

University of Texas - University Charter School

(Austin, Texas)

2011 to 2012 District Improvement Plan

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Mission Statement and Guiding Values

The mission of UT-UCS is to provide effective, individualized educational opportunities for unique learners. UT-UCS campuses are located in a variety of settings, including residential treatment centers, a shelter housing families escaping domestic violence, a home for girls in crisis pregnancies, and elite gymnastics programs. Students enrolled in UT-UCS have diverse educational backgrounds and needs that are met through the utilization of differentiated instruction. Every child is expected to master grade-level curriculum that meets all of the state of Texas curriculum standards. Interventions to address gaps in prerequisite learning and special education services are provided when needed. The UT-UCS program prepares students to “own their learning” and to be good citizens who are successful in returning to traditional schools or graduating and attending college or entering the workforce.

UT-UCS is a complex system and there are several cornerstones or pieces to our foundational structure. Each piece is key to achieving our vision, but we know that we must constantly evaluate and adjust in order to grow towards our vision. Each cornerstone must be implemented with fidelity which requires repeated renewal of our commitment and persistent honing of our skills.

Cornerstone 1: There is a culture of high expectations for all: students, faculty and staff. Each faculty and staff member must want to be excellent in the job that they do. They must also believe that they are capable of doing extraordinary work. Everyone who works for UT-UCS must believe that the students we serve can learn rigorous curriculum, regardless of their history, their educational and personal strengths and weaknesses, their educational gaps or disability.

Cornerstone 2: Faculty and staff will bring joy to the classroom and learning. What is more joyous than growing as a human being through learning? Too many of the students we serve have never or rarely experienced the pride of accomplishing a difficult learning task or the joy that comes with understanding something new and complex. Meaningful learning can be fun. One should never hear, “Finish your work and then you can do something fun.” The work of learning should be joyous and fun.

Cornerstone 3: No one will limit what a student wants to achieve by telling them they “can’t” do it. We will help them understand what it takes to achieve a particular goal, but we will never presume to tell them they are unable to achieve that goal. We will help them build a vision for their future based on understanding the work that they must do to achieve that vision, but we will never destroy a vision by telling them they “can’t”.

Cornerstone 4: Everyone owns their own learning. For students in grades eight through twelve, UT-UCS provides Academic Transition Coordinators (ATC’s) to work with each student in creating educational and career plans for high school and beyond. Students are expected to have a vision and to understand the goals that they must meet to achieve that vision. This understanding helps each student to own his or her learning; i.e., to be responsible for his or her learning. In addition, students are offered the opportunity to become advocates for themselves as they pursue their educational goals.

Faculty and staff are offered opportunities for professional development to enhance the work they do within the mission and vision of UT-UCS. Everyone is responsible for meeting the learning expectations of UT-UCS.

Cornerstone 5: Fidelity in what we do and how we do it. We implement best practices and research-based methodologies with fidelity.

Cornerstone 6: Every faculty and staff member of UT-UCS is trained in Capturing Kids' Hearts® (CKH) which is based on building relationships with both students and coworkers. CKH is based on the EXCEL® model for leadership, teaching and relationship. Components of the model are Engage, X-plore, Communicate, Empower and Launch.

Cornerstone 7: UT-UCS utilizes CSCOPE®, a standards-based curriculum that is rigorous, relevant, and high-quality for the four core subject areas, Mathematics, Science, English Language Arts/Reading, and Social Studies. This curriculum is based on the curriculum content standards of the state of Texas. It is designed to assist teachers in providing lessons that promote critical thinking and problem solving within the content area. Technology is embedded into the curriculum.

Cornerstone 8: Instruction in UT-UCS is differentiated to meet individual learner needs and to guide students to understand the relevance of what they are learning. Teachers and staff are expected to appropriately utilize technology to provide current, relevant, effective instruction.

Cornerstone 9: The instructional model for UT-UCS specifically addresses the programmatic needs of the general education program, special programs for students who are at-risk of not graduating due to gaps in learning, and the special education program for any student with an identified disability that is impacting his or her ability to learn grade level curriculum.

Cornerstone 10: UT-UCS works toward the effective creation and use of data for decision-making (this includes student assessment).

Cornerstone 11: Resources are not infinite and UT-UCS has a budget planning, management, and evaluation system that focuses on insuring effective and efficient use of all resources. Technology is utilized to enhance the effective and efficient use of resources.

Cornerstone 12: All decisions must meet the standard of “yes” to the question, “Is this action the best decision for the student(s) to be served?” If the answer to the question is not “yes”, then more work needs to be done on the decision.

Comprehensive Needs Assessment for 2011-2012

The Charter School conducted a Comprehensive Needs Assessment of UT-UCS, including information from the following data sources:

- Assessment Data [TAKS/SDAA; TPRI, AYP, DRA]
- Attendance Data
- Enterprise Risk Management Analysis
- Incident and Restraint Data
- Continuous Improvement Plans from Performance-Based Monitoring Assessment System
- Highly Qualified Teacher Data
- Program Evaluation for State Compensatory Education program
- Professional Development evaluations

Summary-

From these data sources, the Task Force identified the following strengths and needs:

Strengths

- Above state average in attendance because most students reside on campus in a structured environment.
- Ratio of teachers/support staff to students
- High number of teachers with Special Education Certification.
- Instructional coaches provides support/training for teachers across content areas, including modeling instructional strategies
- Commitment to provide high-quality supplemental instructional materials.
- Instructional Coaches provides support/training for teachers across content areas, including modeling of instructional strategies.

Needs

- Student performance data and other campus information indicate a need for improvement in consistency of instructional and implementation of a viable repeatable curriculum.
- Diversity in schools, teachers and students create a need for differentiation.
- Mobility and diversity of students and teachers creates a situation that requires the continuous use of data. The charter and individual schools need to use information from assessments and observations to plan for effective instruction.
- Multi-grade and multi-subject classrooms added to the fact there is only one content teacher for many schools creates a need for professional dialog and a network for instructional support and planning.
- Multi-grade and multi-subject classrooms added to the fact there is only one content teacher for many school creates a need for long term sustained and intensive professional development.

- Differences in schools and student situations make parent involvement problematic and because the traditional situation is not the norm, there is great need for outreach and support of those in the parental role.
- School situation, pay scale, stress, other working conditions make a need to address teacher recruitment/retention and morale.

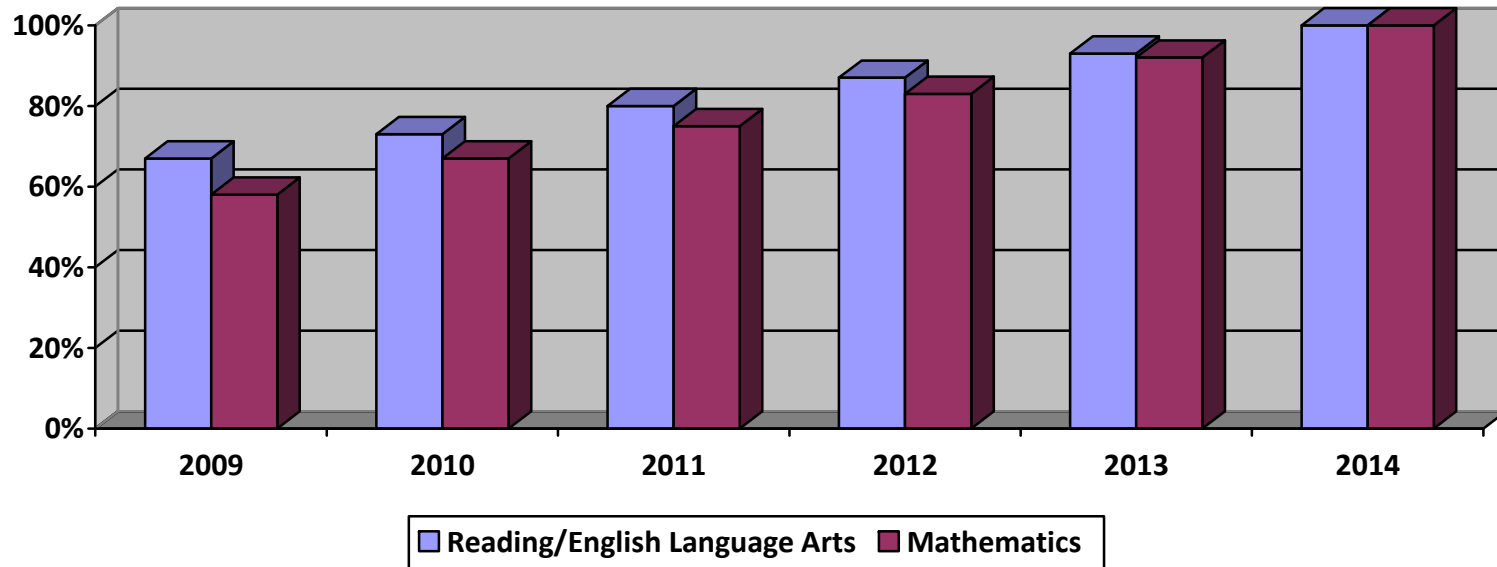
ESEA Goals and Indicators

1. **Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 1.1. Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
 - 1.2. Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
 - 1.3. Performance Indicator: The percentage of Title I schools that make adequate yearly progress.
2. **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 2.1. Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
 - 2.2. Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
 - 2.3. Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
3. **Performance Goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
 - 3.1. Performance Indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
 - 3.2. Performance Indicator: The percentage of teachers receiving high-quality professional development. (as the term, "professional development," is defined in section 9101 (34).)
 - 3.3. Performance Indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)
4. **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
 - 4.1. Performance Indicator: The number of persistently dangerous schools, as defined by the State.
5. **Performance Goal 5:** All students will graduate from high school.

