



The University of Texas Charter School System

District Improvement Plan

2021-2022

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 6, 2021

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

Judith Loreda, Ph.D. - Member

David Anderson - Member

Linda Addicks – Member

Jessica Toste, Ph.D. - Member

Suzon Kemp – Member

Eboni Calbow, Ph.D. - 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

DISTRICT LEVEL IMPROVEMENT PLAN COMMITTEE

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
DR. MELISSA M. CHAVEZ	SUPERINTENDENT	Decoupled by: Melissa Chavez
JENNY DAVIS	DIRECTOR OF FINANCE	Decoupled by: Jenny Davis
BOB MICKS	TITLE 1 COORDINATOR	Decoupled by: Bob Micks
DR. NICOLE WHETSTONE	DEPUTY SUPERINTENDENT	Decoupled by: Nicole Whetstone
DR. AUTUMN LEAL	ASSISTANT SUPERINTDENT	Decoupled by: Dr. Autumn Leal
JANINA ROBERTS	DIRECTOR OF SPECIAL EDUCATION	Decoupled by: Janina Roberts
MELISSA RUFFIN	DIRECTOR OF ACADEMICS & PROFESSIONAL DEVELOPMENT	Decoupled by: Melissa Ruffin
MICHELLE MEISTER	EXECUTIVE PRINCIPAL	Decoupled by: Michelle Meister
AMY GRISHAM	MCH-DIRECTOR OF SCHOOL SUPPORT	Decoupled by: Amy Grisham
DOROTHY PHILLIPS	MCH-ASSOCIATE PROGRAM DIRECTOR	Decoupled by: Dorothy Phillips
TRACI WAGNER	MCH-VICE PRESIDENT	Decoupled by: Traci Wagner
SUZANNE FRERICH	MCH-COMMUNITY MEMBER & BUSINESS PARTNER	Decoupled by: Suzanne Frerich
JEANETTE STANLEY	PARENT	Decoupled by: Jeanette Stanley
SCOTT STANLEY	PARENT	Decoupled by: Scott Stanley
RAUL KASTNER	TEACHER	Decoupled by: Raul Kastner

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, Brain-Based Instructional Strategies.

By SY 2021-2022, 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-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.

District Key Results:

- ❖ Increase attendance rate to 98%.
- ❖ 100% of our classrooms will be trauma-sensitive using trauma-invested strategies and teaching positive character traits.
- ❖ 100% of our teachers will score proficient or better in Domain 2 by providing instruction that is clear, well organized, sequential, reflects best practice, is aligned with standards, and is appropriate for diverse learners.
- ❖ 100% of our teachers will participate in professional learning communities and professional development tied to best practices in the classroom setting.
- ❖ 100% of our students will meet their expected growth target every six weeks.

District Performance Goals

- ❖ **Performance Goal 1:** All students will build a strong foundation and show measurable growth in reading/language arts and mathematics.
- ❖ **Performance Goal 2:** All Emergent Bilingual students will increase their language proficiency by one level on TELPAS Reading and Writing domains.
- ❖ **Performance Goal 3:** Recruit, support, and retain high performing teachers and principals.
- ❖ **Performance Goal 4:** All students will be educated in safe and supportive learning environments that are conducive to learning.
- ❖ **Performance Goal 5:** 100% of 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: 2021-2021

Team Members: Dr. Melissa Chavez, Dr. Autumn Leal, Jenny Davis, Dr. Nicole Whetstone, Michelle Meister, Kathleen Daniels, Dr. Maricela De La Cruz, Bob Micks, Holly Engleman, Dorothy Goodman, Jennifer Pendleton, Michelle Martinez, Kris Ann Schmidt, Lori Moore, Solis Rough, Janina Roberts, Lily Dominguez; Amy Grisham, Dorothy Phillips, Traci Wagner, Suzanne Frerich, Jeanette Stanley, Scott, Stanley, Raul Kastner

Dates: September 16, 2021; September 29, 2021

Data Reviewed: Attendance Data, Enrollment and Mobility Data, Assessment Data – TARP, STAAR, TELPAS, PBMAS, AYP, EOC, 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	60% of campuses showed measurable growth in math. 56% growth in reading.	Teachers need specific training in interventions for students experiencing learning loss.
Staff Quality	Teachers w/advanced degrees and multiple certifications.	Reduce turnover rate; SEL materials for adults
School Climate / Health and Safety	Safety plans have been established and an MEOP has been developed. SEL Coordinator has been hired to support campuses with SEL implementation.	Improved communication with the facilities.
College & Career / Graduation/ Dropout Reduction	Increase graduates; students enrolled in dual credit courses, Students participating in ON-RAMPS courses. College & Career Transition Coordinator has been hired to support student transition to post-secondary institutions.	Dropout rates.

