

# **University of Texas-University Charter School at Annunciation Maternity Home**

## **Campus Improvement Plan**

**2007-08**

**To (1) improve the academic performance of all students so that all students reach their highest individual potential in order to become productive, informed citizens and (2) disseminate information and research to other agencies, schools, teachers, and parents/guardians working with special-needs students.**

# Table of Contents

1. Campus Belief Statements .....	A-1
2. Campus Profile .....	A-2
3. Comprehensive Needs Assessment Summary.....	A-3
4. Action Plan for Student Achievement.....	A-4
• Goal 1—Student Achievement .....	A-5
• Goal 2—LEP Student Achievement.....	A-21
• Goal 3—Highly Qualified Staff.....	A-25
○ Recruitment and Retention Plan.....	A-29
• Goal 4—Safe Learning Environments.....	A-31
• Goal 5—Graduation.....	A-35
○ High School Allotment Plan .....	A-42
5. Program Budgets	
• State Foundation Program.....	B-1
• High School Allotment .....	B-2
• State Compensatory Education .....	B-3
• Title II, Part A.....	B-4
6. Shared Decision-Making Committee.....	Appendix 1

## **University of Texas-University Charter School at Annunciation Maternity Home Belief Statements**

- 1 To meet state and federal academic standards by creating learning environments that result in students in the most challenging circumstances and students with very specific needs achieving academic excellence.
- 2 To provide academic opportunities at Annunciation Maternity Home that are developed to provide realistic accomplishments in education.

## Campus Profile

Annunciation Maternity Home is a free, full service home for young women (age 14 and up) who are in crisis pregnancies.

UT-UCS at Annunciation offers academic opportunities developed to provide realistic accomplishment in education. Each education program is individually prescribed as part of treatment planning. Upon completion of 12th grade, students can be awarded a fully accredited high school diploma.

During the 2007 – 2008 school year UT-UCS at Annunciation is implementing two sets of program improvement strategies based on recommendations of its Campus Improvement Team.

The first strategy relates to increase the number of credits earned by High School Students.

- \* Purchase Plato Online Programs in High School Mathematics, Science and Language Arts.
- \* Train UT-UCS staff on the effective use of the Plato Materials in conjunction with the UT-UCS curriculum guides.
- \* Set up a schedule for students to work at their own pace on the curriculum.

The second strategy is to improve the use of the physical space available at the facility.

- \* Outfit the school with laptop computers to allow for more efficient space use.
- \* Along with the facility, attempt to remodel the school building to make better use of the space.

## Comprehensive Needs Assessment for UT-UCS at Annunciation 2007 - 2008

The Task force conducted a Comprehensive Needs Assessment of UT – UCS at Annunciation, including information from the following data sources:

- Assessment Data (TAKS, AYP)
- Attendance Data
- Continuous Improvement Plan from Performance-based Monitoring assessment System
- Highly Qualified Teacher Status

### Summary

From these data sources, the Task Force identified the following strengths and needs:

#### Strengths

- Above state average in attendance because all students reside on campus in a structured environment.
- Ratio of teachers/support staff to students is very low. The average number of students in the home this school year has been 8. There is one teacher at the campus at all times.
- Comprehensive technology plan, good equipment at the district and campus level, and excellent technical support staff.
- Teacher is Highly Qualified in Social Studies
- Reading specialist provides support/training for teachers across content areas, including modeling of instructional strategies.
- Subgroups showed growth in TAKS testing.
- Reduced testing irregularities through better test administration preparation and implementation.

#### Needs

- Continue to upgrade technology equipment and training at campus level in order to keep pace with current technology. Improve communication through access to email.
- Structured professional development plan to provide educational opportunities for teachers to add to core content knowledge or to meet highly Qualified Teacher requirements.
- Improve instruction in math and science.
- Improve writing skills for students.
- Raise the bar on rigor for all students.
- Implement the Plato System of Learning for students, this will allow students to recover credits lost in previous school years.