- 5.1. Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; --calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2. Performance Indicator: The percentage of students who drop out of school, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; --calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

AYP Performance Standards AYP Performance Standards for 2002-03 – 2013-14

School Year	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Reading/English Language Arts	67%	73%	80%	87%	93%	100%
Mathematics	58%	67%	75%	83%	92%	100%



University of Texas – University Charter School
Annual Performance Objectives

Accountability Indicators	All Students		African American		Hispanic		White		Econ Dis		
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	
TAKS Progress Indicator	64	69	55	60	60	65	69	74	79	84	
Completion Rate II	73	77									
Annual Dropout Rate	0.7	0.7									

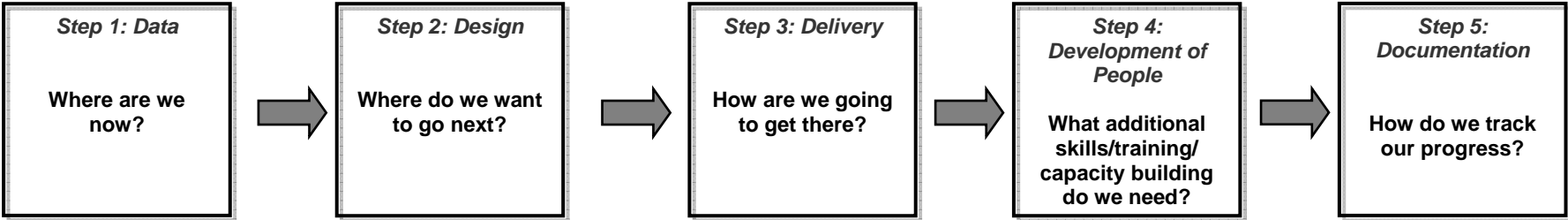
Current and Future Alternative Education Accountability Standards

	2010	2011	2012
TAKS Progress Indicator	50	55	TBD
Completion Rate II	60	60	TBD
Annual Dropout Rate	20	20	TBD
ELL Progress	Not Evaluated	55	TBD

The Action Sequence...in 1-2-3-4-5 Steps!™

The final phase in the school improvement planning process is to use the **Action Sequence...in 1-2-3-4-5 Steps!™** to explicitly outline your school’s plan to meet student achievement targets in each of the core content areas (i.e., Reading/ELA, Math Science, etc.), as well as NCLB/AYP and other locally relevant student achievement categories (e.g., Attendance, graduation rate, suspension, etc.)

The graphic below depicts the 5 Steps of the Action Sequence and summarizes what needs to be done for each step. Information from Worksheets 4, 5, 6, and 7 in the packet will be needed to complete the last phase. To facilitate the process, an *Action Sequence... in 1-2-3-4-5 Steps!* template is provided.



Step 1: Data Where are we now?	Step 2: Design Where do we want to go next?	Step 3: Delivery How are we going to get there?	Step 4: Development of People What additional skills/training/ capacity building do we need?	Step 5: Documentation How do we track our progress?
<ul style="list-style-type: none"> Analysis of current state of student achievement data <u>and</u> educational practices. 	<ul style="list-style-type: none"> Identify and describe below 2-to-4 research-based or promising strategies that you will implement. 	<ul style="list-style-type: none"> Complete the “What needs to be done” column for each promising strategy described. 	<ul style="list-style-type: none"> Describe the professional development needed to successfully carry out the tasks outlined in Step 3. 	<ul style="list-style-type: none"> Define the milestones of progress you will monitor at specific time-intervals

Improve student achievement for all students, all subjects

STEP 1: DATA		STEP 2: DESIGN
<p>Student Achievement Priority Areas: 1. <i>IMPROVING BASIC ACADEMIC PROGRAM</i></p>	<p>Underlying Causes: Very diverse, mobile student population in widely dispersed geographic area. Implementation gap (what we know and what we do). Lack of consistency in curriculum and instruction. Need: consistent viable curriculum Need: instructional methodology to address widely varied student needs Need: instructional planned and decisions made based on student data Need: a network of peer support for teachers across the charter system Need: long term sustained professional development Need: a system of support and outreach for individuals in the parenting role Need: organizational action to improve teacher morale, recruitment and retention</p>	<p>Research-based Strategies: 1.1 IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 1.2 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 1.3 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 1.4 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 1.5 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 1.6 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 1.7 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE</p>

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe "What needs to be done" for each promising strategy.</i>	Person responsible	Timeline	Resources	Milestones of Progress: <i>"How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.</i>
1.1 Continue implementation of C-SCOPE Curriculum 1.1.1 Infuse technology to increase student engagement	Curr staff	Continuous	Coordinated local, state and federal funds (Appendix 1)	Formative evaluation plans and monitoring standards are to be determined.
1.2 Continue to train teachers and monitor implementation of Differentiated Instruction techniques and methods. 1.2.1 Adopt and train leadership for effective walkthrough observation and feedback	Supt and Curr staff	Dates TBD	Coordinated local, state and federal funds(Appendix 1)	Formative evaluation plans and monitoring standards are to be determined.
1.3 Begin an initiative for data driven instructional planning by providing training and support for	Testing, Research	Plan – Aug Trn – Sep	Coordinated local, state and federal	Formative evaluation plans and monitoring standards are to be determined.

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: Describe "What needs to be done" for each promising strategy.	Person responsible	Timeline	Resources	Milestones of Progress: "How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.
instructional staff 1.3.1 Hire TRE staff	and Eval	Impl- Jan	funds(Appendix 1)	
1.4 Provide networking opportunities using Web 2.0 and traditional methods of support for communication 1.4.1 Technology access	Tech Dir	Plan – Aug Trn – Sep Impl- Jan	Coordinated local, state and federal funds(Appendix 1)	Formative evaluation plans and monitoring standards are to be determined.
1.6 Define and execute a plan to build relationships with facility staff and others in the parenting role 1.6.1 Provide training and support to parents 1.6.2 Build systems for continuous communication	TBD	Plan – Aug Trn – Sep Impl- Jan	Coordinated local, state and federal funds(Appendix 1)	Formative evaluation plans and monitoring standards are to be determined.
1.7 Define and address issues of morale, retention 1.7.1 Finish transfer of teaching staff to UT system 1.7.2 Examine possible recognitions systems	Supt Principals	Plan – Aug Trn – Sep Impl- Jan	Coordinated local, state and federal funds(Appendix 1)	

STEP 4: DEVELOPMENT OF PEOPLE (Professional Development Required)	
1.5 C-Scope training for new staff	1.5 Technology integration training (smartboards etc.)
1.5 Differentiated Instruction training	1.5 Campus/content specific training (see plan subsections)
1.5 Data driven planning for instruction	
1.5 Parent involvement (utility and methods Title 1 requirement)	
1.5 360 walkthrough (or similar) training	

**Student Achievement Improvement Target for Math - All Students:
Student Achievement Targets for specific Math subgroups:**

STEP 1: DATA		STEP 2: DESIGN
Student Achievement Priority Areas: 2. <i>SHOW ACADEMIC GROWTH IN MATHEMATICS</i>	Based on the charter school’s comprehensive needs assessment, math has been identified as a high-needs area. In response to this, the charter school will provide supplemental math support to target intensive interventions at high need campuses.	Research-based Strategies: 2.1 IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 2.2 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 2.3 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 2.4 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 2.5 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 2.6 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 2.7 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
	Person Responsible	Timeline	Resources	
2.1 Continue to implement C-Scope as a viable repeatable curriculum 2.1.1 Provide instructional support to teachers and students as they implement this curriculum	Math Content Specialists; Instructional Coaches; Principals	Plan – Aug Trn – Sep Impl- Jan	Coordinated local, state and federal funds(Appendix 1)	Formative evaluation plans and monitoring standards are to be determined.
2.2 Continue to train teachers and monitor implementation of Differentiated Instruction techniques and methods as they apply to math.	Math Content Specialists; Instructional Coaches;	Plan – Aug Trn – Sep Impl- Jan	Coordinated local, state and federal funds(Appendix 1)	Formative evaluation plans and monitoring standards are to be determined.

