

The University of Texas Charter School System

District Improvement Plan

2019-2020

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.

Date of School Board Approval: October 02, 2019

Legal References

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

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
David Anderson - Member
Linda Addicks – Member
Barri Rosenbluth – Member
Jessica Toste, Ph.D. - Member
Suzon Kemp - Member
Melissa M. Chavez, Ph.D., Superintendent - Non-Voting

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 Rule

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 in the future in the social, economic, and educational 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 students 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:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.


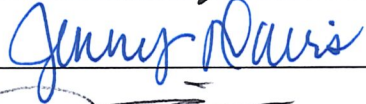

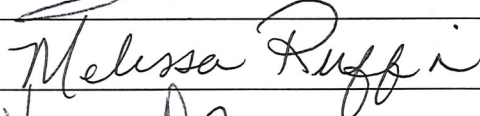
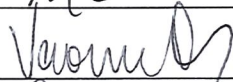
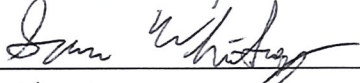
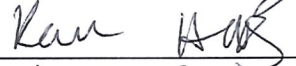
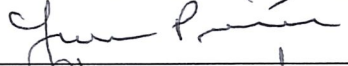

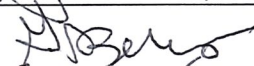
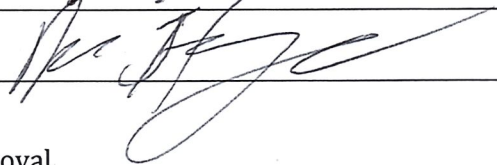
TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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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 13, 2019

DISTRICT LEVEL IMPROVEMENT PLAN COMMITTEE

NAME	POSITION	SIGNATURE
MELISSA M. CHAVEZ	SUPERINTENDENT	
JENNY DAVIS	FINANCIAL MANAGER	
BOB MICKS	TITLE 1 COORDINATOR	
MELISSA RUFFIN	DIRECTOR OF CURRICULUM	
VERONICA RUIZ	PRINCIPAL	
SAMUEL WHITLEY	TEACHER	
KARENA HAYES	TEACHER	
JULIE PIERCE	PARENT	
GINNA GREEN	PARENT	
DR. GLENNA BILLINGSLY	COMMUNITY MEMBER	
DREW JORDAN	BUSINESS REPRESENTATIVE	

DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]:

We are a district that works with the most at-risk population of kids in Texas. Our students are in Residential Treatment Centers and in Psychiatric Hospitals. Most of our children have behavioral issues that are difficult to manage unless you are trained to work with this type of population.

Our district has funding set aside for professional development for working with children from hard places. TBRI, Mental Health Behavioral Conference, and Why Try Training.

By SY19-20, UT-UCS will retain 85% or more staff that have three or more years teaching experience.

School Support & Improvement [Sec. 1112(b)(3)]:

The district will support Methodist Children's Home with targeted support via curriculum support visits, helping with implementation of district initiative of Talk Read Talk Write and the Fundamental Five. The district will also help with implementing three-week TEKS benchmarks and determining more rigorous accelerated instructional plan/intensive program of instruction.

Poverty Criteria [Sec. 1112(b)(4)]:

University of Texas-University Charter School determines Title I eligibility and rank/serve order through the most recent census data and at-risk percentage.

