



## Targeted Improvement Plan - DRAFT

<b>District Name:</b> Winfree Academy	<b>County District Number:</b> 057828	<b>Superintendent Name:</b> Brandy Schott
<b>Campus Name:</b> Lewisville Campus	<b>Campus Number:</b> 002	<b>District Coordinator of School Improvement:</b> Christine Rochman
<b>PSP:</b> Pamela Crites	<b>Educational Service Center:</b> Region 10	<b>School Principal:</b> David Stubblefield

**Vision:** We will create an environment of positive academic and personal connections in which everyone continually adapts to support and challenge individuals to achieve the future of their choice.

<b>Problem Statement #1:</b> The overall course completion rate for STAAR-assessed courses for 2017-2018 was 46%.	<b>Annual Goal #1:</b>	The overall course completion rate for STAAR-assessed courses for 2018-2019 will improve to 55%.
<b>Root Cause #1:</b> Pacing guides were not available or used by educators or learners to ensure course completion in STAAR-assessed courses.	<b>Strategy #1:</b>	Implement a pacing guide process and system to help educators identify and assist learners who are not meeting expected progress toward course completion in STAAR-assessed courses.

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Develop pacing guides for STAAR-assessed courses.	9/1 - 10/1	Online Curriculum	District Content Coordinators, Campus Educators	All STAAR-assessed courses will have a pacing guide that educators and learners can easily use to track learner progress in the online curriculum.		Select	
	Train educators and learners on expectation and use of pacing guides.	10/1 - 10/15	Newly created pacing guides	Principal	All educators and learners will understand the importance of and know how to use pacing guides.		Select	
	Set timelines and calendar for pacing guide accountability checks	9/1 - 10/1	Campus Calendar	Campus Leadership Team	Ensure that time is planned for making pacing guide accountability checks.		Select	
	Develop an incentive program and intervention guidelines for learners who are or are not meeting progress goals.	9/1 - 10/31	Student interest survey, Campus Leadership Team	Principal, Campus Admin	Have a defined process for assisting learners to stay on pace.		Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Monitor use of pacing guides by educators.	2 times every 6 weeks, 10/15 - 5/31	Schedule of Staff Accountability Checks, binders, paper	Principal, Campus Admin	Educators will have documentation reflecting consistent use of pacing guides.		Select	
	Monitor use of pacing guides by learners.	2 times every 6 weeks, 10/30 - 5/31	Schedule of Staff Accountability Checks	Principal, Campus Admin	Learners will take on ownership of their learning.		Select	
	Track progress of learners through STAAR - assessed curriculum using Learner Progress Report.	2 times every 6 weeks, 10/30 - 5/31	Pacing Guides / Progress Monitoring sheets, Teacher Documentation Binder Audits, Electronic monitoring of progress, WIMS	Principal	Learners will be progressing through the online curriculum as expected.		Select	
	Monitor the use of incentives and interventions.	2 times monthly, 10/30 - 5/31	Certificates, Community	Principal, Campus Admin	Incentives and interventions are assisting learners in making progress in their courses.		Select	
<b>Long-Term:</b> <i>(Results)</i>	Evaluate STAAR data to determine if course completion positively impacted STAAR results.	3/1 - 5/31	STAAR data, course completion rates	Principal	Revise any part of the process or implementation as needed for 2019-2020 implementation.		Select	
	Evaluate course completion data to determine if there was a correlation between this implementation and student achievement.	3/1 - 5/31	Pacing Guides / Progress Monitoring sheets, Teacher Documentation Binder, Electronic monitoring of progress.	Principal	Pacing guides helped learners gain the knowledge necessary for academic achievement on STAAR.		Select	

<b>Vision Status</b>		<b>Vision Metrics</b>
----------------------	--	-----------------------

**End of Year Report**

Did you meet the annual goal? Why or why not?

  
  
  

Is the root cause resolved? Why or why not?

<b>Problem Statement #2:</b> 91% of graduates did not attain CCMR credit.	<b>Annual Goal #2:</b>	20% of graduates will attain CCMR credit.
---	------------------------	---