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
	Person Responsible	Timeline	Resources	
	Principals			
2.2.1 Math Specialists on high need campuses will address provide supplemental support to students who are at risk of dropping out.	Math Content Specialists	Aug-July	Funds (Appendix 1)	Formative evaluation plans and monitoring standards are to be determined.
2.3 Utilize DOMA diagnostics to assess individual student math abilities, guide instruction, and measure growth.	Math Content Specialists	Aug-July	Funds (Appendix 1)	DOMA Committee Review, Summary Reports and Goal Setting
2.3 Continue use of supplemental instructional materials to address special needs students.	Math Content Specialists, Principals, Teachers and Instructional Aides	Aug-July	Funds (Appendix 1)	Lesson Plans and Classroom Observations
2.4 Integrate technology (Ignite, graphing calculators, computers) into math instruction and cross-train with science teachers.	Math Specialists, Principals, Teachers, Technology Staff	Aug-July	Funds (Appendix (1))	Classroom observations and Lesson Plans
2.4 Coordinate math and science instruction to reinforce practical applications	Math Content Specialists and Teachers	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Classroom observations
2.2 Incorporate Ignite! Learning into classroom Instruction	Principal	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Walk throughs, Lesson Plans
2.3 Work with campus staff to create an intervention plan to address students with math deficiencies	Principal, Special Ed Campus Coordinators	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Campus Plans
2.2 Incorporate hands-on activities (manipulatives, games, labs) into math instruction.	Math Content Specialists, Instructional Coaches, Principal,	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Classroom Observations and Lesson Plans

STEP 3: DELIVERY			STEP 5: DOCUMENTATION	
	Person Responsible	Timeline	Resources	
	Tchr, Tech Staff			

STEP 4: DEVELOPMENT OF PEOPLE (Professional Development Required)	
2.5 C-Scope training for new staff	2.5 Technology integration training (smartboards etc.)
2.5 Differentiated Instruction training	2.5 Campus/content specific training (see plan subsections)
2.5 Data driven planning for instruction	2.5 Assist math teachers in developing an individual professional development plan
2.5 Parent involvement (utility and methods Title 1 requirement)	
2.5 360 walkthrough (or similar) training	

Student Achievement Improvement Target for Science All Students:
Student Achievement Targets for specific Math subgroups:

STEP 1: DATA		STEP 2: DESIGN
<p>Student Achievement Priority Areas: 3. <i>SHOW ACADEMIC GROWTH IN SCIENCE</i></p>	<p>Underlying Causes: Very diverse, mobile student population in widely dispersed geographic area. Implementation gap (what we know and what we do). Lack of consistency in curriculum and instruction. Need: consistent viable curriculum Need: instructional methodology to address widely varied student needs Need: instructional planned and decisions made based on student data Need: a network of peer support for teachers across the charter system Need: long term sustained professional development Need: a system of support and outreach for individuals in the parenting role Need: organizational action to improve teacher morale, recruitment and retention</p>	<p>Research-based Strategies: 3.1 IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 3.2 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 3.3 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 3.4 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 3.5 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 3.6 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 3.7 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE</p>

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
3.1 Incorporate Ignite! Learning into CScope	Science Content Specialists, Instr Coaches, Teachers	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Classroom Observations and Lesson Plans
3.5 Target professional development in science for teachers. (ex. Labs and content knowledge)	Science Content Spec, Instr Coachers and	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Lesson Plans, CPE Credits, HQ Teacher Status

STEP 3: DELIVERY			STEP 5: DOCUMENTATION	
3.1 Incorporate Ignite! Learning into CScope	Science Content Specialists, Instr Coaches, Teachers	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Classroom Observations and Lesson Plans
	Contracted Presenters			
3.2 Increase use of technology in the classrooms & integrate with math technology (e.g. probes and graphing calculators)	Math/Science Content Specialists, Instr Coaches, Teachers & Principals	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Lesson Plans, Classroom Observations & Unit testing
3.3 Implement the science TEKS using the CScope scope and sequence.	Scope and			
3.4 Monitor and review implementation of science scope and sequence	Science Content Specialists, Instr Coaches, Principals & Teachers	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Teacher Feedback & Classroom Observations
3.5 Increase science demonstrations and student lab activities. Share activities electronically as needed	Principals & Teachers	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Classroom Observations & Unit Testing
3.6 Begin program of peer observations and immediate and personal feedback	Science Content Specialists, Instr Coaches, Principals	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Classroom Observations & Lesson Plans

STEP 4: DEVELOPMENT OF PEOPLE (Professional Development Required)	
3.5 C-Scope training for new staff	3.5 Technology integration training (smartboards etc.)
3.5 Differentiated Instruction training	3.5 Campus/content specific training (see plan subsections)

STEP 4: DEVELOPMENT OF PEOPLE (Professional Development Required)

3.5 Data driven planning for instruction

3.5 Parent involvement (utility and methods Title 1 requirement)

3.5 360 walkthrough (or similar) training

**Student Achievement Improvement Target for Reading All Students:
Student Achievement Improvement Target for specific subgroups:**

STEP 1: DATA		STEP 2: DESIGN
<p>Student Achievement Priority Areas: 4. <i>SHOW ACADEMIC GROWTH IN READING</i></p>	<p>Underlying Causes: Very diverse, mobile student population in widely dispersed geographic area. Implementation gap (what we know and what we do). Lack of consistency in curriculum and instruction. Need: consistent viable curriculum Need: instructional methodology to address widely varied student needs Need: instructional planned and decisions made based on student data Need: a network of peer support for teachers across the charter system Need: long term sustained professional development Need: a system of support and outreach for individuals in the parenting role Need: organizational action to improve teacher morale, recruitment and retention</p>	<p>Research-based Strategies: 4.1 IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 4.2 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 4.3 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 4.4 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 4.5 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 4.6 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 4.7 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE</p>

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
4.1 What Needs to Be Done: <i>Describe "What needs to be done" for each promising strategy.</i>	By Whom?	By When?	With What?	Milestones of Progress: <i>"How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.</i>
4.2 Continuing implementation of planning guides.	Instructional Coaches, Principals and Teachers	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Teacher feedback, Classroom observations, Lesson Plans, MAP

4.3 Continuing implementation of weekly (small campuses) or bi-monthly (large campuses) curriculum teacher meetings.	Instructional Coaches, Instr Coach Coordinator, Principals	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Teacher feedback, Classroom Observations, Lesson Plans
4.4 Continuing implementation of reading strategies throughout content areas.	Instructional Coaches, Teachers and Aides	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Lesson Plans, Classroom Observations and Teacher Feedback
4.5 Continue using assessments of individual students' reading ability and provide the instructors with strategies to address the areas of greatest need	Instr Coach Coordinator, Instructional Coaches, Principals	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Teacher Feedback, Classroom observations, Lesson Plans, MAP
4.6 Continue providing direction and training to those offering supplemental instruction through reading tutorials	Instr Coach Coordinator, Instructional Coaches	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Tutorial Observation, Teacher Feedback, Classroom Observation and MAP
4.7 Continue implementing the use of supplemental instructional materials	Instructional Coaches, Principals and Teachers	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Tutorial Observation, Teacher Feedback, Classroom Observation and MAP
4.8 Continue providing direction and training for those providing dyslexia identification and referrals	Principal, Instr Coach Coord., & Instr Coaches, Special Ed Coordinators	Aug-July	Coordinated local, state and federal funds(Appendix 1)	Training agenda and sign-in sheets; Documentation of inservice
4.4 Provide parent information session(s) covering the characteristics of dyslexia	Principal, Special Ed Coord., ATCs	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Agendas, sign-in sheets

STEP 4: DEVELOPMENT OF PEOPLE (Professional Development Required)

4.5 C-Scope training for new staff	4.5 Technology integration training (smartboards etc.)	
4.5 Differentiated Instruction training	4.5 Campus/content specific training (see plan subsections)	
4.5 Data driven planning for instruction		

STEP 4: DEVELOPMENT OF PEOPLE (Professional Development Required)

4.5 Parent involvement (utility and methods Title 1 requirement)

4.5 360 walkthrough (or similar) training



Student Achievement Improvement Target for: Writing
Student Achievement Targets for specific Social Studies subgroups:

STEP 1: DATA		STEP 2: DESIGN
<p>Student Achievement Priority Areas: 5. <i>SHOW ACADEMIC GROWTH IN WRITING</i></p>	<p>Underlying Causes: Very diverse, mobile student population in widely dispersed geographic area. Implementation gap (what we know and what we do). Lack of consistency in curriculum and instruction. Need: consistent viable curriculum Need: instructional methodology to address widely varied student needs Need: instructional planned and decisions made based on student data Need: a network of peer support for teachers across the charter system Need: long term sustained professional development Need: a system of support and outreach for individuals in the parenting role Need: organizational action to improve teacher morale, recruitment and retention</p>	<p>Research-based Strategies: 5.1 IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 5.2 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 5.3 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 5.4 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 5.5 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 5.6 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 5.7 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE</p>

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: Describe "What needs to be done" for each promising strategy.	By Whom?	By When?	With What?	Milestones of Progress: "How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.
5.1 Implementation of CScope curriculum as part of the ELA classroom	Teachers, Instr Coaches, Principals	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Lesson Plans, Student Samples and Classroom Observations
5.2 Continue to provide direction and training for teaching writing to ELA teachers	Instructional Coaches & Principals	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Walk-throughs, Classroom Observations
5.3 Continue the implementation of strategies for writing in the content areas	Teachers, Instr Coaches,	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Student Samples and Classroom Observations

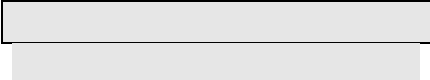
STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe “What needs to be done” for each promising strategy.</i>	By Whom?	By When?	With What?	Milestones of Progress: <i>“How do we track our progress?” – Define the milestones of progress you will monitor at specific time-intervals.</i>
	Principals			
5.4 Provide training to teachers to ensure implementation of supplemental instructional materials and strategies	Instr Coaches and Principals	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Training evaluations, walk-throughs

Student Achievement Improvement Target for Social Studies All Students:
Student Achievement Targets for specific Social Studies subgroups:

