



# The University of Texas Charter School System

## Campus Improvement Plan

2015-2016

### *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

Elvia Rosales, MPA, CPA - Vice-Chair

Judith Loreda, Ph.D. - Member

Octavio N. Martinez, M.D. - Member

David Anderson, Ph.D. - Member

Leslie Saucedo, MBA - Member

Linda Kokemor, - 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**

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

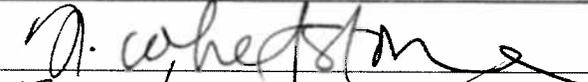
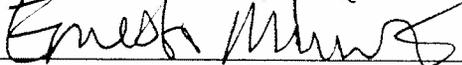
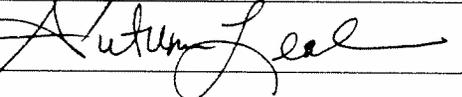
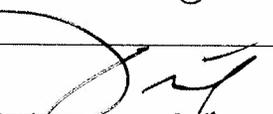
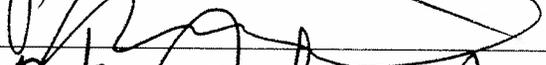
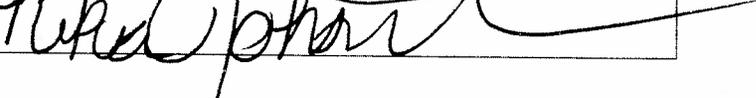
## **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- 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.

**Campus Information**

Superintendent: Melissa Chavez  
 Principal: Nicole Whetstone  
 Financial manager: Jenny Davis  
 Human Resource Manager: Julie Nance  
 Title One Coordinator: Bob Micks  
 Address: 1515 Grove Bld, Austin, Texas 78741  
 Phone: 512.356.1595  
 Date: September 21, 2015

**Campus Improvement Plan Committee**

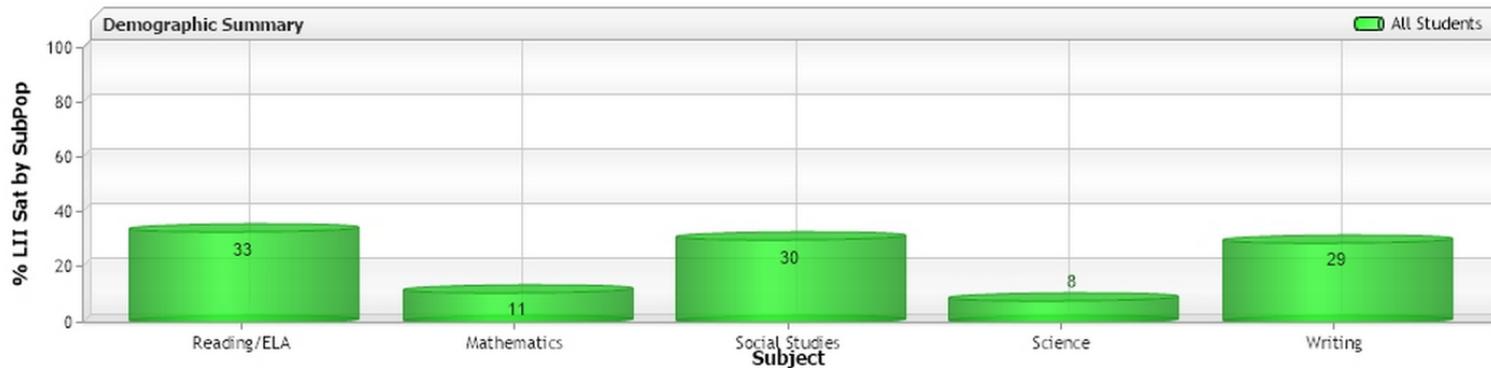
| NAME             | POSITION                                 | DATE     | SIGNATURE   |
|------------------|--|----------|---|
| NICOLE WHETSTONE | PRINCIPAL                                | 10.6.15  |    |
| ERNESTO MUNOZ    | ASSISTANT PRINCIPAL                      | 10/6/15  |    |
| REBECCA JOHNSTON | Special Ed Teacher                       | 10/6/15  |    |
| AUTUMN LEAL      | SPECIAL EDUCATION COORDINTAOR            | 10.6.15  |   |
| ANGLEA LENGFELD  | ACADEMIC TRANSITION COORDINATOR          | 10.6.15  |  |
| DANIEL PADILLA   | TEACHER                                  | 10.6.15  |  |
| YVETTE ROUEN     | Sr. Director Shelter Children's services | 10.6.15  |  |
| RICARDO VENEGAS  | Charter School Manager                   | 10.6.15  |  |
| Nikia Johnson    | parent                                   | 10.19.15 |  |

