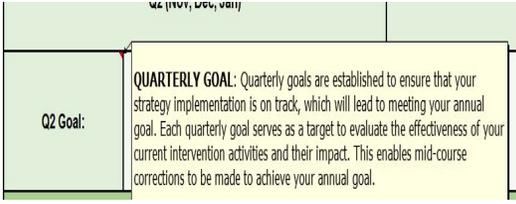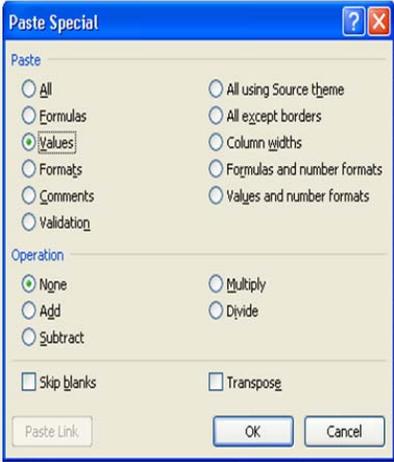# 2016-2017 Targeted Improvement Plan - for PC and Mac Users

Tips for Navigating the Targeted Improvement Plan

Feature/Tip	Explanation	Screenshot
Completion of the Data Analysis Summary	There is a Data Analysis Summary tab for a campus user and one for a district user. Only complete **ONE** of these tabs in the workbook. (If you are a single-campus district,	CONTACT-INTERVENTION INFO · CAMPUS-DATA ANALYSIS · DISTRICT-DATA ANALYSIS · IMPROVEMENT PLAN · TURNAROUND IMPLEMENTATION
Zoom Level Bar	The Zoom Level Bar can be used in place of the zoom level drop down menu in newer versions of excel and is found at the bottom right of an excel workbook. You can change the zoom by dragging the arrow left or right OR clicking the + or - buttons to increase/decrease the zoom level by 10% with each click. **Tabs within this workbook work optimally when the zoom level is set to 80%.** If you find that the alignment of the checkboxes is skewed, check your zoom level.	− ⎯⎮⎯ + 80%
Check Box Selection	Check boxes have been added to the workbook to allow you to select more than one answer. Place a check in the box next to all answers that apply.	Choose your favorite superhero? ☐ Superman ☐ Iron Man ☐ Wonder Woman ☐ Spiderman ☐ Captain America
Expanding the Height of Rows	If you cannot see all of the information you have entered into a cell, you may make minor adjustments to the height of the cell. 1) Highlight the row by placing your cursor on the row number 2) Right click and select 'Row Height' from the menu 3) Increase the number in the 'Row Height' pop-up window 4) Click OK	Row Height: 24.75

ewing Help Boxe	Throughout this document, there are cells with that contain information and guidance you may need to help answer questions. These cells have been marked with a small, red triangle in the top right corner. To view the help information for a particular cell, hover your mouse over the cell and the text will appear.	
Using the Copy/Paste feature within the Excel document	In order to use the Paste Special feature: 1. Copy the text as normal. 2. Right click on the destination cell. 3. Choose Paste Special. 4. Select from the menu either Values or Text. Click OK when finished. If while attempting to paste, a message appears indicating that the data being pasted is not the correct size and shape, please do the following: 1. Copy the text as normal. 2. Click on the destination cell.	
Entering the District/Campus Information	The District/Campus name **MUST** be entered on the 'Contact-Intervention Info' tab. Once this has been done the District/Campus name will automatically be copied to each of the remaining tabs within the workbook.	
List of Acronyms	CAP: Corrective Action Plan CDN: County-District Number CSF: Critical Success Factor DA: Data Analysis EOY: End-of-Year ESC: Education Service Center ESEA: Elementary and Secondary Education Act IP: Improvement Plan	IR: Improvement Required NA: Needs Assessment PBM: Performance-Based Monitoring PBMAS: Performance-Based Monitoring Analysis System RF: Residential Facilities TCDSS: Texas Center for District and School Support TEA: Texas Education Agency TTIPS: Texas Title I Priority Schools

* Once information specific to your campus or district is entered below it will be populated onto each of the other tabs within this workbook.

Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
Region 10	057828	Winfree Academy Charter Schools	057828006	Dallas

Date of Public Hearing for Targeted Improvement Plan:	10/28/2016	Date Targeted Improvement Plan Approved by Board:	10/28/2016

District Coordinator of School Improvement (DCSI):	Christine Rochman	Professional Service Provider (PSP) Name:	Pamela Crites

District/Campus Leadership Team (DLT/CLT) Members:		
Brad Landis	Christian Haworth	
Monique Hall	Marvia Davidson	
LeKesha McGuire		
Nic Tuttle		
Elizabeth Roberts		

Intervention Identification

Performance-Based Monitoring Accountability Sysystem (PBMAS):	Improvement Required (IR):	Texas Title I Priority School (TTIPS):	Priority:	Focus:	If a campus is paired with your campus/district, please enter the name the campus below.
Select	Yes	No	No	Select	<Enter campus name here.>

CAMPUS - Data Analysis Summary

Instructions:	Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform your campus in the completion of the targeted improvement plan as required by the campus staging identification. The data analysis is divided into five sections. With the exception of Section IV (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your campus identified as Improvement Required in the state accountability system?	Yes	Responses to these questions have been populated from the Contact-Intervention Information Tab
Is your campus identified as a Priority campus?	No	
Is your campus identitified as a TTIPS campus?	No	
Is your campus implementing a turnaround plan?	Select	

Section II - Index Questions

Index 1 - Student Achievement	Did your campus meet standard for Index 1?	No									
	If your campus Index 1 score was 5 points above index target, you do not need to answer this question*. Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) * See help box for score details.	**Student Group**	**Content Area**								
		African American	☑	Reading	☐	Writing	☐	Science	☐	Social Studies	☑ Mathematics
		Hispanic	☑	Reading	☐	Writing	☐	Science	☐	Social Studies	☑ Mathematics
		White	☑	Reading	☐	Writing	☐	Science	☐	Social Studies	☑ Mathematics
		American Indian	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	Mathematics
		Asian	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	Mathematics
		Pacific Islander	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	Mathematics
		Two or More Races	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	Mathematics
		Economically Disadvantaged	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	Mathematics
		Special Education	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	Mathematics
		English Language Learners	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	Mathematics
	<Provide any additional information here.>										