STEP 1: DATA		STEP 2: DESIGN
Student Achievement Priority Areas: 6. <i>SHOW ACADEMIC GROWTH IN SOCIAL STUDIES</i>	Underlying Causes: Very diverse, mobile student population in widely dispersed geographic area. Implementation gap (what we know and what we do). Lack of consistency in curriculum and instruction. Need: consistent viable curriculum Need: instructional methodology to address widely varied student needs Need: instructional planned and decisions made based on student data Need: a network of peer support for teachers across the charter system Need: long term sustained professional development Need: a system of support and outreach for individuals in the parenting role Need: organizational action to improve teacher morale, recruitment and retention	Research-based Strategies: 6.1 IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 6.2 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 6.3 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 6.4 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 6.5 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 6.6 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 6.7 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe "What needs to be done" for each promising strategy.</i>	By Whom?	By When?	With What?	Milestones of Progress: <i>"How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.</i>
6.1 Integrate the CScope scope and sequence for social studies.	Instr Coaches & Teachers	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Classroom Observations & Lesson Plans
6.2 Increase rigor through assessment alignment and implementation	Instr Coaches, Teachers &	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Classroom Observations & Lesson Plans

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: Describe "What needs to be done" for each promising strategy.	By Whom?	By When?	With What?	Milestones of Progress: "How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.
	Principals			
6.3 Implement use of supplemental instructional materials, primary source documents and interactive lessons (i.e. History Alive, Ignite Learning)	Instr Coaches & Teachers	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Lesson Plans and Classroom Observations
6.4 Increase rigor through assessment alignment and implementation	Instr Coaches, Teachers & Principals	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Lesson Plans and Classroom Observations



Plan Solutions

Completion and
Graduation rate

**Student Achievement Improvement Target for Completion and Graduation rate All Students:
Student Achievement Targets for specific Completion and Graduation rate subgroups:**

STEP 1: DATA		STEP 2: DESIGN
<p><i>Student Achievement Priority Areas:</i> 7. COMPLETION AND GRADUATION RATE</p>	<p>Underlying Causes: Very diverse, mobile student population in widely dispersed geographic area. Implementation gap (what we know and what we do). Lack of consistency in curriculum and instruction. Need: consistent viable curriculum Need: instructional methodology to address widely varied student needs Need: instructional planned and decisions made based on student data Need: a network of peer support for teachers across the charter system Need: long term sustained professional development Need: a system of support and outreach for individuals in the parenting role Need: organizational action to improve teacher morale, recruitment and retention</p>	<p>Research-based Strategies: IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 7.1 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 7.2 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 7.3 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 7.4 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 7.5 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 7.6 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE</p>

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: Describe "What needs to be done" for each promising strategy.	By Whom?	By When?	With What?	Milestones of Progress: "How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.
7.1 All students will have a 4 year graduation plan established for them by the end of their 8 th grade year and/or as they enter 9 th grade	Principals, ATCs	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Graduation Plans
7.2 Graduation plans will be reviewed at the end of each semester for students in grades 9-12	Campus Staff	Aug, Sept, Dec, Jan, May,	Coordinated local, state and federal funds (Appendix 1)	Graduation Plans

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe “What needs to be done” for each promising strategy.</i>	By Whom?	By When?	With What?	Milestones of Progress: <i>“How do we track our progress?” – Define the milestones of progress you will monitor at specific time-intervals.</i>
		June		
7.3 Establish summer program to allow credit recovery and enrichment courses for at-risk students	Principals	Jun-July	Coordinated local, state and federal funds (Appendix 1)	Graduation Plans, Number of credits earned



Student Achievement Improvement Target for Student Transition: Assist students in making smooth transitions from elementary to middle school; middle school to high school; and high school to college or workforce.

STEP 1: DATA		STEP 2: DESIGN
<p>Student Achievement Priority Areas: 8. <i>STUDENT TRANSITION</i></p>	<p>Underlying Causes: Very diverse, mobile student population in widely dispersed geographic area. Implementation gap (what we know and what we do). Lack of consistency in curriculum and instruction. Need: consistent viable curriculum Need: instructional methodology to address widely varied student needs Need: instructional planned and decisions made based on student data Need: a network of peer support for teachers across the charter system Need: long term sustained professional development Need: a system of support and outreach for individuals in the parenting role Need: organizational action to improve teacher morale, recruitment and retention</p>	<p>Research-based Strategies: 8.1 IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 8.2 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 8.3 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 8.4 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 8.5 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 8.6 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 8.7 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE</p>

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: Describe "What needs to be done" for each promising strategy.	By Whom?	By When?	With What?	Milestones of Progress: "How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.
8.1 Develop college-going culture on campuses (Informational displays, workshops, post-secondary options, college & career fairs)	Principals, Teachers, Academic Transition Coordinators	Plan – Aug Trn – Sep Impl- Jan	Title I, Prt D, Subt 2 State Comp Ed IDEA-B Formula	Walk-throughs; surveys; # of college entrance exams taken
8.2 District-wide assessment of students' strengths and needs in the areas of: communication, daily living, home life, housing and money management, self care, social relationships, work life and work/study skills. The assessment will be followed by	Principals, Teachers, Academic Transition Coordinators	Plan – Aug Trn – Sep Impl- Jan	Title I, Prt D. Subt 2 State Comp Ed IDEA-B Formula	# of students participating in testing; aggregate scores of all domains and demographic information

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe "What needs to be done" for each promising strategy.</i>	By Whom?	By When?	With What?	Milestones of Progress: <i>"How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.</i>
8.3 the development and implementation of individual learning plans based on student driven goals				
8.4 Transition Packet on Leaving UT-UCS; Referral List for Area Agencies; Portfolio of Academic Work; Behavior Plan, Translating Facility Techniques to Home Environments; and Behavior "Tips"	Principals, Teachers, Academic Transition Coordinators	Plan – Aug Trn – Sep Impl- Jan	Title I, Prt D. Subt 2 State Comp Ed IDEA-B Formula	Parent Evaluations and Surveys
8.5 Professional development for staff in facilitating transitions for students	Principals, ATCs	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Surveys, sign-in sheets
8.6 Assess student strengths and needs in area of career knowledge and planning in grades 8-12	ATCs	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Interest Inventory, ATC student plans
8.5.1 Continue to develop knowledge of foster care system and benefits that can be provided to these children post-secondary options	ATCs	Aug-July	Coordinated local, state and federal funds (Appendix 1)	Professional Development



Student Achievement Improvement Target for Parent Involvement:

STEP 1: DATA		STEP 2: DESIGN
Student Achievement Priority Areas: 9. <i>PARENT INVOLVEMENT</i>	Underlying Causes ("root cause"):	Research-based Strategies: 9.1 IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 9.2 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 9.3 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 9.4 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 9.5 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 9.6 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 9.7 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe "What needs to be done" for each promising strategy.</i>	By Whom?	By When?	With What?	Milestones of Progress: <i>"How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.</i>
9.1 Meet with campus and facility staff to determine how best to involve parental entities in their child(ren)'s education program.	Principals, Teachers, Fac Staff	Aug-July	Coordinated state and federal (Appendix 1)	Meeting Agendas
9.2 Incorporate parental involvement training into the campus-based half-day staff development meetings.	Principals	Aug-July	Coordinated state and federal (Appendix 1)	Meeting Agendas
9.3 Distribution of information on enrollment: Handbook; Parent Involvement brochure; Description/Explanation of testing conducted by UT-UCS	Campus Clerks, Principals	Aug-July	Coordinated state and federal (Appendix 1)	Review of Procedures and Surveys
9.4 Implement contract to provide on-demand translation for meetings with parent entities.	Principals & Faculty Staff	Aug-July	Coordinated state and federal	Staff and Parent Surveys & Evaluations

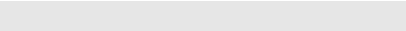
STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe "What needs to be done" for each promising strategy.</i>	By Whom?	By When?	With What?	Milestones of Progress: <i>"How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.</i>
			(Appendix 1)	
9.5 Require principals to hold Open house for students to showcase school work/projects (Every campus should hold in Sept/October.	Principals, Superintendent	Aug Sep	Coordinated state and federal (Appendix 1)	Sign-in sheets; agendas
9.6 Workshops for parents, surrogates & guardians: Communication Skills; Anger Management; Special Education Made Easy; Homework Completion Tips; Instructional Strategies; and Parenting with Love and Logic	Spec Ed Director, Superintendent, Instr Coach Coord., Other	Aug-July	Coordinated state and federal (Appendix 1)	Agendas, Evaluations, and Parent Entity Surveys

Student Achievement Improvement Target for Teacher Recruitment and Retention:

STEP 1: DATA		STEP 2: DESIGN
<p>Student Achievement Priority Areas: 10. <i>TEACHERS, RECRUITMENT AND RETENTION</i></p>	<p>Underlying Causes: Very diverse, mobile student population in widely dispersed geographic area. Implementation gap (what we know and what we do). Lack of consistency in curriculum and instruction. Need: consistent viable curriculum Need: instructional methodology to address widely varied student needs Need: instructional planned and decisions made based on student data Need: a network of peer support for teachers across the charter system Need: long term sustained professional development Need: a system of support and outreach for individuals in the parenting role Need: organizational action to improve teacher morale, recruitment and retention</p>	<p>Research-based Strategies: 10.1 IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 10.2 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 10.3 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 10.4 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 10.5 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 10.6 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 10.7 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE</p>

STEP 3: DELIVERY			STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe "What needs to be done" for each promising strategy.</i>	By Whom?	By When?	With What?
			Milestones of Progress: <i>"How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.</i>
10.1 Provide opportunities for teachers and curriculum specialists to attend training to increase knowledge of core academic subjects.	Principals	Aug-July	Coordinated state and federal (Appendix 1) Walk-throughs
10.2 A formal system of support will be created to assist teachers in preparing sufficiently for certification exams. Action plans will be established for each teacher working to meet the Highly Qualified standards. The individual action plans will be determined by the principals, teachers, and the	Principals, Teachers, Instr. Coaches		Coordinated state and federal (Appendix 1) The percentage of HQ classes taught by teachers who are HQ in the field will increase.