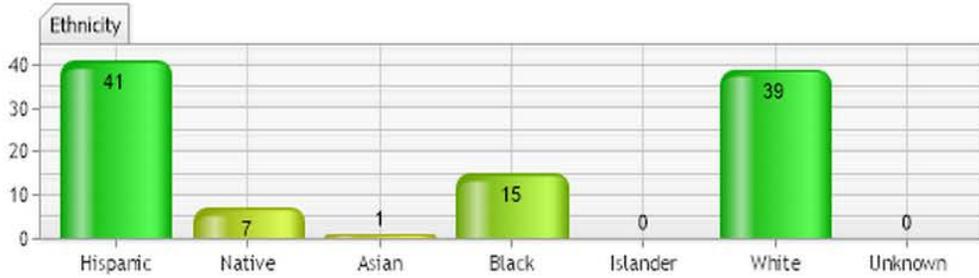
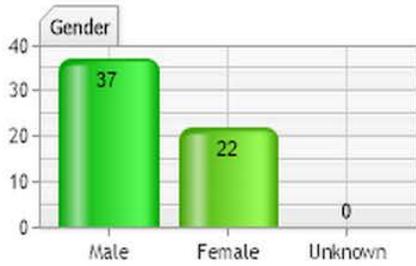
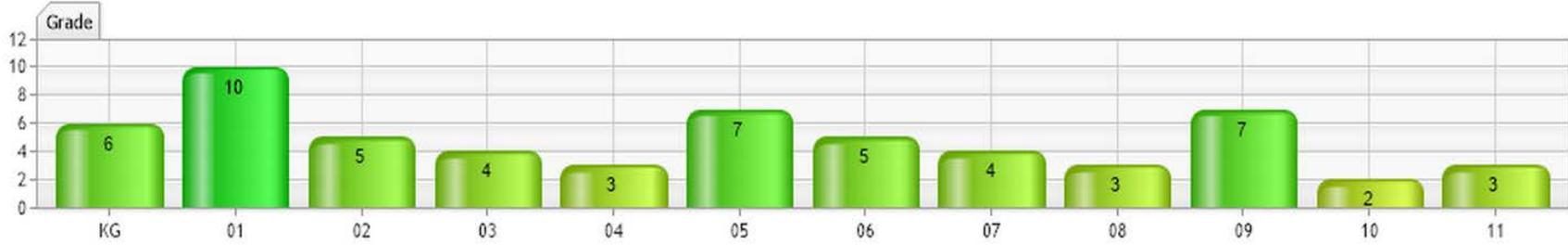
**SCHOOL DATA:**

**STAAR Demographics by Subject for All Grades  
for GEORGE M KOMETSKY SCHOOL**

Year: 2015 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
Calculation Option: Level II Sat Phase-in 1 Retests: First Administrations Source: Admin

| Subpopulation | Reading/ELA |         |          | Mathematics |         |          | Social Studies |         |          | Science |         |          | Writing |         |          |
|---------------|-------------|---------|----------|-------------|---------|----------|----------------|---------|----------|---------|---------|----------|---------|---------|----------|
|               | Tested      | LII Sat | LII Sat% | Tested      | LII Sat | LII Sat% | Tested         | LII Sat | LII Sat% | Tested  | LII Sat | LII Sat% | Tested  | LII Sat | LII Sat% |
| All Students  | 30          | 10      | 33       | 27          | 3       | 11       | 10             | 3       | 30       | 12      | 1       | 8        | 7       | 2       | 29       |





District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA  
 Campus Name: GEORGE M KOMETZKY SCHOOL  
 Campus Number: 227806015

