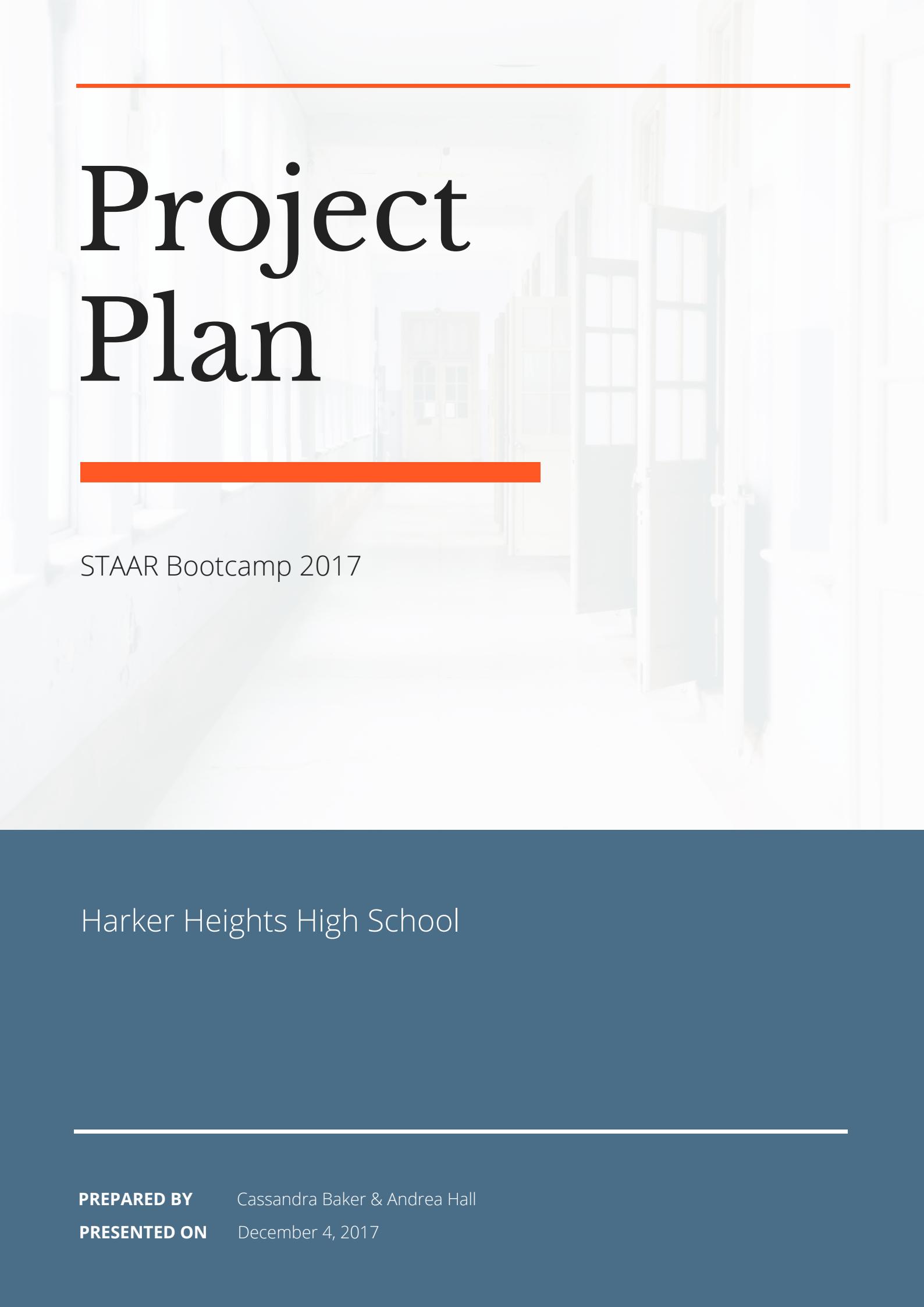

Project Plan



STAAR Bootcamp 2017

Harker Heights High School

PREPARED BY Cassandra Baker & Andrea Hall

PRESENTED ON December 4, 2017

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This project plan outlines the resources, processes, and management plan for the implementation of an English STAAR Bootcamp for students attending Harker Heights High School.

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Executive Summary

This section outlines the purpose and reason behind the English STAAR bootcamp along with the required tasks for implementation.

Opportunity

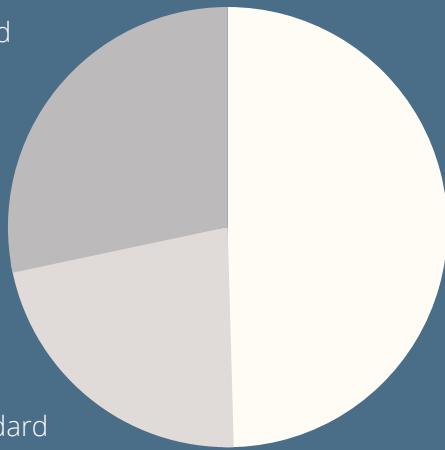
The chart below aggregates the students who met or exceeded the standard on the Spring 2016 English I STAAR at Harker Heights High School.