Index 2 - Student Progress	Did your campus meet standard for Index 2?	Yes						
	If your campus met Index 2 target, then you do not need to answer this question. If your campus missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)	☐ African American	☐ Hispanic	☐ White	☐ American Indian	☐ Asian	☐ Pacific Islander	Two or More Races
	If your campus met Index 2 target, then you do not need to answer this question. If your campus missed Index 2 target, which student group(s) contributed to missing the Index 2 target?	☐ Students who failed in 2015 and failed in 2016 ☐ Students who passed in 2015 and passed in 2016 ☐ Students who were at Level III performance in 2015 and scored a Level II performance in 2016 ☐ Other						
	<Provide any additional information here.>							

Index 3 - Closing Achievement Gaps	Did your campus meet standard for Index 3? *see help box for score details*	Yes, with an index score greater than 2 points above target
	If your campus Index 3 score was more than 2 points above the index target, then you do not need to answer this question. Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races
	<Provide any additional information here.>	
Index 4 - Postsecondary Readiness	Did your campus meet standard for Index 4? *see help box for score details*	Yes with an AEA index score equal to target or less than/equal to 5 points above target
	*If your **non-AEA** campus Index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.* *If your **AEA** campus Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.* Which component(s) of Index 4 contributed to your campus missing Index 4?	☐ STAAR component-student performance at or above Level II, Final ☐ Graduation Rate ☐ Graduation Plan ☐ Postsecondary Indicator
	<Provide any additional information here.>	

Section III - PBMAS
(If your district is not identified in PBMAS, move to section IV)

Select any program area(s) where your district received a performance level (PL) 2 or 3 on a student academic performance indicator in their Performance-Based Monitoring Analysis System (PBMAS) report.	☐ BE/ESL ☐ CTE ☐ NCLB (Title I, Part A or Migrant) ☐ Special Education
How might your campus have contributed to PBMAS area(s) of concern and what correlations can be made between them and your campus' system safeguards?	<Enter text>

Section IV - Critical Success Factors (CSFs):

CSF	Description
Academic Performance	According to STAAR/EOC reports learners at the Dallas campus underperform their peers in nearly all reporting content areas, but they especially struggled last year with Math and Reading. When reviewing data in regards to course completion rates, it was noticed that the learners at this campus complete their course work at the lower rate as other learners at our other campuses. In fact, their completion rate is about 50% of what others in similar situations report. While the progress that learners made overall was at a lower rate, they did see a gain in rate of completion from the fall semester to the spring semester for the 2015-2016 school year.
Use of Quality Data to Drive Instruction	Benchmark testing was done two times per school year (Sept and Feb) in order to identify campus-specific needs in preparation for STAAR assessments. Learners were given accelerated instruction no less than once per week per subject area where the individual need was identified. This small group instruction is a pull out program where groups of 5-7 learners receive targeted, individualized instruction by their educator. Educators also received district-level training on how to access individual learner data in Eduphoria as a way to further identify areas of need for their learners who needed accelerated instruction. Learners were also offered the opportunity to work on gaps in their learning through a specialized online platform; however, few took advantage of the opportunity.
Leadership Effectiveness	Leadership at this campus changed for the 2015-2016 school year. In 2014-2015, a principal with less than three years experience as a principal opened this new campus. For 2015-2016, a new principal was hired who has more than three years experience as a principal in schools with an at-risk population such as this one. The district added an Assistant Principal to this campus as well as a counselor in order to help strengthen the leadership effectiveness of this campus for the 2016-2017 school year. According to principal evaluation information, this principal has a noticeable strength in the area of Campus Culture and received top marks in comparison to his colleagues in this same category.
Increased Learning Time	Learners receive 250 of instructional time per school day, but the online curriculum piece of curriculum is available to learners 24/7. Learners are encouraged to work on curriculum as they have time outside the school environment. Few learners take advantage of this, but the ones who do are usually more successful than those who do not according to online curriculum data analysis done in Spring 2016. Educators move from classroom to classroom as a part of the master rotation in order to minimize transition time for learners to refocus from class period to class period throughout the school day.
Family and Community Engagement	Surveys done by the district indicate an overall positive perception of the school by the parents and learners. Parent University, a program specifically designed by the district to help address parent needs in relation to their learners, is done at least one time monthly. This program includes topics such as online safety, teen violence, how to seek financial aid for college and other items that have been identified as topics of interest to the parents of the group. While it is not always highly attended, those who attend report positive interactions with the staff and school. School works with community businesses to come in and speak with learners regarding the importance of a high school diploma and possible job opportunities upon receiving their diplomas. Educators note that there is always more that can be done in this area in order to better support the community.
School Climate	School climate is generally positive. Upon the start of 2015-2016, the new principal was tasked with setting a climate of respect and positivity. He quickly went to work supporting his educators and building relationships with the learners while encouraging the staff to do the same. The school underwent a transformation and learners were seen working more frequently and showing a general respect for themselves and their educators. Educators and learners contribute to the cleanliness and overall appearance of the building with learner artwork and other high interest bulletin boards. Suspension rate for 2015-2016 was at an all time 3-year low of 9.45% - more than half of prior year's rate of 21%, and just under the district rate of 10.6% according to EOY reporting.
Teacher Quality	The math and English educators at this campus under-performed their colleagues according to Spring 2016 STAAR EOC results with an overall passing rate of 11% and 33% respectively. Educator evaluation data indicates that the math educator was the lowest rated educator at the Dallas campus with the English educator as the second lowest. Educators received individualized and ongoing training and support from district content specialists no less than once per month and attended content trainings with colleagues at least two times per semester. As a new educator to the district, the math educator was a part of New Educator Training which aligned district expectations in five training sessions throughout the year. A new math and English educator were hired at this campus for the 2016-17 school year.

Section V - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

Problem Statement 1:

Of all the 9-12 STAAR EOC (Algebra I, Biology, English I, English II and US History) testers for Spring 2016, 32% of learners met standards.

Which Index(es) does this problem statement address?