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 Campus Performance**

Total Students: 74  
 Grade Span: KG - 12  
 School Type: Elementary/Secondary

|   | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL   |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>Attendance Rate</b>                            |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| 2012-13   | 95.8% | 94.3%    | 89.2%  | 90.9%            | 88.6%    | 90.3% | -               | *     | -                | *                 | 91.3%      | 88.9%       | 91.6% |
| 2011-12   | 95.9% | 95.8%    | 92.7%  | *                | 93.0%    | *     | -               | *     | -                | *                 | *          | 93.2%       | 96.2% |
| <b>Annual Dropout Rate (Gr 7-8)</b>               |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| 2012-13   | 0.4%  | 1.8%     | 0.0%   | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | -                 | 0.0%       | 0.0%        | 0.0%  |
| 2011-12   | 0.3%  | 2.2%     | 0.0%   | *                | 0.0%     | -     | -               | -     | -                | -                 | *          | *           | *     |
| <b>Annual Dropout Rate (Gr 9-12)</b>              |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| 2012-13   | 2.2%  | 7.0%     | 10.4%  | 10.0%            | 18.8%    | 4.8%  | -               | *     | -                | -                 | 11.1%      | 11.4%       | -     |
| 2011-12   | 2.4%  | 7.4%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>RHSP/DAP Graduates (Annual Rate)</b>           |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| 2012-13   | 81.6% | 23.5%    | *      | *                | *        | -     | -               | -     | -                | -                 | *          | *           | *     |
| 2011-12   | 80.5% | 37.9%    | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>Advanced Course/Dual Enrollment Completion</b> |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| 2012-13   | 31.4% | 5.2%     | 4.5%   | 0.0%             | 12.5%    | 0.0%  | -               | -     | -                | -                 | 0.0%       | *           | -     |
| 2011-12   | 30.6% | 3.5%     | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>College-Ready Graduates</b>                    |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>English Language Arts</b>                      |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| Class of 2013                                     | 65%   | 38%      | *      | -                | *        | -     | -               | -     | -                | -                 | -          | *           | *     |
| Class of 2012                                     | 69%   | 32%      | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>Mathematics</b>                                |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| Class of 2013                                     | 74%   | 20%      | *      | -                | *        | -     | -               | -     | -                | -                 | -          | *           | *     |
| Class of 2012                                     | 70%   | 29%      | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>Both Subjects</b>                              |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| Class of 2013                                     | 56%   | 13%      | *      | -                | *        | -     | -               | -     | -                | -                 | -          | *           | *     |
| Class of 2012                                     | 57%   | 10%      | -      | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>AP/IB Results</b>                              |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>Tested</b>                                     |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| 2013  | 22.1% | 0.0%     | *      | *                | *        | -     | -               | -     | -                | -                 | n/a        | *           | n/a   |
| 2012  | 21.9% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a   |
| <b>Examinees &gt;= Criterion</b>                  |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| 2013  | 50.9% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a   |
| 2012  | 50.8% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a   |
| <b>SAT/ACT Results</b>                            |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>Tested</b>                                     |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| Class of 2013                                     | 63.8% | 0.0%     | *      | *                | *        | -     | -               | -     | -                | -                 | n/a        | *           | n/a   |
| Class of 2012                                     | 66.9% | 0.0%     | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a   |
| <b>At/Above Criterion</b>                         |       |          |        |                  |          |       |                 |       |                  |                   |            |             |       |
| Class of 2013                                     | 25.4% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a   |
| Class of 2012                                     | 24.9% | -        | -      | -                | -        | -     | -               | -     | -                | -                 | n/a        | -           | n/a   |

