



# The University of Texas Charter School System

## District Improvement Plan

2018-2019

### *Vision*

In full partnership with our communities, the University of Texas – University Charter School’s vision is to provide the best educational system for students with specialized learning needs in unique settings where each student will achieve academic, social and emotional success.

### *Mission*

The University of Texas-University Charter School’s mission is to provide exceptional educational opportunities, by creating safe environments and holding high expectations for all.

## **The University of Texas – University Charter School Advisory Board**

The Sponsoring Entity and Charter Holder of the University of Texas-University Charter School (UT-UCS) is The University of Texas at Austin. The Board of Regents of the University of Texas System is the Governing Body for UT-UCS. Responsibility for oversight and supervision of the charter school has been delegated from the President to Vice President of the Division of Diversity and Community Engagement.

### **Members of the Advisory Board**

Jennifer W. Maedgen, Ph.D. – Chair – Non-Voting  
Elvia Rosales, MPA, CPA - Vice-Chair  
Judith Loreda, Ph.D. - Member  
David Anderson - Member  
Linda Addicks – Member  
Barri Rosenbluth – Member  
Jessica Toste, Ph.D. - Member  
Melissa M. Chavez, Ph.D., Superintendent - Non-Voting

### **About the Advisory Board:**

The Advisory Board of the University of Texas-University Charter School is appointed by the President of the University of Texas-University Charter School to advise and make recommendations to the Vice President of the Division of Diversity and Community Engagement on matters related to the management, operation, and accountability of UT-UCS that include but are not limited to:

- Implementation and evaluation of long and short term policy and programs of UT-UCS to assure its continuous improvement and educational excellence;
- The annual operating and capital budgets;
- Recruitment and selection of Superintendent candidates; recommendation of finalists to the Vice President;
- Generation of Advisory Board nominees; recommendations of new Board appointees to the President;
- Monthly monitoring of budgets to identify and explore significant variances;
- Facility contracts, Student Information Guide, and the Student Code of Conduct;
- The annual external audit of UT-UCS financial statements;
- Review and make recommendations concerning the annual report submitted to the President of The University of Texas at Austin;
- Review parental grievances that the Superintendent is unable to resolve at the school level; and
- Review and/or make recommendations concerning any other reports or items required by state or federal law.
- All members of the Advisory Board are expected to attend monthly Advisory Board meetings. All members of the Advisory Board are required to participate in training as required by Chap. 100, Sec. 100.1102 of the Commissioner’s Rules.

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Strategic Priority #2: Build a Foundation in Reading and Math

Strategic Priority #3: Connect High School to Career and College

Strategic Priority #4: Improve Low Performing Schools

## **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**District Information**

Superintendent: Dr. Melissa Chavez

Financial manager: Mrs. Jenny Davis

Human Resource Manager: Mr. Bob Micks

Title One Coordinator: Mr. Bob Micks

Address: 2200 East 6th Street, Austin, TX 78702

Phone: 512- 471-4365

Date: August 31, 2018

**District Level Improvement Plan Committee**

NAME	POSITION	DATE	SIGNATURE
MELISSA M. CHAVEZ	SUPERINTENDENT	8/31/18	Melissa M. Chavez
JENNY DAVIS	FINANCIAL MANAGER	8/31/18	Jenny Davis
BOB MICKS	TITLE 1 COORDINATOR	8/31/18	Bob Micks
MELISSA RUFFIN	DIRECTOR OF CURRICULUM	8/31/18	Melissa Ruffin
Veronica Ruiz	PRINCIPAL	8/31/18	Veronica Ruiz
Clair Cochran	TEACHER	8/31/18	Clair Cochran
Jasmine Matthews	PARENT	8/31/18	Jasmine Matthews

### **District Key Results:**

- 100% of our students will show academic growth every six weeks
- Every student in grades 9-12 will earn 3 graduation credits per semester
- Increase attendance rate to 97%
- 100% of our teachers will be identified as proficient in TTESS Instruction Domain 2

### **District Performance Goals**

- ❖ **Performance Goal 1:** All students will build a strong foundation in Reading, Language Arts and Mathematics.
- ❖ **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.
- ❖ **Performance Goal 3:** Recruit, support, and retain high performing teachers and principals.
- ❖ **Performance Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- ❖ **Performance Goal 5:** All students will graduate from high school connected to career and college opportunities.
- ❖ **Performance Goal 6:** All parents/guardians/stakeholders are provided opportunities to be involved and make decisions.
- ❖ **Performance Goal 7:** Maintain fiscal responsibility by providing exceptional educational opportunities for all students.

## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2018-2019

Team Members: Holly Engleman, Melissa Ruffin, Jenny Davis, Dottie Goodman, Bob Micks, Michelle Arocha, Michelle Martinez, Cristy Cunningham, Sally Arnold, Melissa Chavez, Kathleen Daniels, Janie Ruiz, Nicole Whetstone

Date: 5/2/2018, 6/5/2018, 8/31/2018

Data Reviewed: Attendance Data, Enrollment and Mobility Data, Assessment Data – TARP, STAAR, TELPAS, PBMAS, iCAP, Achieve 3000, AYP, EOC, DRA/Dibels, Edmentum, Graduation Data - completion, dropout, and GED rates, and diploma types , Survey Data – parents, teachers, staff, facility directors, Highly Qualified Teacher Data, Continuous Improvement Plans, Program Evaluation for State Compensatory Education Program, Professional Development Evaluations, Teacher Retention and Attrition Data, Teacher Evaluations, District Budget

<p><b>Strengths</b>                  Highly qualified campus administrators                  Comprehensive budget planning process                  Highly diverse                  Individualized/ specialized Instruction                  Research Based intervention Programs                  Small class sizes                  Highly Qualified Staff Strong Sense of Community Teacher leaders                  Merit Pay                  Mutual benefiting partnerships                  Blending Learning Environment</p>	<p><b>Weaknesses</b>                  Geographic Isolation                  Technology is dated                  Lack of instructional specialists                  Lack of content alignment                  Need for sub pool                  Attendance rates across the district                  Salary not overly competitive                  Ability to obtain records quickly for comprehensive school and grad plans</p>
<p><b>Opportunities</b>                  Need for individualized campus professional development                  Demonstrate improved student performance through progress monitoring                  University and facility partnerships                  Create partnerships with instructional materials providers                  Credit Recovery Program for at risk                  Creation of blended learning environments                  Communication                  Differentiated Instruction</p>	<p><b>Threats</b>                  Negative impact of new legislation on funds                  Targets for Academic Achievement change                  New Accountability                  Mobility is high                  Uncontrollable enrollment                  Students are in trauma                  Limited longitudinal data                  Staffing challenges on a multi-grade level campus</p>

	<p>Districts that have a higher pay scale  Districts with more opportunities for succession and promotion  Resources at facility are unequitable at campuses</p>
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***Needs Assessment***

Problem Statement #1: Low performance in math and reading
Root Cause(s): High mobility, teachers with multiple content
Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase opportunity for high quality instruction through improved attendance
Performance Goal (tied to the 4 Strategic Priorities): All students will show academic progress in reading and math every six weeks.
Objective: Increase Academic Achievement in all content areas by showing progress
Possible Strategies: Designated intervention time in Master schedule. Purchase additional intervention programs. Provide additional reading intervention training.
Other: Provide incentives to teachers to get additional certifications.

