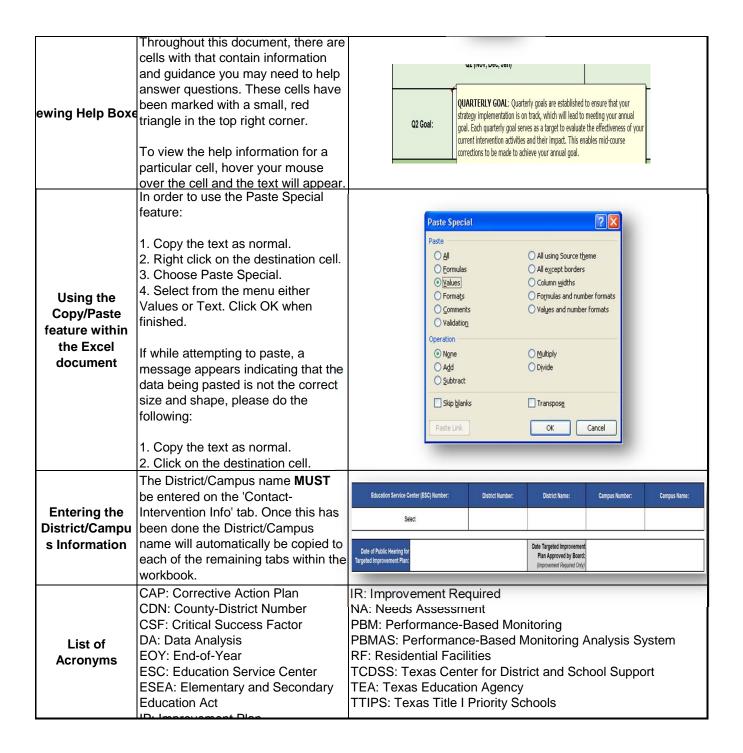
# !016-2017 Targeted Improvement Plan - for PC विशेष



## **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 <b>ONE</b> 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.	Screenshot  IS DISTRICT-DATA ANALYSIS NA SUMMARY AND IP TTIPS  TTIPS - ① : ①
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.	Superman  Choose your favorite superhero?  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	A long time ago, in  Best Special.  Joset  Row Height  Row Height  A long time ago, in a galaxy far, far  A long time ago, in a galaxy far, far  Best Special.  Joset  Row Height  A long time ago, in a galaxy far, far  away  Best Concel  Best Concel



### \* 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 Co	enter (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:			
Regio	on 10	057828	Winfree Academy Charter Schools	057828006	Dallas			
Date of Public Hearing for Targeted Improvement Plan:		3/2016	Date Targeted Improvement Plan Approved by Board:					
District Coordinator of School Improvement (DCSI):		Rochman	Professional Service Provider (PSP) Name:	Pamel	a Crites			
		District/Campus Leadership	o 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="" here.="" name=""></enter>			

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

	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
Is your campus identified as a Priority campus?	No	questions have been populated from the Contact-Intervention
Is your campus identitified as a TTIPS campus?	No	Information Tab
Is your campus implementing a turnaround plan?	Select	

### **Section II - Index Questions**

	Did your campus meet standard for Index 1?		No	
		Student Group	Content Area	
		African American	☑ Reading ☐ Writing ☐ Science ☐ Social Studies ☑ Mathematic	ics
		Hispanic	☑ Reading ☐ Writing ☐ Science ☐ Social Studies ☑ Mathematic	ics
		White	☑ Reading ☐ Writing ☐ Science ☐ Social Studies ☑ Mathemati	ics
	If your campus Index 1 score was 5 points above index target, you do not need to answer this question*.	American Indian	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐ Mathematic	ics
Index 1 -		Asian	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐ Mathematic	ics
Student Achievement	Which student group(s) is(are) in greatest need of improvement?	Pacific Islander	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐ Mathematic	ics
	(Reminder: System safeguards data can help with this analysis.)	Two or More Races	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐ Mathematic	ics
	* See help box for score details.	Economically Disadvantaged	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐ Mathematic	ics
		Special Education	☐ Reading ☐ Writing ☐ Science ☐ Social Studies ☐ Mathematic	ics
		English Language Learners	□ Reading □ Writing □ Science □ Social Studies □ Mathematic	ics
	<provide additional="" any="" here.="" information=""></provide>			
	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?	African Hispanic	☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or Mo	re
Index 2 -	(Reminder: Consider the exceeded progress component as well as made progress when answering.)			
Student Progress	Karana arang madalahan Orang dan madalah	☐ Students who failed in 2015 and failed	ed in 2016	
	If your campus met Index 2 target, then you do not need to answer this question.	☐ Students who passed in 2015 and pass	assed in 2016	
	If your campus missed Index 2 target, which student group(s)	☐ Students who were at Level III performs	mance in 2015 and scored a Level II performance in 2016	
	contributed to missing the Index 2 target?	☐ Other		
	<provide additional="" any="" here.="" information=""></provide>			

	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	
Index 3 - Closing Achievement Gaps	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 additional="" any="" here.="" information=""></provide>					
	Did your campus meet standard for Index 4? *see help box for score details		Yes w	th an AEA index sco	ore equal to target or less than/equal to 5 points a	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	☐ STAAR compo	onent-student perform	ance at or above Lev	vel II, Final	
Index 4 -	question.  If your AEA campus Index 4 score was more than 5 points above	☐ Graduation Ra	ate			
Postsecondary Readiness	the Index 4 target, then you do not need to answer this question.	☐ Graduation Pla	an			
	Which component(s) of Index 4 contributed to your campus missing Index 4?	Postsecondary	y Indicator			
	<provide additional="" any="" here.="" information=""></provide>					

# 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	□ СТЕ	□ 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=""></enter>			

### Section IV - Critical Success Factors (CSFs):

The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables.

In order to help identify the pivotal factors that contribute to the overall success of the campus' processes for each CSF.

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

	(For possible data sources, see the <u>CSF Data Sources</u> document)
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.

focus areas for the targeted 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 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. 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. Student Group **Content Area** African American Reading Writing Science ☑ Social Studies ☑ Mathematics □ Not Applicable Writing Hispanic Reading 4 Science Social Studies 4 Mathematics White Reading Writing 4 Science Mathematics Which Index(es) does this problem statement address? ☑ Index 1: Student Achievement Problem Statement 1: American Indian □ Reading Writing Science Social Studies Mathematics Asian ☐ Reading ☐ Writing Science Social Studies Mathematics Campuses may also connect □ Index 2: Student Progress Pacific Islander Social Studies Mathematics ☐ Reading ☐ Writing Science this problem statement to Two or More Races ☐ Reading ☐ Writing Science Social Studies Mathematics missed/targeted system safeguard(s). ☐ Index 3: Closing Achievement Gaps Economically Disadvantaged Science Social Studies Mathematics ☐ Reading ☐ Writing Special Education □ Reading □ Science ☐ Social Studies Mathematics ☐ Writing ☐ Index 4: Postsecondary Readiness **English Language Learners** □ Reading ☐ Writing □ Science □ Social Studies □ Mathematics Of all 9-12 Algebra I STAAR EOC testers, 11% met standards for the 2015-2016 school year. Student Group **Content Area** African American □ Reading □ Writing ☐ Science Mathematics □ Not Applicable ☐ Reading Hispanic ☐ Writing ☐ Science Mathematics White □ Reading Mathematics □ Writing Science Which Index(es) does this ☐ Index 1: Student Achievement problem statement address? **Problem Statement 2:** American Indian □ Reading Social Studies Mathematics □ Writing □ Science Asian □ Reading Writing Science Social Studies Mathematics Campuses may also connect ☐ Index 2: Student Progress Pacific Islander □ Reading ☐ Writing □ Science Social Studies Mathematics this problem statement to Two or More Races □ Reading □ Writing Science Social Studies Mathematics missed/targeted system safeguard(s). ☐ Index 3: Closing Achievement Gaps Economically Disadvantaged □ Reading ☐ Writing Science Social Studies Mathematics Special Education Mathematics Reading □ Writing Science Social Studies □ Index 4: Postsecondary Readiness English Language Learners □ Science ☐ Reading ☐ Writing Social Studies Mathematics

	Of all 9-12 English I and English I	II STAAR E	EOC testers, 33% met standards for the 20	015-2016 school year.										
				Student Group						Content Are	13			
				African American	V	Reading	<b>4</b>	Writing		Science		Social Studies		Mathematics
			Not Applicable	Hispanic	v	Reading	7	Writing		Science		Social Studies		Mathematics
	Which Index(es) does this		ľ	White	Ø	Reading	7	Writing		Science		Social Studies		Mathematics
Problem Statement 3:	problem statement address?		Index 1: Student Achievement	American Indian		Reading		Writing		Science		Social Studies		Mathematics
	Communes may also sources			Asian		Reading		Writing		Science		Social Studies		Mathematics
this problem statement to missed/targeted system	Campuses may also connect		Index 2: Student Progress	Pacific Islander		Reading		Writing		Science		Social Studies		Mathematics
			Two or More Races		Reading		Writing		Science		Social Studies		Mathematics	
	safeguard(s).		Index 3: Closing Achievement Gaps	Economically Disadvantaged		Reading		Writing		Science		Social Studies		Mathematics
				Special Education		Reading		Writing		Science		Social Studies		Mathematics
			Index 4: Postsecondary Readiness	English Language Learners		Reading		Writing		Science		Social Studies		Mathematics
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Problem Statement 4:		_	Not Applicable  Index 1: Student Achievement	African American Hispanic		Reading		Writing		Science Science		Social Studies		Mathematics
Problem Statement 4:	Which Index(es) does this problem statement address?		Index 1: Student Achievement	African American Hispanic White		Reading Reading		Writing		Science Science Science	0	Social Studies Social Studies		Mathematics Mathematics
Problem Statement 4:	Which Index(es) does this problem statement address?  Campuses may also connect			African American Hispanic White American Indian		Reading Reading Reading		Writing Writing Writing		Science Science Science Science		Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics
Problem Statement 4:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian		Reading Reading Reading Reading		Writing Writing Writing Writing	0	Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics
Problem Statement 4:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to		Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander		Reading Reading Reading Reading Reading		Writing Writing Writing Writing Writing Writing		Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 4:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races		Reading Reading Reading Reading Reading Reading Reading		Writing Writing Writing Writing Writing Writing Writing		Science Science Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics

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				Student Group					(	Content Area				
				African American		Reading	Writ	ing		Science		Social Studies		Mathematics
			Not Applicable	Hispanic		Reading	Writ	ing		Science		Social Studies		Mathematics
	Which Index(es) does this			White		Reading	Writ	ing		Science		Social Studies		Mathematics
Problem Statement 5:	problem statement address?		Index 1: Student Achievement	American Indian		Reading	Writ	ing		Science		Social Studies		Mathematics
				Asian		Reading	Writ	ing		Science		Social Studies		Mathematics
	Campuses may also connect this problem statement to		Index 2: Student Progress	Pacific Islander		Reading	Writ	ing		Science		Social Studies		Mathematics
	missed/targeted system			Two or More Races		Reading	Writ	ing		Science		Social Studies		Mathematics
	safeguard(s).		Index 3: Closing Achievement Gaps	Economically Disadvantaged		Reading	Writ	ing		Science		Social Studies		Mathematics
				Special Education		Reading	Writ	ing		Science		Social Studies		Mathematics
			Index 4: Postsecondary Readiness	English Language Learners		Reading	Writ	ing		Science		Social Studies		Mathematics
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Problem Statement 6:			Not Applicable  Index 1: Student Achievement	African American Hispanic		Reading Reading	Writ	ing		Science Science		Social Studies	0	Mathematics
Problem Statement 6:	Which Index(es) does this problem statement address?		Index 1: Student Achievement	African American Hispanic White		Reading Reading Reading	Writ	ing ing ing		Science Science Science		Social Studies Social Studies		Mathematics Mathematics
Problem Statement 6:	Which Index(es) does this problem statement address?  Campuses may also connect		12	African American Hispanic White American Indian		Reading Reading Reading Reading	Writ Writ	ing ing ing		Science Science Science	0	Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics
Problem Statement 6:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian		Reading Reading Reading Reading Reading	Writ Writ Writ	ing ing ing ing		Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics
Problem Statement 6:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to		Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander		Reading Reading Reading Reading Reading Reading Reading	Writ Writ Writ Writ	ing ing ing ing ing ing		Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 6:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races		Reading Reading Reading Reading Reading Reading Reading	Writ Writ Writ Writ Writ	ing ing ing ing ing ing ing ing		Science Science Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics

