



The University of Texas Charter School System

District Improvement Plan

2017-2018

Vision

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

Mission

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

The University of Texas – University Charter School Advisory Board

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

Members of the Advisory Board

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

About the Advisory Board:

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

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals
- Strategic Priority #2: Build a Foundation in Reading and Math
- Strategic Priority #3: Connect High School to Career and College
- Strategic Priority #4: Improve Low Performing Schools

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

District Information

Superintendent: Dr. Melissa Chavez

Financial manager: Mrs. Jenny Davis

Human Resource Manager: Mr. Bob Micks

Title One Coordinator: Mr. Bob Micks

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

Phone: 512- 471-4365

Date: August 12, 2015

District Level Improvement Plan Committee

NAME	POSITION	DATE	SIGNATURE
MELISSA M. CHAVEZ	SUPERINTENDENT		
JENNY DAVIS	FINANCIAL MANAGER		
BOB MICKS	TITLE 1 COORDINATOR		
MELISSA RUFFIN	DIRECTOR OF CURRICULUM		
HOLLY ENGLEMAN	PRINCIPAL		
AMANDA MARSDEN	TEACHER		
ADRIENNE THANNISH	PARENT		

District Key Results:

- 100% of our students will show academic growth every six weeks
- Every student in grades 9-12 will earn 3 graduation credits per semester
- Increase attendance rate to 97%
- Achieve an 85% teacher and principal retention rate
- Increase annual fundraising dollars by 10% in the first 10 months of the year

District Performance Goals

- ❖ **Performance Goal 1:** All students will build a strong foundation in Reading, Language Arts and Mathematics.
- ❖ **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- ❖ **Performance Goal 3:** Recruit, support, and retain teachers and principals.
- ❖ **Performance Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- ❖ **Performance Goal 5:** All students will graduate from high school connected to career and college opportunities.
- ❖ **Performance Goal 6:** All parents are provided opportunities to be involved and make decisions.
- ❖ **Performance Goal 7:** Maximize funds to provide exceptional educational opportunities for all students.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2017-2018

Team Members: Angela Lengefeld, Gail Arredondo, Holly Engleman, Melissa Ruffin, Jenny Davis, Michael McKenzie, Dottie Goodman, Bob Micks, Michelle Arocha, Audrea Carmack, Cristy Cunningham, Sally Arnold, Melissa Chavez, Kathleen Daniels

Date: 7/27/2017

Data Reviewed: Attendance Data, Enrollment and Mobility Data, Assessment Data – TARP, STAAR, TAKS/SDAA, PBMAS, iCAP, TPRI, AYP, EOC, Dibels, Edmentum, Graduation Data - completion, dropout, and GED rates, and diploma types , Strategic Planning Data, Survey Data – parents, teachers, staff, facility directors, Highly Qualified Teacher Data, Continuous Improvement Plans from Performance-Based Monitoring Assessment System, Program Evaluation for State Compensatory Education Program, Professional Development Evaluations, Teacher Retention and Attrition Data, Teacher Evaluations, District Budget

Strengths Comprehensive budget planning process Highly diverse and mobile Individualized/ specialized Instruction Research Based Reading intervention Program Small class sizes Highly Qualified Staff Strong Sense of Community Teacher leaders New Pay scale alignment	Weaknesses Communication Technology is dated Need for sub pool 20% turnover teaching staff Focused staff development Attendance rates across the district Salary not overly competitive
Opportunities Demonstrate improved student performance through six weeks benchmark testing University partnerships Create partnerships with instructional materials providers Credit Recovery Program for at risk	Threats Negative impact of new legislation on funds Targets for Academic Achievement change Mobility is high Uncontrollable enrollment Students are in trauma

	<p>No longitudinal data</p> <p>Districts that have a higher pay scale</p> <p>Districts with more opportunities for succession and promotion</p>
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Needs Assessment

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

Problem Statement #2: Need to retain staff and recruit staff
Root Cause(s): staff turnover due to poor work performance, lack of required certifications
Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Recruit experienced teachers, Add stipend for National Board Certification. District incentive program
Performance Goal (tied to the 4 Strategic Priorities): District will attain 85% staff retention rate.
Objective: To recruit and retain experienced teachers and principals
Possible Strategies: Assign & develop teacher supports and leads
Other: Provide coaching through T-TESS feedback

Problem Statement #3: Graduation Rates need to be higher with fewer drop outs
Root Cause(s): Students enroll behind in their original cohort
Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase opportunities to earn and recover credits
Performance Goal (tied to the 4 Strategic Priorities): Secondary students will have multiple opportunities to earn and recover graduation credits.
Objective: Secondary students will graduate with their cohort
Possible Strategies: Provide online credit recovery program. Provide additional elective opportunities through online courseware.
Other: Provide academic counseling through the graduation plan meetings with Academic Transition Coordinators. Collaborate with facility for student incentives

Problem Statement #4: Funds needed to provide exceptional educational opportunities are diminished.
Root Cause(s): Attendance rate is low. State funds do not provide charter schools with facilities funding. University increased fess associated with them.
Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase attendance rate. Additional fund raising opportunities
Performance Goal (tied to the 4 Strategic Priorities): Increase attendance rate to 97%. District development team will increase the development goal by 10% within the first 10 months
Objective: Have every student in every class every day. Increase funds available for education
Possible Strategies: Encourage partnerships to have students attend class. Share attendance data with partnerships. Show partners the financial and educational cost of a student being absent. Work closely with development team to add donation opportunities
Other: Request facilities to supplement funds for materials or computers. Request facilities to provide money to recoup funds lost with poor attendance.