Campuses may also connect this problem statement to missed/targeted system safeguard(s).

- ☐ Not Applicable
- ☑ Index 1: Student Achievement
- ☐ Index 2: Student Progress
- ☐ Index 3: Closing Achievement Gaps
- ☐ Index 4: Postsecondary Readiness

Student Group	Content Area									
African American	☑	Reading	☑	Writing	☑	Science	☑	Social Studies	☑	Mathematics
Hispanic	☑	Reading	☑	Writing	☑	Science	☑	Social Studies	☑	Mathematics
White	☑	Reading	☑	Writing	☑	Science	☑	Social Studies	☑	Mathematics
American Indian	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
Asian	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
Pacific Islander	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
Two or More Races	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
Economically Disadvantaged	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
Special Education	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
English Language Learners	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics

Problem Statement 2:

Of all 9-12 Algebra I STAAR EOC testers, 11% met standards for the 2015-2016 school year.

Which Index(es) does this problem statement address?

Campuses may also connect this problem statement to missed/targeted system safeguard(s).

- ☐ Not Applicable
- ☐ Index 1: Student Achievement
- ☐ Index 2: Student Progress
- ☐ Index 3: Closing Achievement Gaps
- ☐ Index 4: Postsecondary Readiness

Student Group	Content Area									
African American	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☑	Mathematics
Hispanic	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☑	Mathematics
White	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☑	Mathematics
American Indian	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
Asian	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
Pacific Islander	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
Two or More Races	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
Economically Disadvantaged	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics
Special Education	☐	Reading	☐	Writing	☐	Science	☐	Social Studies		Mathematics
English Language Learners	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics

Problem Statement 3:	Of all 9-12 English I and English II STAAR EOC testers, 33% met standards for the 2015-2016 school year.											
	Which Index(es) does this problem statement address? **Campuses may also connect this problem statement to missed/targeted system safeguard(s).**	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	**Student Group**					**Content Area**				
			African American	☑ Reading	☑ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Hispanic	☑ Reading	☑ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			White	☑ Reading	☑ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			

Problem Statement 4:	<Type your problem statement here.>											
	Which Index(es) does this problem statement address? **Campuses may also connect this problem statement to missed/targeted system safeguard(s).**	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	**Student Group**					**Content Area**				
			African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Hispanic	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			

Problem Statement 5:	**Which Index(es) does this problem statement address?** **Campuses may also connect this problem statement to missed/targeted system safeguard(s).**	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness						

<Type your problem statement here.>

Student Group	Content Area				
African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Hispanic	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics

Problem Statement 6:

Which Index(es) does this problem statement address?

Campuses may also connect this problem statement to missed/targeted system safeguard(s).

☐ Not Applicable

☐ Index 1: Student Achievement

☐ Index 2: Student Progress

☐ Index 3: Closing Achievement Gaps

☐ Index 4: Postsecondary Readiness

<Type your problem statement here.>

Student Group	Content Area				
African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Hispanic	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics

Problem Statement 7:	**Which Index(es) does this problem statement address?** **Campuses may also connect this problem statement to missed/targeted system safeguard(s).**	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness						

<Type your problem statement here.>

Student Group	Content Area				
African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Hispanic	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics

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Problem Statement 8:

<Type your problem statement here.>

Which Index(es) does this problem statement address?

Campuses may also connect this problem statement to missed/targeted system safeguard(s).

☐ Not Applicable

☐ Index 1: Student Achievement

☐ Index 2: Student Progress

☐ Index 3: Closing Achievement Gaps

☐ Index 4: Postsecondary Readiness

Student Group	Content Area				
African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Hispanic	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics

Problem Statement 9:	<Type your problem statement here.>											
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	**Student Group**			**Content Area**					
			African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Hispanic	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			

Problem Statement 10:	<Type your problem statement here.>											
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	**Student Group**			**Content Area**					
			African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Hispanic	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			
			English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics			

DISTRICT - Data Analysis Summary

Instructions:	Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis helps inform your district in the completion of the targeted improvement plan as required by your district staging identification.
	The data analysis is divided into six sections. Please answer Section I- General Questions as it will help you determine the remaining questions required for the district data analysis process. All districts will complete sections I, V, and VI, however; the remaining sections are based on your district response to Section I. Please note, when going through the data analysis process, there are no sections that should be answered in isolation. Each section plays a critical role in this process. If you have any questions throughout this process, please contact your TEA/TCDSS support specialist.
Definition/Purpose:	Data analysis and review of student level data conducted by your district leadership team [Texas Education Code (TEC) §39.102-104 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your district identified as *Improvement Required* in the state accountability system?	Yes	*Responses to these questions have been populated from the Contact-Intervention Information Tab*
Did your district receive performance levels of 2 or 3 on indicators for any of the four program areas on the Performance-Based Monitoring Analysis System (PBMAS) report?	Select	
Does your district serve students with disabilities who reside in a Residential Facility (RF)?	Select	

Section II - Index Questions

(If your district is not rated Improvement Required, move to Section III)

Index 1 - Student Achievement	Did your district meet standard for Index 1?		Select										
	If your district Index 1 score was 5 points above index target, you do not need to answer this question*. Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) ** See help box for score details.*	**Student Group**		**Content Area**										
		African American	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics	
		Hispanic	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics	
		White	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics	
		American Indian	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics	
		Asian	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics	
		Pacific Islander	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics	
		Two or More Races	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics	
		Economically Disadvantaged	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics	
		Special Education	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics	
		English Language Learners	☐	Reading	☐	Writing	☐	Science	☐	Social Studies	☐	Mathematics	
	<Provide any additional information here.>												

Index 2 - Student Progress	Did your district meet standard for Index 2?	Select
	If your district met Index 2 target, then you do not need to answer this question. If your district missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races
	If your district met Index 2 target, then you do not need to answer this question. If your district missed Index 2 target, which student group(s) contributed to missing the Index 2 target?	☐ Students who failed in 2015 and failed in 2016 ☐ Students who passed in 2015 and passed in 2016 ☐ Students who were at Level III performance in 2015 and scored a Level II performance in 2016 ☐ Other
	<Provide any additional information here.>	