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				Student Group				Content Are	ea			
				African American		Reading	Writing	Science		Social Studies		Mathematics
			Not Applicable	Hispanic		Reading	Writing	Science		Social Studies		Mathematics
	Which Index(es) does this	_		White		Reading	Writing	Science		Social Studies		Mathematics
Problem Statement 7:	problem statement address?		Index 1: Student Achievement	American Indian		Reading	Writing	Science		Social Studies		Mathematics
thi mi				Asian		Reading	Writing	Science		Social Studies		Mathematics
	Campuses may also connect this problem statement to		Index 2: Student Progress	Pacific Islander		Reading	Writing	Science		Social Studies		Mathematics
	missed/targeted system			Two or More Races		Reading	Writing	Science		Social Studies		Mathematics
	safeguard(s).		Index 3: Closing Achievement Gaps	Economically Disadvantaged		Reading	Writing	Science		Social Studies		Mathematics
		_		Special Education		Reading	Writing	Science		Social Studies		Mathematics
			Index 4: Postsecondary Readiness	English Language Learners		Reading	Writing	Science		Social Studies		Mathematics
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Problem Statement 8:	Which Index(es) does this problem statement address?		Index 1: Student Achievement	African American Hispanic White		Reading Reading Reading	Writing Writing	 Science Science		Social Studies Social Studies		Mathematics Mathematics
Problem Statement 8:	Which Index(es) does this		0 0 0 V 5000 sensor	African American Hispanic White American Indian		Reading Reading Reading Reading	Writing Writing Writing	Science Science Science		Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics
Problem Statement 8:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian		Reading Reading Reading Reading Reading	Writing Writing Writing Writing	Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics
Problem Statement 8:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to		Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander		Reading Reading Reading Reading Reading Reading Reading	Writing Writing Writing Writing Writing	Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 8:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races		Reading Reading Reading Reading Reading Reading Reading	Writing Writing Writing Writing Writing Writing Writing	Science Science Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies Social Studies		Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics

	<type he<="" problem="" statement="" th="" your=""><th>ere.&gt;</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></type>	ere.>											
				Student Group						Content Are	a		
				African American		Reading		Writing		Science		Social Studies	Mathematics
			Not Applicable	Hispanic		Reading		Writing		Science		Social Studies	Mathematics
	Which Index(es) does this problem statement address?	_		White		Reading		Writing		Science		Social Studies	Mathematics
Problem Statement 9:			Index 1: Student Achievement	American Indian		Reading		Writing		Science		Social Studies	Mathematics
				Asian		Reading		Writing		Science		Social Studies	Mathematics
	Campuses may also connect this problem statement to		Index 2: Student Progress	Pacific Islander		Reading		Writing		Science		Social Studies	Mathematics
	missed/targeted system			Two or More Races		Reading		Writing		Science		Social Studies	Mathematics
	safeguard(s).		Index 3: Closing Achievement Gaps	Economically Disadvantaged		Reading		Writing		Science		Social Studies	Mathematics
				Special Education		Reading		Writing		Science		Social Studies	Mathematics
			Index 4: Postsecondary Readiness	English Language Learners		Reading		Writing		Science		Social Studies	Mathematics
	<type he<="" problem="" statement="" th="" your=""><th>ere.&gt;</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></type>	ere.>											
	<type he<="" problem="" statement="" th="" your=""><th>ere.&gt;</th><th></th><th>Student Group</th><th></th><th></th><th></th><th></th><th></th><th>Content Are</th><th>ea</th><th></th><th></th></type>	ere.>		Student Group						Content Are	ea		
	<type he<="" problem="" statement="" th="" your=""><th>_</th><th></th><th>Student Group African American</th><th></th><th>Reading</th><th></th><th>Writing</th><th>0</th><th>Content Are</th><th>ea 🗆</th><th>Social Studies</th><th>Mathematics</th></type>	_		Student Group African American		Reading		Writing	0	Content Are	ea 🗆	Social Studies	Mathematics
	<type he<="" problem="" statement="" th="" your=""><th>ere.&gt;</th><th>Not Applicable</th><th>African American Hispanic</th><th></th><th>Reading Reading</th><th>0</th><th>Writing</th><th>0</th><th>Science Science</th><th>1000</th><th>Social Studies</th><th>Mathematics Mathematics</th></type>	ere.>	Not Applicable	African American Hispanic		Reading Reading	0	Writing	0	Science Science	1000	Social Studies	Mathematics Mathematics
	Which Index(es) does this			African American Hispanic White	-					Science		11 11000 11	-
Problem Statement 10:		_	Not Applicable Index 1: Student Achievement	African American Hispanic		Reading		Writing		Science Science		Social Studies	Mathematics
Problem Statement 10:	Which Index(es) does this problem statement address?		Index 1: Student Achievement	African American Hispanic White		Reading Reading	_	Writing		Science Science Science		Social Studies Social Studies	Mathematics Mathematics
Problem Statement 10:	Which Index(es) does this			African American Hispanic White American Indian		Reading Reading Reading		Writing Writing Writing		Science Science Science Science		Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics
Problem Statement 10:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian		Reading Reading Reading Reading		Writing Writing Writing Writing		Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics
Problem Statement 10:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to		Index 1: Student Achievement	African American Hispanic White American Indian Asian Pacific Islander Two or More Races Economically Disadvantaged		Reading Reading Reading Reading Reading Reading Reading Reading		Writing Writing Writing Writing Writing Writing Writing Writing Writing		Science Science Science Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics
Problem Statement 10:	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system		Index 1: Student Achievement Index 2: Student Progress	African American Hispanic White American Indian Asian Pacific Islander Two or More Races		Reading Reading Reading Reading Reading Reading Reading		Writing Writing Writing Writing Writing Writing Writing		Science Science Science Science Science Science Science Science		Social Studies Social Studies Social Studies Social Studies Social Studies Social Studies	Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:	
Intervention Information Tab	Region 10	057828	Winfree Academy Charter Schools	057828006	Dallas	
		DISTRICT - Data A	nalysis Summary			
Instruc	the continuous improvement process  The data analysis is divided into six s VI, however; the remaining sections	s. The data analysis helps inform your distri- sections. Please answer Section I- General are based on your district response to Sect	pose and the summary of findings statements I ct in the completion of the targeted improvement Questions as it will help you determine the renion I. Please note, when going through the date contact your TEA/TCDSS support specialist.	nt plan as required by your district stagir naining questions required for the distric	ng identification. t data analysis process. All di	istricts will complete sections I, V, and
Definition/Pu	rpose: Data analysis and review of student low performance and ineffectiveness	level data conducted by your district leaders of program areas. Data analysis informs the	ship team [Texas Education Code (TEC) §39.1 the needs assessment and leads to a targeted it	02-104 (a) and 19 Texas Administrative mprovement plan.	e Code (TAC) §97.1071] is de	esigned to identify factors contributing to
Summary of Fin	dings: A data summary captures patterns a	nd trends in the data. A summary of finding	s is a way to synthesize the outcome of the da	a analysis to create the problem statem	nents 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
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	populated from the Contact-Intervention Information Tab
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)

	Did your district meet standard for Index 1?					Select						
		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
	If your district Index 1 score was 5 points above index target, you do not need to answer this question*.	American Indian		Reading		Writing		Science		Social Studies		Mathematics
Index 1 - Student Achievement	Which student group(s) is(are) in greatest need of improvement?	Asian		Reading		Writing		Science		Social Studies		Mathematics
		Pacific Islander		Reading		Writing		Science		Social Studies		Mathematics
	(Reminder: System safeguards data can help with this analysis.) * See help box for score details.	Two or More Races		Reading		Writing		Science		Social Studies		Mathematics
	nop son to cook detaile.	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 additional="" any="" here.="" information=""></provide>											
	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?	African Hispanic		White		American I	ndian 🗆	Asian		Pacific Islander		Two or More Races
Index 2 -	(Reminder: Consider the exceeded progress component as well as made progress when answering.)											
Student Progress		☐ Students who failed in 2015 and failed	in 201	16								
	If your district met Index 2 target, then you do not need to answer this question.	☐ Students who passed in 2015 and pass	sed in	2016								
	If your district missed Index 2 target, which student group(s) contributed	☐ Students who were at Level III performs	ance i	in 2015 and sc	ored a L	evel II perfor	rmance in 2	2016				
	to missing the Index 2 target?	Other										
	<provide additional="" any="" here.="" information=""></provide>											

	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	A – 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	ı	☐ Pacific Islander	ш.	⊤wo 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 additional="" any="" here="" information=""></provide>											
	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.	□ STAAR component-student performance at or above Level II, Final										
Index 4 -	If your AEA district Index 4 score was more than 5 points above the		☐ Graduation Rate									
Postsecondary Readiness	Index 4 target, then you do not need to answer this question.	☐ Graduation Plan										
4	Which component(s) of Index 4 contributed to your district missing Index 4?		Postsecondary In	ndica	tor							
	<provide additional="" any="" here.="" information=""></provide>											

#### **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 C	CTE	□ NCLB (Title I, Part A, or Migrant)	□ Special Education
What campus/es is/are contributing to student performance indicators	with a performance le	evel of 2 or 3?		
<enter text=""></enter>				
In which program area(s) has the graduation rate been identified as a	n area of concern?			
	BE/ESL C	CTE	□ NCLB (Title I, Part A, or Migrant)	□ Special Education
In which program area(s) has the dropout rate been identified as an a	rea 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 pro	gram areas, inc	cluding correlations between PBMAS areas	s of concern and your system safeguards, does the data reveal?
<enter text=""></enter>				
What does your longitudinal PBMAS data from the past two years rev	eal when compared to	your current y	year's report?	
<enter text=""></enter>				

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=""></enter>
How is individualized decision-making affected by the identified patterns and trends?
<enter text=""></enter>
Based on the data, what are the strengths or weaknesses of the district's support for students with disabilities residing in RFs?
<enter text=""></enter>

#### 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 RF data is the result of numerous variables. In order the 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 datalease 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												
Capacity and Resources	Communication	Processes/Procedures	Organizational Structure									
<enter text=""></enter>	<enter text=""></enter>	<enter text=""></enter>	<enter text=""></enter>									
		CSFs										
	(For possible data sources, see the	CSF Data Sources document)										
Academic Performance	<enter text=""></enter>											
Use of Quality Data to Drive Instruction	<enter text=""></enter>											
Leadership Effectiveness	<enter text=""></enter>											
Increased Learning Time	<enter text=""></enter>											
Family and Community Engagement	<enter text=""></enter>											

	<enter text=""></enter>
School Climate	
	<enter text=""></enter>
Teacher Quality	

#### **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.

	<type he<="" problem="" statement="" th="" your=""><th>ere.&gt;</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></type>	ere.>								
				Student Group			Content Are	а		
				African American	Reading	Writing	Science		Social Studies	Mathematics
			Not Applicable	Hispanic	Reading	Writing	Science		Social Studies	Mathematics
	Which Index(es) does this			White	Reading	Writing	Science		Social Studies	Mathematics
	problem statement address?		Index 1: Student Achievement	American Indian	Reading	Writing	Science		Social Studies	Mathematics
Problem Statement 1:	Districts may also connect this problem statement to missed/targeted system			Asian	Reading	Writing	Science		Social Studies	Mathematics
			Index 2: Student Progress	Pacific Islander	Reading	Writing	Science		Social Studies	Mathematics
				Two or More Races	Reading	Writing	Science		Social Studies	Mathematics
	safeguard(s).		Index 3: Closing Achievement Gaps	Economically Disadvantaged	Reading	Writing	Science		Social Studies	Mathematics
				Special Education	Reading	Writing	Science		Social Studies	Mathematics
			Index 4: Postsecondary Readiness	English Language Learners	Reading	Writing	Science		Social Studies	Mathematics
	Which PBMAS indicators and/or RF data does this problem statement address?									

Responses to these questions have been from the Contact-	Education	Service Center (ESC) Number:	District Number:		District Name:		Campus Number:	Campus Name:					
Intervention Information Tab		Region 10	057828		Winfree Academy Charter Schools		057828006	Dallas					
	Needs Assessment Summary and Improvement Plan												
Definition / Purpose:	Step 1: Clarify ar Step 2: Establish Step 3: Gather d Step 4: Review d Step 5: Root cau	ter 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:  pp. 1: Clairly and prioritize problem statements pp. 2: Establish the purpose of assessing root causes and establish the team pp. 3: Gather data pp. 4: Review data analysis pp. 5: Root cause analysis en eeds assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.											
	PS 1:	Of all the 9-12 STAAR EOC (Alg 2016, 32% of learners met stand	ebra I, Biology, English I, English II and US History) testers ards.	rs for Spring	is occurring because of Root Cause #1		Systems were not in place to accurately i EOC Spring 2016 testers.	dentify, provide and monitor the learner pro	ogress of differentiated instruction for all				
	PS 2:	Of all 9-12 Algebra I STAAR EO	C testers, 11% met standards for the 2015-2016 school ye	ear.	is occurring because of Root Cause #2	ds.							
Problem Statements	PS 3:	Of all 9-12 English I and English year.	II STAAR EOC testers, 33% met standards for the 2015-2	2016 school	is occurring because of Root Cause #3			the STAAR assessed reading and writing successful on their STAAR EOC English I a					
(PS):	PS 4:				is occurring because of Root Cause #4	Root Cause 4:	<enter text=""></enter>						
Problem statements are carried over from	PS 5:				is occurring because of Root Cause #5	Root Cause 5:	<enter text=""></enter>						
Section VI of the Campus Data Analysis tab	PS 6:				is occurring because of Root Cause #6	Root Cause 6:	<enter text=""></enter>						
tab OR Section VI of the District Data Analysis Summary tab.	PS 7:				is occurring because of Root Cause #7	Root Cause 7:	<enter text=""></enter>						
	PS 8:				is occurring because of Root Cause #8	Root Cause 8:	<enter text=""></enter>						
	PS 9:				is occurring because of Root	Root	Enter texts						

Identified and Prioritized Root Causes:

PS 10:

