



Targeted Improvement Plan

District Name:	JHW Inspire Academies	County District Number:	015808	Superintendent Name:	Bruce Rockstroh
Campus Name:	Inspire Academies	Campus Number:	015808-001,-003,-007,-009,-010,-011,-012,-014	District DCSI:	Ken Whitt Ph.D.
PSP:		Educational Service Center:	Region 20	School Principal:	

Vision: To increase the capacity for student achievement.

Problem Statement #1:	Learning gaps in 3-8 math & Algebra 1 prevent students from performing on grade level.	Annual Goal #1:	Increased STAAR Algebra 1 & 3-8 math passing rate by 15%.
Root Cause #1:	A combination of high mobility and low achievement in a "non" traditional school setting.	Strategy #1:	Increase teacher professional development and implement personalized and differentiated instruction.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Teacher professional development.	Completed by January 1, 2019.	Training team	Campus Administrators	Review of weekly lesson plans and walkthroughs with feedback for teachers.		Select	
	To diagnose and facilitate student growth in developing individualized student plans.	Completed by January 1, 2019.	Renaissance Star, IXL	Campus Administrators	Development of individualized student plans.		Select	
Intermediate: (Implementation)	Provide training to new teachers and additional strengthening skills of returning teachers in developing CBA's in Eduphoria	Completed by January 1, 2019.	Renaissance Star Assessment, TEKS Resource System, internal training videos, Eduphoria	ITC, Campus Administrators	Increased proficiency in TEKS Resource System learning and assessment systems.		Select	
	Math teachers will analyze content specific CBA's to implement student targeted interventions.	Completed by January 1, 2019.	Teacher created assessments in Eduphoria using TEKS Resource System.	Campus admin, math teachers	Facilitation of targeted interventions and increased STAAR performance.		Select	
	Administer STAAR math benchmark to assess mastery.	Completed by Feb 15, 2019	STAAR released Assessment	Principal, DTC	Identify areas for student interventions.		Select	
Long-Term: (Results)	Improve district alignment between instructional practices and standards.	By the end of the 6 six-weeks grading period.	Walkthrough data and Renaissance Star growth reports.	DCSI, ITC, principal, and teachers	Improve district performance on math 3-8 and Algebra 1 STAAR results.		Select	
Vision Status				Vision Metrics				

Problem Statement #2:	Low performing gaps in 8th grade social studies, science, & EOC biology.	Annual Goal #2:	Improve STARR passing results by 15%
Root Cause #2:	High teacher mobility and lack of understanding of classroom instructional model.	Strategy #2:	Teacher development for retention.

Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Teacher professional development of classroom learning model. Provide on going professional development using ESC-20 & ESC-13	Complete by January 7, 2019.	Journey to Greatness, TEKS Resource System, 9 step inquiry model	DCSI, principals, lead teachers, Director of Residential Programs	Campus walkthrough will reflect understanding and evidence of classroom model.		Select	
	Provide ongoing professional development to teachers using ESC20, ESC13 trainings	Completed by May 1, 2019.	ESC20, ESC13	Teachers, HR	Increased teacher content and skill set to facilitate higher student achievement.	Increase content and skill set	Select	
Intermediate: (Implementation)	Using instructional resources to increase student mastery of standards	Begin by January 3, 2019.	Journey to Greatness, TEKS Resource System, 9 step inquiry model, Study Island	Campus Principal	Increased performance in 8th science, biology, and social studies.		Select	
Long-Term: (Results)	Long term retention and integration of district strategic teacher retention plan	Completed by August 1, 2019	HR recruitment process and practices in the development of talent acquisitions.	DCSI, Director of Residential Programs, Principals, HR Dept.	Increased teacher retention that translates into student improvement.		Select	
Vision Status				Vision Metrics				

Vision:		To increase the capacity for student achievement.						
Problem Statement #3:		Gaps in English 1 and writing prevent students from performing on grade level.			Annual Goal #3:		Increase STAAR English I passing rate by 15%.	
Root Cause #3:		High mobility and low achievement in a traditional school setting.			Strategy #3:		Provide ELAR professional development and implement personalized and differentiated instruction.	
Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Students will take part in an expository writing activity per week.	Completed Weekly	ELA teachers, ELA Lead Teacher	ELA teachers	Increased student writing skills set.		Select	
	Facilitators were trained on different ways to incorporate more writing activities across the curriculum and will train other district teachers in those strategies	Completed by November 1, 2018 & January 30, 2019	AFIA ELA teachers	ELA Teachers, ITC	Facilitators will incorporate better writing activities into daily lessons across the curriculum		Select	
Intermediate: (Implementation)	Campus admin will check for writing activities in lesson plans weekly.	Weekly	Eduphoria	Campus admin	Appropriate feedback will help improve writing activities on each campus		Select	
	Provide Tutoring for students that need extra reading and writing support	Campus admin will check with facilitators to ensure this is being completed weekly	Study Island, Reading Plus, IXL	Facilitators, campus admin, and Teachers	Provide additional support for students that struggle with writing		Select	
	Conduct walkthroughs with targeted feedback in both reading & writing.	Individual feedback through Strive, twice per month.	Walkthrough forms and scheduled feedback sessions with principal and teachers.	Campus admin	Implement walkthrough feedback resulting in more targeted instruction including appropriate re-teaching and intervention strategies.		Select	
	Monitor reading assessment data in order to re-teach and provide timely interventions.	Completed every six weeks.	Renaissance Star Assessment, Journey to Greatness curriculum framework, and observation feedback. Peer weekly intervention training on expectations.	DCSI, ITC, principal, and teachers	Consistent increase in reading scores in Renaissance Star assessments at the individual student level -- increasing at least 3% each testing period.		Select	
Long-Term: (Results)	Students able to successfully pass writing bench mark prior to testing	Completed prior to STAAR testing in March 2019	STAAR Benchmarks	Campus admin	Students show understanding of writing assessment prior to testing		Select	
Vision Status				Vision Metrics				