Schoolwide Programs [Sec. 1112(b)(5)]:

1. A comprehensive needs assessment of the entire district/school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-needs schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

District Key Results:

- ❖ By the end of the 1st six weeks, 100% of educators will use “Talk Read, Talk Write” strategies in their classroom every day
- ❖ 100% of our students will show academic growth every six weeks
- ❖ Every student in grades 9 -12 enrolled 90 or more days will earn 3 graduation credits per semester
- ❖ Increase attendance rate to 97 %
- ❖ 100% of our classrooms will be trauma-sensitive
- ❖ 100% of our teachers will be identified as proficient in all dimensions of T-TESS Domain

District Performance Goals

- ❖ **Performance Goal 1:** All students will build a strong foundation in Reading, Language Arts and Mathematics.
- ❖ **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- ❖ **Performance Goal 3:** Recruit, support, and retain high performing teachers and principals.
- ❖ **Performance Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- ❖ **Performance Goal 5:** All students will graduate from high school connected to career and college opportunities.
- ❖ **Performance Goal 6:** All parents/guardians/stakeholders are provided opportunities to be involved and make decisions.
- ❖ **Performance Goal 7:** Maintain fiscal responsibility by providing exceptional educational opportunities for all students.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2019-2020

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

Date: June 4, 2019; September 20, 2019; October 7, 2019

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

Areas Reviewed	Summary of Strengths	Summary of Needs
Academic Achievement	8 th grade STAAR , improvement in all areas	Writing instruction support, training for teachers
Staff Quality	Teachers w/advanced degrees and multiple certifications	Reduce positive turnover rate
School Climate / Health and Safety	Safety plans	Improved communication with the facilities
College & Career / Graduation/ Dropout Reduction	Increased graduates; dual credits	Address drop-outs
Parent and Community Engagement	Open houses; facility meetings; awards/celebrations	Engage businesses with the schools; brochures for campuses
District Campus Commitments	Good financial health; District operations are efficient	Additional resources to support technology (move to 1:1)

Needs Assessment Priorities

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

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

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

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

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

Strategy 1: 100% of our students will show academic growth every six weeks
Strategy 2: Every student in grades 9- 12 enrolled 90 or more days will earn 3 graduation credits per semester
Strategy 3: Increase attendance rate to 97%
Strategy 4: 100% of our teachers will be identified as proficient in all dimensions of TTESS Domain 2
Strategy 5: By the end of the 1st six weeks, 100% of educators will use “Talk Read, Talk Write” strategies in their classroom every day
Strategy 6: 100% of our classrooms will be trauma sensitive

State Compensatory Education
State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus:

11FTEs

The process we use to identify students at-risk is:

For grades K-8, campus will review data from Exact Path Diagnostic screening to determine which students meet Response to Intervention criteria of more than 1 grade below or repeating grade level. For high school, any student who failed a course or End Of Course will require a meeting.

The process we use to exit students from the SCE program who no longer qualify is:

UT UCS typically does not exit students from the program because the students enrolled with the charter school are not enrolled less than one year and reside in a residential placement facility.

At the University of Texas-University Charter School State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	25%	26%	32%	24%	23%	32%	22%	22%	19%	39%	40%	51%	45%	41%	52%
Students Not At-Risk	64%	51%	71%	58%	51%	69%	63%	54%	71%	79%	61%	90%	64%	56%	62%

	Drop Out Data		Completion Data	
	2016-2017	2017-2018	2016-2017	2017-2018
Students At-Risk	*small numbers	6.3%	75%	93.8%
Students Not At-Risk	*small numbers	72.7%	20%	27.3%

The comprehensive, intensive, accelerated instruction program at this district/campus consists of tutorials and accelerated instruction for students at-risk, summer programs, pregnancy related services teachers, guidance and counseling services and TBRI professional development.

Upon evaluation of the effectiveness of this program the committee finds that the students' academic achievement is increasing in all subjects except writing. Writing scores fell by 3% since 2017.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal	
Program/Funding Source	Amount of Funding
IDEA B, Formula	\$425,414
IDEA B, Preschool	\$1,515
Title I, Part A	\$546,257
Title I, Part D, Subpart 2	\$287,130
Title II, Part A	\$21,845
Title IV, Part A	\$40,811
State	
Program/Funding Source	Amount of Funding
Regular Program SFF	\$4,698,749
Special Education Allotment	\$4,163,674
Dyslexia	\$10,254
State Compensatory Education	\$990,536
Bilingual Education	\$19,607

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 demographic population and at-risk categories.
3. Every student evaluated every six weeks
4. Review classroom data with teachers
5. Monitor use of Talk Read, Talk Write instructional strategies.