While the results are promising, it also reveals an area of needed growth. Overall, 27% of students taking the English I exam did not earn a passing score, meaning those students will need to

retake the exam the following year.

This would not be an issue if those students were retaking English I again so that they could relearn the curriculum assessed on the exam; however, our research reveals that only 10% of those students who failed will be retaking English I. The remaining 113 students will graduate to English II and never

Failed to meet Standard
28.3%



32%

Percentage of English I Students who passed the 2015 English I STAAR retest.

receive a formal review before attempting to retake the STAAR test the following year.

Furthermore, while the English I curriculum addresses all English Language Arts skills evaluated on the English I STAAR-- because of the way the units are organized--students may not have written an expository essay in four months, yet they are expected to write an expository essay on the English I STAAR worth nearly 30% of the cumulative score.

English I Curriculum Map

Semester 1

Unit 1: Fiction/Non-fiction

Unit 2a: Poetry

Unit 2b: Drama

Unit 3: Expository

Semester 2

Unit 4: Persuasion

Unit 5a: Genre Studies

English I STAAR Exam

Unit 5b: College & Career

Unit 6: Research

For these reasons, Harker Heights High School should adopt English I & II STAAR Saturday review sessions for students taking either or both tests.

Once the review session is implemented, we predict more students will meet the standard on the English I & II STAAR, especially those retaking the STAAR exam.

In order to build the STAAR review session curriculum, we will need to organize review day processes, allocate pay and incentives, and recruit members. To do so will require the support of the administrative staff to proceed with this project.

Project Objectives

- Create curriculum and instruction for all sessions
- Recruit teachers for curriculum team and instructional team
- Provide incentives for teachers and students to attend bootcamp
- Recruit student volunteers, teacher aids, and an administrator to run operations for the bootcamp
- Create promotional content for the review sessions
- Create process and structure for bootcamp operations.



Scope Overview

The following pages outline the deliverables for the project. The deliverables are organized by person or organization responsible for the completion of the deliverable.

All organizations, groups, persons, and processes will be overseen by the project managers: Andrea and Cassandra.

A more detailed list of persons within each group will be outlined later in the proposal along with a proposed timelines for completion.

The following will be completed in order to accomplish this project:

Curriculum and Lesson Development Team

- Recruit team
- Complete timecards
- Collaboratively write bootcamp curriculum and determine sessions available based on skills assessed in the English I & II STAAR.
- Create lesson plans and instructional materials and strategies for all sessions.
- Recruit bootcamp teachers and complete timecards for each teacher.
- Complete train the trainer sessions with all review session teachers.

Student Activities

- Resources: snacks and facility
- Collaboratively storyboard promotion for bootcamp
- Film promotion
- Schedule announcements
- Collaboratively develop flyers
- Copy & disperse flyers

Community Partners

- Starbucks for teachers
- Chick-fil-a breakfast for teachers
- Chick-fil-a & Bahama Bucks gift card for students
- .

Special Education Department

- Teacher aids for students with disabilities attending
- Timecards for aids

Administration

- School-wide phone call scheduled and scripted
- Coordinate administrator present for bootcamp

National Honor Society

- Coordinate with sponsors to get NHS volunteers for bootcamp
- Create jobs and job descriptions for NHS volunteers
- Coordinate lunch for students who attend with NHS donation
- Complete club budget forms for donation

Curriculum Department

- Resources: instructional aids

Operations

- Prepare schedule for all workers
- Prepare schedule tickets for all students so they know where to go
- Print sign-in sheets
- Print & copy all instructional materials
- Unlock classrooms used for review sessions and distribute supplies
- Monitor sessions
- Coordinate with NHS sponsor picking up lunch, breakfast, and Starbucks

Project Phases

Phase 1: Initiation

Confirm teams

Confirm that everyone who initially signed up to participate on a team is still available, and complete timecards for teams being paid.

Confirm work schedule

Confirm schedule with all paid and unpaid workers.

Confirm donations

All donation proposal should be submitted and confirmed with organization point of contact.

Confirm project approval

Project was approved on December
6, 2017

Phase 2: Planning

Confirm Workflow

Confirm that all teams have access to Scoro--a project management software, and a confirm all can use the resource.

Curriculum Planning

Planning schedule, resources (curriculum template, English I & II TEKS, & STAAR exams), facility availability, timeline and objectives distributed to curriculum team.

Lesson Planning

When curriculum and courses are finalized, the curriculum team will create lessons. Lessons will be copied and distributed to session teachers.

Train the Trainer

Schedule for curriculum writers to train session teachers for each course and each session

Instructional Resources

The curriculum team will report needed resources, which will be communicated to the Curriculum Department to be retrieved for each session.

Confirm Schedule with all Paid and Unpaid Workers.

Plan schedule matrix and distribute to workers to organize confirmations.