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.

is occurring because of Root Cause #10 Root Cause 10:

<Enter text>

\*\*\* Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.\*\*\*

Responses to these questions have been from the Contact-	Education	Service Center (ESC) Number:	District I		District N		(	Campus Number:	(	Campus Name:			
Intervention Information Tab		Region 10	057		Winfree Academy C		nent Pla	057828006		Dallas			
Proble	em Statement 1:	Of all the 9-12 STAAR EOC (Alg				Annual Goal	Of all 9-12 S		ra I, Biology, E	English I, English II and US I	History) testers, 50% of learners will meet		
	Root Cause 1:	learners met standards.  Systems were not in place to acci	urately identify, provide and r	monitor the learner progress	of differentiated instruction for	Strategy:	to the three-p	part differentiated instructional	al model which	includes the online curricul	and monitoring learner progress in relation um through Edmentum, accelerated ons and Mentoring (AIM) for Spring 2017		
	Index Number:	□ Not Applicable	☑ Index 1: S	tudent Achievement	☐ Index 2: Stude	ent Progress F	testers.	Closing Achievement Ga			ostsecondary Readiness		
		CSF 1-Improve Academic											
CSF 2-Quality Data to Drive Instruction/ESEA TP. Use of Data to Inform Instruction  CSF 3-Leadership Effectiveness/ESEA TP. Provide Strong Leadership  ESEA Turnaround Principles (TPs)  Major Systems  □ CSF 4-Increased Learning Time/ESEA TP. Prodesigned 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 impact the index/indic		educators will be able to such	ccessfully utilian npacted by add	ze resources and tools to po dressing this root cause incl	r progress of differentiated instruction, sitively impact learner progress. Critical ude Academic Performance, Use of		
					Inte	ventions by Quarte	er						
Districts and 1st Y at a minimum, the int	Q1 (Aug, Sept, ear IR campuses terventions accon	Oct) are required to provide, applished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)			Q3 (Fe	b, Mar)		Q4	(April, May, June)		
		e first 9 weeks, 100% of educators scessary to identify EOC testers her progress in each of the lels used.	Q2 Goal:	By the end of the first sem utilizing the proper tools to upcoming STAAR test in the	esbr, 100% of educators will be ensure learner success on the her specific content areas.	Q3 Goal:	progress thro models used	f March, all learners will have ough each of the three instruu ; thus, gaining the skills nece n their upcoming STAAR EC	ctional essary to be		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 Intervention			Q2 Interventions	40			ventions			4 Interventions		
	allow successful snapshot learner	n educators on a tool which will identification of accountability / s.		the tools created to monito week Teacher Documenta Create and implement use	d admin team will verify the use of r learner progress through the 6 tion BInder Audits. ————————————————————————————————————		Audits.	of tools created to monitor leading to the sugh Teacher Documentation the sugh Teacher Documentation that the sugh Teacher Documentation is sught to the sugh Teacher	n Binder	1)	Review overall effectiveness of tools used to monitor learner progress through the Teacher Documentation Binder Audits.  Review effectiveness of intervention		
	monitoring tool.	learners Benchmark #1 for all		and monitor their own prog	rets.	2)	determine ne Create and u	ed for intervention strategies se appropriate intervention s	1		strategies used with learners.  Review and determine areas of strength and weakness in relation to intervention		
4)	EOC*lested alrea		4)	Provide educator training obenchmark data.	n leading and utilizing	4	learners not meeting progress goals.			4)	strategies used.		
What data will be co	ollected to moni	itor interventions in Q1?	What data will	be collected to monitor i	nterventions in Q2?	What data will be	e collected to	monitor interventions in	Q3?	What data was collec	ted to monitor interventions in Q4?		
	What data will be collected to monitor interventions in Q1?  Assessment Spreadsheet created, agenda, sign sheets		Assessment Spreadsheet created, agenda, sign in sheets. Focused Instruction Blncer Audit includes - AIM sheets  Teacher Documentation Blncer Audit includes - AIM sheets, Focused Instruction Blncer Audit includes - AIM sheets. Focused Instruction Focused Instruction, Assessment Spreadsheet				n tign in sheets, Learner Lesson Plans for Focused	1)	Teacher Doo sign in sheet Learner Prog	rumentation BInder Audit incl s, Focused Instruction sign in press Monitoring Tool, Lesson truction, Assessment Spread	ludes - AIM n sheets, n Plans for	41)	Teacher Documentation Binder Audits - Feedback Forms
2)	Learner Progress and sign in sheet	amer Progress Monitoring Tool created, agenda d sign in sheets			mantained in Comm Logs	2	Focused Inst	truction Lists maintained in Comm Logs			Focused Instruction Lists maintained in Comm Logs		
3)	Testing Lists, ber data	nchmark calendar, benchmark	3)	Agendas, sign in sheets, individual content coordinator meeting logs			3) Benchmark data analysis				State Assessment and Benchmark Data - Data Analysis		
4)			4)	Learner self-monitoring an	d pal-setting tool	4	Learner Inter	vention Strategies List		4)			
			I.		End of Quarter Re	eporting				T			
Districts and 1st Year I	Q1 Report IR campuses are i quarter 1 (Q1) re	not required to complete the port.		Q2 Report			Q3 R	eport			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.	assessment spre monitoring tools a ensuring all have	d for all educators on the adsheet, learner progress and benchmark testing. By been trained, we can now begin e of the tools provided and adjust	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		
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 additi<="" any="" td=""><td>ional information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" infor<="" td=""><td>metion here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter a<="" any="" td=""><td>dditional information here&gt;</td><td></td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter></td></enter>	ional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" infor<="" td=""><td>metion here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter a<="" any="" td=""><td>dditional information here&gt;</td><td></td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter>	metion here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" td=""><td>dditional information here&gt;</td><td></td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter>	dditional information here>		<enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter>	nation here>		
					End of Year Rep	-							
nnual goal.  to what do you attribute your lack of success?  Quarterly Planning				Data Quality	□ Training □ Other		Please provi additional in for the selec Other or for selected elei	formation tion of any	<enter text=""></enter>				
	of success, will in	ed elements and their impact nform/influence your planning	<enter text=""></enter>										
Problem Statement 2: Of all 9-12 Algebra I STAAR EOC testers, 11% met standards for the 2015-2016 school year.					year.	Annual Goal:	On the 2016	-17 STAAR Algebra I EOC,	38% of learne	rs will meet or exceed standa	ards.		
Root Cause 2: The instruction provided did not align to the rigor of the Algebra I ass				a I assessed standards.		Strategy:	Establish and monitor a system to assist educators with the implementation of the new Algebra I scope and sequence on the standards that testers most often missed on the Spring 2016 Algebra I EOC.						
	Index Number:	■ Not Applicable	☑ Index 1: S	tudent Achievement	☐ Index 2: Stude	nt Progress	□ Index 3: Closing Achievement Gaps □ Index 4: Postsecondary Readiness						
		☑ CSF 1-Improve Academic	Performance / ESEA TP:	Strengthen the School's In	struction								

Responses to these questions have been from the Contact-	Education	Service Center (ESC) Number: Region 10	District I		District Ne Winfree Academy Co			C	ampus Numbe 057828006	r (	Campus Name: Dallas	
Intervention Information Tab		Region To					0V0P	ont Dia			Danas	
					Assessment Summary	and impre	oven	ient Pia	ın			
Critical Success Factor ESEA Turnaround Prin Major System	ciples (TPs)		veness/ESEA TP: Provide : g Time/ESEA TP: Redesign r Engagement/ESEA TP: O	Strong Leader ned School Ca ngoing Family	rship	How will addles impact the no		root cause	standards, we 2017. Acade	will see an improvement in	the area of learner performa uality Data to Drive Instructi	with the rigor of the Algebra I assessed ance on the Algebra I EOC for Spring on and Teacher Quality are the Critical being addressed.
		CSF 6-School Climate/ES										
		☑ CSF 7-Teacher Quality/E	SEA TP: Ensure Effective 1	eachers								
Districts and 1st Ye	Q1 (Aug, Sept, ear IR campuses	are required to provide,		Q2 (No	Inter	ventions by	Quarte	Q3 (Fe	b, Mar)		Q4	(April, May, June)
Q1 Goal:	By the end of the have the tools no scope and seque	plished for quarter 1 (Q1).  If first 9 weeks, math educators will occessary to implement the new once (including instructional dress learner needs.	Q2 Goal:	will be consist	the first semester, 100% of Math educators tently utilizing scope and sequence to ensure n of TEKS-specific skills by learners.	Q3 Goal	:	By the end of skills necessa I EOC.	March, learne	ers will have acquired the essful on the 2017 Algebra	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
	Q1 Intervention	_		O2 Int	erventions			Q3 Inter	ventions			the following school year.
					dminister benchmark #2 and administer	-		Address indiv	idual learner r	eeds in small group		Review the effectiveness of small group
		ope and sequence for Algebra I.  nister Benchmark #1 to learners.	''	STAAR Algel	ora I EOC to eligible learners.			learner bench	mark data.	n most recently collected ractive Math Journals.	1)	Instruction provided.
	Train aducators	on new scope and sequence			ators are provided and utilize AIM time for FI	5		Continue to e	neura that All	A and FI are provided and		Review effectiveness of new seems and
a) 	(including activities) Set up training for	es and test-taking strategies). or educators on utilizing and		Monitor the u	up instruction on designated days. se of released STAAR items to further pe and sequence as well as reinforce test-	ê	3)	utilized on the Monitor the u	designated d	ays.	3)	sequence.
	implementing Sto	dent interactive matri oddinais.		taking strateg	jes.	-		FI and AIM in		•	,	
What data will be co	ollected to moni	itor interventions in Q1?	What data will	be collected	to monitor interventions in Q2?	What da	ta will be	collected to	monitor inte	rventions in Q3?	What data was collec	ted to monitor interventions in Q4?
	Testing list, bence Data analysis of	most frequently missed items on		Lesson plans Walk through	, Focused Instruction activities			Benchmark d	ata analysis		1)	STAAR assessment data  Learner and educator feedback on use of
2)	EOC and benchr	mark tests		AIM sign in si				AIM sign in s	heets		,	math journals  Lesson Plans
				Benchmark c	alendar, benchmark test, benchmark results,	2						
4)	Lesson plans, wa	alk throughs			ng list, assesment results		4)	Walk through	S		4)	AIM sign in sheets
	Od Burnet				End of Quarter Re	porting						
Districts and 1st Year II	Q1 Report R campuses are r quarter 1 (Q1) re	not required to complete the port.	Q2 Report			Q3 Report					Q4 Report	
Did you meet this juarter's goal?	Yes		Did you meet this quarter's goal?	Select		Did you meet hi quarter's goal?	s	Select			Did you meet this quarter's goal?	Select
Provide the data or evidence that supports neeting or making progress toward this	most recent state at this campus. I	sequence was created based on a assessment results for learners Benchmarks were created and if a series to be given throughout ure learner progress in the KS.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data evidence that su meeting or maki progress toward quarterly goal	pports ng	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
Are you on track to meet he annual goal?	Right on Target		Are you on track to meet the annual goal?	Select		Are you on track meet the annual		Select			Did you meet your annual goal?	Select
What, if any, adjustments nust be made in order to neet the annual goal?	<enter additi<="" any="" td=""><td>ional information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter a<="" any="" td=""><td>dditional information here&gt;</td><td>What, if any, adjustments mu made in order to the annual goal?</td><td>meet</td><td><enter a<="" any="" td=""><td>dditional inforn</td><td>nation here&gt;</td><td><enter additional="" any="" inforr<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter></td></enter>	ional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" td=""><td>dditional information here&gt;</td><td>What, if any, adjustments mu made in order to the annual goal?</td><td>meet</td><td><enter a<="" any="" td=""><td>dditional inforn</td><td>nation here&gt;</td><td><enter additional="" any="" inforr<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter>	dditional information here>	What, if any, adjustments mu made in order to the annual goal?	meet	<enter a<="" any="" td=""><td>dditional inforn</td><td>nation here&gt;</td><td><enter additional="" any="" inforr<="" td=""><td>nation here&gt;</td></enter></td></enter>	dditional inforn	nation here>	<enter additional="" any="" inforr<="" td=""><td>nation here&gt;</td></enter>	nation here>
					End of Year Rep	_						
Provide the data that upports your 4th uarter status of this nnual goal.	<enter text=""></enter>		If you <u>did</u> meet your anni what do you attribute you If you <u>did not</u> meet your to what do you attribute y success?	ar success?	Data Analysis Process      Data Quality     Appropriate Strategy     Identification of Root Cause     Quarterly Planning Process     Dagoing Monitoring and Interve		nnual Go SF/ESE raining	Interventions pals A Turnaround		Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
Provide information as to I on your success, or lack o or the 2016-2017 school y	f success, will in	ed elements and their impact nform/influence your planning	<enter text=""></enter>									
Proble	em Statement 3:	Of all 9-12 English I and English I	I STAAR EOC testers, 33%	met standard	s for the 2015-2016 school year.	Annual Go	al:	On the 2016	-17 STAAR E	nglish I and English II EOC,	50% of learners will meet o	r exceed standards.
	Root Cause 3:	The accelerated instruction provic rigor needed in order for learners			writing skills was not at the levels of depth and glish I and English II tests.	Strategy	:			tem of accelerated instruction ad English II EOC STAAR to		sary depth and rigor for learner success
	Index Number:	□ Not Applicable	☑ Index 1: S	tudent Achie	evement 🔲 Index 2: Stude	nt Progress		Index 3: C	losing Achie	evement Gaps	□ Index 4: P	ostsecondary Readiness
Critical Success Facte ESEA Turnaround Prin Major Systen	ciples (TPs)	□ CSF 5-Family/Communit □ CSF 6-School Climate/E	rive Instruction/ESEA TP: U iveness/ESEA TP: Provide ng Time/ESEA TP: Redesig y Engagement/ESEA TP: C	Ise of Data to Strong Leade ned School C Ongoing Famil nvironment	Inform Instruction	How will address impact the index			testers will ex addressing th	perience higher performance	e results on the Spring 2017 act the Critical Success Far	implemented, English I and English II EOC PEOCs than last year. The imapct of clors of Academic Performance, Use of
					Inter	ventions by	Quarte	r				
Districts and 1st Ye	Q1 (Aug, Sept, ear IR campuses erventions accon	Oct) are required to provide, nplished for quarter 1 (Q1).		Q2 (No	v, Dec, Jan)			Q3 (Fe	b, Mar)		Q4	(April, May, June)