Summative Evaluation: 100% of students will continue and upward trend in reading and math by at least 10% from the previous school year.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Consistently implement the TEKS Resource System curriculum	All current staff	TEKS Resource System Online	August 1, 2019	Walk through Lesson plans T-TESS	Increase in STAAR scores and EOC Exams	STAAR Results & T-TESS	1, 2, and 3
Implement researched-based math and reading computer programs with fidelity.	All current staff	Coordinated local, state, federal funds	Continuous	Lesson plans T-TESS online reports	Increase in STAAR scores and EOC Exams	STAAR Results	1 and 2
Use reading/math diagnostic programs to assess individual student reading abilities, guide instruction and measure growth	Principals and staff	District-Approved Interventions	Every six weeks	Data Reports & Walk through Lesson plans	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, and 3
Provide intervention opportunities in math and reading, supplemental support to students who are at-risk of dropping out. Include master schedule that supports the implementation of tiered academic interventions.	Principals and school Staff	District-Approved Interventions	Yearly and Continuous	Data Reports Lesson plans master schedule	STAAR scores and EOC Exams Graduation Rates	STAAR Results	1, 2, 3, and 9
Increase the use of supplemental instructional materials as outlined in AIP, IEP plans. Train teachers and implement Talk Read, Talk Write instructional strategies. Monitor the evidence in classrooms.	Principals, teachers, and instructional aides	District-Approved Interventions	Yearly and continuous	Lesson Plans and IEPs Online reports	Increase academic achievement for students with special needs	STAAR Results	1, 2, 3, and 9

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts.							
Objective(s): 1. Show growth in Reading with ELL students. 2. Show an increase in the writing level for ELL students. 3. Ensure 100% of the teachers and administrators on campuses with ELL students in Sheltered Instruction.							
Summative Evaluation: By the end of the 1st six weeks, 100% of educators will use “Talk Read, Talk Write” strategies in their classroom every day							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Organize LPAC meetings in September to create individual acceleration plans for ELLs.	ESL Coordinator and All Principals	Time	Annually and ongoing	LPAC Documentation	Data Results	STAAR Results	1,8 and 9
Parent involvement session for parents/guardians and stakeholders	ESL Coordinator	Time	Annually	Agenda Item on the District Principal Meeting	Improved Data Results	STAAR Results	6
Require and document attendance at sheltered instruction trainings for new teachers	ESL coordinator Curriculum Director	Time	Ongoing	Certificate	Improved Data Results	STAAR Results	4
Compliance in certification for new ELA teachers	ESL coordinator	Time and money for materials \$200	Yearly PD	Agendas and certificates	Improved Data Results	STAAR Results	4
Assess ELL students using district materials and collect pertinent data to inform instruction	Principals and teachers	Local assessment training and materials	Ongoing	Data	Improved Academic Performance	DATA Results	1,2,3 and 9
Talk Read, Talk Write will be implemented district-wide	Principals and teachers	Book study	Ongoing	Walk through	Improved Data Results	STAAR and TELPAS Results	2, 6