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe "What needs to be done" for each promising strategy.</i>	By Whom?	By When?	With What?	Milestones of Progress: <i>"How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.</i>
10.1 Provide opportunities for teachers and curriculum specialists to attend training to increase knowledge of core academic subjects.	Principals	Aug-July	Coordinated state and federal (Appendix 1)	Walk-throughs
instructional coaches (as needed). Possible strategies to be included in the action plans are as follows: study groups, peer tutoring/coaching, ordering additional study materials, coaching on test-taking strategies, online practice, etc.				
			Coordinated state and federal (Appendix 1)	
10.5 Provide time during principal's meetings to collaborate and share suggestions related to HQ issues	Superintendent, Principals	Aug-July	Coordinated state and federal (Appendix 1)	Minutes, Agendas, Sign-in sheets



Student Achievement Improvement Target for School Safety, Violence reduction and discipline management

STEP 1: DATA		STEP 2: DESIGN
<p>Student Achievement Priority Areas: 11. <i>SCHOOL SAFETY, VIOLENCE REDUCTION AND DISCIPLINE MANAGEMENT</i></p>	<p>Underlying Causes: Very diverse, mobile student population in widely dispersed geographic area. Implementation gap (what we know and what we do). Lack of consistency in curriculum and instruction. Need: consistent viable curriculum Need: instructional methodology to address widely varied student needs Need: instructional planned and decisions made based on student data Need: a network of peer support for teachers across the charter system Need: long term sustained professional development Need: a system of support and outreach for individuals in the parenting role Need: organizational action to improve teacher morale, recruitment and retention</p>	<p>Research-based Strategies: 11.1 IMPLEMENT C-SCOPE AS A VIABLE REPEATABLE CURRICULUM 11.2 INTRODUCE AND IMPLEMENT DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 11.3 IMPLEMENT DATA-DRIVEN INSTRUCTIONAL PLANNING 11.4 CREATE AND SUPPORT TEACHER NETWORKS FOR INSTRUCTIONAL SUPPORT AND PLANNING 11.5 PROVIDE LONG-TERM SUSTAINED PROFESSIONAL DEVELOPMENT AS NECESSARY 11.6 CREATE A SYSTEM OF OUTREACH AND SUPPORT FOR THOSE IN THE PARENTING ROLE 11.7 DEVELOP ORGANIZATIONAL ACTION TO IMPROVE TEACHER RECRUITMENT, RETENTION AND MORALE</p>

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe "What needs to be done" for each promising strategy.</i>	By Whom?	By When?	With What?	Milestones of Progress: <i>"How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.</i>
11.5 Require staff attending workshops to provide training through district-wide and /or campus-based meetings.	Principals	Aug-July	Coordinated state and federal (Appendix 1)	Agendas & surveys
11.2 Continue data collection to monitor removals from class	Principals, Behavior Specialist	Aug-July	Coordinated state and federal (Appendix 1)	Data Tracking Form/Skyward
11.3 Train teacher to utilize personnel resources available to support student learning.	Principals	Aug-July	Coordinated state and federal (Appendix 1)	Teacher evaluations, surveys, walk-throughs and data tracking forms

STEP 3: DELIVERY				STEP 5: DOCUMENTATION
What Needs to Be Done: <i>Describe "What needs to be done" for each promising strategy.</i>	By Whom?	By When?	With What?	Milestones of Progress: <i>"How do we track our progress?" – Define the milestones of progress you will monitor at specific time-intervals.</i>
11.4 Implement facility mandated verbal de-escalation techniques.	Principals, Behavior Specialists, Teachers	Aug-July	Coordinated state and federal (Appendix 1)	Snapshot Observations
11.5 Incorporate character education/social skills training into daily curriculum	Teachers, Principals, ATCs	Aug-July	Coordinated state and federal (Appendix 1)	Surveys & Tracking Forms

Appendix 1

Overview of Regular Foundation School Program

Personnel—

UT—UCS provides funding for teachers, instructional aides, and registrars for each campus, as described in the Management Services Agreement that is executed with each facility. The number of personnel funded by UT—UCS will increase when average daily attendance (ADA) increases as described in the contracts and in the Management Services Agreements. Principals are assigned to each campus from the district level to provide instructional leadership and oversight. Teachers, instructional aides, and campus clerks are assigned to campuses as follows

Average Enrollment as of 8/31/11		Students	Mobility	107 FTEs	47 FTEs	6 FTEs
Campus	Campus Name	Avg Enrollment 2010-2011	Percent	Teachers	Instructional Aides	Campus Clerk
005	UT-UCS at Settlement Home	28	74.10%	3.8	2.0	0.0
007	UT-UCS at Meridell	111	99.70%	16.0	6.0	1.0
008	UT-UCS at National Elite Gymnastics	9	22.2%	2.0	0.0	0.0
009	UT-UCS at Pathfinders	17	57.10%	3.0	2.0	0.0
015	UT-UCS at George M. Kozmetsky	10	100.00%	2.0	0.0	0.0
017	UT-UCS at Annunciation Home	13	92.30%	2.4	0.0	0.0
020	UT-UCS at Pegasus	165	81.90%	21.0	10.0	1.0
021	UT-UCS at Depelchin-Elkins	36	89.5%	4.0	3.0	0.6
023	UT-UCS at Pathways	41	91.80%	5.0	1.0	0.0
024	UT-UCS at Texas NeuroRehab Center	58	74.50%	8.8	7.0	1.0
025	UT-UCS at Methodist Children's Home	163	41.40%	24.0	7.0	1.0
029	UT-UCS at Depelchin-Richmond	18	82.90%	3.0	1.0	0.4
030	UT-UCS at Laurel Ridge	55	98.30%	7.0	5.0	1.0
031	UT-UCS at Olympia Hills	16	0.00%	2.0	0.0	0.0
032	UT-UCS at Helping Hand Home	18	67.6%	3.0	3.0	0.0

Professional Development—In an effort to be more efficient in providing professional development to staff at the beginning of the school year and to better meet the needs of individual campuses, UT-UCS implemented a year-long professional development process focused on mastering the tools and aspects of quality differentiated instruction. In subsequent years, the topics will vary according to the needs of our teachers and staff. The entire process includes training provided throughout the year. It then requires implementation of the specific training topic in the classroom environment, reflection, follow up and collaborative feedback. Teachers, instructional aides, instructional coaches, and principals all participate in the training. Instructional Coaches plan and support the professional development process with input, review and approval from principals.

Teachers, instructional aides, curriculum specialists, and principals are encouraged to attend supplemental professional development conferences and workshops. These offer opportunities to increase their core subject knowledge, to improve their understanding of classroom management strategies that are effective with the charter school's student populations, and to develop their skills in applying strategies and activities that are consistent with the Response to Intervention (RTI) framework.

Curriculum—The primary goal of the UT-UCS curriculum program is to insure value-added student learning. The district has adopted a curriculum developed by the Regional service centers. CSCOPE uses the 5E model of instruction. All curriculum elements are built on the TEKS (Texas Essential Knowledge and Skills) to insure that the students successfully meet the standards for learning at each grade level. The TEKS have been adopted by the State Board of Education as the curriculum standards for all Texas schools. The TEKS identify what Texas students should know and be able to do at every grade and in every course.

In the UT-UCS instructional program, support is given to meet academic challenges by providing the resources and strategies that will address the unique teaching and learning needs of our teachers and students.

The UT-UCS uses State adopted textbooks and approved supplemental instructional materials to address the Texas Essential Knowledge and Skills (TEKS) in the classroom. Teachers are trained to provide interventions or accommodations in the instructional process in order to meet the learning needs of the individual student. Our high school students are expected to meet the requirements of one of the State-approved graduation programs. All courses offered to the students are on the Texas Education Agency's (TEA) approved list of courses to meet graduation requirements or approved as an innovative course. These courses include electives as well as core courses (Texas Education Code 28.002).

Small group instruction is an essential part of our classroom setting. The low student-staff ratios allow for intensive individualized education that will benefit students with special needs such as special education and limited English proficiency, as well as those students who are functioning above grade level, at grade level, and below grade level.

The reading and language arts program at UT-UCS utilizes the state-mandated Texas Essential Knowledge and Skills (TEKS) through the CSCOPE curriculum. CSCOPE enables teachers to provide students with a comprehensive literacy program by incorporating the interrelated components of reading into daily classroom instruction. These components include phonemic awareness, vocabulary development, comprehension, and analysis of text structure and literary concepts. In addition, writing is integrated across the curriculum with an emphasis placed on the process of writing.

UT-UCS teachers use a combination of texts and materials to teach mathematics concepts outlined by the Texas Essential Knowledge and Skills. Teachers focus on helping students attain mathematical proficiency across five strands: (1) conceptual understanding, (2) procedural fluency, (3) strategic competence, (4) adaptive reasoning, and (5) productive disposition. The resources used on each campus vary depending on the particular student needs there. At all campuses, the regular instruction is supplemented with the use of manipulatives at all levels, as well as graphing calculators and Calculator Based Laboratory (CBL) data collection devices at the secondary school level. The lessons follow a 5E model of instruction using hands-on activities and technology to support the mathematics curriculum. Teachers are encouraged to create intervention plans to better differentiate instruction and target specific student skill needs.