Parent and Community Engagement	Open houses; facility meetings; awards/celebrations; monthly newsletters	Engage businesses with the schools; brochures for campuses
District Campus Commitments	District operations are efficient; ESSR funds; T-CLAS Grant	Additional resources to support technology; Updated SEL materials for students and staff

Needs Assessment Priorities

Problem Statement #1: Low performance in math and reading
Root Cause(s): High mobility, teachers with multiple content, COVID-19 learning loss
Quantitative Data: District Key Results, diagnostic benchmarks, DIBELS, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase opportunity for high quality instruction.
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 measurable progress.
Possible Strategies: Additional training for student engagement, designated intervention time in Master schedule, more in depth training for data analysis of software programs to drive instruction in the classroom and extended learning opportunities
Other: Provide incentives to teachers to get additional certifications. Implement extended learning opportunities to support student learning loss.

Problem Statement #2: Graduation Rates need to increase with reduced number of 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 Secondary School Counselor and College & Career Transition Coordinator. 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 98%.
Objective: Increase funds available for attendance incentives.
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 and recruit staff. Increase robust on-boarding services.
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. Teacher Incentive Allotment-ensure fidelity of data capture.
Performance Goal (tied to the 4 Strategic Priorities): District will attain 85% staff retention rate.
Objective: To recruit and retain experienced teachers and instructional aides.
Possible Strategies: Assign & develop teacher supports and leads. Support instructional aides to gain teacher certification. Provide incentives for teachers to gain National Board Certification.
Other: Provide coaching through T-TESS feedback, Implement the Teacher Incentive Allotment Program

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

Strategy 1: 100% students will build a strong foundation and show measurable growth in reading/language arts and mathematics as evidenced by growth on monthly progress monitoring data and STAAR scores by May 2022.
Strategy 2: 100% of our classrooms will be trauma-sensitive using trauma-invested strategies and teaching positive character traits monthly.
Strategy 3: 100% of our teachers will score proficient or better in Domain 2 by providing instruction that is clear, well organized, sequential, reflects best practice, is aligned with standards, and is appropriate for diverse learners by May 2022.
Strategy 4: 100% of our teachers will participate in professional learning communities and professional development tied to best practices in the classroom setting by May 2022.
Strategy 5: 100% of our students will meet their expected growth target every six weeks.

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: 11 FTEs

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

	Drop Out Data			Completion Data		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
Students At- Risk	6.3%	2.6%	4.2%	93.8%	71.4%	80%
Students Not At-Risk	72.7%	5.5%	4.6%	27.3%	12.1%	22%

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 decreased during the last academic year. Attendance decreased due to the effects of the pandemic.

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	\$428,520
IDEA B, Preschool	\$1,541
Title I, Part A	\$533,752
Title I, Part D, Subpart 2	\$556,288
Title II, Part A	\$21,586
Title IV, Part A	\$39,622
CRRSA ESSER II	\$1,823,921
ARP ESSER III	\$4,096,267
TCLAS (State Pass through)	\$416,667
State	
Program/Funding Source	Amount of Funding
Regular Program SFF	\$6,786,538
Special Education Allotment	\$4,869,799
Dyslexia	\$10,265
State Compensatory Education	\$793,475
Bilingual Education	\$13,930
Early Education Allotment	\$20,941
CCMR Outcomes Bonus	\$5,000

Performance Goal 1: All students will build a strong foundation and show measurable growth in reading/language arts and mathematics.

Objective(s):

1. Show measurable learning in all core academic areas including math, language arts, science, and social studies.
2. Show measurable 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 instructional strategies.