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 Campus Number: 227806015

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 Campus Profile**

Total Students: 74  
 Grade Span: KG - 12  
 School Type: Elementary/Secondary

| Student Information                             | ----- Campus ----- |         | District | State     |
|---|--------------------|---------|----------|-----------|
|   | Count              | Percent |          |           |
| Total Students:                                 | 74                 | 100.0%  | 638      | 5,135,880 |
| Students by Grade:                              |                    |         |          |           |
| Early Childhood Education                       | 0                  | 0.0%    | 0.0%     | 0.2%      |
| Pre-Kindergarten                                | 0                  | 0.0%    | 0.0%     | 4.4%      |
| Kindergarten                                    | 6                  | 8.1%    | 0.9%     | 7.6%      |
| Grade 1   | 12                 | 16.2%   | 2.7%     | 8.0%      |
| Grade 2   | 4                  | 5.4%    | 1.9%     | 7.7%      |
| Grade 3   | 6                  | 8.1%    | 4.5%     | 7.6%      |
| Grade 4   | 6                  | 8.1%    | 4.4%     | 7.5%      |
| Grade 5   | 3                  | 4.1%    | 3.9%     | 7.5%      |
| Grade 6   | 7                  | 9.5%    | 5.0%     | 7.3%      |
| Grade 7   | 10                 | 13.5%   | 8.5%     | 7.5%      |
| Grade 8   | 7                  | 9.5%    | 13.2%    | 7.4%      |
| Grade 9   | 4                  | 5.4%    | 18.8%    | 7.9%      |
| Grade 10  | 3                  | 4.1%    | 14.4%    | 7.1%      |
| Grade 11  | 4                  | 5.4%    | 12.4%    | 6.4%      |
| Grade 12  | 2                  | 2.7%    | 9.4%     | 5.9%      |
| Ethnic Distribution:                            |                    |         |          |           |
| African American                                | 10                 | 13.5%   | 15.0%    | 12.7%     |
| Hispanic  | 55                 | 74.3%   | 29.5%    | 51.8%     |
| White   | 5                  | 6.8%    | 49.5%    | 29.4%     |
| American Indian                                 | 0                  | 0.0%    | 0.5%     | 0.4%      |
| Asian   | 3                  | 4.1%    | 1.6%     | 3.7%      |
| Pacific Islander                                | 0                  | 0.0%    | 0.0%     | 0.1%      |
| Two or More Races                               | 1                  | 1.4%    | 3.9%     | 1.9%      |
| Economically Disadvantaged                      | 61                 | 82.4%   | 61.9%    | 60.2%     |
| Non-Educationally Disadvantaged                 | 13                 | 17.6%   | 38.1%    | 39.8%     |
| English Language Learners (ELL)                 | 21                 | 28.4%   | 5.2%     | 17.5%     |
| Students w/ Disciplinary Placements (2012-2013) | 0                  | 0.0%    | 0.0%     | 1.6%      |
| At-Risk   | 74                 | 100.0%  | 90.0%    | 49.9%     |
| Mobility (2012-2013)                            | 152                | 88.9%   | 88.0%    | 17.1%     |
| Graduates (Class of 2013):                      |                    |         |          |           |
| Total Graduates                                 | 3                  | 100.0%  | 34       | 301,418   |
| By Ethnicity (incl. Special Ed.):               |                    |         |          |           |
| African American                                | 1                  | 33.3%   | 11       | 38,798    |
| Hispanic  | 2                  | 66.7%   | 6        | 139,785   |
| White   | 0                  | 0.0%    | 14       | 104,466   |
| American Indian                                 | 0                  | 0.0%    | 1        | 1,311     |
| Asian   | 0                  | 0.0%    | 0        | 11,650    |
| Pacific Islander                                | 0                  | 0.0%    | 0        | 394       |
| Two or More Races                               | 0                  | 0.0%    | 2        | 5,014     |
| By Graduation Type (incl. Special Ed.):         |                    |         |          |           |
| Minimum H.S. Program                            | 2                  | 66.7%   | 26       | 55,398    |
| Recommended H.S. Program/DAP                    | 1                  | 33.3%   | 8        | 246,020   |
| Special Education Graduates                     | 1                  | 33.3%   | 8        | 24,744    |

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**2013-14 Campus Profile**

Total Students: 74  
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 School Type: Elementary/Secondary

| Program Information                             | ----- Campus ----- |         | District | State |
|---|--------------------|---------|----------|-------|
|   | Count              | Percent |          |       |
| <b>Student Enrollment by Program:</b>           |                    |         |          |       |
| Bilingual/ESL Education                         | 21                 | 28.4%   | 4.9%     | 17.1% |
| Career & Technical Education                    | 0                  | 0.0%    | 23.8%    | 22.2% |
| Gifted & Talented Education                     | 0                  | 0.0%    | 0.0%     | 7.6%  |
| Special Education                               | 6                  | 8.1%    | 34.5%    | 8.5%  |
| <b>Teachers by Program (population served):</b> |                    |         |          |       |
| Bilingual/ESL Education                         | 0.0                | 0.0%    | 0.0%     | 5.8%  |
| Career & Technical Education                    | 0.0                | 0.0%    | 2.1%     | 4.2%  |
| Compensatory Education                          | 0.1                | 1.8%    | 0.1%     | 3.0%  |
| Gifted & Talented Education                     | 0.0                | 0.0%    | 0.0%     | 1.9%  |
| Regular Education                               | 3.7                | 86.0%   | 67.5%    | 72.7% |
| Special Education                               | 0.5                | 12.3%   | 30.3%    | 9.1%  |
| Other   | 0.0                | 0.0%    | 0.0%     | 3.3%  |

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2012-2013 Financial Actual Report](#)

\*\*\* Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.  
 \*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.