# Action Plan for Student Achievement

**Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
- 1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

**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.**

- 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.**

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development [as the term "professional development" is defined in section 9101 (34)].
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. [Note: Paraprofessionals at UT—UCS campuses are not paid with Title I, Part A funds. Therefore this performance requirement is not applicable.]

**Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

- 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

**Goal 5: All students will graduate from high school.**

- 5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance indicator: The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**Goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science, and social studies.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	

**Indicator:** AEA - TAKS Progress

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	> 99%	2007	≥ 100%	2012-13	≥ 99.2%	2008

<b>Goal 1 - Strategy 1</b>		<b>Student Achievement Reading/ELA</b>												
<p><b>Leader(s):</b> Principal, Reading Specialist, Teacher</p> <p><b>Leader Progress Report Dates:</b> September 2007 October 2007 January 2008 April 2008 May 2008</p>	<p><b>Brief Description:</b> Students will be able to read at/or above grade level or level determined by IEP at the end of the year.</p>	<p><b>Evaluation Benchmark:</b> State assessment-TAKS, MAP Released TAKS exams</p>												
<p><b>Resources Required:</b> Volunteer Support Time Teachers Supplies Staff School Library Principal Library District Staff Computers Central Office Campus Admin. Staff</p>	<p><b>FTE's Required:</b> Number of FTE's: None  Cost: None</p>	<p><b>Source of Funds:</b> Compensatory Ed. Budget</p>	<p><b>Amount</b></p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>\$1,550.00 \$1,550.00</p>											
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	

<b>Goal 1 - Strategy 1</b>		<b>Student Achievement Reading/ELA</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>l</b>	
Implement use of district planning guide.	Principal, Curriculum Specialists, Reading Special	X	X	X	X	X	X	X	X	X	X	X	X	Checklist Lesson plans	
Continue implementation of Measuring Up supplemental consumable materials to help target individual TAKS objectives.	Teacher, Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Progress monitoring of completed objectives.	
Increase the numbers of book titles available for student checkout from school library.	Teacher, Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Checkout log to be reviewed each six weeks.	
Student will choose a book from appropriate Lexile level to present an oral book review.	Teacher, Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Presentation rubric.	
Analyze MAP and benchmark testing data in order to rank students into Tier I, II, or III for intervention needs.	Teacher, Reading Specialist, Principal		X				X			X				Student roster indicating rank level	
Identify interventions through Reading Specialist for each tier ranked group of students.	Reading Specialist, Principal, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	List of interventions identified.	
Implement intervention for each group of students identified in Tiers II and III.	Teacher, Reading Specialist, Tutor	X	X	X	X	X	X	X	X	X	X	X	X	Progress monitor students biweekly using checklist.	
Utilize supplemental reading materials such as Lexia, Read Naturally, school magazines, novels etc. which supplement the textbooks and state adopted materials.	Teacher, Reading Specialist, Principal	X	X	X	X	X	X	X	X	X	X	X	X	Progress monitoring checklists. Student work samples.	
Students will produce a "published stage" writing product each six weeks.	Teacher	X	X	X	X	X		X	X	X	X	X	X	Rubric for each student of writing.	
Continue implementing UT-UCS dyslexia policy and procedures.	Teacher, Reading Coord. And Specialist,	X	X	X	X	X	X	X	X	X	X	X	X	Training agendas and sign in sheets. Parent	

<b>Goal 1 - Strategy 1</b>		<b>Student Achievement Reading/ELA</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
	LSSP													and staff end of year surveys
Continue implementing the Local Support Team (LST) and 504 procedures concerning dyslexia and related areas.	Princ., Read Coord & Spec., LSSPs, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	LST and 504 agendas and minutes, Training sign in sheets and agendas.
Continue providing direction and training for those providing dyslexia identification and referrals.	Princ., Read. Coord & Spec, LSSP, Dys Coord	X	X	X	X	X	X	X	X	X	X	X	X	Training agendas and sign in sheets, documentation of in-service
Continue providing direction and training for those providing dyslexia instruction using the district dyslexia programs.	Princ., Read. Coord & Spec, Dys. Coord, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Training agendas and sign in sheets, documentation of in-service
Use Six-Trait Writing for teaching the traits of writing and evaluating writing.	ELA Teacher, Curric. Specialist, Principal	X	X	X	X	X	X	X	X	X	X	X	X	TAKS and MAP results
Provide and implement Plato Learning System for High School Students	Principal, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	6 weeks grades TAKS Scores Plato Scores