Summative Evaluation: 100% of students will continue an 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, 2021	Walk throughs Lesson plans aligned to scope and sequence	Increase in STAAR scores and EOC Exams Measurable growth	STAAR Results & T-TESS, Key Result data	1, 2, and 3
Implement researched-based math and reading instruction 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, Key Result data	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 and/or according to district test windows.	Data Reports & Walk through Lesson plans	Increase in STAAR scores and EOC Exams Measurable growth in district	STAAR Results Key Result data	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 Measurable growth in district benchmarks.	STAAR Results Key Result data	1, 2, 3, and 9
Increase the use of supplemental instructional materials as outlined in AIP, IEP plans. Monitor the evidence in classrooms.	Principals, teachers, and instructional aides Extended Learning Coordinator	District-Approved Interventions ESSR Funds	Yearly and Continuous	Lesson Plans and IEPs Online reports AIP Plans Tutoring Schedule	Increased academic achievement for students with special services.	STAAR Results Key Result data	1, 2, 3, and 9

GradeK-3 teachers will participate in Reading Academies.	Teachers, Principals ESSR Funds	ESSR Funds Curriculum from Meadow Center	September 2021-June 2022	Module Completion Walk throughs	Increased academic achievement for students in K-3 in Reading.	Key Result Data DIBELS data	1,2,3
Professional Learning Communities will be implemented district-wide.	Principals Teachers	Time PLC Resources- Administrative Support-Book Study	September 2021- June 2022	Meeting notes Agendas	Increased academic achievement.	Key Result Data STAAR Results	1,2,3
Implement brain-based instructional strategies.	Teachers, Instructional aides, Principals	Time Brain-based learning-PD ESSR Funds	August 2021-May 2022	Lesson plans, classroom observations	Increased academic achievement.	Key Result Data STAAR Results	1,2,3
Utilize High-Quality Instructional Materials (HQIM) through the Texas COVID Recovery Instructional Materials Grant. Instructional materials will be piloted and implemented as intended, including following the scope and sequence.	Melissa Garcia- TCLAS Grant Coordinator Principals	Time Grant Coordinator TCLAS Grant Funds	October 2021- ongoing through the school year.	Delivery of Materials Professional Development Sessions	Increased academic achievement	Key Result Data STAAR Results	1,2,3
Utilize K-5 math blended learning products, progress monitoring tools, decodable texts for early learners, dyslexia intervention tool, and college prep math and English.	Melissa Garcia- TCLAS Grant Coordinator Principals Instructional Coaches	Time Grant Coordinator TCLAS Grant Funds	October 2021-June 2024	Delivery of Materials Professional Development Sessions	Increased academic achievement	Key Result Data STAAR Results	1,2,3
Hire math (1) and literacy coaches (1) to provide professional development on the learning products received from the TCLAS grant.	Melissa Garcia- TCLAS Grant Coordinator Instructional Coaches	Time Grant Coordinator TCLAS Grant Funds	November 2021- ongoing	Professional Development Sessions Agendas Walkthroughs	Increased academic achievement	Key Result Data STAAR Results	1,2,3

Performance Goal 2: All Emergent Bilingual students will increase their Language Proficiency by one level on TELPAS Reading and Writing domains.

Objective(s):

1. Show one grade level skill growth on their Reading Exact Path Learning Path.
2. Show one grade level skill growth on their Language Arts Exact Path Learning Path.
3. Ensure 100% of the ESL teachers implement required English Language Proficiency Standards and Sheltered Instruction Strategies.

Summative Evaluation: 100% of ESL Teachers will implement language supports and accommodations to ensure growth for Emergent Bilingual students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Hold LPAC meetings by October to determine Language Accommodations to assist both direct instruction.	ESL Coordinator and All Principals	Time	Annually and ongoing	LPAC Documentation	Grades Data Results	STAAR Results TELPAS Results	1,8 and 9
Emergent Bilingual Parent involvement sessions for parents/guardians to support students.	Deputy Superintendent of Academics, ESL Coordinator Facilitators, Principals	Time Money for materials \$1000 ESSR Funds	Annually	Sign-in Sheet Flyers Recordings	Improved Data Results	STAAR Results TELPAS Results Parent Survey	6
Teachers will participate in instructional strategies to support Emergent Bilingual students.	Deputy Superintendent of Academics, ESL Coordinator	Time Exact Path	Ongoing	Certificate Sign-in Sheet	Grades Improved Data Results	STAAR Results TELPAS Results	4
All ELA teachers will be ESL certified.	Principals, Teachers	Time TEA Certification Training	Ongoing	Teacher Certification	Improved Academic Performance	TELPAS Results	4
District Diagnostic given to all Emergent Bilingual students with time for Learning Path Intervention.	Principals Teachers	Local assessment training and materials	Ongoing	Data	Improved Academic Performance	DATA Results	1,2,3 and 9
Utilize district instructional online supports to build language proficiency.	ESL Teacher(s) and Principal	Snap and Read ESL Reading Smart Program	Ongoing	Usage Reports	Improved Academic Performance	TELPAS Results	1,2,3 and 9