Performance Goal 3: Recruit, support, and retain high performing teachers and principals.							
Objective(s):							
<ol style="list-style-type: none"> 1. Develop and implement a professional development plan tied to the observation and feedback cycle. 2. Principals create working conditions that develop and maintain highly performing teachers. 3. Develop a strategic teacher support initiative. 							
Summative Evaluation: District and campus administrators will provide monthly professional development based on campus need to implement district initiatives and SEL to ensure positive teacher 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 Sub Pay	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide time during principal meetings to collaborate and share suggestions related to performance or support.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Create a system of support for assisting teachers in preparing for certification exams.	Principal	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide teachers with advanced degree and merit-based salary increases.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide access to attend training opportunities on SEL	Principal	Substitute Pay PD Budget	Ongoing	PD Certificates	Improved teaching – evaluation	Teacher Evaluations	4
Continue the teacher evaluation system of TEXAS (T-TESS)	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Attend Teacher Job Fairs; partner with local universities to identify graduate-level teachers	Principal	PD Budget	Ongoing	Attendance	Increase in Applicant pool	Teacher Evaluations	4
100% of teachers will be identified as proficient in all dimensions of T-TESS domain 2	Principal	PD Budget	Ongoing	Domain of T-TESS 2	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): 1. Reduce the number of referrals on campus. 2. Increase school safety satisfaction on surveys. 3. Improve school culture and climate.							
Summative Evaluation: 75% of stakeholders (facility, parents, students, teachers) through district surveys will strongly agree that their school is a safe and supportive learning environment.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Collect data to monitor classroom removals and school discipline infractions.	Principals Teachers IA's Facility Staff	Time Data Sheets	Weekly Ongoing	Decrease in discipline referrals and classroom removals	Data tracking from Skyward	Safety Survey Results	10
Implement TBRI in all schools	Principals and teachers	TBRI resources and PD	Ongoing	Decrease in discipline referrals	Campus walkthrough	Climate Survey	2 and 10
Train teachers to effectively utilize facility personnel resources available to support student learning.	Principals Teachers	PD provide by Behavior specialist	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	4, 8, and 10
Implement facility mandated verbal de-escalation techniques	Principals and teachers	SAMA, TBRI, CPI, TBSI	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	2, 4, and 10
Incorporate character education and social and emotional learning training into the daily curriculum.	Principals and teachers	SEL resources Why Try	Ongoing – Monthly character traits	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10
Send out district survey and collect data on school culture	Superintendent Principals	Time	Ongoing May	Data from the surveys	Increased sense of safety on campuses	satisfaction survey	6
Distribute student surveys at the end of school year and upon discharge	Superintendent Principals	Survey	Ongoing May	Data from the surveys	Feedback from students influence campus plans	satisfaction survey	6

Safety Plans created for each campus	Principals Associate Principals	Facility and Campus Guidelines	September	Safety drills conducted and documented	Student and staff are aware of safety protocols	Students/Staff demonstrate safety protocols	6
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Performance Goal 5: All students will graduate from high school connected to career and college opportunities.							
Objective(s):							
<ol style="list-style-type: none"> 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. All students in grade 9-12 enrolled 90 or more days will earn 3 graduation credits each semester. 							
Summative Evaluation: Federal and state graduation rates will increase by 15% for all at-risk students.							
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	Post-Secondary Survey	2
College Readiness and Career Prep Packets	ATC	Time and copies	Ongoing	Copy of the packets for all students 9-12	Increased graduation rates and college enrollment	Number of Graduates for the SY	2
Assess students' strengths and needs in the area of career knowledge and planning in grades 8-12	ATC	Online Career Inventory	Ongoing	Student Interviews and PGPs	Increased graduation rates	Number of Graduates for the SY	2
Maintain relationships with post-secondary institutions and foster student support organizations	ATC	Time	Ongoing	College Readiness and Career Prep Packets and PGPs	Increased graduation rates	Number of Graduates for the SY	2
Coordinate transition to home school district	ATC	Time	Ongoing	Updated PGPs and AARs	Increased graduation rates	Number of Graduates for the 2017-2018 SY	2
Provide Pregnancy Related Services (PRS) to students in need	Principals Teachers	Time	Ongoing	PIEMS documentation and homebound forms	Increased graduation and attendance rates	Number of Graduates for the SY	2,10
Identify Potential Graduates	Principals and ATC	Time	Ongoing	PGP and Potential Graduate Form	Increased graduation rates	Number of Graduates for the SY	2, 10

