



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

Address: 1600 Payton Gin Rd, Austin, TX 78758

Date: September 18, 2015

Campus Level Improvement Plan Committee

NAME	POSITION	DATE	SIGNATURE
NICOLE WHETSTONE	PRINCIPAL		
SHELBY FULTON	TEACHER		
DARCIE DESHAZO	EXECUTIVE DIRECTOR, SETTLEMENT HOME		
MAGGIE JOHNSON	DIRECTOR OF EDUCATION, SETTLEMENT HOME		
CYNTHIA BROWN	SURROGATE PARENT		
ANGELA LENGEFELD	ACADEMIC TRANSITION COORDINATOR		
AUTUMN LEAL	SPECIAL EDUCATION COORDINATOR		

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.

Campus 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 and students receiving special education services 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.

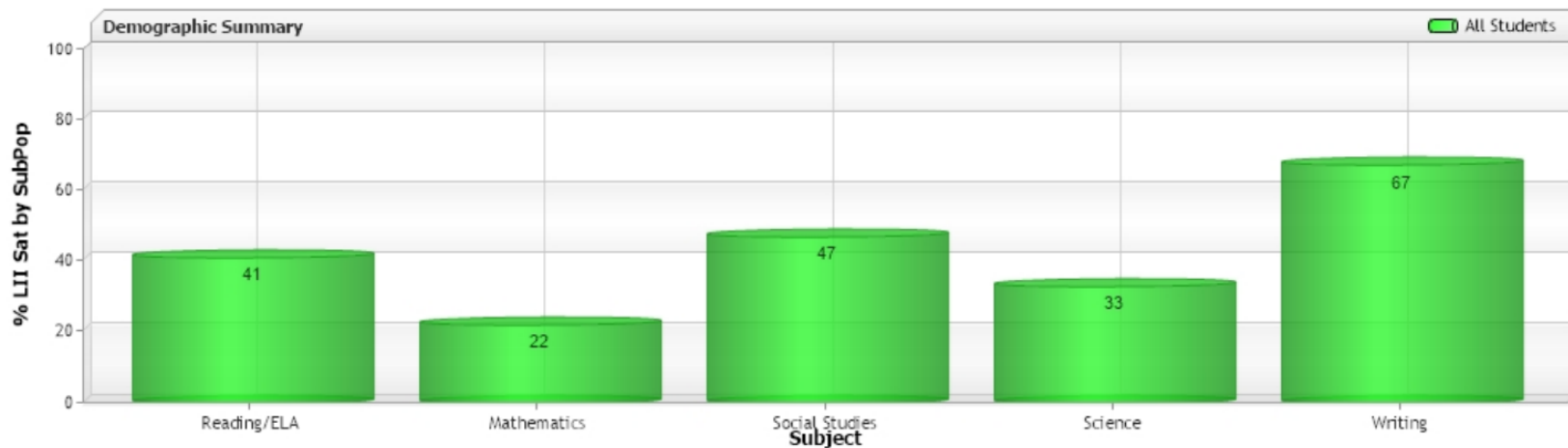
CAMPUS DATA

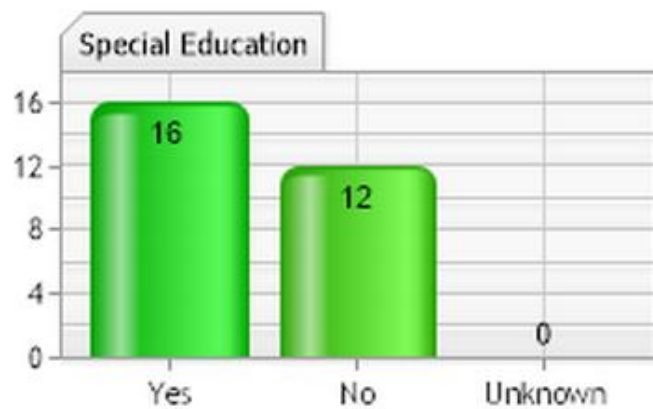
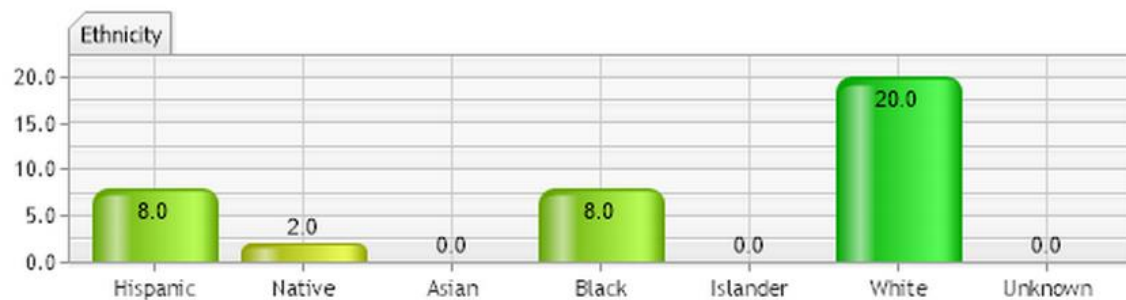
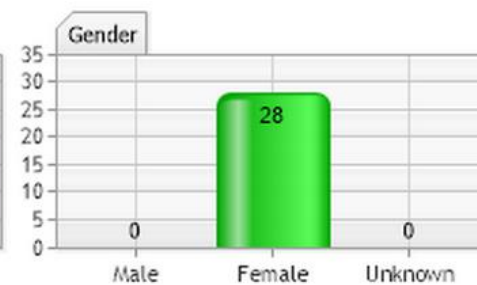
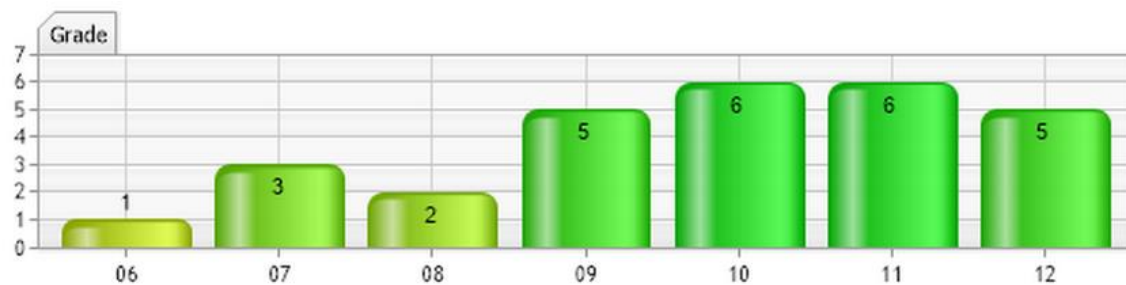