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

Objective(s):

1. Implement the teacher incentive allotment designation (House Bill 3) which recognizes and rewards teacher performance. (Data capture year-Cohort D).
2. Continue development and implementation of a professional development plan tied to the observation and feedback cycle.
3. Principals create working conditions that develop and maintain highly performing teachers.
4. 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 #)
Implement the Teacher Incentive Allotment.	Superintendent	Budget Time	Ongoing	Data capture T-TESS data Student growth data	Improved positive teacher retention rate	Teacher designations approved by TEA and Texas Tech	4
Provide opportunities for teachers to attend instructional training.	Principal	PD Budget ESSR Funds Substitute Teacher Pay	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide time during principal meetings to collaborate and share suggestions related to teacher retention.	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 in addition to national board certification.	Superintendent	PD Budget Salary Study	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide access to attend training opportunities in trauma invested strategies.	Principal SEL Coordinator	Time ESSR Funds	Ongoing	PD Certificates	Improved instruction, Less discipline referrals, Decrease in class disruptions	Teacher Evaluations, Student discipline information	4

Continue the teacher evaluation system using the Texas Teacher Evaluation Support System.	Superintendent Deputy Superintendent of Academics, Principals	PD Budget Time	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Attend Teacher Job Fairs; partner with local universities	Deputy Superintendent of Operations, Principals, HR Manager	PD Budget	Ongoing	Attendance	Increase in Applicant pool	Teacher Evaluations	4

Performance Goal 4: All students will be educated in safe and supportive learning environments that are conducive to learning.							
Objective(s):							
<ol style="list-style-type: none"> 1. Develop and implement a Safe Return to In Person Instructional Plan. 2. Implement a COVID-19 testing plan. 3. Increase school safety through use of behavior threat assessments. 4. Increase school safety satisfaction on surveys. 5. Improve school culture and climate. 							
Summative Evaluation: 80% 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
Develop and implement a Safe Return to In Person Instruction Plan for Fall 2021.	Superintendent	Time Budget	August, 2021	Safe Return to In Person Instruction Protocols	Attendance data Enrollment COVID-19 Dashboard	Climate Survey	10
All students and staff have access to COVID-19 testing program.	Superintendent, Assistant Superintendent of Operations, School Nurse	Time Budget COVID-19 test kits Safe Return to In Person School Protocols	August, 2021-ongoing	Testing protocol data.	COVID-19 infection rates. COVID-19 Dashboard	Student and staff infection data, Survey	10
Collect data to monitor compliance with behavior threat assessment process.	Assistant Superintendent of Operations Principals Teachers	S.B. 11, Threat Assessment tool (TxSSC)	Ongoing	Decrease in discipline referrals and classroom removals	Data tracking from Skyward	Behavior Threat Assessment Tracker	10
Collaborate with facility to implement TBRI in all schools.	Principal, Teachers, SEL Coordinator	TBRI resources and PD	Ongoing	Decrease in discipline referrals	Campus walkthrough	Climate Survey	2 and 10
Collaborate with facility personnel to support student learning.	Principals Teachers SEL Coordinator	PD provide by SEL Coordinator	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	4, 8, and 10

Implement facility mandated verbal de-escalation techniques.	Principal, Teachers, SEL Coordinator	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.	Principal, Teachers, SEL Coordinator	SEL resources Why Try? TEKS Lesson Plans	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 and parent surveys at the end of school year and upon discharge.	Superintendent Principals SEL Coordinator	Survey	Ongoing May	Data from the surveys	Feedback from students influence campus plans	satisfaction survey	6
Revise the Multi-hazard Emergency Operations Plan	School Safety & Security Committee	19-20 SY MEOP, S.B. 11, resources from TxSSC	September, 2021	Safety drills conducted and documented,	Student and staff are aware of safety protocols	Students/Staff demonstrate safety protocols	6

Performance Goal 5: 100% of students will graduate from high school connected to career and college opportunities.