The UT-UCS Science department offers science at all levels and for all learners, and as such, various textbooks and ancillary guides are supplied to the teacher. Since science includes not only reading and writing skills but also is experiential, all students within the UT-UCS are encouraged to use a tactile and kinesthetic approach to learning which goes beyond book, pen, and paper. Again utilizing the 5E model of experiential learning of science means that all students must be involved and engaged in “hands-on” scientific lab and/or field based activities each week. To accomplish this important requirement, all teachers are supplied with science equipment for simple and safe hands-on activities that can be performed in the classroom and outside on the campus grounds (field labs). Together, all UT-UCS science teachers, science coordinators and their students are focused on how to best individualize the learning experience so that all students can be successful in the science classroom.

The Social Studies program at UT-UCS utilizes the state-mandated Texas Essential Knowledge and Skills (TEKS). CSCOPE provides teachers and students with a seamless integration of content and skills centered on the eight strands of social studies as defined by the Texas Education Agency. These strands include history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. In addition, cross-curriculum integration is incorporated with an emphasis placed on reading, writing, and vocabulary development.

Students who meet the eligibility criteria for special education are provided an Individual Education Plan (IEP) that addresses required accommodations and interventions as well as any modifications of the grade-level TEKS. Teachers and UT-UCS support personnel monitor progress in meeting the goals and objectives stated in the IEPs. Academic Counselors [LSSP/Educational Diagnostician] employed by UT-UCS ensure that the process of holding Admission, Review, and Dismissal (ARD) meetings and planning and implementing IEPs are timely and thorough.

Students meet graduation requirements as outlined in the Texas Administrative Code, Title 19, Part II, Chapter 74 of Subchapter B issued under the Texas Education Code, §§7.102, 28.002, 28.023, 28.025, 28.054, and 38.003.

Computers are made available using the appropriate software with filtered access to the Internet. The education staff use the computers in instruction with students, structuring research and communication activities around the technology.

Instructional strategies are individualized according to the particular needs of the student and the goals and objectives of the IEP or Individual Family Service Plan (IFSP). Teachers use group instruction when particular individual students can benefit from it, and students receive instruction through participative projects, “hands on” activities that allow students to create while learning and practicing academic skills and which allow teachers to evaluate student work using authentic assessment methods. When appropriate, guided instruction, self-paced monitored instruction and accelerated remedial teaching methods are used.

Dyslexia Program

The goal of UT-UCS is to provide appropriate interventions to students who have been identified as having dyslexia or related disorders. Referrals and screenings are provided for students who have been identified as having primary difficulties in reading, writing, and spelling and who are not progressing academically despite conventional instruction, adequate intelligence, and socio-cultural opportunity. Appropriate intervention will take place if screenings indicate dyslexia and the Local Support Team (LST) of each campus supports the identification.

It is the policy of UT-UCS to:

1. provide a system for screening students to identify those whom may have dyslexia or related disorders.
2. provide remedial or differentiated instruction to meet the special needs of students who are dyslexic or have related disorders.
3. provide staff development to train school personnel in the screening and remediation of dyslexic students.

ESL Program

The goal of the charter school's English as a Second Language program is to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods designed to meet the special needs of limited English proficient students.

It is the policy of UT-UCS that:

1. Every student who has a home language other than English and is identified as limited English proficient will be provided a full opportunity to participate in an ESL program based on criteria established by the state.
2. The ESL program will be an integral part of the regular program and taught by a certified ESL teacher.
3. The basic curriculum content of the program will be based on the essential knowledge and skills required by the state and students will be assessed for achievement in mastering the essential knowledge and skills.

Special Education Services

UT-UCS funds the following staff from state Special Education funds:

- Licensed Specialists in School Psychology (LSSPs)
- Special Education Diagnosticians
- Behavior Specialists
- Administrative Support Staff

UT-UCS provides special education services for students with disabilities who have a need for specially designed instruction and is actively involved with “child find” efforts to ensure that children with learning challenges have access to evaluations and services, when appropriate.

Services for students with disabilities are initiated upon eligibility determination by an Admission, Review, Dismissal (ARD) Committee Meeting. To qualify for services, a student must meet eligibility criteria in one of the following areas: auditory impairment, autism, emotional disturbance, learning disability, mental retardation, orthopedic impairment, other health impairment, speech/language impairment, traumatic brain injury or visual impairment.

UT-UCS believes in educating students in the least restrictive environment. A full continuum of instructional and related services is available to eligible students to support and maintain maximum access to general education.

Students spend various amounts of time in general education and special education settings, depending upon their specific needs. A variety of support services are available on the campus including instructional and related services.

Below is a listing of the services provided through the UT-UCS Special Education Program:

Assistive Technology—University Charter School insures that assistive technology devices and services needed to benefit for instruction are provided to any student with a disability.

Behavior Specialists—Through consultation and training, Behavior Specialists support general and special education teachers in providing quality education to students who have behavioral problems. The role of the Behavior Specialist is to develop systems of support to maintain students in the least

restrictive environment. Individual consultations include teacher interviews, observations and assessment, and recommendations based on the function of a student's behavior or modifications needed in the classroom. Training workshops for local school district staff and parents feature effective, practical, research-based behavior and motivational strategies focused on assisting staff in developing proactive plans that include techniques for prevention.

Campus Instructional Settings/Service Delivery Models—All decisions regarding placement and services are made on an individual basis by an ARD/IEP Committee. Students must receive services in the least restrictive environment with an emphasis on access to the general education curriculum.

Community Works Program—Community Works provides services to students ages 18-21 who are ready to move to a community based phase of high school. This phase involves full or part-time employment in the community, participation in community recreation/leisure activities and use of public transportation. The goal of this service is seamless transition to a post high school setting. The Community Works Program relies heavily on collaboration among schools, family and appropriate adult services agencies.

Deaf Education Services—Students who are Deaf or Hard of Hearing are provided a wide array of support services in the district. According to individual needs, services can include consulting, direct instruction by certified teachers of the Deaf through inclusion support, resource classrooms, and self-contained classrooms, speech and language services, audio logical management, and counseling. The Deaf Education Program supports a variety of communication options according to Individual student needs. Both Total Communication and Auditory/Oral Communication are supported by our program.

Occupational Therapy (OT)—The Occupational Therapy team uses purposeful, goal directed activities to enable a student with a disability to benefit from special education services. Specifically, therapy is designed to assist in the development of skills that are prerequisites to academic learning within the educational setting. Depending on student needs, it may include improving gross and fine motor skills, coordination, adapting environments, organizing and using materials appropriately, and/or developing routines for dressing and feeding skills. Delivery of OT services in the educational setting is distinctly different from clinically based, medically necessitated treatment. Eligibility for this support service is determined by formal assessment, requested by the ARD/IEP Committee or via the diagnostician or licensed specialist in school psychology as a part of the initial evaluation.

Physical Therapy (PT)—The Physical Therapist plans and implements programs that will help students meet their educational goals and objectives and benefit from special education services. The therapist is concerned with facilitating the child's overall performance in the classroom, considering the student's developmental level and physical disability. Services are provided to enhance independent functioning and may include positioning, strengthening, modifications and adaptations to the environment. Although medical concerns are significant, rehabilitation is not the focus of school based physical therapy. Eligibility for this special education support service is determined by assessment requested by the ARD/IEP Committee or via the diagnostician or licensed specialist in school psychology as a part of the initial evaluation.

Related Services—Special education related services are necessary to enable eligible students to profit from special education. These services may include: Audiology, Physical Therapy, Counseling, Occupational Therapy, Orientation and Mobility.

Special Education Transition—Special education transition services provide support to UT-UCS staff in the areas of compliance with Federal and State laws regarding the provision of transition services to students with disabilities and related laws pertaining to the employment of individuals with disabilities. Additionally, the transition specialist provides support to UT-UCS staff, individual students and families by providing referral and service coordination based on individual needs; conducting functional vocational evaluations for specified students; providing individual consultations including teacher interviews, observations and assessments and making recommendations for the integration of transition-related services into the IEP; collaborating with community agencies to establish facilities and programs to assist persons with disabilities; providing technical assistance and innovative programs for campus-based transition assessments; and conducting workshops on transition-related topics such as: self-determination, selection of post-secondary goals and coordinated activities, compliance updates, transition assessment and work-based learning.

Speech Language Pathology Services—Certified Speech Language Pathologists provide services to students who have been identified through the evaluation process as having a disability in speech and/or language. Services are provided in both general and special education settings.

Student Records—It is the responsibility of the special education department to process, maintain and safeguard all student records. The department protects the privacy of the students and their families by implementing federal and state laws and guidelines which govern student records. All written requests for the release of student information are processed through this department.

Surrogate Parent Training Program—Students whose natural parents, for a variety of reasons, cannot make educational decisions for them may have a surrogate parent appointed. The surrogate is assigned to protect the student's rights and act as the student's advocate in the educational decision making process. Surrogates attend ARD/IEP meetings and review educational records. The Special Education Department provides training for surrogate parents identified by the campus or for foster parents acting as surrogate parents.

Visual Impairment Service for Students (VI)—VI Certified Teachers provide services for students with visual impairments. These teachers travel to the students' assigned schools or educational settings to provide consultative services and/or direct instruction. Programming adaptations and modifications are made available in the students' learning environment. Specific skills training, unique to the visual impairment, is assured, (e.g. Braille, large print, low vision aides, tactile and recorded materials, assistive technology, and daily living skills.) Evaluation information and recommendations from the Orientation and Mobility Specialist may be included in the IEP. Training in orientation and mobility may be provided if approved by the ARD/IEP committee.

