



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.

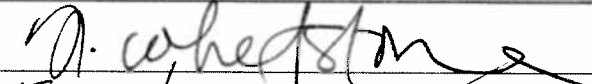
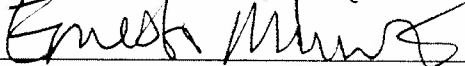

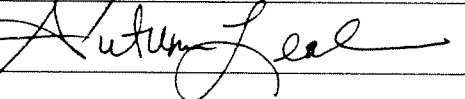
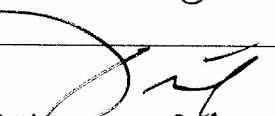
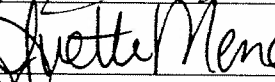



THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- 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	10/16/15	
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	

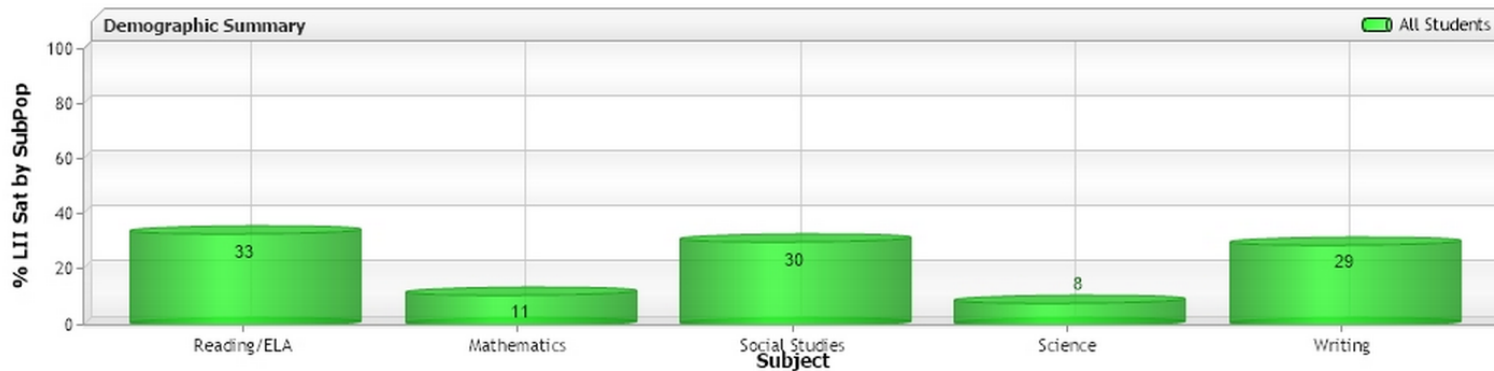
SCHOOL DATA:

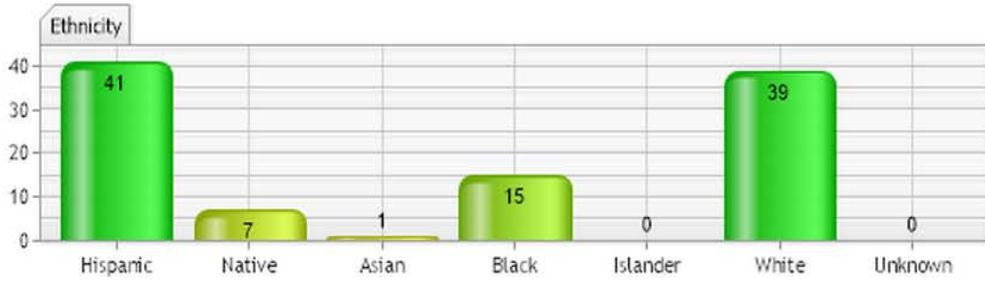
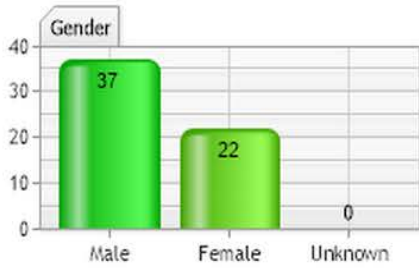
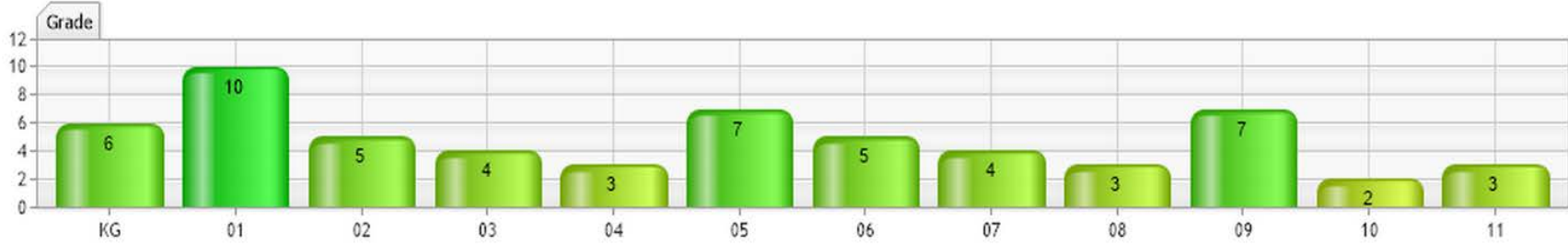


**STAAR Demographics by Subject for All Grades
for GEORGE M KOMETSKY SCHOOL**

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
Attendance Rate													
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%
Annual Dropout Rate (Gr 7-8)													
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%	-	-	-	-	-	*	*	*
Annual Dropout Rate (Gr 9-12)													
2012-13	2.2%	7.0%	10.4%	10.0%	18.8%	4.8%	-	*	-	-	11.1%	11.4%	-
2011-12	2.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2012-13	81.6%	23.5%	*	*	*	-	-	-	-	-	*	*	*
2011-12	80.5%	37.9%	-	-	-	-	-	-	-	-	-	-	-
Advanced Course/Dual Enrollment Completion													
2012-13	31.4%	5.2%	4.5%	0.0%	12.5%	0.0%	-	-	-	-	0.0%	*	-
2011-12	30.6%	3.5%	-	-	-	-	-	-	-	-	-	-	-
College-Ready Graduates													
English Language Arts													
Class of 2013	65%	38%	*	-	*	-	-	-	-	-	-	*	*
Class of 2012	69%	32%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
Class of 2013	74%	20%	*	-	*	-	-	-	-	-	-	*	*
Class of 2012	70%	29%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
Class of 2013	56%	13%	*	-	*	-	-	-	-	-	-	*	*
Class of 2012	57%	10%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results													
Tested													
2013	22.1%	0.0%	*	*	*	-	-	-	-	-	n/a	*	n/a
2012	21.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Examinees >= Criterion													
2013	50.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2012	50.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results													
Tested													
Class of 2013	63.8%	0.0%	*	*	*	-	-	-	-	-	n/a	*	n/a
Class of 2012	66.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2013	25.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2012	24.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

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

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
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%
Teachers by Program (population served):				
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.

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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

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

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

	and ESL supplement.	more professional development opportunities for teachers and staff.	
Curriculum, Instruction, Assessment		<ul style="list-style-type: none"> Improvements in the intervention provided to students in reading and math are not strong. 	<ul style="list-style-type: none"> 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.
Technology		<ul style="list-style-type: none"> Technology is aging and needs to be replaced. 	

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 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 Teach and Share Day October 12	Principal	Substitute Pay Teach and Share \$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

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.							
Objective(s):							
<ol style="list-style-type: none"> 1. Reduce the number of referrals on campus. 2. Increase school safety satisfaction on surveys. 3. Improve school culture and climate. 							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
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

Performance Goal 5: All students will graduate from high school.							
Objective(s): 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.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
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 rd and 6 th 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 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 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	Principals	Time	April	Data from the surveys	Increased parent involvement	Parent satisfaction survey	6