District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA  
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 Campus Number: 227806015

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 Campus Profile**

Total Students: 74  
 Grade Span: KG - 12  
 School Type: Elementary/Secondary

| Staff Information                         | ----- Campus ----- |         | District | State  |
|---|--------------------|---------|----------|--------|
|   | Count/Average      | Percent |          |        |
| Total Staff                               | 6.7                | 100.0%  | 100.0%   | 100.0% |
| Professional Staff:                       | 5.7                | 85.1%   | 89.4%    | 64.2%  |
| Teachers                                  | 4.3                | 64.7%   | 54.4%    | 51.0%  |
| Professional Support                      | 0.4                | 5.5%    | 14.9%    | 9.3%   |
| Campus Administration (School Leadership) | 1.0                | 14.9%   | 13.4%    | 2.9%   |
| Educational Aides:                        | 1.0                | 14.9%   | 10.6%    | 9.4%   |
| Total Minority Staff:                     | 2.3                | 34.8%   | 24.9%    | 45.7%  |
| Teachers by Ethnicity and Sex:            |                    |         |          |        |
| African American                          | 0.0                | 0.0%    | 6.0%     | 9.6%   |
| Hispanic                                  | 1.3                | 30.8%   | 13.4%    | 25.2%  |
| White                                     | 3.0                | 69.2%   | 80.6%    | 62.3%  |
| American Indian                           | 0.0                | 0.0%    | 0.0%     | 0.4%   |
| Asian                                     | 0.0                | 0.0%    | 0.0%     | 1.4%   |
| Pacific Islander                          | 0.0                | 0.0%    | 0.0%     | 0.1%   |
| Two or More Races                         | 0.0                | 0.0%    | 0.0%     | 1.1%   |
| Males                                     | 0.7                | 15.2%   | 32.8%    | 23.3%  |
| Females                                   | 3.7                | 84.8%   | 67.2%    | 76.7%  |
| Teachers by Years of Experience:          |                    |         |          |        |
| Beginning Teachers                        | 0.0                | 0.0%    | 8.2%     | 8.3%   |
| 1-5 Years Experience                      | 3.3                | 76.9%   | 41.8%    | 25.3%  |
| 6-10 Years Experience                     | 1.0                | 23.1%   | 21.6%    | 22.8%  |
| 11-20 Years Experience                    | 0.0                | 0.0%    | 19.4%    | 27.0%  |
| Over 20 Years Experience                  | 0.0                | 0.0%    | 9.0%     | 16.5%  |
| Number of Students per Teacher            | 17.1               | n/a     | 9.5      | 15.4   |

### **District Key Results:**

- The UT-UCS and UTES will have a balanced budget by the 2016 – 2017 school year.
- Increase ADA for UT-UCS to 500 by the 16-17 school year.
- Both districts will be in 100% compliance with tea on the following: First Report, iCAP Report, and PBMAS.
- Increase district student achievement by 10% in all testing categories that need improvement, in all student groups.
- Increase district graduation rate to 100%.
- The district will be in 100% compliance with special education regulations (RF).
- Implement the new teacher evaluation system.
- Increase university and community partnerships by 20% to support individual campus needs.
- Implement our strategic plan:
- Implement professional development plan tied to our district improvement plan.
- Implement a district RTI model aligned to researched based interventions and assessments.
- Implement the fundraising/development plan for UT-UCS district.
- Research and develop the teacher and staff salary scale.

### **District Performance Goals**

- ❖ **Performance Goal 1:** All students will reach high standards, at a minimum attaining proficiency or better 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:** All students will be taught by highly qualified teachers.
- ❖ **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.
- ❖ **Performance Goal 6:** All parents are provide opportunities to be involved and make decisions.

## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2015-2016

| <b>Data Sources Reviewed (Appendix 2):</b>   |   |   |   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Attendance Data</li> <li>• Enrollment and Mobility Data</li> <li>• Assessment Data – TARP, STAAR, TAKS/SDAA, PBMAS, iCAP, TPRI, AYP, EOC, DRA, DOMA, DORA, and ADAM</li> <li>• Graduation Data - completion, dropout, and GED rates, and diploma types</li> <li>• Strategic Planning Data</li> <li>• Highly Qualified Teacher Data</li> </ul> |   |   |   |
| <b>Area Reviewed</b>   | <b>Summary of Strengths</b><br>What were the identified strengths?  | <b>Summary of Needs</b><br>What were the identified needs?  | <b>Priorities</b><br>What are the priorities for the district, including how federal and state program funds will be used?  |
| <b>Demographics</b>  | <ul style="list-style-type: none"> <li>• Demographics have become more diverse this year. The district is serving more Hispanic students than ever before.</li> </ul>         | <ul style="list-style-type: none"> <li>• Due to the diversity in the school, there is a need for differentiated instruction.</li> <li>• Due to the high mobility rate in the district (88%), the district's schools need to use continuous data and efficient data to plan for instruction.</li> <li>• Attendance is at approximately 90%.</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding our changing demographics and the effectiveness of our instruction for every sub population is a high priority. Focus on response o intervention and differentiated instruction at the district-wide Teach and Share Day on October 12.</li> </ul>   |
| <b>Student Achievement</b>   | <ul style="list-style-type: none"> <li>• Data collected on students whose length of stay at Kozmetsky is 6 months or longer have show significant academic growth.</li> </ul> | <ul style="list-style-type: none"> <li>• Student performance data and other campus information indicate a need for improvement in intervention instruction and accelerated instruction in all grade level.</li> <li>• Student performance data indicate a need for improvement in graduation.</li> </ul>  | <ul style="list-style-type: none"> <li>• Improving student achievement in all academic areas.</li> <li>• Improving student achievement in all sub populations.</li> <li>• Improving graduation rates to 100%.</li> <li>• Campus will continue to use the TEKS Resource System and academic planning guides.</li> <li>• Campus will implement the new</li> </ul> |

|  |  |  |   |
|--|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• According to the PBM, the special education proficiency rates were lower than the state requires.</li> <li>• Did not meet the proficiency rates of the special education students in 3-8 grade STAAR in math and reading.</li> <li>• Dropout data show that our title 1, special education, and LEP students are dropping out of school.</li> <li>• We have unreported students – leavers.</li> </ul>   | <p>Response to Intervention process.</p> <ul style="list-style-type: none"> <li>• Review IEPs for the STAAR participation rates of the students in special education.</li> <li>• Conduct a data review to understand the disproportionality of white students identified ED in our district.</li> </ul> |
| <b>School Culture and Climate</b>              | <ul style="list-style-type: none"> <li>• Survey results showed that the district climate and happenings as very positive.</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• School situation, pay scale, stress, other working conditions make a need to address teacher recruitment and retention and morale.</li> <li>• There is a need to increase communication and create a more positive climate at Kozmetsky.</li> <li>• Campus facilities need to be increased in order to meet the growing numbers of secondary students.</li> <li>• More staff support is necessary to meet the needs of students with trauma.</li> </ul> | <ul style="list-style-type: none"> <li>• Campus will conduct climate and satisfaction survey.</li> <li>• District will implement TBRI and Why Try? resources and strategies.</li> <li>• District will implement new social and emotional learning character traits.</li> </ul>                          |
| <b>Staff Quality/ Professional Development</b> | <ul style="list-style-type: none"> <li>• All teachers in the school district meet the Highly Qualified Teacher requirement.</li> <li>• High number of teachers with special education certification</li> </ul> | <ul style="list-style-type: none"> <li>• Strategic planning surveys revealed that there are not enough teaching assistants.</li> <li>• Strategic planning surveys showed that there needs to be</li> </ul>   | <ul style="list-style-type: none"> <li>• Campus will pilot the new teacher and principal evaluation system T-TESS and P-TESS.</li> <li>• District fundraising plan will focus on professional development for teachers.</li> </ul>  |

|  |                     |   |   |
|--|---------------------|---|---|
|  | and ESL supplement. | more professional development opportunities for teachers and staff.   |   |
| <b>Curriculum, Instruction, Assessment</b> |                     | <ul style="list-style-type: none"> <li>Improvements in the intervention provided to students in reading and math are not strong.</li> </ul> | <ul style="list-style-type: none"> <li>District will develop and implement a response to intervention model for students and will begin the implementation of the model this year. Professional development with regards to the new model.</li> </ul> |
| <b>Technology</b>                          |                     | <ul style="list-style-type: none"> <li>Technology is aging and needs to be replaced.</li> </ul>   |   |

## **Title I, Part A**

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

1. A comprehensive needs assessment of the entire 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-need 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.