	Did your district meet standard for Index 3? *see help box for score details*	Yes, index score more than two points above index target (Non-AEA – 31 or higher, AEA – 14 or higher)						
Index 3 - **Closing Achievement Gaps**	*If your district Index 3 score was more than two points above the index target, then you do not need to answer this question.* Which student group(s), other than economically disadvantaged, was(were) measured for your district in Index 3?	☐ African American	☐ Hispanic	☐ White	☐ American Indian	☐ Asian	☐ Pacific Islander	☐ Two or More Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	☐ African American	☐ Hispanic	☐ White	☐ American Indian	☐ Asian	☐ Pacific Islander	☐ Two or More Races
	<Provide any additional information here>							
Index 4 - **Postsecondary Readiness**	Did your district meet standard for Index 4? *see help box for score details*	Select						
	If your **non-AEA** *district index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.* *If your* **AEA** *district Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.* Which component(s) of Index 4 contributed to your district missing Index 4?	☐ STAAR component-student performance at or above Level II, Final ☐ Graduation Rate ☐ Graduation Plan ☐ Postsecondary Indicator						
	<Provide any additional information here.>							

Section III - PBMAS Questions
(If your district is not assigned a stage based on PBMAS, move to Section IV)

Which program areas have student performance indicators identified as an area of concern?

☐ BE/ESL	☐ CTE	☐ NCLB (Title I, Part A, or Migrant)	☐ Special Education

What campus/es is/are contributing to student performance indicators with a performance level of 2 or 3?
<Enter text>

In which program area(s) has the graduation rate been identified as an area of concern?

☐ BE/ESL	☐ CTE	☐ NCLB (Title I, Part A, or Migrant)	☐ Special Education

In which program area(s) has the dropout rate been identified as an area of concern?

☐ BE/ESL	☐ CTE	☐ NCLB (Title I, Part A, or Migrant)	☐ Special Education

In reviewing the summary page of your PBMAS report, what patterns and trends across program areas, including correlations between PBMAS areas of concern and your system safeguards, does the data reveal?
<Enter text>

What does your longitudinal PBMAS data from the past two years reveal when compared to your current year's report?
<Enter text>

Section IV - Residential Facility (RF) Questions
(If your district is not staged in Special Education and does not serve RF students, move to Section V)

What patterns and trends does the student-level data reveal for each required investigatory topic?
<Enter text>

How is individualized decision-making affected by the identified patterns and trends?
<Enter text>

Based on the data, what are the strengths or weaknesses of the district's support for students with disabilities residing in RFs?
<Enter text>

Section V - Support Systems/Critical Success Factors (CSFs):

The questions above highlight the overall performance of the district in relation to the State's indexes and PBMAS indicators. The performance of the district as measured by the indexes, PBMAS indicators, and/or RF data is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success or needs of the district as measured by the State's accountability system, PBMAS indicators, and RF data **please identify the data sources used when reviewing the district's processes organized by each Support System and/or CSF.**

Support Systems

Capacity and Resources	Communication	Processes/Procedures	Organizational Structure
<Enter text>	<Enter text>	<Enter text>	<Enter text>

CSFs

(For possible data sources, see the CSF Data Sources document)

Academic Performance	<Enter text>
Use of Quality Data to Drive Instruction	<Enter text>
Leadership Effectiveness	<Enter text>
Increased Learning Time	<Enter text>
Family and Community Engagement	<Enter text>

School Climate	\<Enter text\>
Teacher Quality	\<Enter text\>

Section VI - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the district should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process the district will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

Problem Statement 1:	<Type your problem statement here.>			

<Type your problem statement here.>

			Student Group	Content Area				
Which Index(es) does this problem statement address? *Districts may also connect this problem statement to missed/targeted system safeguard(s).*	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
			Hispanic	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
			White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
			American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
			Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
			Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
			Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
			Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
			Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
			English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics

Which PBMAS indicators and/or RF data does this problem statement address?	<Enter PBMAS indicators and/or RF data here.>

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include: Step 1: Clarify and prioritize problem statements Step 2: Establish the purpose of assessing root causes and establish the team Step 3: Gather data Step 4: Review data analysis Step 5: Root cause analysis The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS):	PS 1:	Of all the 9-12 STAAR EOC (Algebra I, Biology, English I, English II and US History) testers for Spring 2016, 32% of learners met standards.	is occurring because of Root Cause #1	Root Cause 1:	Systems were not in place to accurately identify, provide and monitor the learner progress of differentiated instruction for all EOC Spring 2016 testers.
	PS 2:	Of all 9-12 Algebra I STAAR EOC testers, 11% met standards for the 2015-2016 school year.	is occurring because of Root Cause #2	Root Cause 2:	The instruction provided did not align to the rigor of the Algebra I assessed standards.
	PS 3:	Of all 9-12 English I and English II STAAR EOC testers, 33% met standards for the 2015-2016 school year.	is occurring because of Root Cause #3	Root Cause 3:	The accelerated instruction provided for the STAAR assessed reading and writing skills was not at the levels of depth and rigor needed in order for learners to be successful on their STAAR EOC English I and English II tests.
Problem statements are carried over from Section VI of the Campus Data Analysis tab _OR_ _Section VI of the District Data Analysis Summary tab._	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

*** 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.

Needs Assessment Summary and Improvement Plan

Problem Statement 1:	Of all the 9-12 STAAR EOC (Algebra I, Biology, English I, English II and US History) testers for Spring 2016, 32% of learners met standards.	**Annual Goal:**	Of all 9-12 STAAR 2016-17 EOC (Algebra I, Biology, English I, English II and US History) testers, 50% of learners will meet standards.
Root Cause 1:	Systems were not in place to accurately identify, provide and monitor the learner progress of differentiated instruction for all EOC Spring 2016 testers.	**Strategy:**	Develop and implement a system that will assist educators in accurately identifying and monitoring learner progress in relation to the three-part differentiated instructional model which includes the online curriculum through Edmentum, accelerated instruction for Focused Instruction and small group pull out for Academic Interventions and Mentoring (AIM) for Spring 2017 testers.