Problem Statement #2: Graduation Rates need to be higher with fewer drop outs
Root Cause(s): Students enroll behind in their original cohort
Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase opportunities to earn and recover credits
Performance Goal (tied to the 4 Strategic Priorities): Secondary students will have multiple opportunities to earn and recover graduation credits.
Objective: Secondary students will graduate with their cohort
Possible Strategies: Provide online credit recovery program. Provide additional elective opportunities through online courseware.
Other: Provide academic counseling through the graduation plan meetings with Academic Transition Coordinators. Collaborate with facility for student incentives

Problem Statement #3: Funds needed to provide exceptional educational opportunities are diminished.
Root Cause(s): Attendance rate is low. State funds do not provide charter schools with facilities funding. University increased fees associated with them.
Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase attendance rate. Additional fund raising opportunities
Performance Goal (tied to the 4 Strategic Priorities): Increase attendance rate to 97%.
Objective: Have every student in every class every day. Increase funds available for education
Possible Strategies: Encourage partnerships to have students attend class. Share attendance data with partnerships. Show partners the financial and educational cost of a student being absent.
Other: Request facilities to supplement funds for materials or computers. Request facilities to provide money to recoup funds lost with poor attendance.

Problem Statement #4: Need to retain staff and recruit staff
Root Cause(s): staff turnover due to poor work performance, lack of required certifications
Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Recruit experienced teachers, Add stipend for National Board Certification. District incentive program
Performance Goal (tied to the 4 Strategic Priorities): District will attain 85% staff retention rate.
Objective: To recruit and retain experienced teachers and principals
Possible Strategies: Assign & develop teacher supports and leads
Other: Provide coaching through T-TESS feedback



**Write out 3-5 SMART (Specific, Measureable, attainable, results-focused, and time-bound) goals based on the SWOT Analysis:**

Strategy 1: 100% of our students will show academic growth every six weeks
Strategy 2: Every student in grades 9- 12 enrolled 90 or more days will earn 3 graduation credits per semester
Strategy 3: Increase attendance rate to 97%
Strategy 4: 100% of our teachers will be identified as proficient in TTESS Instruction Domain 2

## **Title I, Part A**

### **School-wide Components:**

1. A comprehensive needs assessment of the entire district/school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-needs schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

<b>Performance Goal 1:</b> All students will build a strong foundation in reading/language arts and mathematics.							
<b>Objective(s):</b>							
<ol style="list-style-type: none"> <li>1. Show growth in all core academic area including math, language arts, science, and social studies.</li> <li>2. Show growth in all demographic population and at-risk categories.</li> <li>3. Every student evaluated every six weeks</li> <li>4. Review classroom data with teachers</li> <li>5. Review student data with classroom teachers and support development of an RTI model.</li> </ol>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I School wide Components (Code by #)</b>
Consistently implement the TEKS Resource System curriculum	All current staff	TEKS Resource System Online	August 1, 2018	Walk through Lesson plans	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, and 3
Implement researched-based math and reading computer programs with fidelity.	All current staff	Coordinated local, state, federal funds	Continuous	Lesson plans T-TESS online reports	Increase in STAAR scores and EOC Exams	STAAR Results	1 and 2
Use district approved reading/math diagnostic programs to assess individual student reading abilities, guide instruction and measure growth	Principals and staff	District-Approved Interventions	Every six weeks	Data Reports & Walk through Lesson plans	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, and 3
Increase intervention opportunities in math and reading, which will provide supplemental support to students who are at-risk of dropping out. Create master schedule that supports the implementation of tiered academic interventions.	Principals and school Staff	District-Approved Interventions	Yearly and Continuous	Data Reports Lesson plans master schedule	STAAR scores and EOC Exams Graduation Rates	STAAR Results	1, 2, 3, and 9
Increase the use of supplemental instructional materials as outlined in IAP, IEP plans.	Principals, teachers, and instructional aides	District-Approved Interventions	Yearly and continuous	Lesson Plans and IEPs Online reports	Increase academic achievement for students with special needs	STAAR Results	1, 2, 3, and 9