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

Strategy 1: 100% of our students will show academic growth every six weeks
Strategy 2: Every student in grades 9- 12 will earn 3 graduation credits per semester
Strategy 3: Increase attendance rate to 97%
Strategy 4: Achieve an 85% teacher and principal retention rate
Strategy 5: Development will increase target donation goal by 10 within the first 10 months.

Title I, Part A

School-wide Components:

1. A comprehensive needs assessment of the entire district/school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-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 build a strong foundation in reading/language arts and mathematics.

Objective(s):

1. Show growth in all core academic area including math, language arts, science, and social studies.
2. Show growth in all sub population and at-risk categories.
3. Implement a response to intervention model (RTI) aligned to research based interventions and assessments.
4. Every student evaluated every six weeks

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	All current staff	TEKS Resource System Online	August 1, 2017	Walk through Lesson plans T-TESS	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, and 3
Infuse technology into math and reading areas to increase student engagement	All current staff	Coordinated local, state, federal funds	Continuous	Lesson plans T-TESS online reports	Increase in STAAR scores and EOC Exams	STAAR Results	1 and 2
Use district approved reading diagnostic and intervention program to assess individual student reading abilities, guide instruction and measure growth	Principals and staff	Benchmark timeline, Accusess, Test Pack, DIBELS DMAC test generator	Every six weeks	Data Reports & Walk through Lesson plans	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, and 3
Use district approved Math diagnostic to assess individual student math abilities, guide instruction, and measure growth	Principals, Teachers	Benchmark timeline, Accusess, Test Pack, DIBELS, DMAC test generator	Every six weeks	Data Reports & Lesson plans online reports	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, and 3
Increase intervention opportunities in math and reading, which will provide supplemental support to students who are at-risk of dropping out.	Principals and school Staff	Intervention Extreme Reading Achieve 3000 Study Island	Yearly and Continuous	Data Reports Lesson plans master schedule	STAAR scores and EOC Exams Graduation Rates	STAAR Results	1, 2, 3, and 9
Increase the use of supplemental instructional materials to address special needs students.	Principals, teachers, and instructional aides	Intervention Resources Extreme Reading Achieve 3000 Study Island	Yearly and continuous	Lesson Plans and IEPs Online reports	Increase academic achievement for students with special needs	STAAR Results	1, 2, 3, and 9

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

Objective(s):

1. Show a 50% increase in the passing rate for STAAR Math and Reading with ELL students.
2. Show a 50% increase in the reading level for ELL students.
3. Ensure 100% of the teachers and administrators on campuses with ELL students in Sheltered Instruction.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Organize LPAC meetings in September to create individual acceleration plans for ELLs who did not pass STAAR.	ESL Coordinator and All Principals	Time	Annually and ongoing	LPAC Documentation	Improved Academic Performance	STAAR Results	1,8 and 9
Parent involvement session for faculty and staff.	ESL Coordinator	Time	Annually	Agenda Item on the District Principal Meeting	Improved Academic Performance	STAAR Results	6
Require and document attendance at ELL trainings	ESL coordinator Curriculum Director	Time	Yearly PD	Agenda	Improved Academic Performance	STAAR Results	4
Compliance in certification/Sheltered Instruction per new employees	ESL coordinator	Time and money for materials \$200	Yearly PD	Agendas and certificates	Improved Academic Performance	STAAR Results	4
Assess ELL students using district materials and collect pertinent data to inform instruction	Principals and teachers	Local assessment training and materials	Ongoing	Data	Improved Academic Performance	DATA Results	1,2,3 and 9

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

Objective(s):

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Provide opportunities for teachers and staff to attend training to increase knowledge of core academic areas.	Principal	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide time during principal meetings to collaborate and share suggestions related to HQ issues.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Create a system of support for assisting teachers in preparing for certification exams.	Principal	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Option to provide a stipend for teachers who are nationally board certified.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Support teachers with certification stipend.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Peer to Peer Observation Teach and Share Day October 9	Principal	Substitute Pay Teach and Share \$2,000	Ongoing	Walkthroughs and lesson plans	Improved teaching – evaluation	Teacher Evaluations	4, 10
Implement the 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	Principals	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	Principals	Time	Ongoing	Decrease in discipline referrals and classroom removals	Data tracking from Skyward	Safety Survey Results	10
Implement TBRI in all schools	Principals and teachers	TBRI resources and PD	Ongoing	Decrease in discipline referrals and classroom removals	Campus walkthrough	Climate Survey	2 and 10
Train teachers to utilize personnel resources available to support student learning	Principals	PD provide by Behavior specialist	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	4, 8, and 10
Implement facility mandated verbal de-escalation techniques	Principals and teachers	SAMA, TBRI, CPI,TBSI	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	2, 4, and 10
Incorporate character education and social and emotional learning training into the daily curriculum.	Principals and teachers	SEL resources	Ongoing – Monthly character traits	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10
Send out district survey and collect data on school culture	Superintendent Principals	Time	April	Data from the surveys	Increased sense of safety on campuses	satisfaction survey	6