STAAR Demographics by Subject for All Grades for SETTLEMENT HOME

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

	Reading/ELA			Mathematics			Social Studies			Science			Writing		
SubPopulation	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	27	11	41	23	5	22	17	8	47	12	4	33	3	2	67





District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA
 Campus Name: SETTLEMENT HOME
 Campus Number: 227806005

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

Total Students: 34
 Grade Span: 07 - 12
 School Type: High School

	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%	*	-	-	*	-	-	-	-	-	*	-
2011-12	95.9%	95.8%	96.6%	*	96.5%	96.8%	*	-	-	*	95.8%	96.6%	-
Annual Dropout Rate (Gr 9-12)													
2012-13	2.2%	7.0%	*	-	-	*	-	-	-	-	-	*	-
2011-12	2.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	87.7%	62.2%	*	-	*	-	-	*	-	-	*	*	-
Received GED	1.0%	8.1%	*	-	*	-	-	*	-	-	*	*	-
Continued HS	5.0%	5.4%	*	-	*	-	-	*	-	-	*	*	-
Dropped Out	6.3%	24.3%	*	-	*	-	-	*	-	-	*	*	-
Graduates and GED	88.7%	70.3%	*	-	*	-	-	*	-	-	*	*	-
Grads, GED, & Cont	93.7%	75.7%	*	-	*	-	-	*	-	-	*	*	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2010 (without exclusions)													
Graduated	88.7%	55.4%	57.1%	*	*	*	-	n/a	n/a	n/a	50.0%	*	-
Received GED	1.9%	18.9%	42.9%	*	*	*	-	n/a	n/a	n/a	50.0%	*	-
Continued HS	0.7%	1.4%	0.0%	*	*	*	-	n/a	n/a	n/a	0.0%	*	-
Dropped Out	8.7%	24.3%	0.0%	*	*	*	-	n/a	n/a	n/a	0.0%	*	-
Graduates and GED	90.6%	74.3%	100.0%	*	*	*	-	n/a	n/a	n/a	100.0%	*	-
Grads, GED, & Cont	91.3%	75.7%	100.0%	*	*	*	-	n/a	n/a	n/a	100.0%	*	-

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 Continuous Improvement Plans from Performance-Based Monitoring Assessment System Professional Development Evaluations 			
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: <ul style="list-style-type: none"> AA 24% Hispanic 38% White 38% Economically Disadvantaged 100% SpEd 62% ELL 0% 	<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. 	<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.
Student Achievement	<ul style="list-style-type: none"> Graduation rates are increasing. Data collected on students whose length of stay at UT-UCS 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. According to the PBM, the special education proficiency rates were 	<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%. District will continue to use the TEKS Resource System and academic planning guides. District will implement the new Response to Intervention process. Review IEPs for the STAAR participation

		<p>lower than the state requires.</p> <ul style="list-style-type: none"> • Did not meet the proficiency rates of the special education students in 3-8 grade STAAR in math and reading. • There is a disproportionality of white students identified as ED in our district. • Dropout data show that our title 1, special education, and LEP students are dropping out of school. • We have unreported students – leavers. 	<p>rates of the students in special education.</p>
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 more professional development opportunities for teachers and staff. • Teachers and principals do not like the I-Observation tool used for teacher development and evaluation. • Teachers need to be paid equitably. • Multi-grade and multi-subject classrooms added to the fact that there is only one content teacher for many schools create a need for long term and intensive professional development. 	<ul style="list-style-type: none"> • District will pilot the new teacher and principal evaluation system T-TESS and P-TESS. • Develop system wide alignment with professional development. • Develop and implement equity adjustment for teacher salaries. • Fundraising plan will focus on professional development for teachers.

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
Family and Community Involvement	<ul style="list-style-type: none"> Over 90% of the facility directors believe that they benefit from the partnership with our district. Over 90% of the facility directors believe that the partnership is productive and has a positive impact on their organization and the children. 	<ul style="list-style-type: none"> Differences in schools and student situations make parent involvement problematic and because the traditional situation is not the norm, there is need for outreach and support of those in a parent role. 	<ul style="list-style-type: none"> Continue to have an open house on each campus. Continue to recruit qualified surrogate parents.
Technology		<ul style="list-style-type: none"> Technology is aging and needs to be replaced. 	<ul style="list-style-type: none"> Technology replacement plan will be developed. District fundraising efforts will focus on technology replacement.

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.							
Objective(s): <ol style="list-style-type: none"> 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 and students receiving special education services 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 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 education 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.
4. Examine possible teacher recognition systems
5. Implement new salary scale for teachers for support with teacher recruitment and retention.

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