**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.

**Objective(s):**

1. Show growth in Reading with ELL students.
2. Show an increase in the reading level for ELL students.
3. Ensure 100% of the teachers and administrators on campuses with ELL students in Sheltered Instruction.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Organize LPAC meetings in September to create individual acceleration plans for ELLs.	ESL Coordinator and All Principals	Time	Annually and ongoing	LPAC Documentation	Data Results	STAAR Results	1,8 and 9
Parent involvement session for parents/guardians and stakeholders	ESL Coordinator	Time	Annually	Agenda Item on the District Principal Meeting	Improved Data Results	STAAR Results	6
Require and document attendance at sheltered instruction trainings	ESL coordinator Curriculum Director	Time	Yearly PD	Agenda	Improved Data Results	STAAR Results	4
Compliance in certification/Sheltered Instruction for new employees	ESL coordinator	Time and money for materials \$200	Yearly PD	Agendas and certificates	Improved Data Results	STAAR Results	4
Assess ELL students using district materials and collect pertinent data to inform instruction	Principals and teachers	Local assessment training and materials	Ongoing	Data	Improved Academic Performance	DATA Results	1,2,3 and 9

**Performance Goal 3:** Recruit, support, and retain high performing teachers and principals.

**Objective(s):**

1. Develop and implement a professional development plan tied to the observation and feedback cycle.
2. Principals create working conditions that develop and maintain highly performing teachers.
3. Develop a strategic teacher support initiative.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Provide opportunities for teachers and staff to attend training to increase knowledge of core academic areas.	Principal	PD Budget Sub Pay	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide time during principal meetings to collaborate and share suggestions related to performance or support.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Create a system of support for assisting teachers in preparing for certification exams.	Principal	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide teachers with advanced degree and merit-based salary increases.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide access to attend training opportunities on SEL	Principal	Substitute Pay PD Budget	Ongoing	PD Certificates	Improved teaching - evaluation	Teacher Evaluations	4
Continue the teacher evaluation system of TEXAS (T-TESS)	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Attend Teacher Job Fairs	Principal	PD Budget	Ongoing	Attendance	Increase in Applicant pool	Teacher Evaluations	4

<b>Performance Goal 4:</b> All students will be educated in learning environments that are safe, drug-free, and conducive to learning.							
<b>Objective(s):</b>							
<ol style="list-style-type: none"> <li>1. Reduce the number of referrals on campus.</li> <li>2. Increase school safety satisfaction on surveys.</li> <li>3. Improve school culture and climate.</li> </ol>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I School wide Components</b>
Collect data to monitor classroom removals and school discipline infractions.	Principals Teachers IA's Facility Staff	Time Data Sheets	Weekly Ongoing	Decrease in discipline referrals and classroom removals	Data tracking from Skyward	Safety Survey Results	10
Implement TBRI in all schools	Principals and teachers	TBRI resources and PD	Ongoing	Decrease in discipline referrals and classroom removals	Campus walkthrough	Climate Survey	2 and 10
Train teachers to effectively utilize facility personnel resources available to support student learning.	Principals Associate Principals Teachers	PD provide by Behavior specialist	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	4, 8, and 10
Implement facility mandated verbal de-escalation techniques	Principals and teachers	SAMA, TBRI, CPI, TBSI	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	2, 4, and 10
Incorporate character education and social and emotional learning training into the daily curriculum.	Principals and teachers Associate Principals	SEL resources Why Try	Ongoing – Monthly character traits	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10
Send out district survey and collect data on school culture	Superintendent Principals Associate Principals	Time	Ongoing May	Data from the surveys	Increased sense of safety on campuses	satisfaction survey	6
Distribute student surveys at the end of school year and upon discharge	Superintendent Principals Associate Principals	Survey	Ongoing May	Data from the surveys	Feedback from students influence campus plans	satisfaction survey	6
Safety Plans created for each campus	Principals Associate Principals	Facility and Campus Guidelines	September	Safety drills conducted and documented	Student and staff are aware of safety protocols	Students/Staff demonstrate safety protocols	6