Responses to these questions have been from the Contact-	Education :	Service Center (ESC) Number:	District I		District N			ıs Number:		Campus Name:		
Intervention Information Tab		Region 10	057		Winfree Academy C			828006		Dallas		
Q1 Goal:		first 9 weeks ELA educators will cessary to implement and monitor action as welll as focused		By the end of first semest	er 100% of ELA educators will elerated instruction and focused	and Improven	By the end of Mare	ch, learners will have a	cquired the 2017 STAAR		By mid-June 2017, the Campus Leadership Tearn will review data to determine the effectiveness of	
	instruction.	oction as well as rocused		instruction to meet learner	s needs.		English I and Eng	lish II EOCs.			interventions provided in order to plan for the following school year.	
	Q1 Intervention	ns		Q2 Interventions			Q3 Interventi			Q	4 Interventions	
1)	Develop and train sequence (include	n educators on new scope and ling resources and activities).	1)	Create and admnister Ber	nchmark #2 to learners.	1)	instruction settings learner benchmark	learner needs in small based on most recent	group ly collected	1)	Review use of small group instruction for effectiveness.	
2)	Educator training of FI and AIM (in library).	on purpose and implementation cluding resource and materials	2)	Provide feedback and train	ning to ELA educators.	2)	Monitor the use of	scope and sequence (	used during		Review relevance and effectiveness of scope and sequence.	
3)	Provide resource and writing to EL	s and training in teaching reading A educators.	3)	ELA educators will collect writing samples.	and analyze various student	3)	Measure and ident samples.	tify progress on learner	writing	3)	Review effectiveness of learner writing sample intervention.	
4)	Create and admir	nister ELA benchmark to learners.	4)	Administer STAAR EOC I testers.	English I and English II to eligible	4)	)			4)	Review state assessment scores.	
What data will be co	ollected to moni	tor interventions in Q1?	What data will	be collected to monitor	interventions in Q2?	What data will be	e collected to mor	nitor interventions in	Q3?	What data was collect	ted to monitor interventions in Q4?	
1)	New scope and s	equence	1)	Teacher documentation bi sheets	inder audit form, AIM sign in	1)	Benchmark data a	nalysis		1)	AIM sign in sheets	
2)	Agenda, sign in s	heets	2)	Classroom observations, training certificates	feedback sessions, walk throughs,	2)	AIM sign in sheets			2)	Learner writing samples	
3)	District supplied I	ELA materials, training certiicates	3)	Learner writing samples		3) Learner writing samples				3)	State assessment results - data analysis	
4)	Learner testing lis	st, bencmark results	4) Benchmark results, EOC results			4)	Walk Throughs			4)	Scope and sequence analysis	
	Of Person		End of Quarter Re			eporting						
Districts and 1st Year I	Q1 Report R campuses are r quarter 1 (Q1) re	not required to complete the port.		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.	resources and tra implementing diff Focused Instruct provide further da	ave received the necessary ining to successfully begin rerentiated instruction through ion. Benchmark data analyis will tat in order to plan our learners ir upcoming STAAR	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	
Are you on track to meet the annual goal?			Are you on track to meet the annual goal? Select			Are you on track to meet the annual goal?				Did you meet your annual goal?  Select		
What, if any, adjustments must be made in order to meet the annual goal?	<enter additi<="" any="" td=""><td>onal information here&gt;</td><td colspan="3">What, if any, adjustments must be made in order to meet the annual goal?</td><td colspan="3">What, if any, adjustments must be made in order to meet the annual goal?</td><td></td><td colspan="3"><enter additional="" any="" here="" information=""></enter></td></enter>	onal information here>	What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?				<enter additional="" any="" here="" information=""></enter>		
			End of Year Rep			orting				<u>I</u>		
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		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 Interv	Annual Ge CSF/ESE Training Other	Interventions pals A Turnaround	Please prov additional in for the selec Other or for selected ele	formation tion of any	<enter text=""></enter>		
Provide information as to long on your success, or lack of for the 2016-2017 school y	of success, will in	d elements and their impact nform/influence your planning	<enter text=""></enter>									
Proble	em Statement 4:					Annual Goal:	<enter text=""></enter>					
	Root Cause 4:	direction				Strate <sub>3</sub> y:	<enter text=""></enter>					
	Index Number:	☐ Not Applicable	☐ Index 1: S	tudent Achievement	☐ Index 2: Stude	ent Progress E	Index 3: Closin	ng Achievement Ga	ps	□ Index 4: P	ostsecondary Readiness	
ESEA Turnaround Prin	Critical Success Factors (CSFs) CSF 3-Leadership Effectiveness:  ESEA Turnaround Principles (TPs) CSF 4-Increased Learning Time/		rive Instruction/ESEA TP: L iiveness/ESEA TP: Provide ng Time/ESEA TP: Redesig y Engagement/ESEA TP: C SEA TP: Improve School E	g InnerSEA TP: Redesigned School Caerdidal y Engagement/ESEA TP: Ongoing Family and Community Engagement SEA TP: Improve School Environment			root cause or/CSF? <ent< th=""><th>ter text&gt;</th><th></th><th></th><th></th></ent<>	ter text>				
					Inte	ventions by Quarte	er					
Districts and 1st Y at a minimum, the int	Q1 (Aug, Sept, ear IR campuses erventions accom	Oct) are required to provide, plished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan	)		Q3 (Feb, Ma	ar)		Q4 (	(April, May, June)	
Q1 Goal:			Q2 Goal:			Q3 Goal:				Q4 Goal:		
	Q1 Intervention	ns		Q2 Interventions			Q3 Interventi	ons		Q	4 Interventions	
1)			1)			1)				1)		
3)			3)			3)			3)			

Responses to these questions have been from the Contact-	Education 5	Service Center (ESC) Number:	District I	lumber:	District N.	ame:	Campus Numbe	r:	Campus Name:	
Intervention Information Tab		Region 10	057		Winfree Academy C		057828006		Dallas	
				Needs Ass	essment Summary	and Improven	nent Plan			
4)			4)			4)			4)	
What data will be co	ollected to monit	tor interventions in Q1?	What data will	be collected to moni	itor interventions in Q2?	What data will be	e collected to monitor inte	erventions in Q3?	What data was collect	ted to monitor interventions in Q4?
1)			1)			1)			1)	
2)			2)			2)			2)	
									-	
3)			3)			3)			3)	
4)			4)			4)			4)	
					End of Quarter Re	eporting			l	
Districts and 1st Year I	Q1 Report IR campuses are n quarter 1 (Q1) rep	oot required to complete the cort.		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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 addition<="" any="" th=""><th>onal information here&gt;</th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" i<="" th=""><th>information here&gt;</th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" inforr<="" th=""><th>nation here&gt;</th><th><enter additional="" any="" inforr<="" th=""><th>nation here&gt;</th></enter></th></enter></th></enter></th></enter>	onal information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" i<="" th=""><th>information here&gt;</th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter additional="" any="" inforr<="" th=""><th>nation here&gt;</th><th><enter additional="" any="" inforr<="" th=""><th>nation here&gt;</th></enter></th></enter></th></enter>	information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" inforr<="" th=""><th>nation here&gt;</th><th><enter additional="" any="" inforr<="" th=""><th>nation here&gt;</th></enter></th></enter>	nation here>	<enter additional="" any="" inforr<="" th=""><th>nation here&gt;</th></enter>	nation here>
	ı				End of Year Rep		•			
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you <u>did</u> meet your anni what do you attribute you If you <u>did not</u> meet your to what do you attribute y success?	annual goal,	Jata Analysis Process     Jata Quality     Appropriate Strategy     Identification of Root Cause     Quarterly Planning Process     Ongoing Monitoring and Interv	□ Training □ Other	oals A Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
Provide information as to on your success, or lack o for the 2016-2017 school y	of success, will in	d elements and their impact form/influence your planning	<enter text=""></enter>							
Proble	em Statement 5:					Annual Goal:	<enter text=""></enter>			
	Root Cause 5:					Strate <sub>3</sub> y:	<enter text=""></enter>			
	Index Number:	□ Not Applicable	☐ Index 1: S	tudent Achievemer	nt 🔲 Index 2: Stude	ent Progress D	Index 3: Closing Achie	evement Gaps	□ Index 4: P	ostsecondary Readiness
Critical Success Fact ESEA Turnaround Prin Major Syster	ciples (TPs)	CSF 1-Improve Academ CSF 2-Quality Data to D CSF 3-Leadership Effect CSF 4-Increased Learnir CSF 5-Family/Communit CSF 6-School Climate/E CSF 7-Teacher Quality/E	rive Instruction/ESEA TP: L iveness/ESEA TP: Provide ng Time/ESEA TP: Redesig y Engagement/ESEA TP: C SEA TP: Improve School E	Ise of Data to Inform In Strong Leadership ned School Calendar Ongoing Family and Convironment	Instruction	How will addressing this impact the index/indicate	root cause or/CSF?			
					Inter	ventions by Quarte	er			
Districts and 1st Y at a minimum, the int	Q1 (Aug, Sept, 0 ear IR campuses a terventions accom	Oct) are required to provide, uplished for quarter 1 (Q1).		Q2 (Nov, Dec, .	Jan)		Q3 (Feb, Mar)		Q4	(April, May, June)
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Q1 Intervention	ns		Q2 Intervention	ons		Q3 Interventions		C	24 Interventions
1)			1)			1)			1)	
2)			2)			2)			2)	
3)			3)			3)			3)	
4)			4)			4)			4)	
What data will be co	ollected to monit	tor interventions in Q1?	What data will	be collected to moni	itor interventions in Q2?	What data will be	e collected to monitor inte	erventions in Q3?	What data was collect	ted to monitor interventions in Q4?
4)			41)			4)	a 12 months into		4)	
			1)			1)			1)	
2)			2)			2)			2)	
3)			3)			3)			3)	
4)			4)			4)			4)	

have been from the Contact- Intervention Information Tab		Region 10	057	828	Winfree Academy Cl	harter Schools		057828006		Dallas	Ì	
				Needs	Assessment Summary	and Improven	nent Pla	ın	I		l	
					End of Quarter Re	-		•••				
Districts and 1st Year	Q1 Report IR campuses are ri quarter 1 (Q1) rep	not required to complete the port.		Q2	Report	F9	Q3 R	eport			Q4 Report	
Did you meet this quarter's goal?		Select	Did you meet this quarter's goal?			Did you meet this quarter's goal?		Sel	ect	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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	
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?		Sel	ect	Did you meet your annual goal?		Select
What, if any, adjustments must be made in order to meet the annual goal?	<enter additi<="" any="" td=""><td>onal information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter ac<="" any="" td=""><td>dditional information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter ad<="" any="" td=""><td>dditional inform</td><td>ation here&gt;</td><td><enter additional="" any="" information<="" td=""><td>nation here&gt;</td><td></td></enter></td></enter></td></enter></td></enter>	onal information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter ac<="" any="" td=""><td>dditional information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter ad<="" any="" td=""><td>dditional inform</td><td>ation here&gt;</td><td><enter additional="" any="" information<="" td=""><td>nation here&gt;</td><td></td></enter></td></enter></td></enter>	dditional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter ad<="" any="" td=""><td>dditional inform</td><td>ation here&gt;</td><td><enter additional="" any="" information<="" td=""><td>nation here&gt;</td><td></td></enter></td></enter>	dditional inform	ation here>	<enter additional="" any="" information<="" td=""><td>nation here&gt;</td><td></td></enter>	nation here>	
					End of Year Rep	orting						
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you did meet your annu what do you attribute you If you did not meet your to what do you attribute your contact your to what do you attribute your to what do you attribute you what do you attribute you what do you attribute you want y	ur success? annual goal,	Data Analysis Process     Data Quality     Appropriate Strategy     Identification of Root Cause     Quarterly Planning Process     Ongoing Monitoring and Interve	Annual Ge CSF/ESE Training Other	Interventions pals A Turnaround		Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>		
	of success, will in	d elements and their impact of form/influence your planning	<enter text=""></enter>									
Proble	em Statement 6:		81			Annual Goal:	<enter text=""></enter>					
	Root Cause 6:	d				Strate <sub>3</sub> y:	<enter text=""></enter>					
	Index Number:	□ Not Applicable □ CSF 1-Improve Academi	□ Index 1: S	NAME OF STREET		ent Progress E	Index 3: C	losing Achie	vement Gaps	□ Index 4: F	ostsecondary	Readiness
Critical Success Fact ESEA Turnaround Prir Major Syster	nciples (TPs)	CSF 2-Quality Data to D CSF 3-Leadership Effect CSF 4-Increased Learnin CSF 5-Family/Communit CSF 6-School Climate/E	rive Instruction/ESEA TP: U iveness/ESEA TP: Provide ng Time/ESEA TP: Redesig	Use of Data to Strong Leade Ined School Co Ongoing Family	Inform Instruction	How will addressing this impact the index/indicate	root cause or/CSF?	<enter text=""></enter>				
					Inter	ventions by Quarte	er					
Districts and 1st Y	Q1 (Aug, Sept, 0 fear IR campuses of terventions accom	Oct) are required to provide, uplished for quarter 1 (Q1).		Q2 (No	ıv, Dec, Jan)		Q3 (Fe	b, Mar)		Q4	(April, May, Ju	ne)
Q1 Goal:			Q2 Goal:			Q3 Goal:				Q4 Goal:		
	Q1 Interventio	ns		Q2 Inte	erventions		Q3 Inter	ventions			24 Interventions	
1)			1)			1)				1)		
2)			2)			2)				2)		
3)			3)			3)				3)		
What data will be c	collected to monit	tor interventions in Q1?	What data will	be collected	to monitor interventions in Q2?	What data will be	e collected to	monitor inte	ventions in Q3?	What data was collect	ted to monitor	interventions in Q4?
1)			1)			1)				1)		
2)			2)			2)	)			2)		
3)			3)			3)				3)		
4)			4)			4)				4)		
					End of Quarter Re	eporting						
Districts and 1st Year	Q1 Report IR campuses are ri quarter 1 (Q1) rep	not required to complete the port.		Q2	Report		Q3 R	eport			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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	