<b>Goal 1 - Strategy 2</b>		<b>Student Achievement/Math</b>												
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Students will be able to perform at or above grade level or level determined by IEP at the end of the year.						<b>Evaluation Benchmark:</b> State assessment: TAKS, MAP Released TAKS exams						
<b>Leader Progress Report Dates:</b> September 2007 October 2007 January 2008 April 2008 May 2008														
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>				
Volunteer Support		Number of FTE's: None				Compensatory Ed. Budget				\$1,550.00				
Teaching Aids		None								\$1,550.00				
Teachers		Cost: None												
Supplies														
Principal														
Measuring Up														
Instructional Aides														
Facility Staff														
District Staff														
District Coordinator														
Computers														
Audio Visual Equipment														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	

<b>Goal 1 - Strategy 2</b>		<b>Student Achievement/Math</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Implement use of Measuring Up supplemental consumable materials to help target individual TAKS objectives.	Teacher, Principal, Curriculum Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Progress monitoring of completed objectives.
Implement use of district planning guide.	Teacher, Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Checklist Lesson plans
Provide students with manipulatives to use with problem solving strategies.	Teacher, Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans
Use math magazines and computer software to increase "real-world" problem solving.	Teacher, Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Checklist
Provide students a copy of MAP results. Hold student conferences and set goals.	Teacher, Principal		X				X		X			X		MAP scores
Support math skills through curriculum mapping (ex. teach math vocabulary in ELA/Reading classes and choose math-related stories in ELA/Reading classes).	Math Specialist, Principal, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans, Observations
Provide and implement Plato Learning System for High School Students	Principal, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	6 weeks grades TAKS scores Plato Scores

<b>Goal 1 - Strategy 3</b>		<b>Student Achievement/Science</b>	
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Show understanding of science topics and the scientific process.	
<b>Leader Progress Report Dates:</b> October 2007 January 2008 May 2008		<b>Evaluation Benchmark:</b> TAKS Released Tests MAP Science Student Report Cards	
<b>Resources Required:</b>		<b>FTE's Required:</b>	<b>Source of Funds:</b>
Principal		Number of FTE's: None	None
Computers		None	
District Coordinator		Cost: None	
District Staff			
Guest Speaker			
Instructional Aides			
Laboratory Equipment			
Audio Visual Equipment			
Measuring Up			
Time			
Purple Curric. On Wheels			
School Library			
Staff			
Supplies			
Teachers			
Teaching Aids			
Library			
			<b>Amount</b>
			\$0.00
			<hr/> \$0.00

<b>Goal 1 - Strategy 3      Student Achievement/Science</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Implement use of Measuring Up supplemental, consumable materials to help target individual TAKS objectives.	Teacher, Curriculum Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Progress monitoring of completed objectives.
Implement use of district planning guide.	Teacher, Principal, Curriculum Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Checklist Lesson plans
Participate in "hands-on" lab experiments using the scientific process at least twice a month.	Teacher, Curriculum Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lab Manual Lesson Plans
Utilize supplemental materials such as science magazines, curriculum on wheels, and trade books.	Teacher, Curriculum Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Summaries
Implement Mad Science or similar presentations to enhance skills learned in classroom.	Teacher, Science curriculum specialist					X	X		X		X	X		Student participation and evaluation.
Provide and implement Plato Learning System for High School Students	Facility director, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	6 weeks grades TAKS scores Plato Scores