Index Number:	☐ Not Applicable	☑ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) **ESEA Turnaround Principles (TPs)** **Major Systems**	☑ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	**How will addressing this root cause impact the index/indicator/CSF?**	By strengthening the systems to identify, provide and monitor learner progress of differentiated instruction, educators will be able to successfully utilize resources and tools to positively impact learner progress. Critical Success Factors that are impacted by addressing this root cause include Academic Performance, Use of Quality Data for Drive Instruction and Teacher Quality.

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	By the end of the first 9 weeks, 100% of educators will have tools necessary to identify EOC testers and monitor learner progress in each of the instructional models used.	**Q2 Goal:**	By the end of the first semester, 100% of educators will be utilizing the proper tools to ensure learner success on the upcoming STAAR test in their specific content areas.	**Q3 Goal:**	By the end of March, all learners will have made progress through each of the three instructional models used; thus, gaining the skills necessary to be successful on their upcoming STAAR EOC tests.	**Q4 Goal:**	By mid-June 2017, the Campus Leadership Team will review data to determine the effectiveness of interventions provided in order to plan for the following school year.

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Develop and train educators on a tool which will allow successful identification of accountability / snapshot learners.	1)	Educators will maintain and admin team will verify the use of the tools created to monitor learner progress through the 6 week Teacher Documentation Binder Audits.	1)	Monitor use of tools created to monitor learner progress through Teacher Documentation Binder Audits.	1)	Review overall effectiveness of tools used to monitor learner progress through the Teacher Documentation Binder Audits.
2)	Develop and train educators on learner progress monitoring tool.	2)	Create and implement use of tool for learners to set goals and monitor their own progress.	2)	Review benchmark data for individual learners to determine need for intervention strategies	2)	Review effectiveness of intervention strategies used with learners.
3)	Create and give learners Benchmark #1 for all EOC-tested areas.	3)	Create and give learners Benchmark # 2 for all EOC-tested areas.	3)	Create and use appropriate intervention strategies for learners not meeting progress goals.	3)	Review and determine areas of strength and weakness in relation to intervention strategies used.
4)		4)	Provide educator training on reading and utilizing benchmark data.	4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Assessment Spreadsheet created, agenda, sign in sheets	1)	Teacher Documentation Binder Audit includes - AIM sign in sheets, Focused Instruction sign in sheets, Learner Progress Monitoring Tool, Lesson Plans for Focused Instruction, Assessment Spreadsheet	1)	Teacher Documentation Binder Audit includes - AIM sign in sheets, Focused Instruction sign in sheets, Learner Progress Monitoring Tool, Lesson Plans for Focused Instruction, Assessment Spreadsheet	1)	Teacher Documentation Binder Audits - Feedback Forms
2)	Learner Progress Monitoring Tool created, agenda and sign in sheets	2)	Focused Instruction Lists maintained in Comm Logs	2)	Focused Instruction Lists maintained in Comm Logs	2)	Focused Instruction Lists maintained in Comm Logs
3)	Testing Lists, benchmark calendar, benchmark data	3)	Agendas, sign in sheets, individual content coordinator meeting logs	3)	Benchmark data analysis	3)	State Assessment and Benchmark Data - Data Analysis
4)		4)	Learner self-monitoring and goal-setting tool	4)	Learner Intervention Strategies List	4)	

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Yes	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Training occurred for all educators on the assessment spreadsheet, learner progress monitoring tools and benchmark testing. By ensuring all have been trained, we can now begin to monitor the use of the tools provided and adjust as needed.	**Provide the data or evidence that supports meeting or making progress toward this quarterly goal.**	<Enter text>	**Provide the data or evidence that supports meeting or making progress toward this quarterly goal.**	<Enter text>	**Provide the data or evidence that supports meeting or making progress toward this quarterly goal.**	<Enter text>
Are you on track to meet the annual goal?	Right on Target	**Are you on track to meet the annual goal?**	Select	**Are you on track to meet the annual goal?**	Select	**Did you meet your annual goal?**	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	**What, if any, adjustments must be made in order to meet the annual goal?**	<Enter any additional information here>	**What, if any, adjustments must be made in order to meet the annual goal?**	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	**If you did meet your annual goal, to what do you attribute your success?** **If you did not meet your annual goal, to what do you attribute your lack of success?**	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ Other	**Please provide additional information for the selection of Other or for any selected elements.**	<Enter text>

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	<Enter text>

Problem Statement 2:	Of all 9-12 Algebra I STAAR EOC testers, 11% met standards for the 2015-2016 school year.	**Annual Goal:**	On the 2016-17 STAAR Algebra I EOC, 38% of learners will meet or exceed standards.
Root Cause 2:	The instruction provided did not align to the rigor of the Algebra I assessed standards.	**Strategy:**	Establish and monitor a system to assist educators with the implementation of the new Algebra I scope and sequence based on the standards that testers most often missed on the Spring 2016 Algebra I EOC.

Index Number:	☐ Not Applicable	☑ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

☑ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 10	057828	Winfree Academy Charter Schools	057828006	Dallas

Needs Assessment Summary and Improvement Plan

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	By ensuring that the instruction provided to our learners better aligns with the rigor of the Algebra I assessed standards, we will see an improvement in the area of learner performance on the Algebra I EOC for Spring 2017. Academic Performance, Use of Quality Data to Drive Instruction and Teacher Quality are the Critical Success Factors that will be impacted the most due to this root cause being addressed.

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	By the end of the first 9 weeks, math educators will have the tools necessary to implement the new scope and sequence (including instructional resources) to address learner needs.	Q2 Goal:	By the end of the first semester, 100% of Math educators will be consistently utilizing scope and sequence to ensure the acquisition of TEKS-specific skills by learners.	Q3 Goal:	By the end of March, learners will have acquired the skills necessary to be successful on the 2017 Algebra I EOC.	Q4 Goal:	By mid-June 2017, the Campus Leadership Team will review Math data to determine the effectiveness of interventions provided in order to plan for the following school year.