Responses to these questions have been from the Contact-	Education S	Service Center (ESC) Number:	District	Number:	District N		Campus Numb	er:	Campus Name:		
Intervention Information Tab		Region 10	057	Needs	Assessment Summary		os7828006 nent Plan		Dallas		
Are you on track to meet the annual goal?	Select		Are you on track to meet the annual goal?	Select	Assessment outlinary	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 addition<="" any="" td=""><td>onal information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter a<="" any="" td=""><td>ndditional information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td><enter additional="" any="" inforr<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter></td></enter>	onal information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" td=""><td>ndditional information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td><enter additional="" any="" inforr<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter>	ndditional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td><enter additional="" any="" inforr<="" td=""><td>nation here&gt;</td></enter></td></enter>	mation here>	<enter additional="" any="" inforr<="" td=""><td>nation here&gt;</td></enter>	nation here>	
	ı				End of Year Rep			1			
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you did meet your ann what do you attribute yo If you did not meet your to what do you attribute success?	ur success?	Data Analysis Process     Data Quality     Appropriate Strategy     Identification of Root Cause     Quarterly Planning Process     Ongoing Monitoring and Interv	Annual Gr     CSF/ESE     Training     Other	Interventions pals A Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>		
Provide information as to on your success, or lack o for the 2016-2017 school y	of success, will in	d elements and their impact form/influence your planning	<enter text=""></enter>								
Proble	em Statement 7:					Annual Goal: <enter text=""></enter>					
	Root Cause 7:	4				Strategy: <enter toxt=""></enter>					
	Index Number:	□ Not Applicable	☐ Index 1: S			ent Progress [	Index 3: Closing Achi	evement Gaps	☐ Index 4: P	ostsecondary Readiness	
Critical Success Fact ESEA Turnaround Prir Major Syster	ciples (TPs)	CSF 2-Quality Data to D CSF 3-Leadership Effect CSF 4-Increased Learnin CSF 5-Family/Communi	CSF 1-Improve Academic Performance / ESEA TP: Strengthen the Schoof'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				s root cause ator/CSF?				
					Inter	rventions by Quarte	er				
Districts and 1st Y	Q1 (Aug, Sept, 0 ear IR campuses a terventions accom	Oct) are required to provide, plished for quarter 1 (Q1).		Q2 (N	ον, Dec, Jan)		Q3 (Feb, Mar)		Q4	(April, May, June)	
Q1 Goal:			Q2 Goal:			Q3 Goal:			Q4 Goal:		
	Q1 Intervention	ns		Q2 In	terventions		Q3 Interventions		C	24 Interventions	
1)			1)			1)			1)		
2)			2)			2)			2)		
4)			4)			4			4)		
What data will be c	ollected to monit	or interventions in Q1?	What data wil	be collected	1 to monitor interventions in Q2?	What data will b	e collected to monitor int	erventions in Q3?	What data was collect	ted to monitor interventions in Q4?	
1)			1)			1)			1)		
2)			2)			2)			2)		
3)			3)			3)			3)		
4)			4)		51/0 / 5	4)			4)		
Districts and 1st Year		ot required to complete the		Q	End of Quarter Re	eporting	Q3 Report			Q4 Report	
Did you meet this quarter's goal?	quarter 1 (Q1) rep Select	oort.	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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	
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?	nust be made in order to   -Enter any additional information here>   -Enter any additional information here>   -Enter any additional information here>			What, if any, adjustments must be made in order to meet che annual goal?  -Enter any additional information here			mation here>				
End of Year Re											
					Data Analysis Process	☐ (Specific) ☐ Annual G	Interventions				
Provide the data that supports your 4th						□ CSF/ESE		Please provide additional information for the selection of	-Enter texts		

Responses to these questions have been from the Contact-	Education 5	Service Center (ESC) Number:	District I			District N		C	Campus Number	:	Campus Name:	
Intervention Information Tab		Region 10	057		SSASS	ment Summary		nent Pla	057828006 PM		Dallas	
quarter status of this annual goal.	CERRICIONIE		If you <u>did not</u> meet your to what do you attribute y success?	annual goal,	0	dentification of Root Cause Quarterly Planning Process Ongoing Monitoring and Interv	☐ Training ☐ Other	ient i ie		Other or for any selected elements.	SETTOT TEXTS	
Provide information as to on your success, or lack of for the 2016-2017 school y	how the identifie of success, will in year.	d elements and their impact form/influence your planning	<enter text=""></enter>									
Proble	em Statement 8:						Annual Goal:	<enter text=""></enter>				
	Root Cause 8:	<enter text=""></enter>					Strategy:	<enter text=""></enter>				
	Index Number:	□ Not Applicable	□ Index 1: S	tudent Achieve	ement	□ Index 2: Stude	ent Progress E	Index 3: C	losing Achie	vement Gaps	☐ Index 4: P	ostsecondary Readiness
Critical Success Fact ESEA Turnaround Prir Major Syster	nciples (TPs)	CSF 1-Improve Academ CSF 2-Quality Data to D CSF 3-Leadership Effect CSF 4-Increased Learni CSF 5-Family/Communi CSF 6-School Climate/E CSF 7-Teacher Quality/I	rive Instruction/ESEA TP: Utveness/ESEA TP: Provide ing Time/ESEA TP: Redesig ty Engagement/ESEA TP: ( SEA TP: Improve School E	Use of Data to Info Strong Leadersl gned School Cale Ongoing Family a Environment	form Instruct hip endar	lon	How will addressing this impact the index/indicate		<enter text=""></enter>			
			1			Inte	rventions by Quarte	er			1	
Districts and 1st Y	Q1 (Aug, Sept, 0 Year IR campuses a terventions accom	Oct) are required to provide, plished for quarter 1 (Q1).	Q2 (Nov. Dec., Jan)					Q3 (Fe	b, Mar)		Q4	(April, May, June)
Q1 Goal:			Q2 Goal:				Q3 Goal:				Q4 Goal:	
	Q1 Intervention	ns		Q2 Inter	ventions			Q3 Inter	ventions		C	24 Interventions
2)			2)				2)				2)	
4)			4)				4)				4)	
What data will be c	ollected to monit	or interventions in Q1?	What data will	be collected to	monitor int	erventions in Q2?	What data will be	e collected to	monitor inter	ventions in Q3?	What data was collec	ted to monitor interventions in Q4?
1)			1)				1)				1)	
2)		_	2)				2)	)			2)	
3)			3)				3)	•			3)	
4)		_	4)			End of Quarter Re	4)				4)	
Districts and 1st Year	Q1 Report	ot required to complete the		Q2 R	eport	Eliu di Qualtei Ke	eporting	Q3 R	eport			Q4 Report
Did you meet this	quarter 1 (Q1) rep	oort	Did you meet this	1	.,,,,,		Did you meet this	I			Did you meet this	
quarter's goal?	Select		quarter's goal?	Select			quarter's goal?	Select			quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 addition<="" any="" th=""><th>onal information here&gt;</th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter addit<="" any="" th=""><th>tional informa</th><th></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter a<="" any="" th=""><th>dditional inform</th><th>ation here&gt;</th><th><enter additional="" any="" inform<="" th=""><th>nation here&gt;</th></enter></th></enter></th></enter></th></enter>	onal information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter addit<="" any="" th=""><th>tional informa</th><th></th><th>What, if any, adjustments must be made in order to meet the annual goal?</th><th><enter a<="" any="" th=""><th>dditional inform</th><th>ation here&gt;</th><th><enter additional="" any="" inform<="" th=""><th>nation here&gt;</th></enter></th></enter></th></enter>	tional informa		What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" th=""><th>dditional inform</th><th>ation here&gt;</th><th><enter additional="" any="" inform<="" th=""><th>nation here&gt;</th></enter></th></enter>	dditional inform	ation here>	<enter additional="" any="" inform<="" th=""><th>nation here&gt;</th></enter>	nation here>
		_			- 0	End of Year Rep Data Analysis Process		Interventions				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you <u>did</u> meet your anni what do you attribute you If you <u>did not</u> meet your to what do you attribute j success?	ur success?	0	Data Quality Appropriate Strategy dentification of Root Cause Quarterly Planning Process Ongoing Monitoring and Interv	Annual Ge     CSF/ESE     Training     Other			Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
Provide information as to on your success, or lack of for the 2016-2017 school y	how the identifie of success, will in year.	d elements and their impact form/influence your planning	<enter text=""></enter>									
Proble	em Statement 9:						Annual Goal:	<enter text=""></enter>				

Responses to these questions have been from the Contact- indevention information Tab Region 10 057828					District Name: Winfree Academy Charter Schools		Campus Number. 057828006			Campus Name: Dallas	 
Intervention Information Tab		Region 10	057		sment Summary		nent Pla			Dallas	J
	Root Cause 9:	<entertexts< td=""><td></td><td>Needs Asses</td><td>Sment Guilliary</td><td>Strategy:</td><td><enter text=""></enter></td><td>411</td><td></td><td></td><td></td></entertexts<>		Needs Asses	Sment Guilliary	Strategy:	<enter text=""></enter>	411			
	Index Number:	■ Not Applicable	□ Index 1: S	tudent Achievement	☐ Index 2: Stud	ent Progress	Index 3: C	losing Achievement G	ans	□ Index 4: F	Postsecondary Readiness
Critical Success Fact ESEA Turnaround Prin Major Systet	ors (CSFs) ciples (TPs)	CSF 1-Improve Academ CSF 2-Quality Data to D CSF 3-Leadership Effect CSF 4-Increased Learni CSF 5-Family/Communi CSF 6-School ClimateE CSF 7-Teacher Quality/f	ic Performance / ESEA TP: rive Instruction/ESEA TP: Universes/ESEA TP: Provide ing Time/ESEA TP. Redesig by Engagement/ESEA TP: SEA TP: Improve School E	Strengthen the School's I Jse of Data to Inform Instru- Strong Leadership gned School Calendar Ongoing Family and Communication	nstruction	How will addressing thi impact the index/indicar	s root cause	<enter text=""></enter>	-	<u>.</u>	Succession of the succession o
		a out record dampe	LOCATITI Entrare Entrare	Todalicia	Inte	erventions by Quart	er				
Districts and 1st Y	Q1 (Aug, Sept, Cear IR campuses a erventions accom	oct) are required to provide, plished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)	i i		Q3 (Fe	b, Mar)		Q4	(April, May, June)
Q1 Goal:		_	Q2 Goal:			Q3 Goal:				Q4 Goal:	
1) 2) 3) 4)	Q1 Intervention		2)	Q2 Interventions		3	Q3 Inter	ventions		2;	24 Interventions
What data will be c	ollected to monit	or interventions in Q1?	What data will	be collected to monitor i	interventions in Q2?	What data will b	e collected to	monitor interventions in	Q3?	What data was collect	ted to monitor interventions in Q4?
1) 2) 3) 4)			2)			3	)			2;	
					End of Quarter F	eporting					
Districts and 1st Year	Q1 Report R campuses are n quarter 1 (Q1) rep	ot required to complete the oft.		Q2 Report			Q3 R	eport			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=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>			Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 addition<="" any="" td=""><td>onal information here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter a<="" any="" td=""><td>dditional information here&gt;</td><td></td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter></td></enter></td></enter></td></enter>	onal information here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter a<="" any="" td=""><td>dditional information here&gt;</td><td></td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter></td></enter></td></enter>	mation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" td=""><td>dditional information here&gt;</td><td></td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter></td></enter>	dditional information here>		<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter>	mation here>
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>		If you did meet your ann what do you attribute yo If you did not meet your to what do you attribute success?	ual goal, to ur success? annual goal, your lack of	End of Year Re Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Montoring and Inter	General (Specific Annual General CSF/ESI Training Other	Interventions oals EA Turnaround	Please pro additional for the sele Other or fo selected el	nformation ction of r any	<enter text=""></enter>	
	f success, will in	d elements and their impact form/influence your planning	<enter text=""></enter>								
Problem	n Statement 10:					Annual Goal:	<enter text=""></enter>				
	Root Cause 10:					Strategy:	<enter text=""></enter>				
Index Number: Not Applicable Index 1: Student Achievement				□ Index 2: Stud	ent Progress	☐ Index 3: C	Closing Achievement G	aps	□ Index 4: F	Postsecondary Readiness	
ESEA Turnaround Prin	Not Applicable				uction	How will addressing thi impact the index/indica	s root cause or/CSF?	<enter text=""></enter>			