<b>Goal 1 - Strategy 4</b>		<b>Student Achievement/Social Studies</b>												
<b>Leader(s):</b> Teacher		<b>Brief Description:</b> Students will show understanding of historical concepts and events, geography, and current events.											<b>Evaluation Benchmark:</b> TAKS Social Studies for 8th, 10th, and Exit Level students Passing grades on report cards Student Projects	
<b>Leader Progress Report Dates:</b> December 2007 May 2008														
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>						<b>Amount</b>		
Time		Number of FTE's: None				None						\$0.00		
Teaching Aids		None										\$0.00		
Teachers		Cost: None												
Supplies														
Staff														
School Library														
Purple Curric. On Wheels														
Principal														
Measuring Up														
Library														
Instructional Aides														
Guest Speaker														
District Coordinator														
Computers														
Audio Visual Equipment														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
		u	e	c	o	e	a	e	a	p	a	u	u	

<b>Goal 1 - Strategy 4</b>		<b>Student Achievement/Social Studies</b>													
Implement use of district planning guide.	Teacher, Principal, Curriculum specialist	X	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans Checklist
Implement use of primary sources, current event magazines, newspapers, curriculum on wheels, etc. to encourage students interest in social studies topics.	Teacher, Curriculum specialist	X	X	X	X	X	X	X	X	X	X	X	X	Oral reports Checklists	
Integrate Language Arts and Social Studies topics through the use of graphic novels and novels.	Teacher, Reading specialist, Curriculum Coordinato	X	X	X	X	X	X	X	X	X	X	X	X	Summaries Reports	
Continue and increase strategies related to graphic organizers.	Curriculum specialists	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Observations Walk-Throughs	

<b>Goal 1 - Strategy 5</b>		<b>Student Achievement/Physical Education</b>													
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Student will participate in physical education class to meet state TEKS.							<b>Evaluation Benchmark:</b> Checklist of skills progress Report cards						
<b>Leader Progress Report Dates:</b> October 2007 January 2008 May 2008															
<b>Resources Required:</b>		<b>FTE's Required:</b>					<b>Source of Funds:</b>					<b>Amount</b>			
Time		Number of FTE's: None					None					\$0.00			
Teaching Aids		None										\$0.00			
Teachers		Cost: None													
Supplies															
Principal															
Instructional Aides															
Guest Speaker															
Computers															
Community Speaker															
Audio Visual Equipment															
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>		
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>		
Implement physical education TEKS using required sports equipment.	Teacher, Principal	X	X	X	X	X	X	X	X	X	X	X	X	Checklist of skills progress	

<b>Goal 1 - Strategy 6</b>		<b>Technology</b>													
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Show academic growth through increased use of technology											<b>Evaluation Benchmark:</b> Student Performance on TAKS, TELPAS, and Measures of Academic Progress (MAP).		
<b>Leader Progress Report Dates:</b> January 2008 May 2008															
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>						<b>Amount</b>			
Time		Number of FTE's: None				None						\$0.00			
Teachers		None										\$0.00			
Purple Curric. On Wheels		Cost: None													
Principal															
Instructional Aides															
District Staff															
District Admin. Staff															
Computers															
Campus Admin. Staff															
Audio Visual Equipment															
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
Staff development and training will be offered to all teachers in the use of current classroom technologies utilized by UT-UCS	District Staff	X	X	X	X	X	X	X	X	X	X	X	X	Training evaluations and surveys	
Provide educational software in conjunction with core curriculum.	Principal, District Staff	X	X	X	X	X	X	X	X	X	X	X	X	Surveys	

<b>Goal 1 - Strategy 6      Technology</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Replace ineffective and obsolete equipment.	IT Department	X	X	X	X	X	X	X	X	X	X	X	X	Inventory data bases, purchase requisitions
Professional development to improve the use of technology	Special Programs Coord. IT Department	X	X	X	X	X	X	X	X	X	X	X	X	staff Surveys