Promotional Video

Video storyboard, filming, and distribution schedule established.

Promotional Flyers

Create flyer, coordinate colored copies and distribution.

Parent All Call

Create script, record call and plan distribution.

Phase 3: Implementation

NHS Workers

Provide job role descriptions and schedules to all workers. Coordinate with two workers to pick up pizza.

Teachers

Provide teachers with schedule, free breakfast and coffee, sign-in sheets, instructional aids, lesson copies, and incentives.

Special Education Teacher Aid

Provide a schedule for Special Education Teachers based on students' sessions.

Resources

Ensure facility set up, job roles, schedule, signs, lessons, instructional aids, incentives, personnel, and food are planned and accounted for.

Phase 4: Evaluation

Attendance

Attendance at the first review session will help inform head count for future session attendance and promotional tools.

Test Scores

2017 STAAR test scores will be evaluated for those who attended to see if the bootcamp improved passing rates. This data will be disaggregated by those who are retaking the test.

Student & Teacher Survey

Students and teachers will both be given a survey to assess engagement, effectiveness, and willingness to attend another session and/or recommend to a friend.

Project Team

This section outlines the teams involved in ensuring the completion of the project.

Executive Sponsors

- Administrative team

Project Managers / Owners

- Andrea Hall
- Cassandra Baker

Donation Manager (NHS / Student Activities / Starbucks)

- Cassandra Baker

Donation Manager (Bahama Bucks / Chick-fil-a)

- Andrea Hall

Curriculum & Lesson Team

- David Bennett
- Cortney Kingery
- Brittany Hickman
- Jacquolynn Curl
- Jessica Gaut
- Michael Carlisle

Teachers for Sessions

- David Bennett
- Cortney Kingery
- Brittany Hickman
- Jacquolynn Curl
- Jessica Gaut
- Michael Carlisle
- Sandra Rowell
- Karon Taylor
- Hillary Brown
- Nicole Irwin
- Michelle Ernst
- Shawn Zito
- Scarlett Griffin
- Christina Watson

Project Team

This section outlines the teams involved in ensuring the completion of the project.

Promotional Director

Andrea Hall

Promotional Film Team

- Kayren McCarty
- Student Council volunteers
- Andrea Hall

Promotional Flyers Team

- Cassandra Baker
- Kayren McCarty
- Student Council volunteers

Promotional Phone Call Team

- Andrea Hall
- Kernisha Hill

Director of Operations

Cassandra Baker

Operations Team

- David Bennett
- National Honor Society Volunteers (15 per session)
- Session Teachers
- Peggy Prymuszewski
- Administrator on duty

Special Education Team

- Cassandra Baker
- Andrea Putman

Budget Overview

Constraints: This budget is based on a prediction that 200 students attend the review session, and there are a total of 3 review sessions. This budget is also based on predicted donations from project teams.

EXPENSE

ALLOTTED BUDGET

Teachers working review session (10)	\$ 1,400.00
Teacher aids working sessions (2)	\$ 180.00
Curriculum & Lesson Planning Team (6)	\$ 1,800.00

Donations

ORGANIZATION

DONATION

National Honor Society	Pizza for students who attend. \$750
Student Activities	Snacks \$500
Starbucks	Coffee for teachers (serves 15 people)
Bahama Bucks	Gift cards for students (50 per session)
Chick-fil-a	Gift cards for students (50 per session) / breakfast for 15 teachers



Project Schedule

This section shows the Gnatt chart for this project.

Please follow the link below to view the schedule:

[Project Schedule](#)

Communication Plan

The following outlines the communication plan for all teams and managers during the project.

National Honor Society

Communication with NHS volunteers will take place on a weekly basis two-weeks before the implementation date. All communication will take place either through David Bennett or through the Remind Application, which allows teachers to communicate to students via SMS.

Community Donors

Communication with donors will take place via phone calls on a weekly basis two-weeks before the implementation date.

Curriculum Development Team

Project managers will alternate weeks to observe team meetings and answer any questions.

Project Managers and Teams

All teams and managers will use the Scoro Project Management tool to communicate progress and tasks in the project.

Issue Management

The following section outlines possible issues the project may encounter and solutions to manage issues.

No donations

If donors back out, the project managers can prepare the breakfast. For the incentives, the project managers can reach out to the other community connections in the area, such as Five Below, Lily's Cakes, and Bite the Bagel.

Teacher no show

Project managers will not be in charge of teaching a class for the review sessions, and both managers have experience with all lessons, so the project manager will step in for the absent teacher.

Disruptive student

An administrator will be present on campus for any disciplinary infractions.

Managing students

Students will be given a ticket stating where he/she should be for each session. Students will hand this ticket to the session teacher. This will ensure students are in the right location.

Students will also sign-in when they enter the building stating where he/she needs to be and when. Students will sign in again when entering a session. NHS members will evaluate whether students are where they need to be.

All session rooms will be in the same hallway so that students are not wandering the hallways. The rest of the building will be marked off with a divider.