<b>Performance Goal 5:</b> All students will graduate from high school connected to career and college opportunities.							
<b>Objective(s):</b>							
1. All students will have a 4 year graduation plan established for them by the end of their 8 <sup>th</sup> grade year and / or as they enter 9 <sup>th</sup> grade.							
2. All students in grade 9-12 enrolled 90 or more days will earn 3 graduation credits each semester.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I School wide Components (Code by #)</b>
Personal Graduation Plans (PGP) and Academic Achievement Records (AAR) will be reviewed at the end of each semester for all students in grades 9-12	Campus Staff and ATC	Time	End of 3 <sup>rd</sup> and 6 <sup>th</sup> six weeks	PGPs and AARs	Increased graduation rates	Number of Graduates for the SY	2
Develop college-going culture on all campuses (Informal displays, college t-shirt days, guest speakers, and field trips)	Principals, Teachers, and ATC	Funds \$500	Ongoing	School Walkthroughs	Increased graduation rates	Post-Secondary Survey	2
College Readiness and Career Prep Packets	ATC	Time and copies	Ongoing	Copy of the packets for all students 9-12	Increased graduation rates and college enrollment	Number of Graduates for the SY	2
Assess students strengths and needs in the area of career knowledge and planning in grades 8-12	ATC	Online Career Inventory	Ongoing	Student Interviews and PGPs	Increased graduation rates	Number of Graduates for the SY	2
Maintain relationships with post-secondary institutions and foster student support organizations	ATC	Time	Ongoing	College Readiness and Career Prep Packets and PGPs	Increased graduation rates	Number of Graduates for the SY	2
Coordinate transition to home school district	ATC	Time	Ongoing	Updated PGPs and AARs	Increased graduation rates	Number of Graduates for the 2017-2018 SY	2
Provide Pregnancy Related Services (PRS) to students in need	Principals Teachers	Time	Ongoing	PIEMS documentation and homebound forms	Increased graduation and attendance rates	Number of Graduates for the SY	2,10
Identify Potential Graduates	Principals and ATC	Time	Ongoing	PGP and Potential Graduate Form	Increased graduation rates	Number of Graduates for the SY	2, 10

<b>Performance Goal 6:</b> All parents/guardians/stakeholders are provided opportunities to be involved and make decisions.							
Objective(s): 1. Take steps to increase school and district communication 2. Conduct organizational health surveys 3. Provide Opportunities for parents to participate in school							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I School wide Components</b>
Send out District newsletter 3 times a year in English and Spanish.	Superintendent Office	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Parent Handbook, Student Code of Conduct to all stakeholders.	Principals	Time and Copies	Ongoing	Copies of each document – receipt signatures	Increased parent involvement	Parent satisfaction survey	6
Provide on- demand translation for meetings with parent entities	Principals	Cost	Ongoing	Translations at meetings	Increased parent involvement	Parent satisfaction survey	6
Require principals to hold open house for students to showcase school/ work projects	Principals	Time	September or October	Agendas and sign in sheets	Increased parent involvement	Parent satisfaction survey	6
Workshops for parents, surrogates, and guardians to include communication skills, anger management, special education, homework completion tips, instructional strategies	All Staff	Time PD Budget \$500	Ongoing	Agendas and sign -in sheets	Increased parent involvement	Parent satisfaction survey	6
Send out district survey and collect data on school culture	Superintendent Principals	Time	April	Data from the surveys	Increased parent involvement	Parent satisfaction survey	6
Provide a parent meeting to explain State Academic Standards on how to work with us on improving their child's achievement.	Principals Associate Principals	Time	Fall	Agendas and sign-in sheets	Increased parent involvement	Parent satisfaction survey	6



<b>Performance Goal 7: Maintain fiscal responsibilities to provide exceptional education opportunities for all students</b>							
<b>Objective(s):</b> 1. Increase student attendance to 97%							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I School wide Components (Code by #)</b>
Encourage partnerships to have students attend class	Principals, teachers	Time	Ongoing	Attendance data	Increased attendance rate Increased funding	ADA reports District Award	2
Review attendance data with partnerships regularly	Principals, Teachers, and ATC	Time	Ongoing	Meeting agendas	Increased attendance rate	ADA reports	2
Provide incentives to students with good attendance.	Superintendent Principals Development team	Time	Within first ten months	Attendance data	Increased attendance rate Increased funding	ADA Reports	2