Root Cause #2:		There was a lack of knowledge and focus regarding the CCMR standards and the importance of documentation in this area.		Strategy #2:		Create a process identifying clear roles and responsibilities of the campus leadership team surrounding CCMR documentation standards.		
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Identify roles and responsibilities for all staff regarding CCMR.	by 10/15	CCMR Standards, Notes from CLT Training	Principal, CLT	All staff will have clearly defined roles regarding CCMR standards.		Select	
	Develop and train staff on referral process for reporting CCMR criteria.	by 10/15	CCMR Standards, Notes from CLT Training	Principal	Staff will be able to report all instances of learners who meet CCMR criteria.		Select	
	Create Exit Interview Questionnaire and roles and responsibilities guidelines.	by 10/15	CCMR Standards	Principal, Counselor	Counselor and registrar will have tool to record exit plans of graduates.			
	Create calendar of events regarding CCMR opportunities and share with appropriate staff.	by 10/31	Campus calendar	Principal, Counselor	Calendar will reflect scheduled opportunities to encourage CCMR, and staff will be knowledgeable of events.		Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Monitor documentation process of CCMR standards.	monthly, 10/15 - 5/31	CCMR Standards, Notes from CLT Training	Principal, Counselor	Registrar, counselor and CTE teacher will systematically record instances relevant to CCMR standards.		Select	
	Implement and monitor calendared events related to CCMR.	monthly, 10/15 - 5/31	Military personnel, local junior colleges, Career Fair	Counselor	CCMR opportunities will have been presented to learners during the school year.		Select	
	Implement and monitor use of Exit Interview Questionnaire.	monthly, 10/15 - 5/31	Exit Questionnaire	Counselor, Registrar	Every graduate will have expressed specific post high school plans, and will provide the means to follow up to confirm.		Select	
<b>Long-Term:</b> <i>(Results)</i>	Evaluate the process of reporting CCMR standards including the Exit Questionnaire.	4/1 - 5/31	CCMR documentation, PEIMS reports	Counselor, Registrar	Every graduate will have expressed specific post high school plan, and campus will have appropriate documentation.		Select	
	Evaluate the calendared events and determine if student interest needs adjusting for next year.	4/1 - 5/31	Feedback from graduates, PEIMS reports, student interest survey, CCMR documentation or reports	Principal	The process developed will be ready for implementation the following school year with any adjustments made.		Select	

<b>Vision Status</b>		<b>Vision Metrics</b>	
----------------------	--	-----------------------	--

**End of Year Report**

Did you meet the annual goal? Why or why not?

  
  

Is the root cause resolved? Why or why not?

<b>Problem Statement #3:</b>	90% of all learners did not at least meet grade level standards on all STAAR assessments for 2017-2018.	<b>Annual Goal #3:</b>	20% of all learners will at least meet grade level standards on all STAAR assessments for 2018-2019.
<b>Root Cause #3:</b>	Educators did not have or use a TEKS-aligned process to ensure learner preparedness for STAAR objectives in the direct instruction setting.	<b>Strategy #3:</b>	Develop a system and process to ensure learner mastery of TEKS objectives during direct instruction.

Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Train educators on STTAR- assessed TEKS with emphasis on reporting categories, readiness standards and supporting standards for each STAAR EOC.	by Oct 31	Content Coordinators, Educators. lead4ward	Asst Supt C&I, C&I Staff	All educators will demonstrate ability to use appropriate TEKS for the subject taught.		Select	
	Train educators on different types of assessment (summative and formative) and strategies to use during direct instruction.	by Oct 31	Content Coordinators, Region 10	Principal	All educators will have a variety of formative assessment tools to use during direct instruction to ensure learner mastery of TEKS objectives.		Select	

	Develop and train educators on guidelines for direct instruction lesson planning especially as it relates to the use of formative assessments.	by Oct 31	Principal, walk through and observation forms	Asst Supt C&I, Principal	All educators will understand and be able to use appropriate strategies for ensuring learner mastery of objectives.	Select	
						Select	
<b>Intermediate: (Implementation)</b>	Monitor and provide feedback to educators regarding the use of different assessment tools during direct instruction.	no less than 2 times every 6 weeks, 11/1 - 5/31	Walk through and observation forms	Principal, Campus Admin	Educators will have a clear understanding of their progress and show improvement in the use of formative assessments.	Select	
	Review learner Interim Assessment and benchmark data to plan targeted instruction.	10/10 - 10/22, spring dates TBD	District Assessment Coordinator, Content Coordinator	Principal, Campus Admin	Develop instruction that will target the TEKS objectives most needed based on Interim Assessment and benchmark data.		
	Adapt scope and sequence based on Interim Assessment and benchmark results to impact positively direct instruction in preparation for fall and spring STAAR testing.	10/24 - 10/31, spring dates TBD	Content Coordinator, lesson plans in Google Drive, teacher-developed lessons	Principal, Campus Admin	All educators will plan targeted instruction for specified learners to ensure TEKS objective mastery.	Select	
	Monitor direct instruction for instructional strategies, formative assessment and learner success.	no less than 2 times every 6 weeks, 11/1 - 5/31	Teacher Documentation Binder, Walk Throughs, Observations	Principal, Campus Admin	Teachers will use formative assessment to determine if learners show 80% mastery of TEKS objectives.	Select	
<b>Long-Term: (Results)</b>	Evaluate the use of different assessment tools and determine effectiveness based on fall and spring EOC results.	2/1 - 6/1	STAAR data, benchmarks, course completion reports, progress monitoring tools, teacher evaluations, learner artifacts	Principal, Campus Admin, CLT	All educators will use formative, TEKS-aligned assessments to improve overall learner performance.	Select	
	Evaluate the implementation of appropriate direct instruction strategies.	2/1 - 6/1	Lesson Plans, teacher observation forms, principal reports, learner artifacts, walk through form	Principal, Campus Admin, CLT	All educators will use diverse instructional strategies/practices consistently and with fidelity to improve student performance.	Select	

<b>Vision Status</b>	<b>Vision Metrics</b>
----------------------	-----------------------

**End of Year Report**

Did you meet the annual goal? Why or why not?

  
  

Is the root cause resolved? Why or why not?