**Performance Goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Objective(s):**

1. Show 10% growth in all core academic area including math, language arts, science, and social studies.
2. Show 10% growth in all sub population and at-risk categories.
3. Develop and implement a response to intervention model (RTI) aligned to research based interventions and assessments.

| Strategies and Action Steps  | Person(s) Responsible | Resources                                    | Timelines             | Evidence of Implementation               | Evidence of Impact  | Formative/ Summative | Title I School wide Components (Code by #) |
|--|-----------------------|--|-----------------------|--|---|----------------------|--|
| Continue the implementation of the TEKS Resource System curriculum and implementation of planning guides.                          | Principal, Teachers   | TEKS Resource System Online                  | August 1, 2015        | Walk through Lesson plans                | Increase in STAAR scores and EOC Exams                              | STAAR Results        | 1, 2, and 3                                |
| Utilize new digital resources to support robust scope and sequence   | Principal, Teachers   | Digital and hard copy district adopted texts | Continuous            | Walk through Lesson Plans                | Increase in STAAR scores and EOC Exams                              | STAAR Results        | 1,2, and 3                                 |
| Infuse technology into all content areas to increase student engagement  | Principal, Teachers   | Coordinated local, state, federal funds      | Continuous            | Walk through Lesson plans                | Increase in STAAR scores and EOC Exams                              | STAAR Results        | 1 and 2                                    |
| Continue initiative for efficient assessment and data driven instructional planning  | Principal, Teachers   | Benchmark timeline                           | Yearly and Continuous | Data Reports & Walk through Lesson plans | Increase in STAAR scores and EOC Exams                              | STAAR Results        | 1, 2, and 3                                |
| Use Let's Go Learn Math and Reading diagnostics to assess individual student math abilities, guide instruction, and measure growth | Principal, Teachers   | Math Benchmark timeline                      | Yearly and Continuous | Data Reports & Walk through Lesson plans | Increase in STAAR scores and EOC Exams                              | STAAR Results        | 1, 2, and 3                                |
| Provide intervention opportunities to students who are at-risk of dropping out.  | Principal, Teachers   | Intervention Resources Master schedule       | Yearly and Continuous | Data Reports & Walk through Lesson plans | Increase in STAAR scores and EOC Exams<br>Increase Graduation Rates | STAAR Results        | 1, 2, 3, and 9                             |

**Performance Goal 2:** All limited English proficient students will become proficient in English and students receiving special education services will reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Objective(s):**

1. Show a 50% increase in the passing rate for STAAR Math and Reading with ELL students.
2. Show a 50% increase in the passing rate for STAAR Math and Reading with students who receive special educations services.
3. Train 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 |
|---|-------------------------------------|------------------------------------|-------------------------------|----------------------------|-------------------------------|----------------------|--------------------------------|
| Begin LPAC meetings in September to create individual acceleration plans for ELLs who did not pass STAAR. | Kathleen Daniels and All Principals | Time                               | September 2015 – October 2015 | LPAC Documentation         | Improved Academic Performance | STAAR Results        | 1,8 and 9                      |
| Increase teacher participation in the ELL workshops by making them required.                              | Kathleen Daniels, Principal         | Time                               | Yearly PD                     | Agenda                     | Improved Academic Performance | STAAR Results        | 4                              |
| Compliance in certification/Sheltered Instruction per new campus  | Kathleen Daniels and Melissa Ruffin | Time and money for materials \$200 | Yearly PD                     | Agendas and certificates   | Improved Academic Performance | STAAR Results        | 4                              |
| Campus will maintain evidence that accommodations and/or modifications have been effectively applied.     | Principal, teachers                 | Time                               | Monthly                       | Accountability logs        | Improved Academic Performance | STAAR Results        | 4                              |

**Performance Goal 3:** Highly qualified teachers will teach all students.

**Objective(s):**

1. Develop and implement a professional development plan tied to our district improvement plan.
2. Implement a new teacher evaluation system.
3. Maintain 100% staffing of highly qualified teachers.

| 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                                    | Ongoing   | PD certificates               | Improved Student Academic Performance | Teacher Evaluations  | 4  |
| Provide stipend for teachers who are nationally board certified.  | Superintendent        | PD Budget                                    | Ongoing   | PD certificates               | Improved Student Academic Performance | Teacher Evaluations  | 4  |
| Peer to Peer Observation<br>Teach and Share Day October 12  | Principal             | Substitute Pay<br>Teach and Share<br>\$2,000 | Ongoing   | Walkthroughs and lesson plans | Improved teaching – evaluation        | Teacher Evaluations  | 4, 10                                      |
| Implement/ Pilot the new teacher evaluation system of TEXAS (T-TESS)  | Superintendent        | PD Budget                                    | Ongoing   | PD certificates               | Improved Student Academic Performance | 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> |
| Require staff to attend workshops through district-wide and/or campus-based meetings   | Principal                         | Time                  | Ongoing                            | Agendas and surveys                                     | Improved school climate and culture | Safety Survey Results       | 4 and 10                              |
| Continue to collect data to monitor removals and school discipline infractions   | Principal and Behavior Specialist | Time                  | Ongoing                            | Decrease in discipline referrals and classroom removals | Data tracking from Skyward          | Safety Survey Results       | 10                                    |
| Implement TBRI.  | Principal                         | TBRI resources and PD | Ongoing                            | Decrease in discipline referrals and classroom removals | Campus walkthrough                  | Climate Survey              | 2 and 10                              |
| Implement facility mandated verbal de-escalation techniques  | Principal, teachers               |                       | 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           | SEL resources         | Ongoing - Monthly character traits | Improved school climate and culture                     | Campus walkthrough                  | Climate Survey              | 2 and 10                              |