Performance Goal 5: All students will graduate from high school connected to career and college opportunities.							
Objective(s): <ol style="list-style-type: none"> 1. All students will have a 4 year graduation plan established for them by the end of their 8th grade year and / or as they enter 9th grade. 2. All students in grade 9-12 will earn 3 graduation credits each semester. 							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Personal Graduation Plans (PGP) and Academic Achievement Records (AAR) will be reviewed at the end of each semester for all students in grades 9-12	Campus Staff and ATC	Time	End of 3 rd and 6 th six weeks	PGPs and AARs	Increased graduation rates	Number of Graduates for the SY	2
Develop college-going culture on all campuses (Informal displays, college t-shirt days, guest speakers, and field trips)	Principals, Teachers, and ATC	Funds \$500	Ongoing	School Walkthroughs	Increased graduation rates	Student Survey	2
College Readiness and Career Prep Packets	ATCs	Time and copies	Ongoing	Copy of the packets for all students 9-12	Increased graduation rates and college enrollment	Number of Graduates for the SY	2
Transitioning students toward graduation	Principals, ATC, and Teachers	Time	Ongoing	Student Interviews	Increased graduation rates	Number of Graduates for the SY	2
Assess students strengths and needs in the area of career knowledge and planning in grades 8-12	ATC	Career Cruising Time	Ongoing	Student Interviews and PGPs	Increased graduation rates	Number of Graduates for the SY	2
Maintain relationships with post-secondary institutions and foster student support organizations	ATC	Time	Ongoing	College Readiness and Career Prep Packets and PGPs	Increased graduation rates	Number of Graduates for the SY	2
Coordinate transition to home school district	ATC	Time	Ongoing	Updated PGPs and AARs	Increased graduation rates	Number of Graduates for the 2017-2018 SY	2
Provide Pregnancy Related Services (PRS) to students in need	Principals	Time	Ongoing	PIEMS documentation and homebound forms	Increased graduation and attendance rates	Number of Graduates for the SY	2,10
Identify Potential Graduates	Principals and ATC	Time	Ongoing	PGP ad Potential Graduate Form	Increased graduation rates	Number of Graduates for the SY	2, 10

Performance Goal 6: All parents are provided opportunities to be involved and make decisions.

Objective(s):

1. Take steps to increase school and district communication
2. Conduct organizational health surveys
3. Provide Opportunities for parents to participate in school

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Build systems of continuous communication - Send out District newsletter 4 times a year in English and Spanish.	Superintendent	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Facility staff determine how to best involve parental entities in their child's education	Principals	Time	Ongoing	Agendas/ calendar of parent events	Increased parent involvement	Parent satisfaction survey	6
Distribution of information on enrollment; Handbook, parent involvement brochure, etc....	Principals	Time and Copies	Ongoing	Copies of each document – receipt signatures	Increased parent involvement	Parent satisfaction survey	6
Implement contract to provide on-demand translation for meetings with parent entities	Principals	Cost	Ongoing	Translations at meetings	Increased parent involvement	Parent satisfaction survey	6
Require principals to hold open house for students to showcase school/ work projects	Principals	Time	September or October	Agendas and sign in sheets	Increased parent involvement	Parent satisfaction survey	6
Workshops for parents, surrogates, and guardians: Communication skills, anger management, special education, homework, completion tips, instructional strategies	All Staff	Time PD Budget \$500	Ongoing	Agendas and sign-in sheets	Increased parent involvement	Parent satisfaction survey	6
Send out district survey and collect data on school culture	Superintendent Principals	Time	April	Data from the surveys	Increased parent involvement	Parent satisfaction survey	6

Performance Goal 7: Maximize funds to provide exceptional education opportunities for all students							
Objective(s): <ol style="list-style-type: none"> 1. Increase student attendance to 97% 2. Increase annual fund raising dollars to \$165,000 							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Encourage partnerships to have students attend class	Principals, teachers	Time	Ongoing	Attendance data	Increased attendance rate Increased funding	ADA reports	2
Review attendance data with partnerships regularly	Principals, Teachers, and ATC	Time	Ongoing	Meeting agendas	Increased attendance rate	ADA reports	2
Work closely with development team to create funding opportunities	Superintendent Principals Development team	Time	Within first ten months	Development report	Increased income and donations	Development Report for acceptance or denial of grants	2