



The University of Texas Charter School System

George M. Kozmetsky Campus 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.

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.

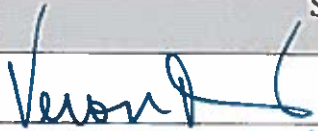









TEA COMMISSIONER'S STRATEGIC PRIORITIES:

| | | | |
|--|--|---|---|
| 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 |
|--|--|---|---|

DISTRICT INFORMATION

Superintendent: Dr. Melissa Chavez
Principal: Dr. Veronica Ruiz-Winner
Financial Manager: Mrs. Jenny Davis
Human Resource Manager: Mr. Bob Micks
Title One Coordinator: Mr. Bob Micks
Address: 1515 Grove Blvd., Austin Texas 78741
Date: August 13, 2019

CAMPUS IMPROVEMENT PLAN COMMITTEE

| NAME | POSITION | SIGNATURE |
|-----------------------|---------------------------|---|
| VERONICA RUIZ-WINNER | PRINCIPAL |  |
| JENNY DAVIS | FINANCIAL MANAGER |  |
| BOB MICKS | TITLE 1 COORDINATOR |  |
| SIMONE VILLALVA | TEACHER |  |
| KARENA HAYES | SPECIAL EDUCATION TEACHER |  |
| ETTA JAMES | CLASSIFIED STAFF |  |
| 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.

Campus 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
- ❖ 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

Campus 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, students receiving special education services and tier 3 services will become proficient in all core academic areas and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts.
- ❖ **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 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: Veronica Ruiz, Karena Hayes, Etta James, Simone Villalva, Glenna Billingsly, Drew Jordan, Melissa Ruffin, Jenny Davis, Bob Micks

Date: October 14, 2019

Data Reviewed: Attendance Data, Enrollment and Mobility Data, Assessment Data – TARP, STAAR, TELPAS, PBMAS, iCAP, Achieve 3000, AYP, DRA/Dibels, Edmentum, 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 | Improvement in all academic areas for students who remain longer than 90 days. | 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 |
| 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

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| 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. |

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| Problem Statement #2: 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. |

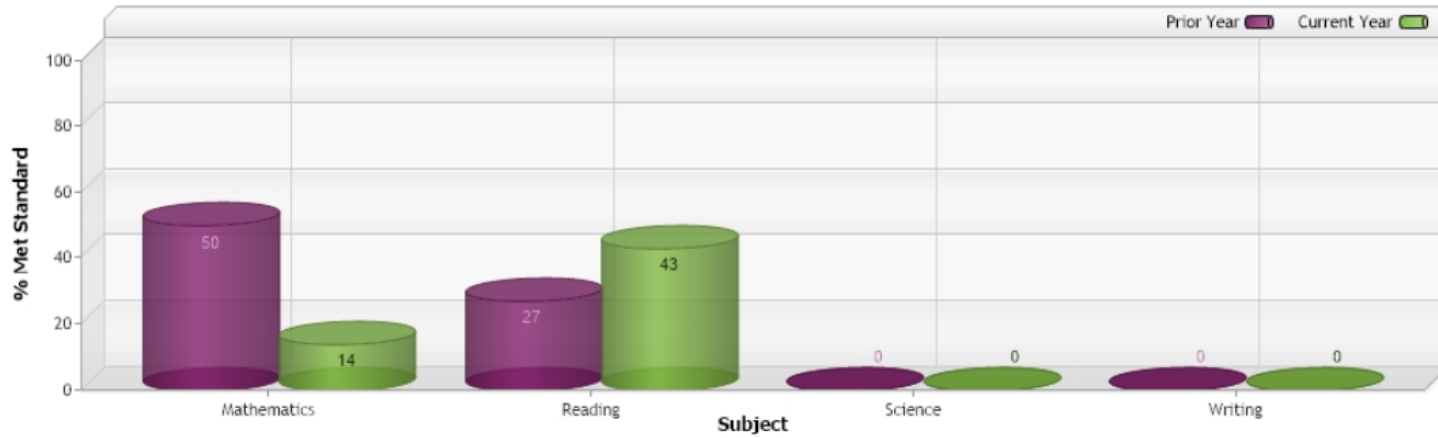
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| Problem Statement #3: Need to retain staff and recruit staff |
| Root Cause(s): staff turnover due to poor work performance, lack of required certifications |
| Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic 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 |



STAAR Subject Drilldown for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin
Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL -> GEORGE M KOMETSKY SCHOOL

| Subject | Prior Year | Current Year |
|-------------|------------|--------------|
| Mathematics | 50% | 14% |
| Reading | 27% | 43% |
| Science | 0% | 0% |
| Writing | 0% | 0% |