Responses to these questions	Education Service Center (ESC) Number:	District i	Number:	District No	ame:	Campus Numb	er:	Campus Name:	
have been from the Contact- Intervention Information Tab	Region 10	057	828	Winfree Academy C		057828006		Dallas	
			Needs Assess	sment Summary	and Improven	nent Plan			
	☐ CSF 7-Teacher Quality/E	ESEA TP: Ensure Effective	Teachers	-					
				Inter	ventions by Quarte	er			
Districts and 1st Y at a minimum, the int	Q1 (Aug, Sept, Oct) ear IR campuses are required to provide, erventions 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		Q	4 Interventions
1)		1)			1)			1)	
2)		2)			2)			2)	
3)		3)			3)			3)	
4)		4)			4)			4)	
What data will be co	ollected to monitor interventions in Q1?	What data will	be collected to monitor i	nterventions in Q2?	What data will be	e collected to monitor inte	erventions in Q3?	What data was collect	ted to monitor interventions in Q4?
1)		1)			1)			1)	
2)		2)			2)			2)	
3)		3)			3)			3)	
4)		4)			4)			4)	
				End of Quarter Re	eporting				
Districts and 1st Year I	Q1 Report R 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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" inform<="" td=""><td>mation here&gt;</td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter>	mation here>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td><td><enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter></td></enter>	mation here>	<enter additional="" any="" inform<="" td=""><td>nation here&gt;</td></enter>	nation here>
				End of Year Rep	orting				
Provide the data that supports your 4th quarter status of this annual goal.	<enter text=""></enter>	If you did meet your anni what do you attribute you If you did not meet your to what do you attribute yourcess?	ual goal, to ur success?	Data Analysis Process Data Quality Appropriate Strategy dentification of Root Cause Quarterly Planning Process Dngoing Monitoring and Interve	Annual Ge     CSF/ESE     Training     Other	Interventions pals A Turnaround	Please provide additional information for the selection of Other or for any selected elements.	<enter text=""></enter>	
Provide information as to I on your success, or lack o for the 2016-2017 school y	how the identified elements and their impact f success, will inform/influence your planning ear.	<enter text=""></enter>							

#### 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=""></enter>
I	What plans are in place to sustain these strategies, processes, and/or systems?	<enter text=""></enter>

Responses to these questions have been from the Contact-	Education	1 Service Center (ESC) Number:	District	Number:	District N	ame:	Campus Number: 057828006	Campus Name:	ļ	
Intervention Information Tab		Region 10	05/	Turnaround Imp	Winfree Academy C		05/828006	Dallas	_	
	The turnaround im	plementation plan will assist campuse	s in monitoring the impact of	·			pus Data Analysis tab, which identifies pro	oblem statements related to the campu-	s' current Improvement Required rating, the Ca	ampus
Definition /	1. Develop annu		ed in the problem statement	ts. In year one of implementation.	these goals serve as a ha	If-way checkpoint to a Met S	tandard Rating. In year two of implemental	tion, these goals will lead to a Met Stan	dard rating.	
Purpose:		around initiative and systemic root cau							•	
	3. Break the turn	naround initiative into initiative compon	ents and develop quarterly g	goals that measure the implement	ation and impact of each o	f these components.				
Turnaround Initiative:	<enter td="" turnarou<=""><td>nd initiative&gt;</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></enter>	nd initiative>								
	Center turnarou	THE ITHERETOE								
Systemic Root Cause:	<enter systemic<="" td=""><td>root cause&gt;</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></enter>	root cause>								
	PS 1:	Of all the 9-12 STAAR EOC (Algebra	I, Biology, English I, English	h II and US History) testers for Sp	ring 2016, 32% of	Annual Goal 1:	<enter text=""></enter>			
		learners met standards.								
	PS 2:	Of all 9-12 Algebra I STAAR EOC tes	sters, 11% met standards fo	r the 2015-2016 school year.		Annual Goal 2:	<enter text=""></enter>			
Problem Statements (PS):	PS 3:	Of all 9-12 English I and English II S	FAAR EOC testers, 33% me	et standards for the 2015-2016 sc	hool year.	Annual Goal 3:	<enter text=""></enter>			
	PS 4:					Annual Goal 4:	<enter text=""></enter>			
Problem statements are carried over from	PS 5:					Annual Goal 5:	<enter text=""></enter>			
Section VI of the Campus Data Analysis tah	PS 6:					Annual Goal 6:	<enter text=""></enter>			
OR Section VI of the	PS 7:					Annual Goal 7:	<enter text=""></enter>			
District Data Analysis Summary tab.	PS 8:					Annual Goal 8:	<enter text=""></enter>			
	PS 9:					Annual Goal 9:	<enter text=""></enter>			
	PS 10:					Annual Goal 10:	<enter text=""></enter>			
		*** Impo	ortant Notice! Improvem	ent Required (IR) districts/ca	mpuses must complet	e the following attestation	on statement to fulfill TEC §39.106 re	equirements.***		
Attestati	ion Statement:	By checking the box, I att recorded and are available	est that an on-site needs e upon request.	s assessment has been condi	ucted according to TEC	C §39.106 (b) and recon	nmendations were made by the inten	vention team when considered ap	propriate. In addition, these findings have	e been
Turnaround Initia	ative Component:	<enter text=""></enter>								
					Inte	rventions by Quarte	r			
	Q1 (Aug, Sept	, Oct)		Q2 (Nov, Dec, Jan)			Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	:		Q2 Goal:			Q3 Goal:		Q4 Goal:		
	Q1 Intervent	ions		Q2 Interventions			Q3 Interventions		Q4 Interventions	
1)			1)			1)		1	)	
2)			2)			2)		2	)	
3)			3)			3)				
4)			4)					3	)	
· ·	on collected to mo					4)		3		
Wilat data will b		nitor interventions in 012	What data will	he collected to monitor interven	antione in O22	4)	collected to monitor interventions in (	4 What data was	))	
.,		nitor interventions in Q1?	What data will	be collected to monitor interve	entions in Q2?	4) What data will be	collected to monitor interventions in 0	4 What data was	collected to monitor interventions in Q4?	
2)		nitor interventions in Q1?	What data will	be collected to monitor interven	entions in Q2?	4) What data will be	collected to monitor interventions in 0	3 4 What data was	collected to monitor interventions in Q4?	
-,		nitor interventions in Q1?	What data will  1)	be collected to monitor interve	entions in Q2?	What data will be	collected to monitor interventions in C	33? What data was	collected to monitor interventions in Q4?	
3)		nitor interventions in Q1?	1)	be collected to monitor interve	photions in Q2?	What data will be	o collected to monitor interventions in Q	337 What data was	collected to monitor interventions in Q4?	
Ī		nitor interventions in Q1?	1)	be collected to monitor interve	entions in Q2?	What data will be	o collected to monitor interventions in C	3 4 What data was 1 2 3 4 4	collected to monitor interventions in Q4?	
3)		nitor interventions in Q1?	1)	be collected to monitor interve	entions in Q2?  End of Quarter	1) 2) 3) 4)	collected to monitor interventions in C	33? What data was 1 2 3 4	collected to monitor interventions in Q4?	
3)	Q1 Repor		1)	be collected to monitor interve		1) 2) 3) 4)	collected to monitor interventions in G	33? What data was 1 2 3 4 4	collected to monitor interventions in Q4?	
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3)  4)  Did you meet this quarter's goal?	Q1 Repor		2) 3) 4) Did you meet this quarter's goal?	Q2 Report		2) 3) 4)  Reporting  Did you meet this quarter's goal?	Q3 Report	Did you meet this quarter's goal?	Q4 Report	
Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making	Q1 Repor		Did you meet this quarter's goal?	Q2 Report		2) 3) 4) Reporting Did you meet this quarter's goal? Provide the data or evidence that supports meeting or making	Q3 Report	Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making	Q4 Report Select	
Did you meet this quarter's goal?	Q1 Repor		Did you meet this quarter's goal?	Q2 Report Select		2) 3) 4) Reporting Did you meet this quarter's goal? Provide the data or evidence that supports	Q3 Report Select	Did you meet this quarter's goal?  Provide the data or evidence that supports	Q4 Report Select	
Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal. Based on the work in this component are you on track to meet your	Q1 Repor		Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal.  Based on the work in this component are you on track to meet your	Q2 Report Select		2) Reporting  Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal.  Based on the work in this component are you on track to meet your	Q3 Report Select	Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this	Q4 Report  Select <enter text=""></enter>	
Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal.  Based on the work in this component are you on rack to meet your annual goals?	Q1 Report Select <enter text=""> Select</enter>		Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterity goal on track to meet you on track to meet your annual goals?  What, if any,	Q2 Report Select		2) Reporting  Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly god on track to meet you on track to meet your annual goals?  What, if any,	Q3 Report Select <enter text=""></enter>	Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal.  Did you fully implement this initiative	Q4 Report  Select <enter text=""></enter>	
Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal. Based on the work in this component are you on track to meet your	Q1 Repor Select <enter text=""> Select</enter>		Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress to making quarterly goal.  Based on the work in this component are you on track to meet your annual goals?	Q2 Report Select	End of Quarter	Did you meet this quarter's goal?  Provide the data or evidence that supports meetings or making the quarterly goal.  Based on the work in this component are you on track to meet your annual goals?	Q3 Report Select <enter text=""></enter>	Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal.  Did you fully implement this initiative	Q4 Report  Select <enter text=""> Select</enter>	
Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal.  Based on the work in this component are you on track to meet your annual goals?  What, if any, adjustments what if any, adjustments what is order to be the content of the c	Q1 Repor Select <enter text=""> Select</enter>		Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal and this component are you oncack component are you oncack content your annual goals?  What, if any, adjustments must be made in order to stay	Q2 Report  Select <enter text="">  Select</enter>	End of Quarter	Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarter's goal?  Based on the work in this component are you on track to meet your annual goals?  What, if any, adjustments must be made in order to stay on track?	Q3 Report  Select <enter text=""> Select</enter>	Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal.  Did you fully implement this initiative component?	Q4 Report  Select <enter text=""> Select</enter>	
Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal.  Based on the work in this component are you on track to meet your annual goals?  What, if any, adjustments what if any, adjustments what is order to be the content of the c	Q1 Repor Select <enter text=""> Select</enter>		Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal and this component are you oncack component are you oncack content your annual goals?  What, if any, adjustments must be made in order to stay	Q2 Report  Select <enter text="">  Select</enter>	End of Quarter	Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarter's goal?  Based on the work in this component are you on track to meet your annual goals?  What, if any, adjustments must be made in order to stay on track?	Q3 Report  Select <enter text="">  Select  <enter additional="" any="" here="" information=""></enter></enter>	Did you meet this quarter's goal?  Provide the data or evidence that supports meeting or making progress toward this quarterly goal.  Did you fully implement this initiative component?	Q4 Report  Select <enter text=""> Select</enter>	

