science Curriculum Site for differentiated resources. Meeting with PreAP teachers to assist teachers in differentiating their lessons.	Resources / PD	Science Curriculum Site for Blooms Resources.	Resources / PD	STEMscopes for lesson frames.	Resources / PD	<enter resources here>
Person(s) Responsible	Science Curriculum Coordinator	Person(s) Responsible	Science Curriculum Coordinator	Person(s) Responsible	Science Curriculum Coordinator	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	Monitored weekly	Timeline for Completion	Monitored weekly	Timeline for Completion	Monitored weekly	Timeline for Completion	<enter date(s) 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	Instruction by HQ teachers	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Instruction by HQ teachers	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	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	7.97% of 8th grade students achieved a Level III score on the benchmark. 40.06% of Biology students achieved a Level III score on the common assessment questions.	Are you on track to meet the annual goal?	No but made significant progress	What, if any, adjustments must be made in order to meet the annual goal?	Assist 8th grade teachers with increasing the percentage of students that will reach a Level III score (spiral back topics from 6th/7th grade that are tested but not part of the 8th grade curriculum, assist with lesson frames/higher level questions/differentiation).

Problem Statement 14:	23.85% of 8th grade students met the Final Recommended standard on the 2016 STAAR Social Studies assessment.	Annual SMART Goal #14:	<Annual SMART Goal #14 Here>
Root Cause 14:	Vocabulary instructional is not intentional, relevant or aligned to current issues that will keep students engaged in the Social Studies content.	Strategy:	District Social Studies Coordinator will provide a list of academic vocabulary words, instructional strategies, and sample lessons for interactive word/concept wall/notebook based on STAAR 2016 data.

PS14 - Q3 Interventions (Jan 3 - March 10)

PS14 - Q3 SMART Goal:	27% of 8th grade U.S. History students will achieve Final Recommended Level 2 on Checkpoint 2						
Q3 Intervention #1	Social Studies Coordinator will do classroom observations and attend grade level PLC's to work with teachers in need of support for classroom instruction and interventions	Q3 Intervention #2	The district social studies coordinator will create and provide teachers with necessary materials and resources to support vocabulary development through lesson planning, interactive concept vocabulary word walls, etc.	Q3 Intervention #3	<Enter Intervention #3 Here>	Q3 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q3?	Classroom walkthroughs to observe the 100% of 8th U.S. History classroom teachers to monitor instruction and the implementation of academic vocabulary in the lessons.	What data will be collected to monitor interventions in Q3?	checkpoint 3	What data will be collected to monitor interventions in Q3?	<enter data source here>	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action	Create and provide teachers with necessary materials and resources to support vocabulary development through interactive concept vocabulary word walls and engaging classroom activities.	Action	PLC meetings and classroom walkthroughs to observe student engagement and the use of interactive vocabulary/concepts. District PD will focus on academic vocabulary resources and training engaging ways to teach vocabulary terms aligned to STAAR and the Instructional Focus Documents.	Action	<enter action(s) here>	Action	<enter action(s) here>
Resources / PD	Heat Maps, TEKS Resource System, History Alive, McGraw-Hill, Lead4Ward, Release STAAR Questions/data, district Professional Development Strands.	Resources / PD	The district social studies coordinator will create and provide teachers with necessary materials and resources to support vocabulary development in lessons, reviews and word walls.	Resources / PD	<enter resources here>	Resources / PD	<enter resources here>
Person(s) Responsible	Social Studies Coordinator, Instructional Technology Coordinator	Person(s) Responsible	Social Studies Coordinator, Instructional Technology Coordinator	Person(s) Responsible	<enter person(s) responsible>	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	January 4 - March 10, 2017	Timeline for Completion	January 4 - March 10, 2017	Timeline for Completion	<enter date(s) here>	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	AIM Alignment	AIM 5: Highly Qualified & Effective Personnel	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	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	8th USH Checkpoint #3 (Feb. 2017) Final Recommended Level 2 Data Cade - 77.83% Howell - 42.58% Patti Welder - 49.75% Stroman - 37.78%	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Review resources have been developed at the district level to start reviewing back to Era 1. STAAR Camps will take place on each campus. Review time has been built into the district pacing guide.

Problem Statement 15:	Only 3 certification tests were administered at VEHS and VWHS and different courses/teachers offered different certifications, and although CTI offered twelve certifications, the passing rate was 63% in 2015-2016.	Annual SMART Goal #15:	<Enter Annual SMART Goal #15 Here>
Root Cause 15:	Implementation of horizontal alignment between campuses for CTE teachers to ensure they are offering the same industry-recognized certification is lacking.	Strategy:	Analyze industry-certification passing rate for CTE programs and use the data to develop and implement a certification testing plan

PS15 - Q3 Interventions (Jan 3 - March 10)

PS15 - Q3 SMART Goal: 100% completion of the certification testing calendar and the tutorial schedule by CTE teachers who will offer industry-standard certification tests during the 16-17 academic year.