| <b>Performance Goal 5:</b> All students will graduate from high school.  |                               |   |  |  |                            |  |   |
|--|-------------------------------|---|--|--|----------------------------|--|---|
| <b>Objective(s):</b><br>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. |                               |   |  |  |                            |  |   |
| <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> |
| Graduation plans will be reviewed at the end of each semester for students in grades 9-12.   | Campus Staff and ATC          | Time                                    | End of 3 <sup>rd</sup> and 6 <sup>th</sup> six weeks | Graduation Plans                         | Increased graduation rates | Number of Graduates for the 2015-2016 SY | 2   |
| Establish summer and intersession program to allow for credit recovery and enrichment courses for at-risk students.  | Principals                    | Time<br>Supplemental funds for teachers | Summer 2016  | Graduation Plans and Summer school Plans | Increased graduation rates | Summer Credits Awarded                   | 2   |
| Develop college-going culture on all campuses (Informal displays, college t-shirt days)  | Principal, ATC, teachers      | Funds \$200                             | Ongoing  | School Walkthroughs                      | Increased graduation rates | Student Survey                           | 2   |
| Transition Packet on "Leaving UT-UCS" referral list for area agencies, portfolio of academic work  | Principals, teachers, and ATC | Time and copies                         | Ongoing  | Copy of the packet                       | Increased graduation rates | Number of Graduates for the 2015-2016 SY | 2   |
| Professional development for staff in facilitating transitions for students  | Principal and ATC             | Time                                    | Ongoing  | Meeting agendas                          | Increased graduation rates | Number of Graduates for the 2015-2016 SY | 2   |
| Assess students strengths and needs in the area of career knowledge and planning in grades 8-12  | ATC                           | Time                                    | Ongoing  | Data report on results of the assessment | Increased graduation rates | Number of Graduates for the 2015-2016 SY | 2   |
| Develop relationships with post-secondary institutions and foster student support organizations  | ATC                           | Time                                    | Ongoing  |  | Increased graduation rates | Number of Graduates for the 2015-2016 SY | 2   |

**Performance Goal 6:** All parent are provide 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

| Strategies and Action Steps  | Person(s) Responsible | Resources   | Timelines            | Evidence of Implementation                   | Evidence of Impact           | Formative/ Summative       | Title I School wide Components |
|--|-----------------------|---|----------------------|--|------------------------------|----------------------------|--------------------------------|
| Facility staff determine how to best involve parental entities in their child's education  | Principal             | Time  | Ongoing              | Agendas/ calendar of parent events           | Increased parent involvement | Parent satisfaction survey | 6                              |
| Distribution of information on enrollment; Handbook, parent involvement brochure, etc....  | Principal             | Time and Copies   | Ongoing              | Copies of each document – receipt signatures | Increased parent involvement | Parent satisfaction survey | 6                              |
| Hold 2 open house events for students to showcase school/ work projects.   | Principal             | Time  | September or October | Agendas and sign in sheets                   | Increased parent involvement | Parent satisfaction survey | 6                              |
| Implement an honor roll assembly and invite parents.   | Principal, teachers   | Time, resources to make certificates and provide incentives | Each six weeks       | Invites to parents, Certificates             | Increased parent involvement | Parent satisfaction survey | 6                              |
| Workshops for parents, surrogates, and guardians: Communication skills, anger management, special education, homework, completion tips, instructional strategies | All Staff             | Time<br>PD Budget<br>\$500                                  | Ongoing              | Agendas and sign-in sheets                   | Increased parent involvement | Parent satisfaction survey | 6                              |
| Send out district survey and collect data on school culture  | Principals            | Time  | April                | Data from the surveys                        | Increased parent involvement | Parent satisfaction survey | 6                              |