Responses to these questions	Education Service Center (ESC) Number:	District I	Number:	Distric	t Name:		Campus Number:	Campus Name:	I
have been from the Contact- Intervention Information Tab	Region 10	057		Winfree Academ mplementation	y Charter Schools		057828006	Dallas	]
Provide the data that supports your 4th quarter status of this initiative component.	<enter text=""></enter>		Turnarounu ii	of success,wi inform/influen school year in	th this inititative componence your planning for the 20 order for your campus to ne required timeframe.	17-2018	<enter text=""></enter>		
Turnaround Initia	ative Component: <enter text=""></enter>								
				Int	erventions by Quarte	er			
	Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)			Q3 (F	eb, Mar)		Q4 (April, May, June)
Q1 Goal:		Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Q1 Interventions		Q2 Interventions			Q3 Inte	rventions		Q4 Interventions
1)		2)			2			2)	
3)		3)			3(			3)	
4)		4)			4			4)	
What data will be	e collected to monitor interventions in Q1?		be collected to monitor in	terventions in Q2?	What data will b	e collected t	o monitor interventions in Q3?		collected to monitor interventions in Q4?
1)		1)			1)			1)	
3)		3)			3			3)	
4)		4)			4			4)	
				End of Quarte	r Reporting				
	Q1 Report		Q2 Report			Q3 I	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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to stay on track?	<enter additional="" any="" inform<="" td=""><td>nation here&gt;</td><td>What, if any, adjustments must be made in order to stay on track?</td><td><enter any<="" td=""><td>additional information here&gt;</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter></td></enter></td></enter>	nation here>	What, if any, adjustments must be made in order to stay on track?	<enter any<="" td=""><td>additional information here&gt;</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter></td></enter>	additional information here>	<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter>	mation here>
				End of Year	Reporting				
Provide the data that supports your 4th quarter status of this initiative component.	<enter text=""></enter>			of success,wi	nation as to how your succe th this inititative componen ce your planning for the 20 order for your campus to ne required timeframe.	t will 17-2018	<enter text=""></enter>		
Turnaround Initia	ative Component: <enter text=""></enter>								
				Int	erventions by Quarte	er			
	Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)			Q3 (F	eb, Mar)		Q4 (April, May, June)
Q1 Goal:		Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Q1 Interventions		Q2 Interventions			Q3 Inte	rventions		Q4 Interventions
1)		1)			1)			1)	
2)		2)			2,			2)	
3)		3)			3			3)	
What data will be	e collected to monitor interventions in Q1?	1	be collected to monitor in	terventions in Q22	What data will b	e collected	to monitor interventions in Q3?		collected to monitor interventions in Q4?
at data Will b	The state of the s	What data will		Januari III GE :	···lat data WIII D	, , , , , , , , , , , , , , , , , , ,	The restonation of the second		TO MONITOR INC. FORMOTO III 441
2)		2)			2			2)	
3)		3)			3			3)	
4)		4)			4			4)	

Responses to these questions have been from the Contact- Intervention Information Tab	Education Service Center (ESC) Number: Region 10	District		District No Winfree Academy C		(	Campus Number: 057828006	Campus Name: Dallas	
			Turnaround Implem				1		
				d of Quarter	Reporting				
	Q1 Report		Q2 Report			Q3 R	eport		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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to stay on track?	<enter additional="" any="" here="" information=""></enter>		What, if any, adjustments must be made in order to stay on track?	<enter a<="" any="" td=""><td>dditional information here&gt;</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter></td></enter>	dditional information here>	<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter>	mation here>
			E	nd of Year R	eporting	l			
Provide the data that supports your 4th quarter status of this initiative component.	<enter text=""></enter>			of success, with a inform/influence school year in or	tion as to how your succe this inititative componen your planning for the 20' rder for your campus to n equired timeframe.	t will 17-2018	<enter text=""></enter>		
Turnaround Initia	ative Component: <enter text=""></enter>								
		I		Inter	ventions by Quarte	er		l	
	Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)			Q3 (Fe	b, Mar)		Q4 (April, May, June)
Q1 Goal:		Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Q1 Interventions		Q2 Interventions			Q3 Inter	ventions		Q4 Interventions
2)		2)			2)			2)	
4)		4)			4)			4)	
What data will b	e collected to monitor interventions in Q1?	What data will	be collected to monitor interventions	in Q2?	What data will b	e collected to	monitor interventions in Q3?	What data was	collected to monitor interventions in Q4?
2)		1) 2) 3) 4)			2)			1) 2) 3) 4)	
			En	d of Quarter	Reporting			1	
	Q1 Report		Q2 Report			Q3 R	eport		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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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 additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>		What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" td=""><td>dditional information here&gt;</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter></td></enter>	dditional information here>	<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter>	mation here>
			E	nd of Year R	eporting				
Provide the data that supports your 4th quarter status of this initiative component.	<enter text=""></enter>			of success, with a inform/influence school year in or	ion as to how your succe this inititative componen your planning for the 20' rder for your campus to n equired timeframe.	t will 17-2018	<enter text=""></enter>		
Turnaround Initia	ative Component: <enter text=""></enter>								
	Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)	Inter	ventions by Quarte		ib, Mar)		Q4 (April, May, June)

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District I				Campus Name:						
Intervention Information Tab	Region 10	057		Charter Schools         Dellas								
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 b	What data will be collected to monitor interventions in Q1? What data will be collected to monitor interventions in Q2?		be collected to monitor interventions in Q2?	What data will b	e 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)						
3,		-		1		-						
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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>					
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?		Did you fully implement this initiative component?	Select					
What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>	<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter>	mation here>					
			End of Year R	eporting								
Provide the data that supports your 4th quarter status of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.  Turnaround Initiative Component: -Enter text>												
			Inter	ventions by Quarte	er							
	Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)					
	ar (Aug, Sept, Oct)		42 (1404, Dec., Sail)		u3 (1 60, mai)		(April, may, Julie)					
Q1 Goal:		Q2 Goal:	Q2 Goal:			Q4 Goal:						
Q1 Interventions		Q2 Interventions			Q3 Interventions	Q4 Interventions						
1)		1)		1)		1)						
2)		2)		2)		2)						
3)		3)		-		3)						
3)		3)		3)		3)						
4)		4)		4)		4)						
What data will b	e collected to monitor interventions in Q1?	What data will	be collected to monitor interventions in Q2?	What data will b	e 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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>					

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District Number: Distric		District No	lame: Campus Number:		Campus Name:						
Intervention Information Tab	Region 10	057		Winfree Academy C			057828006	Dallas					
Based on the work in this component are you on track to meet your	Select	Based on the work in this component are you on track to meet your	component are you Soloct		Based on the work in this component are you on track to meet your	Select		Did you fully implement this initiative	Select				
annual goals? What, if any, adjustments	<enter additional="" any="" here="" information=""></enter>	annual goals?  What, if any, adjustments must be made in order to meet the annual goal?	goals?  If any, ments must be no rider to meet <enter additional="" any="" here="" information=""></enter>		annual goals?  What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>		component? <enter additional="" any="" here="" information=""></enter>					
				End of Year Ro	eporting								
Provide the data that supports your 4th quarter status of this initiative component.	<enter text=""></enter>	of success, with a inform/influence school year in or	ion as to how your succe this inititative component your planning for the 201 der for your campus to m equired timeframe.	will 7-2018	<enter text=""></enter>								
Turnaround Initiative Component: <enter text=""> Interventions by Quarter</enter>													
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 Inter	rventions		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 intervention	s in Q2?	What data will be	collected to	o 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)					
			E	nd of Quarter	Reporting								
	Q1 Report		Q2 Report			Q3 F	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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	nat supports making ward this		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>				
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	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here:<="" information="" td=""><td></td><td>What, if any, adjustments must be made in order to meet the annual goal?</td><td><enter a<="" any="" td=""><td>additional information here&gt;</td><td><enter additional="" any="" infor<="" td=""><td>nation here&gt;</td></enter></td></enter></td></enter>		What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" td=""><td>additional information here&gt;</td><td><enter additional="" any="" infor<="" td=""><td>nation here&gt;</td></enter></td></enter>	additional information here>	<enter additional="" any="" infor<="" td=""><td>nation here&gt;</td></enter>	nation here>				
				End of Year Ro	eporting								
Provide the data that supports your 4th quarter status of this initiative component.	Center text>   and their impact on your success, or lack of success,   Center text>   will inform/influence your planning for the 2016-2017   Center text>   Center text>												
Turnaround Initiative Component: <enter text=""></enter>													
				Inter	ventions by Quarte	er							
	Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)			Q3 (Fe	eb, 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)			2)					

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Responses to these questions have been from the Contact- Intervention Information Tab	Education Service Center (ESC) Number:  Region 10	District I		District No Winfree Academy C		Ce	057828006	Campus Name:  Dallas	
,	<u> </u>		Turnaround Implem			1			I
4)		4)			4)			4)	
What data will b	e collected to monitor interventions in Q1?	What data will	be collected to monitor interventions	s 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)	
2)		-							
3)		3)			3)			3)	
4)		4)			40			4)	
٠,			_		- "				
				d of Quarter	Reporting				
	Q1 Report		Q2 Report			Q3 Re	eport		Q4 Report
Did you meet this	Select	Did you meet this	Select		Did you meet this		Select	Did you meet this	Select
quarter's goal?		quarter's goal?			quarter's goal?		Select	quarter's goal?	
Provide the data or	<enter text=""></enter>	Provide the data or	<enter text=""></enter>		Provide the data or	<enter text=""></enter>		Provide the data or	<enter text=""></enter>
evidence that supports meeting or making		evidence that supports meeting or making			evidence that supports meeting or making			evidence that supports meeting or making	
progress toward this quarterly goal.		progress toward this quarterly goal.			progress toward this quarterly goal.			progress toward this quarterly goal.	
Based on the work in this		Based on the work in			Based on the work in				
component are you on track to meet your	Select	this component are you on track to meet your	Select		this component are you on track to meet your		Select	Did you fully implement this initiative component?	Select
annual goals?	<enter additional="" any="" here="" information=""></enter>	annual goals?	<enter additional="" any="" here="" information=""></enter>		annual goals?	<enter ac<="" any="" td=""><td>dditional information here&gt;</td><td>component? <enter additional="" any="" information<="" p=""></enter></td><td>mation here&gt;</td></enter>	dditional information here>	component? <enter additional="" any="" information<="" p=""></enter>	mation here>
What, if any, adjustments must be made in order to		What, if any, adjustments must be			What, if any, adjustments must be				
meet the annual goal?		made in order to meet the annual goal?			made in order to meet the annual goal?				
			E	End of Year R	eporting				
Provide the data that supports your 4th	<enter text=""></enter>			and their impact	tion as to how the identifie on your success, or lack	of success,	<enter text=""></enter>		
quarter status of this initiative component.				will inform/influe school year.	ence your planning for the	2016-2017			
Turnaround Initi	ative Component: <enter text=""></enter>								
				Inter	rventions by Quarte	er			
		l .			_			1	
	Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)			Q3 (Feb	b, Mar)		Q4 (April, May, June)
Q1 Goal:		Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Q1 Interventions		Q2 Interventions			Q3 Interv	ventions		Q4 Interventions
4)		4)						0	
1)		1)			. "			"	
2)		2)			2)			2)	
3)		3)			3)			3)	
3)		3)							
4)		4)			4)			4)	
What data will b	e collected to monitor interventions in Q1?	What data will	be collected to monitor interventions	s in Q2?	What data will be	collected to	monitor interventions in Q3?	What data was	collected to monitor interventions in Q4?
41		4)			11			4)	
1)		- "			. "			-	
2)		2)			2)			2)	
3)		3)			3)			3)	
3)		3)			. 3)			3)	
4)		4)			4)			4)	
			En	d of Quarter	Reporting				
	Q1 Report		Q2 Report			Q3 Re	eport		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
g-41								2 30011	
Provide the data or		Provide the data or			Provide the data or			Provide the data or	
evidence that supports meeting or making	<enter text=""></enter>	evidence that supports meeting or making	<enter text=""></enter>		evidence that supports meeting or making	<enter text=""></enter>		evidence that supports meeting or making	<enter text=""></enter>
progress toward this quarterly goal.		progress toward this quarterly goal.			progress toward this quarterly goal.			progress toward this quarterly goal.	
Based on the work in this		Based on the work in			Based on the work in			Did you fully implement	
component are you on track to meet your	Select	on track to meet your	Select		on track to meet your	Select		this initiative component?	Select
annual goals?		annual goals?			annual goals?				
What, if any, adjustments must be made in order to	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be	<enter additional="" any="" here="" information=""></enter>		What, if any, adjustments must be	<enter a<="" anv="" td=""><td>dditional information here&gt;</td><td><enter additional="" any="" information<="" td=""><td>mation here&gt;</td></enter></td></enter>	dditional information here>	<enter additional="" any="" information<="" td=""><td>mation here&gt;</td></enter>	mation here>
meet the annual goal?		made in order to meet the annual goal?	,		made in order to meet the annual goal?			, =====================================	
				nd of Year R	eporting				
			E	end of Year R	eporting				
			E	End of Year R	eporting				

Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District i	Number:	District Ne	ame:	C	Campus Number:	Campus Name:	
Intervention Information Tab	Region 10	057		Winfree Academy C			057828006	Dallas	
			Turnaround Implem						
Provide the data that supports your 4th quarter status of this initiative component.	<enter text=""></enter>			and their impact	ion as to how the identifion your success, or lack nce your planning for the	of success,	<enter text=""></enter>		
Turnaround Initia	ative Component: <enter text=""></enter>								
				Inter	ventions by Quarte	er			
	Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)			Q3 (Fe	eb, Mar)		Q4 (April, May, June)
Q1 Goal:		Q2 Goal:			Q3 Goal:			Q4 Goal:	
	Q1 Interventions		Q2 Interventions			Q3 Inter	rventions		Q4 Interventions
1)		1)			1)			1)	
2)		2)			2)			2)	
3)		3)			3)			3)	
4)		4)			4)			4)	
What data will be	e collected to monitor interventions in Q1?	What data will	be collected to monitor interventions	in Q2?	What data will be	collected to	o 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)	
			En	d of Quarter I	Reporting				
	Q1 Report		Q2 Report			Q3 F	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=""></enter>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<enter text=""></enter>
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	<enter additional="" any="" here="" information=""></enter>	What, if any, adjustments must be made in order to meet the annual goal?	<enter additional="" any="" here="" information=""></enter>		What, if any, adjustments must be made in order to meet the annual goal?	<enter a<="" any="" td=""><td>additional information here&gt;</td><td><enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter></td></enter>	additional information here>	<enter additional="" any="" infor<="" td=""><td>mation here&gt;</td></enter>	mation here>
			E	nd of Year Re	eporting				
Provide the data that supports your 4th quarter status of this initiative component.	<enter text=""></enter>			and their impact	ion as to how the identifi on your success, or lack nice your planning for the	of success,	F-1-1-1		