Objective(s):

1. 100% of 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. 100% of 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 20% 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 during and at the end of each semester for all students in grades 9-12.	Campus Staff, Secondary School Counselor, College & Career Transition Coordinator	Time	During the first and second semester	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, virtual college days and video presentations).	Principals Teachers, Secondary School Counselor, College & Career Transition Coordinator	Funds \$500	Ongoing	School Walkthroughs	Increased graduation rates	Post-Secondary Survey	2
Collaborate with diverse community members to implement Career Day to expose students to a wide assortment of careers and foster interest in an assortment of post-secondary career pursuits.	Principals Teachers, Secondary School Counselor, College & Career Transition Coordinator	Time Collaboration with Community/Business Partners	Spring 2021	School Walkthroughs	Increased graduation rates and college enrollment	Post-Secondary Survey	2
College Readiness and Career Prep Packets.	Secondary School Counselor, College & Career Transition Coordinator	Time and digital copies	Ongoing	Digital copies 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 and communicate to the facility and/or parents/guardians.	College & Career Transition Coordinator	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.	College & Career Transition Coordinator	Time	Ongoing	Digital College Readiness and Career Prep	Increased graduation rates	Number of Graduates for the SY	2
Coordinate academic transitions to and from home campus /districts.	College & Career Transition Coordinator	Time ESSR Funds	Ongoing	Updated PGPs and AARs	Increased graduation rates	Number of Graduates for the 2021-2022 SY	2
Provide Dual Credit Opportunities for various secondary campuses.	Director of Academics & PD, Campus Administrators	Time Master Schedule	Ongoing	MOU with Community Colleges and contract with UT OnRamps	Increase in Dual enrollment opportunities	Reduce drop out numbers	2, 10
Provide credit recovery options as part of the master schedule.	Director of Academics & PD, Campus Administrators	Time, Online credit recovery program	Ongoing	Master Schedules	Increased number of credits earned	Reduce drop out numbers and increase graduation rate	2, 10
Promote Career and Technology education courses at various campuses that lead to industry or career certification.	Principals, Director of Academics & PD, Secondary School Counselor	Campus personnel	Ongoing	Master Schedule	Enrollment in CTE courses	Increase in CTE credits and certificates awarded	2, 10
Provide Pregnancy Related Services (PRS) to students in need.	Principals Teachers	Time	Ongoing	PEIMS documentation and homebound forms	Increased graduation and attendance rates	Number of Graduates for the SY	2,10
Identify Potential Graduates.	Principals, Director of Academics & PD, Secondary School Counselor	Time	Ongoing	Digital PGP and Potential Graduate	Increased graduation rates	Number of Graduates for the SY	2, 10
Coordinate post-secondary vocational or college visits.	College & Career Transition Coordinator	Time ESSR Funds	Ongoing	College readiness and career prep.	Increased graduation and enrollment in post-secondary institutions.	Number of Graduates for the SY and enrollment in post-secondary institutions.	2,10
Provide staff development to all campus administrators concerning leavers and follow up with former students.	PEIMS Directors	Time	Summer 2021	Meeting agenda and Sign in Sheets	Reduction in leaver numbers.	Leaver Numbers	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	Reduce drop out numbers	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	Reduce drop out numbers	2, 10
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Performance Goal 6: All parents/guardians/stakeholders 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

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 at least 8 times a year in English and Spanish - to include a reopening plan for in-person learning.	Superintendent Office	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Distribute Parent Handbook, Student Code of Conduct to all stakeholders.	Principals	Time and Copies Digital	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.	Principals	Time	September or October	Agendas and sign in sheets	Increased parent involvement	Parent satisfaction survey	6
Create workshops for parents, surrogates, and guardians to include communication skills, anger management, special education information, homework completion tips, instructional strategies.	All Staff	Time PD Budget \$2500 ESSR Funds	Ongoing	Agendas and sign -in sheets	Increased parent involvement	Parent satisfaction survey	6
Send out district survey and collect data on school culture (parents and students).	Superintendent Principals SEL Coordinator	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 academic achievement.	Principals	Time	Fall	Agendas & 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): Increase student attendance to 98%.							
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 facility partners to have students attend class daily.	Superintendent Principals, Teachers	Time	Ongoing	Attendance data	Increased attendance rate Increased funding	ADA reports District Award	2
Review attendance data with principals weekly.	Director of Finance	Time	Ongoing	Weekly attendance report	Increased attendance rate	ADA reports	2
Review attendance data with facility partners regularly.	Superintendent Principals, Teachers	Time	Ongoing	Meeting agendas	Increased attendance rate	ADA reports	2
Provide incentives to students with good attendance, collaborating with facility partners.	Principals, Teachers	Time	Within first ten months	Attendance data	Increased attendance rate Increased funding	ADA Reports	2