<b>Goal 1 - Strategy 7</b>															<b>Fiscal and Program Effectiveness &amp; Compliance</b>														
<b>Leader(s):</b> Principal					<b>Brief Description:</b> Ensure program effectiveness and compliance					<b>Evaluation Benchmark:</b> Reduce incidents of non-compliance.																			
<b>Leader Progress Report Dates:</b> End of semester																													
<b>Resources Required:</b>					<b>FTE's Required:</b>					<b>Source of Funds:</b>					<b>Amount</b>														
Teachers					Number of FTE's: None					None					\$0.00														
Staff					None										\$0.00														
Principal					Cost: None																								
District Staff																													
District Admin. Staff																													
Central Office																													
Campus Admin. Staff																													
<b>Timeline</b>																													
<b>Activity</b>		<b>Person(s) Responsible</b>			<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>												
Ensure that UT-UCS policies and procedures are followed.		Principal			X	X	X	X	X	X	X	X	X	X	X	X	Documentation of policy distribution.												
Ensure implementation of Special Education policies and procedures.		Principal, LSSP, SpEd Director			X	X	X	X	X	X	X	X	X	X	X	X	Audit of Special Education paper work.												
Ensure IEPs are implemented.		Principal, LSSP, Teachers			X	X	X	X	X	X	X	X	X	X	X	X	Observations, Lesson Plans, IEP Notebooks												
Monitor progress of teachers in obtaining Highly Qualified status.		Principal, Teachers, Spec. Programs Coord.			X	X	X	X	X	X	X	X	X	X	X	X	Certification Records												

<b>Goal 1 - Strategy 7</b>		<b>Fiscal and Program Effectiveness &amp; Compliance</b>												<b>Evaluation</b>	
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>		
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>u</b>	<b>l</b>	
Monitor teacher certifications for approaching expiration dates.	Principal, Asst. Supt, Teachers, Spec. Prog. Cord.	X	X	X	X	X	X	X	X	X	X	X	X	X	Certification Records

**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.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	

**Indicator:** TELPAS: % of 3-12 showing progress

Grade: All	Current Performance ACCOUNTABILITY DATA			Desired Performance LONG TERM OBJECTIVES			Desired Performance ANNUAL OBJECTIVES		
	Group	Rate	Year	Rate	Year	Rate	Year		
All Students	*	%	2007	≥ 90 %	2012-13	≥ 90 %	2008		

**Indicator:** TELPAS: % of 3-12 attaining Advanced High

Grade: All	Current Performance ACCOUNTABILITY DATA			Desired Performance LONG TERM OBJECTIVES			Desired Performance ANNUAL OBJECTIVES		
	Group	Rate	Year	Rate	Year	Rate	Year		
All Students	*	%	2007	≥ 90 %	2012-13	≥ 90 %	2008		

\* Data masked due to small numbers.

**Goal 2 - Strategy 1**      **LEP: English Proficiency & High Standards**

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> When results of assessments are released.</p>	<p><b>Brief Description:</b> Show academic growth for Limited English Proficient students in reading/language arts, English, mathematics, science, and social studies.</p>	<p><b>Evaluation Benchmark:</b> TAKS, MAP, and TELPAS</p>
--	--	---

<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Teaching Aids	Number of FTE's: None	None	\$0.00
Teachers	None		\$0.00
Supplies	Cost: None		
Principal			
Library			
Instructional Aides			
District Staff			
District Coordinator			
Contract Service			
Computers			
Audio Visual Equipment			

**Timeline**

<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	p	r	n	l	
Multi-sensory vocabulary enrichment activities in all content areas.	Teachers, Principal	X	X	X	X	X	X	X	X	X	X	X	X	Student Progress, Lesson Plans
Build student's second language skills using appropriate materials.	Teachers, Principal	X	X	X	X	X	X	X	X	X	X	X	X	Student Progress, Lesson Plans