### 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=""></enter>
What plans are in place to sustain these strategies, processes, and/or systems?	<enter text=""></enter>

Responses to these questions h the Contact-Intervention Info		Education Service Center (ESC) Number:	District Number:		District Name:			Campus Number:	Campus Name:			
the contact mervendon myo	omidaen rab	Region 10	057828		Winfree Academy Charte			057828006	Dallas			
				Texa			TIPS) Grant/Project Monit					
					Critical Success Fa		prove Academic Performance					
		Annual Performan	nce Goals and Targets fro	m EOY document		On-Track assessment		Justification- Quantifiable Evidence	ce of "On-Track" Assessme	nt at mid-year (Spring)		
						Select						
						Select Select						
Annual Performance Goals, 2016-2017						Select						
						Select						
						Select						
						Select Select						
		A	D			Period 1	1					Period 2
Interventions/Strate	egies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Progress to Date	Interventions/Strategies	Activities to Implement Intervention (Spring	Responsible Party	Required Resources	Evidence of Impact (Spring)	Progress to Date
						Select						Select
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Responses to these questions h the Contact-Intervention Info		Education Service Center (ESC) Number:	District Number:		District Name:			Campus Number:	Campus Name:	Į.		
the Contact-Intervention inju	ormation rab	Region 10	057828		Winfree Academy Charte			057828006	Dallas	_		
				Теха			TIPS) Grant/Project Mor					
					Critical Success Fa	actor 2: Qu	ality Data to Drive Instruction	on				
		Annual Performan	nce Goals and Targets fro	m EOY document		On-Track assessment		Justification- Quantifiable E	vidence of "On-Track" Assessm	ent at mid-year (Spring)		
						Select						
						Select						
Annual Performance Goals, 2016-2017						Select Select						
2010-2017						Select						
						Select						
	Select Select											
											Period 2	
Interventions/Strate	tegies	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)	Progress to Date
						Select						Select
						Select						Select
						Select						Select
						Select						Select
						Select						Select
						Select						Select
						Select						Select

Responses to these questions h		Education Service Center (ESC) Number:	District Number:		District Name:			Camp	ous Number:	Campus Name:			
the Contact-Intervention Info	formation Tab	Region 10	057828		Winfree Academy Charte	er Schools		05	57828006	Dallas			
				Texa	as Title I Priority S	chools (T	TIPS) Grant/Projec	t Monitorir	ng				
					Critical Succes	s Factor 3:	Leadership Effective	eness					
		Annual Performa	nce Goals and Targets fro	om EOY document		On-Track assessment			Justification- Quantifiable Evidence	of "On-Track" Assessme	nt at mid-year (Spring)		
						Select							
						Select							
Annual Performance Goals,						Select							
2016-2017						Select							
						Select							
						Select							
						Select Select							
						Period 1							Period 2
Interventions/Strate	tegies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Progress to Date	Interventions/Strate	gies Acti	ivities to Implement Intervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Progress to Date
						Select							Select
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Responses to these questions I the Contact-Intervention Info		Education Service Center (ESC) Number:	District Number:		District Name.			Campus Number:	Campus Name:			
the contact-intervention inju	ormation rab	Region 10	057828		Winfree Academy Chart			057828006	Dallas			
				Texa	as Title I Priority S	chools (T	TIPS) Grant/Project Monit	toring				
					Critical Succe	ss Factor 4	: Increase Learning Time					
		Annual Performan	nce Goals and Targets fro	m EOY document		On-Track assessment		Justification- Quantifiable Evider	nce of "On-Track" Assessme	nt at mid-year (Spring)		
						Select						
						Select						
Annual Performance Goals,						Select						
2016-2017						Select Select						
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						Select					_	
Interventions/Strate	tegies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Period 1 Progress to Date	Interventions/Strategies	Activities to Implement Intervention (Sprin	g) Responsible Party	Required Resources	Evidence of Impact (Spring)	Period 2 Progress to Date
						Select						Select
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						Select						Select
						Select						Select

Responses to these questions h		Education Service Center (ESC) Number:	District Number:		District Name:			Campus Number:		Campus Name:	]		
the Contact-Intervention Info	ormation Tab	Region 10	057828		Winfree Academy Charte	er Schools		057828006		Dallas	_		
				Texa	as Title I Priority S	chools (T	TIPS) Grant/Project	t Monitoring					
				Critic	al Success Factor 5:	Ongoing	Family and Communit	y Engagement					
		Annual Performa	nce Goals and Targets fro	m EOY document		On-Track assessment		Justification- Qua	ntifiable Evidence	of "On-Track" Assessme	ent at mid-year (Spring)		
						Select							
						Select							
Annual Performance Goals,						Select							
2016-2017						Select							
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						Select							
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						Period 1							Period 2
Interventions/Strate	egies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Progress to Date	Interventions/Strategi	es Activities to Implement Ir	tervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Progress to Date
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Responses to these questions h the Contact-Intervention Info		Education Service Center (ESC) Number:	District Number:		District Name:			Campus Number:	Campus Name:	<u> </u>		
the Contact-Intervention inju	ormation rab	Region 10	057828		Winfree Academy Charte			057828006	Dallas			
				Texa	s Title I Priority S	chools (T	TIPS) Grant/Project Mo	nitoring				
					Critical Success	Factor 6: Ir	nprove School Environmen	t				
		Annual Performan	nce Goals and Targets fro	m EOY document		On-Track assessment		Justification- Quantifiable I	vidence of "On-Track" Assessm	ent at mid-year (Spring)		
						Select						
						Select						
Annual Performance Goals,						Select						
2016-2017						Select Select						
						Select						
				I		Select				1		
Interventions/Strate	tegies	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		Education Service Center (ESC) Number:	District Number:		District Name.			Campus	Number:	Campus Name:			
the Contact-Intervention Info	formation Tab	Region 10	057828		Winfree Academy Chart	er Schools		05782	28006	Dallas			
				Texa	as Title I Priority S	chools (T	TIPS) Grant/Projec	ct Monitoring	5				
					Critical Success	s Factor 7:	Ensure Effective Tea	chers					
		Annual Performa	nce Goals and Targets fro	om EOY document		On-Track assessment		Ju	stification- Quantifiable Evidence	of "On-Track" Assessme	nt at mid-year (Spring)		
						Select							
						Select							
Annual Performance Goals,						Select							
2016-2017	,					Select							
						Select							
						Select							
						Select Select							
						Period 1							Period 2
Interventions/Strat	tegies	Activities to Implement Intervention (Fall)	Responsible Party	Required Resources	Evidence of Impact (Fall)	Progress to Date	Interventions/Strate	gies Activiti	ies to Implement Intervention (Spring)	Responsible Party	Required Resources	Evidence of Impact (Spring)	Progress to Date
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Responses to these questions have been from	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
the Contact-Intervention Information Tab	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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Responses to these questions have been from the Contact-	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
Intervention Information Tab	Region 10	057828	Winfree Academy Charter Schools	057828006	Dallas

## **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.

	- 11.9							
				Source(s) of No	ncomp	liance		
		Sustained complaint alle	gations			Continuing noncompliance issue		
		Sustained complaint allegations  Adverse due process hearing decisions  Current focused data analysis and/or Compliance Review  Noncompliance identified as a result of on-site visit and/or desk review  Original Date of Agency Notification  Areas of Noncompliance Enter the topic and specific legal reference from the CFR, TEC, or TAC.				Noncompliance identified as result of review of documentation by TEA		
		Sustained complaint allegations  Adverse due process hearing decisions  Current focused data analysis and/or Compliance Review  Noncompliance identified as a result of on-site visit and/or desk to the compliance of Agency  Notification  Areas of Noncompliance Enter the topic and specific legal reference from the CFR, TEC, or TAC.		view		Noncompliance identified as a result of non-public review		
		Noncompliance identified	d as a result of on-site visit ar	nd/or desk review		Noncompliance identified through submission of	State Performance Plan (S	SPP) data
Status of Noncompliance	Or		Enter the topic and specific legal reference from the	(Process		ective Actions (CAs) steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation
Select	<ente< th=""><th>er date here.&gt;</th><th><enter citation(s)="" here.=""></enter></th><th><enter ca(s)="" here.=""></enter></th><th></th><th></th><th><enter here.="" name(s)=""></enter></th><th><enter here.="" timeline=""></enter></th></ente<>	er date here.>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>			<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>

Corrective Action Plan								
Source(s) of Noncompliance								
	☐ Sustained complaint alle	gations	☐ Continuing noncompliance issue					
	☐ Adverse due process he	aring decisions	☐ Noncompliance identified as result of review of compliance.	documentation by TEA				
	☐ Current focused data and	alysis and/or Compliance Rev	riew Noncompliance identified as a result of non-publ	lic 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>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>	<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>			
			Source(s) of Noncompliance					
	☐ Sustained complaint alle	gations	☐ Continuing noncompliance issue					
	☐ Adverse due process he	aring decisions	☐ Noncompliance identified as result of review of compliance.	documentation by TEA				
	☐ Current focused data and	alysis and/or Compliance Rev	riew Noncompliance identified as a result of non-publ	lic review				
	□ Noncompliance identified	d as a result of on-site visit ar	d/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>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>	<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>			

Corrective Action Plan								
Source(s) of Noncompliance								
	☐ Sustained complaint alle	gations	С	Continuing noncompliance issue				
	☐ Adverse due process he	aring decisions		Noncompliance identified as result of review of	documentation by TEA			
	☐ Current focused data and	alysis and/or Compliance Rev	view	Noncompliance identified as a result of non-pub	lic 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.		orrective Actions (CAs) and steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation		
Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>		<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>		
			Source(s) of Nonco	mpliance				
	☐ Sustained complaint alle	gations	С	Continuing noncompliance issue				
	☐ Adverse due process he	aring decisions		☐ Noncompliance identified as result of review of documentation by TEA				
	☐ Current focused data and	alysis and/or Compliance Rev	view	☐ Noncompliance identified as a result of non-public review				
	□ Noncompliance identified	d as a result of on-site visit ar	nd/or desk review	Noncompliance identified through submission o	f 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.		orrective Actions (CAs) and steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation		
Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>		<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>		

Corrective Action Plan								
Source(s) of Noncompliance								
	☐ Sustained complaint alle	gations	С	☐ Continuing noncompliance issue				
	☐ Adverse due process he	aring decisions		Noncompliance identified as result of review of	documentation by TEA			
	☐ Current focused data and	alysis and/or Compliance Re	view	Noncompliance identified as a result of non-pub	lic review			
	☐ Noncompliance identified	d as a result of on-site visit ar	nd/or desk review	Noncompliance identified through submission o	f 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.		orrective Actions (CAs) and steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation		
Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>		<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>		
			Source(s) of Nonco	mpliance				
	☐ Sustained complaint alle	gations	С	Continuing noncompliance issue				
	☐ Adverse due process he	aring decisions		Noncompliance identified as result of review of	documentation by TEA			
	☐ Current focused data and	alysis and/or Compliance Re	view	Noncompliance identified as a result of non-pub	lic review			
	□ Noncompliance identified	d as a result of on-site visit ar	nd/or desk review	Noncompliance identified through submission o	f 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.		orrective Actions (CAs) and steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation		
Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>		<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>		

Corrective Action Plan								
Source(s) of Noncompliance								
	☐ Sustained complaint alle	gations		Continuing noncompliance issue				
	☐ Adverse due process he	aring decisions		Noncompliance identified as result of review of	documentation by TEA			
	☐ Current focused data and	alysis and/or Compliance Rev	view	Noncompliance identified as a result of non-pub	olic review			
	□ Noncompliance identified	d as a result of on-site visit ar	nd/or desk review	Noncompliance identified through submission of	f 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.		orrective Actions (CAs) and steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation		
Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>		<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>		
			Source(s) of Noncor	npliance				
	☐ Sustained complaint alle	gations		Continuing noncompliance issue				
	☐ Adverse due process he	aring decisions		Noncompliance identified as result of review of	of documentation by TEA			
	☐ Current focused data and	alysis and/or Compliance Rev	view	Noncompliance identified as a result of non-pub	ublic review			
	□ Noncompliance identified	d as a result of on-site visit ar	nd/or desk review	Noncompliance identified through submission of	f 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.		orrective Actions (CAs) and steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation		
Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>		<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>		

Corrective Action Plan										
	Source(s) of Noncompliance									
	☐ Sustained complaint allegations				Continuing noncompliance issue					
	☐ Adverse due process h	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.			ective Actions (CAs) steps to correct noncompliance)	Personnel Responsible	Timeline for Implementation			
Select	<enter date="" here.=""></enter>	<enter citation(s)="" here.=""></enter>	<enter ca(s)="" here.=""></enter>			<enter here.="" name(s)=""></enter>	<enter here.="" timeline=""></enter>			