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Create a new scope and sequence for Algebra I.	1)	Create and administer benchmark #2 and administer STAAR Algebra I EOC to eligible learners.	1)	Address individual learner needs in small group instruction settings based on most recently collected learner benchmark data.	1)	Review the effectiveness of small group instruction provided.
2)	Create and administer Benchmark #1 to learners.	2)	Provide Student Interactive Math Journal Training for educators.	2)	Ensure use of Student Interactive Math Journals.	2)	Review the effectiveness of Student Interactive Math Journals.
3)	Train educators on new scope and sequence (including activities and test-taking strategies).	3)	Ensure educators are provided and utilize AIM time for FI and small group instruction on designated days.	3)	Continue to ensure that AIM and FI are provided and utilized on the designated days.	3)	Review effectiveness of new scope and sequence.
4)	Set up training for educators on utilizing and implementing Student Interactive Math Journals.	4)	Monitor the use of released STAAR items to further reinforce scope and sequence as well as reinforce test-taking strategies.	4)	Monitor the use of scope and sequence used during FI and AIM instructional settings.	4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Testing list, benchmark results	1)	Lesson plans, Focused Instruction activities	1)	Benchmark data analysis	1)	STAAR assessment data
2)	Data analysis of most frequently missed items on EOC and benchmark tests	2)	Walk throughs	2)	Lesson plans	2)	Learner and educator feedback on use of math journals
3)	Agenda, sign in sheets	3)	AIM sign in sheets	3)	AIM sign in sheets	3)	Lesson Plans
4)	Lesson plans, walk throughs	4)	Benchmark calendar, benchmark test, benchmark results, STAAR testing list, assesment results	4)	Walk throughs	4)	AIM sign in sheets

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	New scope and sequence was created based on most recent state assessment results for learners at this campus. Benchmarks were created and given as a part of a series to be given throughout the year to measure learner progress in the acquisition of TEKS.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>

Problem Statement 3:	Of all 9-12 English I and English II STAAR EOC testers, 33% met standards for the 2015-2016 school year.	Annual Goal:	On the 2016-17 STAAR English I and English II EOC, 50% of learners will meet or exceed standards.
Root Cause 3:	The accelerated instruction provided for the STAAR assessed reading and writing skills was not at the levels of depth and rigor needed in order for learners to be successful on their STAAR EOC English I and English II tests.	Strategy:	Establish and monitor a system of accelerated instruction which ensures the necessary depth and rigor for learner success on the 2016-17 English I and English II EOC STAAR tests.
Index Number:	☐ Not Applicable ☑ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness		

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☑ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☑ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☑ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	By ensuring that accelerated instruction is provided and consistently implemented, English I and English II EOC testers will experience higher performance results on the Spring 2017 EOCs than last year. The imapct of addressing this root cause will greatly impact the Critical Success Factors of Academic Performance, Use of Quality Data to Drive Instruction and Teacher Quality.

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)

Needs Assessment Summary and Improvement Plan

Q1 Goal:	By the end of the first 9 weeks ELA educators will have the tools necessary to implement and monitor accelerated instruction as well as focused instruction.	Q2 Goal:	By the end of first semester 100% of ELA educators will consistently conduct accelerated instruction and focused instruction to meet learners needs.	Q3 Goal:	By the end of March, learners will have acquired the skills necessary to be successful on the 2017 STAAR English I and English II EOCs.	Q4 Goal:	By mid-June 2017, the Campus Leadership Team will review data to determine the effectiveness of interventions provided in order to plan for the following school year.

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Develop and train educators on new scope and sequence (including resources and activities).	1)	Create and administer Benchmark #2 to learners.	1)	Address individual learner needs in small group instruction settings based on most recently collected learner benchmark data.	1)	Review use of small group instruction for effectiveness.
2)	Educator training on purpose and implementation of FI and AIM (including resource and materials library).	2)	Provide feedback and training to ELA educators.	2)	Monitor the use of scope and sequence used during FI and AIM instructional settings.	2)	Review relevance and effectiveness of scope and sequence.
3)	Provide resources and training in teaching reading and writing to ELA educators.	3)	ELA educators will collect and analyze various student writing samples.	3)	Measure and identify progress on learner writing samples.	3)	Review effectiveness of learner writing sample intervention.
4)	Create and administer ELA benchmark to learners.	4)	Administer STAAR EOC English I and English II to eligible testers.	4)		4)	Review state assessment scores.

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	New scope and sequence	1)	Teacher documentation binder audit form, AIM sign in sheets	1)	Benchmark data analysis	1)	AIM sign in sheets
2)	Agenda, sign in sheets	2)	Classroom observations, feedback sessions, walk throughs, training certificates	2)	AIM sign in sheets	2)	Learner writing samples
3)	District supplied ELA materials, training certificates	3)	Learner writing samples	3)	Learner writing samples	3)	State assessment results - data analysis
4)	Learner testing list, benchmark results	4)	Benchmark results, EOC results	4)	Walk Throughs	4)	Scope and sequence analysis

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.							
Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	ELA educators have received the necessary resources and training to successfully begin implementing differentiated instruction through Focused Instruction. Benchmark data analyis will provide further data in order to plan our learners for succes on their upcoming STAAR assessments.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you **did** meet your annual goal, to what do you attribute your success? If you **did not** meet your annual goal, to what do you attribute your lack of success?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ Other	**Please provide additional information for the selection of Other or for any selected elements.**	<Enter text>

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>

Problem Statement 4:		Annual Goal:	<Enter text>
Root Cause 4:		Strategy:	<Enter text>

Index Number:	☐ Not Applicable	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) **Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).**		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	

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4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you **did** meet your annual goal, to what do you attribute your success? If you **did not** meet your annual goal, to what do you attribute your lack of success?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.		<Enter text>				

Problem Statement 5:		Annual Goal:	<Enter text>
Root Cause 5:		Strategy:	<Enter text>

Index Number:	☐ **Not Applicable**	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

Needs Assessment Summary and Improvement Plan

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	☐ Data Analysis Process ☐ (Specific) Interventions ☐ Data Quality ☐ Annual Goals ☐ Appropriate Strategy ☐ CSF/ESEA Turnaround ☐ Identification of Root Cause ☐ Training ☐ Quarterly Planning Process ☐ Other ☐ Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>

Problem Statement 6:		Annual Goal:	<Enter text>
Root Cause 6:		Strategy:	<Enter text>