Vocational Services—Vocational training is provided to students in a variety of classes and settings. Classes provided are:

- Occupational Skills Development: This class provides opportunities to experience free enterprise by operating on-campus businesses (e.g. school store, deli etc.).
- Community Based Vocational Instruction (CBVI): The classroom is extended to non-paid work sites in the community providing hands-on activities to explore careers, job shadow, and build employment skills.
- Supported Employment: Students participate in paid employment with the support of a job coach.
- Work Program: Students earn high school credit while participating in full or part-time employment with work progress monitored by the VAC teacher and employer.

Vocational Adjustment Class: This instructional arrangement/setting is for providing special education and related services to a student who is placed in paid employment with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP.

Campus Allotments

A total of **\$49,252** of UT—UCS's State Foundation Funds is allocated among UT-UCS campuses to assist principals in meeting the following needs:

- Teacher Textbook Editions
- Ancillary student books/workbooks
- Correspondence courses
- Field trips [admission fees, transportation costs]
- Student incentives/awards [inexpensive, educationally related items, such as books, pencils, etc]
- Teacher incentives/awards [inexpensive, educationally related items, such as books, pencils, etc]
- Small equipment and miscellaneous needs

- Professional development
- General office supplies
- Food costs
- Printing costs

A chart illustrating the campus SFF allocations follows:

	SH	MER	NEG	PF	HH	KOZ	ANN	PEG
Avg Enrollment 10-11	29	98	9	18	24	20	14	168
Cumulative Enrollment 09-10	52	247	18	24	33	69	18	294
Percent Turnover	79.31%	152.04%	100.00%	33.33%	37.50%	245.00%	28.57%	75.00%
Turnover Weight	1.1	1.4	1	1.1	1.2	1.3	1.3	1.2
	115	115	115	115	115	115	115	115
\$120*Enrollment*Turnover Weight	3668.5	15778	1035	2277	3312	2990	2093	23184
	0	0	0	0	0	0	0	0
Total Campus Allocation	3,302	14,200	932	2,049	2,981	2,691	1,884	20,866
420-11-6399-00-xxx-11	1,000	7,118	800	1,000	1,500	1,560	1,500	10,000
420-11-6399-00-xxx-23	1,500	5,000		500	800	400		8,866
420-13-6499-00-xxx-11	400	1,000	50	200	181	300	200	800
420-23-6399-00-xxx-99	250	200	50	50	0	100	50	400
420-31-6399-00-xxx-23		200		50				100
420-11-6499-00-xxx-11	152	682	32	249	500	331	134	700
	MCH	DRIC	LR	OH	DPELK	TNC	PW	
Avg Enrollment 10-11	145	18	38	19	36	52	39	
Cumulative Enrollment 09-10	175	28	246	19	86	81	82	
Percent Turnover	20.69%	55.56%	547.37%	0.00%	138.89%	55.77%	110.26%	
Turnover Weight	1.1	1.3	1.5	1	1.2	1.2	1.1	
	118	118	118	118	115	115	115	
\$120*Enrollment*Turnover Weight	18821	2761.2	6726	2242	4968	7176	4933.5	
	0	0	0	0	0	0	0	
Total Campus Allocation	16,939	2,485	6,053	2,018	4,471	6,458	4,440	
420-11-6399-00-xxx-11	7,939	1,200	3,000	1,200	1,805	0	1,215	
420-11-6399-00-xxx-23	6,000	785	2,000	100	1,500	5,546	925	
420-13-6499-00-xxx-11	1,000	200	253	100	500	350	1,000	
420-23-6399-00-xxx-99	500	200	100	100	300	162	500	
420-31-6399-00-xxx-23	500		100	50	100			
420-11-6499-00-xxx-11	1000	100	600	468	266	400	800	

High School Allotment

Based on the preliminary charter school funding template for the 2011-2012 school year, UT-UCS will receive **\$111,253** in State Foundation Funds that are earmarked as its High School Allotment, to be used for activities listed in the Texas Education Code §61.1093. When funds from the 2010-2011 school year are

rolled forward, a total of **\$375,264** will be in the 2011-2012 program. After taking set-asides for district-wide initiatives, UT-UCS will distribute these funds to campuses based on the number of students enrolled in grades 9 through 12.

- **\$4,000** has been reserved at the central office to purchase PSAT exams for all 10th grade students.
- **\$25,000** has been reserved fund travel for Academic Transition Coordinators across the district.
- **\$15,000** has been reserved to purchase licenses for the Odysseyware program.
- **\$52,000** has been reserved to provide professional development to staff responsible for creating college-going cultures, increasing the number of students on the Recommended High School Plan, establishing summer and transition programs, and other activities allowed under the High School Allotment program.
- The remaining **\$279,264** has been allocated to campuses based on the number of students in grades 9 through 12.

Note: Any supplemental funds allocated to individual campuses that remain unobligated after April 15 are subject to being redirected to district wide supplemental activities.

Planned Activities (Allowable under TEC § 61.1095)

UT-UCS will focus program efforts on programs and activities to—

- Provide under-achieving students with instruction in study skills for success in college level work, academic and community support for success in college preparatory classes, and information about and access to college and financial aid;
- Create small learning communities, advocacy programs, or advisory programs for students;
- Establish summer and transition programs that provide academic support and instruction of students entering Grade 9;
- Provide academic support and instruction to increase the number of students who complete the Recommended High School Plan;
- Increase the number of students participating in dual enrollment or concurrent enrollment courses;
- Create a college-going culture within the district; and
- Increase the number of students taking preparatory and college entrance exams.
-

Allowable Expenditures—High School Allotment

The High School Allotment funds may be use for the following items, as long as the items support at least one of the activities allowed under TEC § 61.1095:

- Tuition and fees (for student
- Textbooks and other instructional materials;
- Transportation (related to the allowable activities);
- Equipment, including science laboratory equipment;
- Technology;
- Parent and community involvement and outreach;
- Professional development;
- Technical assistance services;
- Performance rewards and incentive programs for students;
- Personnel costs, including salaries and benefits;
- Stipends and extra-duty pay; and
- Performance reward and incentive programs established in district policy or employment contracts.
-

Unallowable Expenditures

- Indirect costs;
- Administrative costs;

- Athletic programs.

Annual Performance Review

At a meeting of its Advisory Board, UT-UCS will establish annual performance goals for the programs, activities, and strategies funded through the High School Allotment. These goals will be related to the following indicators and will be reviewed annually:

- (1) percentage of students graduating from high school;
- (2) enrollment in advanced courses, including College Board advanced placement courses, International Baccalaureate courses, and dual or college credit courses;
- (3) percentage of students successfully graduating on the Recommended High School Program or Distinguished Achievement Program described in Chapter 74, Subchapter E, of this title (relating to Graduation Requirements, Beginning with School Year 2004-2005), or Chapter 74, Subchapter F, of this title (relating to Graduation Requirements, Beginning with School Year 2007-2008);
- (4) percentage of students who achieve the higher education readiness component qualifying scores on the English language arts section of the exit-level Texas Assessment of Knowledge and Skills (TAKS); and
- (5) percentage of students who achieve the higher education readiness component qualifying scores on the mathematics section of the exit-level TAKS.

UT-UCS shall ensure that decisions about the continuation or establishment of programs, activities, and strategies implemented with high school allotment funds are based on:

- (1) state assessment results and other student performance data;
- (2) standards for success and cost-effectiveness as established by the commissioner of education in accordance with the Texas Education Code (TEC), §39.113(a)(1); and
- (3) guidance for improving high school completion and success and college readiness programs as established by the commissioner in accordance with TEC, §39.113(a)(2).

Individuals with Disabilities Education Act (IDEA)

IDEA-B Program

IDEA-B Formula and Preschool funds are used only for the excess cost of special education and related services for students with disabilities. Before these funds are used, UT-UCS must expend on the education of students with disabilities at least an amount of state and local funds equal to the average amount of funds spent on all students at UT-UCS.

All IDEA-B funds must be used to supplement the level of state and local funds expended for the education of students with disabilities and in no case to supplant state and local funds. All available state fund sources should be explored before a decision is made to expend these funds.

IDEA-B Formula

The 2011-2012 IDEA-B Formula tentative entitlement for UT-UCS is \$429,477. When the \$142,234 in carryover funds from 2010-2011 are added to this amount, UT-UCS has a total of 571,681 for its 2011-2012 IDEA-B Formula program.

Formula funds are distributed to supplement payroll costs, professional and contracted services, supplies and materials and other operating expenses. Following is a general explanation of the major uses in each category.

\$296,546—Payroll Costs

2 FTE Behavior Specialists are funded by IDEA-B in order to support individual student and campus and district level behavioral concerns.

1 FTE District Monitor is funded by IDEA-B in order to ensure compliance with state and federal education special education regulation.

\$221,055—Professional and Contracted Services

Surrogate Parents are utilized for students with disabilities who require a surrogate parent be appointed based on state law. The surrogate parent ensures that the student is afforded all his rights under federal law. IDEA-B compensates a total of 15 surrogate parents.

Speech Therapists are required to provide identified students the necessary evaluation and speech and language therapy services documented in the student's IEP. IDEA-B funds the hourly rates of 11 speech therapists.