Q3 Intervention #1	Provide support to CTE teachers to develop and implement testing calendars and tutoring schedules	Q3 Intervention #2	Provide support to teachers to properly and effectively disseminate the testing calendar and the tutorial schedule to parents	Q3 Intervention #3	Inform CTE teachers that there is an TEA letter that requests feedback regarding the proposed list of 67 certifications for inclusion within Domain IV of the state's new accountability system.	Q3 Intervention #4	<Enter Intervention #4 Here>
What data will be collected to monitor interventions in Q3?	Review certification testing calendar and tutorial calendar	What data will be collected to monitor interventions in Q3?	Obtain copies of parental communication from the teachers to the parents notifying them of the certification opportunities.	What data will be collected to monitor interventions in Q3?	TEA To The Administrator Addressed dated January 19, 2017	What data will be collected to monitor interventions in Q3?	<enter data source here>
Action	Work with campuses and administrators to facilitate dates/times to conduct tutorials at campus where certification course is taught. Communicate with campus principals the testing and tutorial plan for their campuses.	Action	Inform parents and students of the purpose of certifications, testing calendar and tutorial schedules.	Action	Email documentation to notify the CTE teachers of the request for feedback with the deadline of March 15, 2017.	Action	<enter action(s) here>
Resources / PD	Time, Campus Administrators, Testing vouchers, Technology for testing sites	Resources / PD	Time	Resources / PD	TEA document and email	Resources / PD	<enter resources here>
Person(s) Responsible	CTE Teachers, Campus Administrators, CTE Coordinator, CTE Dept. Heads, CTE Counselor	Person(s) Responsible	CTE Teachers	Person(s) Responsible	CTE Counselor, CTE Teachers	Person(s) Responsible	<enter person(s) responsible>
Timeline for Completion	10-Mar-17	Timeline for Completion	10-Mar-17	Timeline for Completion	10-Mar-17	Timeline for Completion	<enter date(s) here>
AIM Alignment	AIM 1: High Student Achievement	AIM Alignment	AIM 7: Involvement of All Parents, Students, Community Members	AIM Alignment	AIM 3: Optimal Educational Resources	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	\$5,000.00	Estimated Cost		Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source	Local Funds	Funding Source	Select Funding Source From Dropdown	Funding Source	Select Funding Source From Dropdown	Funding Source	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.	<p>Intervention 1 & 2: CTE has communicated with CTE teachers in a variety of ways regarding CTE certification testing and tutorial schedules. On August 12, 2016 during the CTE Nuts and Bolts PD, all CTE teachers were provided a flashdrive with the documents pertaining to the certification testing plan and tutorial schedule. The CTE Counselor collaborated with the CTE Department Heads from VEHS and VWHS on February 15, 2017 regarding the certification testing plan and the tutorial schedule. Also emails with the testing documents have been shared with the CTE teachers. The CTI Principal has communicated and developed with the CTE teachers at CTI the 2016-2017 Certification and License Testing Calendar for 2016-2017. The CTE Coordinator has met with CTE teachers at CTE Department Meetings at VEHS and VWHS, as well as holding individual/small group meetings during conference times. Evidence of data include testing calendars, syllabi, letters to parents. CTE also held the fall CTE Advisory Committee meeting on October 25, 2017.</p> <p>The Certification and License Testing Calendar for CTE certification programs at CTI, include the certifications of AWS D1.1, PSI Written and Practical, CompTIA A+, CompTIA Network+, NECC, ASE Painting and Refinishing, ASE Maintenance and Light Repair, C.N.A. Texas Nurse Aide, PTCB Pharmacy Technician. The 2016-2017 Certification and License Testing Calendar for CTE certification programs at VEHS and VWHS are planned to include OSHA 10 Hour General, CompTIA IC3, and Texas State Floral Association, Level 1.</p> <p>Intervention 3: CTE emailed and met with CTE teachers to discuss the TEA Letter Addressed To The Administrator dated January 19, 2017 that provided an opportunity for anyone to send in recommendations on industry-standard certifications that will apply to Domain IV (College and Career Readiness) per the 19 TAC section 74.14 (e)(2).</p>	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	Follow-up discussions regarding other possible industry-standard certifications that might be attainable before end of the academic year 2016-2017, and continue planning for certifications that align to the new 2017 CTE TEKS.
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