Index Number:	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>

	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 10	057828	Winfree Academy Charter Schools	057828006	Dallas

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Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you **did** meet your annual goal, to what do you attribute your success? If you **did not** meet your annual goal, to what do you attribute your lack of success?	☐ Data Analysis Process ☐ (Specific) Interventions ☐ Data Quality ☐ Annual Goals ☐ Appropriate Strategy ☐ CSF/ESEA Turnaround ☐ Identification of Root Cause ☐ Training ☐ Quarterly Planning Process ☐ Other ☐ Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>				

Problem Statement 7:		Annual Goal:	<Enter text>
Root Cause 7:		Strategy:	<Enter text>

Index Number:	☐ Not Applicable	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th	<Enter text>	If you **did** meet your annual goal, to what do you attribute your success?	☐ Data Analysis Process ☐ (Specific) Interventions ☐ Data Quality ☐ Annual Goals ☐ Appropriate Strategy ☐ CSF/ESEA Turnaround	Please provide additional information for the selection of	<Enter text>

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quarter status of this annual goal.	<Enter text>	If you did not meet your annual goal, to what do you attribute your lack of success?	☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ Training ☐ Other	for the selection of Other or for any selected elements.	<Enter text>

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>

Problem Statement 8:		Annual Goal:	<Enter text>
Root Cause 8:	<Enter text>	Strategy:	<Enter text>

Index Number:	☐ Not Applicable	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>

Problem Statement 9:		Annual Goal:	<Enter text>

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Root Cause 9:		Strategy:	<Enter text>

Index Number:	☐ Not Applicable	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment ☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>

Problem Statement 10:		Annual Goal:	<Enter text>
Root Cause 10:		Strategy:	<Enter text>

Index Number:	☐ Not Applicable	☐ Index 1: Student Achievement	☐ Index 2: Student Progress	☐ Index 3: Closing Achievement Gaps	☐ Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	☐ CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction ☐ CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction ☐ CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership ☐ CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar ☐ CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement ☐ CSF 6-School Climate/ESEA TP: Improve School Environment	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

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☐ CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you **did** meet your annual goal, to what do you attribute your success? If you **did not** meet your annual goal, to what do you attribute your lack of success?	☐ Data Analysis Process ☐ Data Quality ☐ Appropriate Strategy ☐ Identification of Root Cause ☐ Quarterly Planning Process ☐ Ongoing Monitoring and Interventions	☐ (Specific) Interventions ☐ Annual Goals ☐ CSF/ESEA Turnaround ☐ Training ☐ Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions regarding the sustainability of strategies that led to your success.

What strategies, processes, and/or systems has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>

Turnaround Implementation Plan

Definition / Purpose:	The turnaround implementation plan will assist campuses in monitoring the impact of the turnaround initiative on students and other stakeholders. After completing the Campus Data Analysis tab, which identifies problem statements related to the campus' current Improvement Required rating, the Campus Intervention team will: 1. Develop annual goals that resolve the issues identified in the problem statements. In year one of implementation, these goals serve as a half-way checkpoint to a Met Standard Rating. In year two of implementation, these goals will lead to a Met Standard rating. 2. Enter the turnaround initiative and systemic root cause from the board approved campus turnaround plan in the boxes below. These must match what was submitted for agency approval. 3. Break the turnaround initiative into initiative components and develop quarterly goals that measure the implementation and impact of each of these components.

Turnaround Initiative:	<enter turnaround initiative>
Systemic Root Cause:	<enter systemic root cause>

Problem Statements (PS):	PS 1:	Of all the 9-12 STAAR EOC (Algebra I, Biology, English I, English II and US History) testers for Spring 2016, 32% of learners met standards.	Annual Goal 1:	<Enter text>
	PS 2:	Of all 9-12 Algebra I STAAR EOC testers, 11% met standards for the 2015-2016 school year.	Annual Goal 2:	<Enter text>
	PS 3:	Of all 9-12 English I and English II STAAR EOC testers, 33% met standards for the 2015-2016 school year.	Annual Goal 3:	<Enter text>
	PS 4:		Annual Goal 4:	<Enter text>
Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.	PS 5:		Annual Goal 5:	<Enter text>
	PS 6:		Annual Goal 6:	<Enter text>
	PS 7:		Annual Goal 7:	<Enter text>
	PS 8:		Annual Goal 8:	<Enter text>
	PS 9:		Annual Goal 9:	<Enter text>
	PS 10:		Annual Goal 10:	<Enter text>

*** 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.

Turnaround Initiative Component:	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide information as to how your success, or lack

Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
Region 10	057828	Winfree Academy Charter Schools	057828006	Dallas

Turnaround Implementation Plan

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how your success, or lack of success, with this inititative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.	<Enter text>

Turnaround Initiative Component: <Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
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2)	2)	2)	2)
3)	3)	3)	3)
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End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
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End of Year Reporting

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Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
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Turnaround Implementation Plan

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
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End of Year Reporting

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Turnaround Initiative Component:	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1)	1)	1)	1)
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End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
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End of Year Reporting

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Turnaround Initiative Component:	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)

Turnaround Implementation Plan

Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
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End of Year Reporting

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Turnaround Initiative Component:	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>

Turnaround Implementation Plan

Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

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Turnaround Initiative Component: <Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1)	1)	1)	1)
2)	2)	2)	2)
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What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

Q1 Report	Q2 Report	Q3 Report	Q4 Report

Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>

Turnaround Initiative Component: <Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)

Responses to these questions have been from the Contact- Intervention Information Tab	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 10	057828	Winfree Academy Charter Schools	057828006	Dallas

Turnaround Implementation Plan

4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		**What data will be collected to monitor interventions in Q2?**		**What data will be collected to monitor interventions in Q3?**		**What data was collected to monitor interventions in Q4?**	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	**Provide the data or evidence that supports meeting or making progress toward this quarterly goal.**	<Enter text>	**Provide the data or evidence that supports meeting or making progress toward this quarterly goal.**	<Enter text>	**Provide the data or evidence that supports meeting or making progress toward this quarterly goal.**	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	**Based on the work in this component are you on track to meet your annual goals?**	Select	**Based on the work in this component are you on track to meet your annual goals?**	Select	**Did you fully implement this initiative component?**	Select
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End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	**Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.**	<Enter text>