Related Services Providers may include professional such as occupational therapist, physical therapist, special education transition service providers, and teachers certified in the education of students with auditory impairments or visual impairments. These professionals are required to provide identified students the necessary evaluation and therapy services documented in the student's IEP.

\$35,000—Supplies and Materials

Classroom Materials and Supplies are provided to the teacher in order to provide direct services to identified students with disabilities. Purchased materials are necessary in order to implement the student's IEP.

Assessment Tools for district assessment personnel is updated annually to ensure the most current measures are utilized for the evaluation of students.

Training Materials are purchased in order to enhance teacher training. Materials may include resources such as books, charts, or like materials.

\$4,800—Staff Development

Staff Development will include conferences, workshops and presentations designed to increase UT-UCS staff knowledge of current practice, research and legal issues in education.

Memberships are obtained to provide the LSSPs, Educational Diagnosticians, Behavior Specialist, and Transition Specialist support and training.

\$14,280—Capital Outlay

Technology software will be used for student special education data management.

Title I, Part A

The 2011-2012 Title I, Part A maximum entitlement for UT—UCS is **\$632,248**. A total of **\$106,347** will carryover from the 2010-2011 school year, making the total Title I, Part A funds available for the 2011-2012 program **\$735,595**.

- Reservation of Funds. UT—UCS has reserved approximately 99% of its Title I, Part A funds for the following purposes:

- **\$497,309** to provide neglected share services to students residing in facilities for neglected children. These neglected share services will consist of an instructional coach who will provide peer coaching to teachers of these students, as well individualized instruction to students in greatest need of assistance.
- **\$1,000** to provide services to homeless students attending campuses not serviced by Title I, Part A.
- **\$63,225** to meet the requirement that states that an LEA identified for School Improvement must reserve a minimum of 10% for professional development
- **\$6,325** for district-level parental involvement training and activities.
- **\$1,000** for supplemental professional development, including professional development to assist teachers in meeting the NCLB Highly Qualified Teacher requirements, and to assist paraprofessionals in meeting the Title I, Part A qualification requirements.
- **\$28,067** for supplemental curriculum materials in reading, math, science, and social studies for use with students who reside in facilities for neglected students.
- Campus Allocations. A total of **\$5,000** has been allocated to the campuses designated as Title I, Part A

All students on the one Title I, Part A campuses will benefit from the Title I, Part A program at the campus.

UT—UCS has outlined the following general parameters that all Title I, Part A campuses will use in order to prioritize children for the appropriate level of Title I, Part A services.

PK through Grade 2

- Students in PK through Grade 2 will be assessed using) DOMA for math primary tests in and TPRI and DRA 2 for reading, or if students are unable to perform on these assessments, using developmentally appropriate alternate assessments in these areas

Grades 3-8

- Students in Grades 3-8 will be assessed in reading using DRA 2 and DOMA for math, or if students are unable to perform on these assessments, using developmentally appropriate alternate assessments in these areas.
- In each subject, students will be ranked in order of greatest need, and the level of service.

Grades 9-12

- Students in Grades 9-12 will be assessed in reading using DORA and DOMA for math, or if students are unable to perform on these assessments, using developmentally appropriate alternate assessments in these areas.
- In each subject, students will be ranked in order of greatest need, and the level of service.

Title I, Part D, Subpart 2

Title I, Part D, Subpart 2 provides supplemental funding designed to improve the educational service to children in facilities for the neglected or delinquent so that these students will have the opportunity to acquire the knowledge and skills contained in the state content standards. The goal is that these students will meet the same student performance standards that all children in the state are expected to meet. Title I, Part D has a primary focus of facilitating the transition and academic needs of students from correctional programs to further education or employment.

The 2011-2012 Title I, Part D, Subpart 2 maximum entitlement for UT—UCS, is **\$414,162**. When the **\$347,543** in carryover funds from 2010-2011 is added to this amount, UT—UCS has a total of **\$761,705** for its 2011-2012 Title I, Part D, Subpart 2 program.

- A total of **\$349,165** of the UT—UCS Title I, Part D, Subpart 2 entitlement has been retained at the central office to provide Instructional Coaches, Math Content Specialists and Academic Transition Coordinator salaries for services to students attending UT—UCS campuses located at facilities for the delinquent.
- **\$5,000** for extra-duty pay for teachers and instructional aides who participate in supplemental professional development activities that occur outside the regular school day.
- **\$10,250**—Tutoring services for students attending campuses located at facilities for the delinquent. Tutoring occurs after the school day and on Saturdays.
- A total of **\$255,000** has been retained at the central office to provide supplemental transition services to students in order to prepare them for success in a less restrictive environment.
- A total of **\$80,000** has been retained at the central office to provide professional development in differentiation and classroom management techniques and in assisting students in at-risk situations.
- **\$30,000** to provide supplemental instructional materials in reading, math, science, and social studies for students attending campuses located at facilities for delinquent students.
- The remaining **\$32,290** has been reserved at the district level as follows for UT—UCS campuses that are located at residential facilities for delinquent children:

Campus	Campus Name	Enrollment	Title I, Part D Allocation Reserved at the District on behalf of campuses
009	UT-UCS at Pathfinders	5.7%	\$1,841
020	UT-UCS at Pegasus	50.3%	\$16,242
023	UT-UCS at Pathways	12.6%	\$4,068
024	UT-UCS at Texas NeuroRehab Center	13.4%	\$4,327
030	UT-UCS at Laurel Ridge	18.0%	\$5,812

PK through Grade 2

- Students in PK through Grade 2 will be assessed using the Measures of Academic Progress (MAP) primary tests in reading and math, or if students are unable to perform on these assessments, using developmentally appropriate alternate assessments in these areas

Grades 3-12

- Students in Grades 3-12 will be assessed in reading and math using Measures of Academic Progress (MAP), or if students are unable to perform on these assessments, using developmentally appropriate alternate assessments in these areas.
- In each subject, students will be ranked in order of greatest need, and the level of service

Title II, Part A

The 2010-2011 Title II, Part A maximum entitlement for UT—UCS is **\$46,943**. When the **\$69,882** in carryover funds from 2010-2011 is added to this amount, a total of **\$116,825** is available for the 2011-2012 Title II, Part A program.

- **\$30,463** will be retained at the central office to provide for the following professional development activities:
 - Gifted/Talented training for pilot group of teachers and principals.
 - Training to teachers and principals in the implementation and administration of the DORA and DOMA assessment at UT—UCS campuses
 - Training in data analysis.
 - Response to Intervention (RtI) training for teachers.
 - Professional development reference material for instructional coaches to use with teacher training.
 - Extra-duty pay for teachers.
- The remaining **\$65,362** will be distributed to campuses for use in assisting teachers to meet the statutory requirements for highly qualified teachers, reimbursement for teacher competency examinations, and travel and registration fees for professional development workshops that are consistent with the goal of improving teaching and learning.

To determine the distribution of Title II, Part A funds to campuses, each campus was assigned weights based on the percentage of core academic subject classes in 2010-2011 that were taught by teachers who were not highly qualified in the subject, either for regular education classes or for special education classes. \$21,000 was distributed to campuses.

State Compensatory Education

The revised 2011-2012 charter school funding template indicates that UT—UCS will receive approximately **\$661,005** in funds for the SCE program. A minimum of 52% of these funds, or **\$343,722** must be expended for program activities allowable under SCE. Prior-year carryover for this program is **\$52,605**. When combined with the current-year amount, this results in approximately **\$713,610** that must be expended for the 2011-2012 program. Of this amount, the following reservations will be made at the district level:

- **\$162,400** in SCE funds will be used to provide four supplemental instructional aides (5 FTEs), to be assigned as supplemental staff at the following campuses:
 - **UT—UCS at Pegasus (4 FTE)**
- **\$6,000** in SCE funds to provide supplemental tutorials for eligible students at UT-UCS at National Elite Gymnastics and UT-UCS at Olympia Hills
- **\$197,000** will be allocated to provide Title I, Part A-equivalent services to ten campuses that are being “skipped” on the Title I, Part A campus selection schedule. These are the amounts that these three campuses would have received in Title I, Part A funds if they had not been “skipped.” As required by federal statute, these supplemental state funds will be used in accordance with P.L. 107-110, Section 1114.
- **\$15,400** will be used to acquire supplemental instructional materials that will be used for at-risk students district wide. An example of this type of material is the license for IGNITE! Learning.

- **\$100,175** will be distributed to UT—UCS campuses for services to students who meet the state criteria for at-risk students. Thirteen UT—UCS campuses have 100% of their enrollment identified as being at risk by virtue of residing in a residential facility for neglected or delinquent children. Students at the remaining UT—UCS campuses [National Elite Gymnastics and Olympic Hills] who receive SCE services are identified by the state at-risk criteria. These funds will be used to provide supplemental instructional services as determined by the individual campus improvement plans.
- **232,635** will be used to provide credit recovery and summer enrichment programs to at-risk students.

Campuses receiving SCE funds will use these funds for the following purposes, as determined by their campus improvement plans:

- to provide supplemental tutorial services to students identified as at risk of failing to meet the state student performance standards.
- to provide transition services to identified at-risk students to assist in their transition to a less restrictive environment.
- to provide supplemental instructional supplies and materials to identified at-risk students.
- Title I, Part A schoolwide campuses have the option to combine their SCE funds to upgrade their entire education program, as described in their individual campus plans.

Note: Any supplemental funds allocated to individual campuses that remain unobligated after April 15 are subject to being redirected to district wide supplemental activities.