<b>Goal 2 - Strategy 1</b>		<b>LEP: English Proficiency &amp; High Standards</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Appoint LPAC committee members	Principal, Dist. Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	Committee Member List
Train LPAC Committee Members on LPAC procedures and requirements	Principal, Dist. Coord.	X	X	X	X	X	X	X	X	X	X	X	X	Agendas, Sign-In Sheets
Maintain supply of testing materials at each campus	LPAC Chairperson, Principal	X	X	X	X	X	X	X	X	X	X	X	X	Inventory
ESL teachers attend seminars to enhance skills in planning and delivering instruction.	Principal, Teachers, Dist. Coord	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of Completion, Agendas & Sign-In Sheets
Incorporate culture-rich material related to student's native language.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans

**Goal 3:** All students will be taught by highly qualified teachers.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	5) Prepare Students	6) School Personnel
7) Student Performance	9) Instructional Techniques		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
3) Instructional Leadership			

**Indicator:** Highly Qualified Teachers

<b>Group:</b>	<b>Highly Qualified Teacher status</b>	<b>Target</b>
Core academic subject teachers	2003-04 HQ teachers: 0.0% 2004-05 HQ teachers: 100.00% 2005-06 HQ teachers: 100.00% 2006-07 HQ teachers: 100% Oct 2007: 100%	2007-08 target: 100.00%

**Indicator:** % Classes Taught by HQ Teachers

<b>Group:</b>	<b>% Classes Taught by HQ Teachers</b>	<b>Target</b>
Core Academic Subject Teachers	2003-04: 11.1% 2004-05: 25.0% 2005-06: 47.1% 2006-07: 73.7% Oct 2007: 25%	100.00%

<b>Goal 3 - Strategy 1</b>															<b>Highly Qualified Staff--Professional Development</b>														
<b>Leader(s):</b> Principal					<b>Brief Description:</b> Teachers and Reading Specialist will have access to professional development opportunities.					<b>Evaluation Benchmark:</b> Training Certificates																			
<b>Leader Progress Report Dates:</b> December 2007 May 2008																													
<b>Resources Required:</b>					<b>FTE's Required:</b>					<b>Source of Funds:</b>					<b>Amount</b>														
Time					Number of FTE's: None					Title II, Part A					\$519.00														
Teachers					None										\$519.00														
Supplies					Cost: None																								
Principal																													
Outside Consultant																													
Instructional Aides																													
Guest Speaker																													
District Staff																													
District Coordinator																													
Computers																													
Audio Visual Equipment																													
<b>Timeline</b>																													
<b>Activity</b>		<b>Person(s) Responsible</b>			<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>												
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>v</b>	<b>e</b>	<b>a</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>u</b>	<b>l</b>													
Teachers will attend all district sponsored staff development sessions as posted on the school calendar.		Principal, Teachers, Inst. Aides, District Staff			X	X	X	X	X	X							Certificate of completion, Agendas, Sign-In Sheets												

<b>Goal 3 - Strategy 1</b>															<b>Highly Qualified Staff--Professional Development</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>															
		u	e	c	o	e	a	e	a	p	a	u	u																
		g	p	t	v	c	n	b	r	r	y	n	l																
Teachers will attend all campus based staff development sessions posted on the school calendar.	Principal, Teachers, Inst. Aides, Dist. Staff				X		X			X				Sign-In Sheets, Agendas, Feedback Forms															
Teachers and Reading Specialist may attend at least one out of district workshop with prior approval of Principal which will enhance skills in the core subject areas.	Principal, Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of completion															
Teachers, Instructional Aides and Reading Specialist will attend at least one workshop related to strategies which will address learning needs of special populations- special education, LEP, at-risk, etc.	Principal, Teachers, Reading Spec., Inst Aides	X	X	X	X	X	X	X	X	X	X	X	X	completion certificates, agendas															