Turnaround Initiative Component:	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		**Q2 Goal:**		**Q3 Goal:**		**Q4 Goal:**	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
1)		1)		1)		1)	
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What data will be collected to monitor interventions in Q1?		**What data will be collected to monitor interventions in Q2?**		**What data will be collected to monitor interventions in Q3?**		**What data was collected to monitor interventions in Q4?**	
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2)		2)		2)		2)	
3)		3)		3)		3)	
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End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select	**Did you meet this quarter's goal?**	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	**Provide the data or evidence that supports meeting or making progress toward this quarterly goal.**	<Enter text>	**Provide the data or evidence that supports meeting or making progress toward this quarterly goal.**	<Enter text>	**Provide the data or evidence that supports meeting or making progress toward this quarterly goal.**	<Enter text>
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End of Year Reporting

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Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:

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4)	4)	4)	4)

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>		<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>

FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions regarding the sustainability of strategies that led to your success.

What strategies, processes, and/or systems has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>

Texas Title I Priority Schools (TTIPS) Grant/Project Monitoring

Critical Success Factor 1: Improve Academic Performance

Annual Performance Goals, 2016-2017	Annual Performance Goals and Targets from EOY document		On-Track assessment	Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring)
			Select	
			Select	
			Select	
			Select	
			Select	
			Select	
			Select	
			Select	

Interventions/Strategies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date	Interventions/Strategies	Activities to Implement Intervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select

Texas Title I Priority Schools (TTIPS) Grant/Project Monitoring

Critical Success Factor 2: Quality Data to Drive Instruction

Annual Performance Goals, 2016-2017	Annual Performance Goals and Targets from EOY document	On-Track assessment	Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring)
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

Interventions/Strategies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date	Interventions/Strategies	Activities to Implement Intervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select

Education Service Center (ESC) Number:	District Number:	District Name:		Campus Number:	Campus Name:
Region 10	057828	Winfree Academy Charter Schools		057828006	Dallas

Texas Title I Priority Schools (TTIPS) Grant/Project Monitoring

Critical Success Factor 3: Leadership Effectiveness

Annual Performance Goals, 2016-2017	Annual Performance Goals and Targets from EOY document	On-Track assessment	Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring)
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

Interventions/Strategies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date	Interventions/Strategies	Activities to Implement Intervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select

Texas Title I Priority Schools (TTIPS) Grant/Project Monitoring

Critical Success Factor 4: Increase Learning Time

Annual Performance Goals, 2016-2017	Annual Performance Goals and Targets from EOY document		On-Track assessment	Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring)
			Select	
			Select	
			Select	
			Select	
			Select	
			Select	
			Select	
			Select	

Interventions/Strategies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date	Interventions/Strategies	Activities to Implement Intervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select

Texas Title I Priority Schools (TTIPS) Grant/Project Monitoring

Critical Success Factor 5: Ongoing Family and Community Engagement

Annual Performance Goals, 2016-2017	Annual Performance Goals and Targets from EOY document	On-Track assessment	Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring)
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

Interventions/Strategies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date	Interventions/Strategies	Activities to Implement Intervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number:	District Number:	District Name:		Campus Number:	Campus Name:
	Region 10	057828	Winfree Academy Charter Schools		057828006	Dallas

Texas Title I Priority Schools (TTIPS) Grant/Project Monitoring

Critical Success Factor 6: Improve School Environment

Annual Performance Goals, 2016-2017	Annual Performance Goals and Targets from EOY document	On-Track assessment	Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring)
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

Interventions/Strategies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date	Interventions/Strategies	Activities to Implement Intervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select

Texas Title I Priority Schools (TTIPS) Grant/Project Monitoring

Critical Success Factor 7: Ensure Effective Teachers

Annual Performance Goals, 2016-2017	Annual Performance Goals and Targets from EOY document	On-Track assessment	Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring)
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

Interventions/Strategies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date	Interventions/Strategies	Activities to Implement Intervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select
					Select						Select

	Region 10	057828	Winfree Academy Charter Schools		057828006		Dallas	

Post-Visit Interventions

Instructions

Upon the conclusion of a performance-based monitoring (PBM) on-site review, a district/charter school will receive a report of on-site findings. The district/charter school will use this on-site report to complete the post-visit interventions (PVI) tab of the targeted improvement plan. This tab has been designed as a resource for a district/charter school to track the progress and completion of the required actions listed in the on-site report and will serve as an anchor for post-visit intervention support.

Required Action	Captured in Workbook	Which Tab/Section of the IP Workbook?	What are your strategies/activities to address this required action?	Timeline for Implementation	Personnel Responsible	Status	Progress Monitoring Data	Additional Comments/ Resources Required
	Select	Select				Select		
	Select	Select				Select		
	Select	Select				Select		
	Select	Select				Select		
	Select	Select				Select		
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	Select	Select				Select		

Corrective Action Plan

Instructions

The district must include noncompliance that is *new (District has not yet received Agency notification)*, **current (within one year of Agency notification), and/or continuing (noncompliance has exceeded one year) in this CAP**. The district must conduct monitoring to determine the progress of implementation of the CAP, provide updates to the TEA regarding CAP implementation, and submit documents verifying implementation of corrective actions upon request.

The district is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance. Failure to correct noncompliance within required timelines will result in elevated interventions or sanctions as referenced in 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, and §97.1071, Special Program Performance; Intervention Stages.

Source(s) of Noncompliance		

☐ Sustained complaint allegations		☐ Continuing noncompliance issue
☐ Adverse due process hearing decisions		☐ Noncompliance identified as result of review of documentation by TEA
☐ Current focused data analysis and/or Compliance Review		☐ Noncompliance identified as a result of non-public review
☐ Noncompliance identified as a result of on-site visit and/or desk review		☐ Noncompliance identified through submission of State Performance Plan (SPP) data

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance *Enter the topic and specific legal reference from the CFR, TEC, or TAC.*	Corrective Actions (CAs) *(Processes and steps to correct noncompliance)*	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Corrective Action Plan

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Corrective Action Plan

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Corrective Action Plan

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