Provide staff development to all campus administrators concerning leavers and follow up	Superintendent	Time	Summer	Meeting agenda and Sign in sheets	Reduction in leaver	Number leavers	2, 10
District monitors codes used for leavers	PEIMS director, campus principals	Time	August, May and December each year	Meeting agenda and sign in sheets	Decrease in number of drop outs	Fewer drop outs	2, 10
Provide monthly reports to the board on enrollment withdrawals and mobility	Superintendent, Chief Financial officer	Time	Schedule Board meetings	Board agenda	Awareness of mobility percentages of all stakeholders	Decrease in drop outs	2, 10
Provide Dual Credit Opportunities for various campuses	Director of Curriculum, Academic Transition Coordinators	Time	Ongoing	MOU with Community Colleges	Increase in Dual credit opportunities	Decrease in drop out students	2, 10
Provide credit recovery options as part of master schedule	Director of Curriculum, Campus Administrators	Time, Online credit recovery program	Ongoing	Master Schedules	Increased number of credits earned	Fewer drop outs and increase in graduates	2, 10
Continue to provide Career and Technology education courses at various campuses that lead to industry or career certification	Director of Curriculum, Campus Administrators	Campus personnel	Ongoing	Master Schedule	Enrollment in CTE courses	Increase in CTE credits and certificates awarded	2, 10

Performance Goal 6: All parents/guardians/stakeholders are provided opportunities to be involved and make decisions.							
Objective(s): <ol style="list-style-type: none"> 1. Take steps to increase school and district-communication 2. Conduct organizational health surveys 3. Provide Opportunities for parents to participate in school 							
Summative Evaluation: 100% of our campuses will provide Open House opportunities for parents/guardians and community stakeholders.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Send out District newsletter 3 times a year in English and Spanish.	Superintendent Office	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Parent Handbook, Student Code of Conduct to all stakeholders.	Principals	Time and Copies	Ongoing	Copies of each document – receipt signatures	Increased parent involvement	Parent satisfaction survey	6
Provide on- demand translation for meetings with parent entities	Principals	Cost	Ongoing	Translations at meetings	Increased parent involvement	Parent satisfaction survey	6
Require principals to hold open house for students to showcase school/ work projects	Principals	Time	September or October	Agendas and sign in sheets	Increased parent involvement	Parent satisfaction survey	6
Workshops for parents, surrogates, and guardians to include communication skills, anger management, special education, homework completion tips, instructional strategies	All Staff	Time PD Budget \$500	Ongoing	Agendas and sign -in sheets	Increased parent involvement	Parent satisfaction survey	6
Send out district survey and collect data on school culture	Superintendent Principals	Time	April	Data from the surveys	Increased parent involvement	Parent satisfaction survey	6
Provide a parent meeting to explain State Academic Standards on how to work with us on improving their child's achievement.	Principals Associate Principals	Time	Fall	Agendas and sign-in sheets	Increased parent involvement	Parent satisfaction survey	6

Provide opportunities for business and community members to participate in school events	Principals	Business and community members	Ongoing	Sign-in sheets, flyers	Increased community involvement	Facility survey	6
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Performance Goal 7: Maintain fiscal responsibilities to provide exceptional education opportunities for all students							
Objective(s): 1. Increase student attendance to 97%							
Summative Evaluation: 100% of campuses will implement strategies to improve/promote student attendance.							
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 District Award	2
Review attendance data with partnerships regularly	Principals, Teachers, and ATC	Time	Ongoing	Meeting agendas	Increased attendance rate	ADA reports	2
Provide incentives to students with good attendance.	Superintendent Principals Development team	Time	Within first ten months	Attendance data	Increased attendance rate Increased funding	ADA Reports	2
Develop partnerships with businesses to incentivize student grades and attendance	Principals, Teachers	Time	Ongoing	Attendance data	Increased attendance rate Increased funding	ADA Reports	2