<b>Goal 3 - Strategy 2</b>		<b>Recruitment and Retention Plan</b>													
<b>Leader(s):</b> Principal		<b>Brief Description:</b> All teachers at UT-UCS at Annunciation Home will become highly qualified in all core academic subject areas in which they teach.										<b>Evaluation Benchmark:</b> Percent of classes taught by HQ teachers			
<b>Leader Progress Report Dates:</b> December 2007 May 2008															
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>								<b>Amount</b>	
Time		Number of FTE's: None				None								\$0.00	
Teachers		None												\$0.00	
Staff		Cost: None													
Principal															
Library															
Instructional Aides															
Guest Speaker															
District Staff															
District Coordinator															
District Admin. Staff															
Contract Service															
Campus Admin. Staff															
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
Analyze current teaching assignments in conjunction with each teacher's highly qualified status to ensure the most	Principal, Spec. Programs Coord, Asst. Supt.	X	X	X	X	X	X	X	X	X	X	X	X	Percent of classes taught by HQ teachers	

<b>Goal 3 - Strategy 2 Recruitment and Retention Plan</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
effective use of existing staff.														
Based on performance evaluations, either encourage teachers who are currently teaching out-of-field to add the area to their certification or change their assignments to match their existing certification fields.	Principals, Spec. Programs Coord.	X	X	X	X	X	X	X	X	X	X	X	X	Percent of classes taught by HQ teachers
Work with facility staff to offer part-time teaching assignments to retired teachers who may be interested in teaching one or two classes.	Principal, Facility Staff, Asst. Supt.	X	X	X	X	X	X	X	X	X	X	X	X	Percent of classes taught by HQ teachers.
Reimburse teaching staff for certain costs (defined in UT-UCS policy) associated with meeting the highly qualified teacher requirements.	Principal, Business Office, Spec. Programs Coord.	X	X	X	X	X	X	X	X	X	X	X	X	Percent of classes taught by HQ teachers.
Provide professional development opportunities to improve teacher knowledge in core academic subjects.	Principals, Spec. Programs Coord., Asst. Supt	X	X	X	X	X	X	X	X	X	X	X	X	Percent of classes taught by HQ teachers

**Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	

---

**Indicator:** Students removed from class

**Group:**

Students

**Student removals**

Data collection began in 2007-08

**Baseline**

Will be set in May 2008 for future use as an indicator.

---

---

**Goal 4 - Strategy 1**      **Safe, Drug Free & Conducive Learning Environments**

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> End-of-semester</p>	<p><b>Brief Description:</b> Integrate the educational program with the student's physical and psychological treatment plan; create and maintain classroom environments that are safe and conducive to learning.</p>	<p><b>Evaluation Benchmark:</b> Number of incidents for which students are removed from class for more than 50% of the instructional day.</p>
--	--	---

<p><b>Resources Required:</b> Time Teachers Principal Instructional Aides Guest Speaker Facility Staff District Staff District Coordinator Audio Visual Equipment</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>
---	---	---	---

**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Provide training for teachers in classroom management, including topics such as behavior management strategies, learning styles, differentiated instruction.	Principal, Behavior Specialist, Teachers,	X	X	X	X	X	X	X	X	X	X	X	X	Student Time-Out Logs, Agendas, Sign-In Sheets
Opportunities for attendance at outside workshops on classroom management	Principal, Spec. Programs Coord,	X	X	X	X	X	X	X	X	X	X	X	X	Workshop materials, Agendas, Certificates

<b>Goal 4 - Strategy 1</b>		<b>Safe, Drug Free &amp; Conducive Learning Environments</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>n</b>	<b>l</b>
topics.	Teachers, Inst. A													of Participation	
Require staff attending workshops to provide training through district-wide and/or campus-based meetings.	Principal, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Workshop evaluation, Agendas, Certificates of Completion	
Implement a data collection system to monitor removals from class.	Principal, Teachers, Instr. Aides	X	X	X	X	X	X	X	X	X	X	X	X	Contact logs	
Implement facility mandated verbal de-escalation techniques.	Principal, Behavioral Specialist, Facility Staff	X	X	X	X	X	X	X	X	X	X	X	X	Training logs, Certificate of Completion	

**Goal 5:** All students will graduate from high school.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	

**Indicator:** College Readiness Standard on ELA TAKS-exit

<b>Group:</b>	<b># of Students Who Met College Readiness Standard</b>	<b>Target</b>
11th grade Students TAKS-exit ELA	2006-07 Masked due to small numbers.	2007-08 Campus data will be compared to district data.