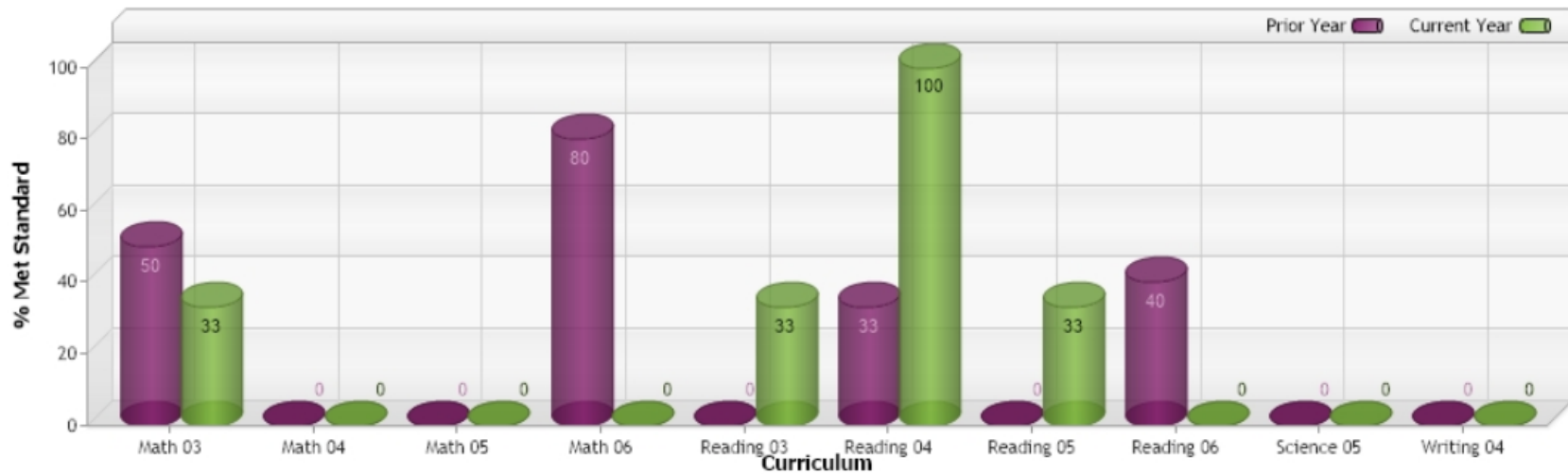




STAAR Curriculum Drilldown for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin
Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL -> GEORGE M KOMETSKY SCHOOL

| Curriculum | Prior Year | Current Year |
|----------------|------------|--------------|
| Mathematics 03 | 50% | 33% |
| Mathematics 04 | 0% | 0% |
| Mathematics 05 | 0% | 0% |
| Mathematics 06 | 80% | 0% |
| Reading 03 | 0% | 33% |
| Reading 04 | 33% | 100% |
| Reading 05 | 0% | 33% |
| Reading 06 | 40% | 0% |
| Science 05 | 0% | 0% |
| Writing 04 | 0% | 0% |



Kozmetsky Staff Survey-Summary 2019

| Statement | Strongly Agree-Agree- 2019 |
|---|---------------------------------------|
| Overall, my campus is a good place to work and learn. | 89% |
| Communication from Principal/supervisor- | Effective: 100% |
| Our campus does a good job at celebrating successes. | 44% |
| I am supported by my supervisor. | 89% |
| My performance is assessed objectively. | 78% |
| My supervisor does a good job providing me with needed feedback on my position. | 78% |
| My supervisor is easily accessible and responsive. | 100% |

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: Increase attendance rate to 97% |
| Strategy 3: 100% of our teachers will be identified as proficient in all dimensions of TTESS Domain 2 |
| Strategy 4: By the end of the 1st six weeks, 100% of educators will use “Talk Read, Talk Write” strategies in their classroom every day |
| Strategy 5: 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:

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 | | |
|----------------------|------------------------|----------------|------|-------------------------------|----------------|------|---------------------------|----------------|------|---------------------------|----------------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| Students At-Risk | 26% | 50% | 0% | 42% | 27% | 40% | 40% | 0% | 0% | 57% | 0% | 0% |
| Students Not At-Risk | 100% | *small numbers | 33% | 50% | *small numbers | 33% | 0% | *small numbers | 0% | 0% | *small numbers | 0% |

| | Drop Out Data | | Completion Data | |
|----------------------|----------------|-----------|-----------------|-----------|
| | 2016-2017 | 2017-2018 | 2016-2017 | 2017-2018 |
| Students At-Risk | *small numbers | 6.3% | n/a | n/a |
| Students Not At-Risk | *small numbers | 72.7% | n/a | n/a |

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, students receiving special education services and tier 3 services will become proficient in all core academic areas and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts. | | | | | | | |
|---|-------------------------------------|---|----------------------|---|-------------------------------|-----------------------------|---------------------------------------|
| Objective(s): 1. Show growth in Reading with all students. 2. Show an increase in the writing level for all students. 3. Ensure 100% of the teachers and administrators on campuses with EL 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 | Campus administration and Teachers | 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 and TELPAS 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 all students using district materials and collect pertinent data to inform instruction | Campus administration 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 campus wide | Campus administration 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 | Additional Teacher Certification | Improved Student Academic Performance | Teacher Evaluations | 4 |
| Provide access to attend training opportunities on SEL and trauma informed classrooms. | Principal | Substitute Pay PD Budget | Ongoing | PD certificates | Improved teaching - evaluation | Teacher Evaluations | 4 |
| Continue the teacher evaluation system of TEXAS (T-TESS) with fidelity. | Principal | PD Budget | Ongoing | PD certificates | Improved Student Academic Performance | 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 classrooms | 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 |

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| 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 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 |
| Provide Parent Handbook, Student Code of Conduct to all stakeholders. | Principals | Time and Copies | Ongoing | Copies of each document – receipt signatures | Clear communication of school-wide expectations. | 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 |
| Hold open house for students to showcase school/ work projects | Principal, Teachers, Facility Staff | Time | 1 Fall event 2 Spring events | 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. | Principal, Teachers | Time | Spring | Agendas and sign-in sheets | Increased parent involvement | Parent satisfaction survey | 6 |

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| 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 |
|--|------------|--------------------------------|---------|------------------------|---------------------------------|-----------------|---|

| Performance Goal 6: 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 |