**Indicator:** College Readiness Standard Math TAKS-exit

<b>Group:</b>	<b># of Students Who Met College Readiness Standard</b>	<b>Target</b>
11th grade students TAKS-exit Math	2006-07 Masked due to small numbers.	2007-08 Data of campus will compared to district data

<b>Goal 5 - Strategy 1      High School Completion</b>																		
<b>Leader(s):</b> Principal		<b>Brief Description:</b> All students will have a 4-year graduation plan.					<b>Evaluation Benchmark:</b> Number of students leaving 8th grade and/or entering 9th grade with graduation plans.											
<b>Leader Progress Report Dates:</b> End-of-semester																		
<b>Resources Required:</b> Time Teachers Principal Guidance Counselor		<b>FTE's Required:</b> Number of FTE's: None None Cost: None			<b>Source of Funds:</b> None										<b>Amount</b> \$0.00 \$0.00			
<b>Timeline</b>																		
<b>Activity</b>		<b>Person(s) Responsible</b>			<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
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.		Principal, Guidance Counselor			X	X	X	X	X	X	X	X	X	X	X	X	Plans	
Graduation plans will be reviewed at the end of each semester for students in grades 9-12.		Campus Staff							X					X	X	Up-to-date plans		
Implement Ansell-Casey Life Skills Program to aide in transition of student.		Principal, Teacher, Teacher Assistant, Dist Coor			X	X	X	X	X	X	X	X	X	X	X	X	Each student age 13 and up will have an individual plan produced	

<b>Goal 5 - Strategy 2</b>		<b>Transition</b>												
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Assist students in making smooth transitions from middle school to high school; and high school to college or workforce.											<b>Evaluation Benchmark:</b> Number of students returning to less restrictive environments.	
<b>Leader Progress Report Dates:</b> End-of-semester														
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>						<b>Amount</b>		
Time		Number of FTE's: None				None						\$0.00		
Teachers		None										\$0.00		
Supplies		Cost: None												
Staff														
Principal														
Parent Support														
Guidance Counselor														
District Coordinator														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Participate in district-wide assessment of students' strengths and needs in the areas of: career planning, communication, daily living, home life, housing and money management, self care, social relationships, work life and work/study skills. The assessment will be followed by the development and implementation of individual learning plans based on student	Guidance counselors, Teachers, Principals	X	X	X	X	X	X	X	X	X	X	X	X	Assessment

<b>Goal 5 - Strategy 2</b>		<b>Transition</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
driven goals.		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>n</b>	<b>l</b>
Professional development for staff in facilitating transitions for students.	Principal, Guidance Counselor			X	X	X	X	X	X	X	X			Workshop attendance

<b>Goal 5 - Strategy 3</b>		<b>Parent/Community Involvement</b>													
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Caregiver/Parent will be able to easily access the teachers and principal for questions, concerns, student progress and information related to the school setting.										<b>Evaluation Benchmark:</b> Increased parent contact			
<b>Leader Progress Report Dates:</b> January May															
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>								<b>Amount</b>	
Teachers		Number of FTE's: None				None								\$0.00	
Principal		None												\$0.00	
Parent Support		Cost: None													
Instructional Aides															
Facility Staff															
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
Teachers and caregivers complete logs weekly to share information about students school or home issues.	Teachers, Caregivers	X	X	X	X	X	X	X	X	X	X	X	X	X	Logs
Caregiver will attend an Open House at each school building to learn more about the campus goals and to view student's products/work.	Principal, Teacher, Caregiver		X										X	Open House Program	
Meet with Campus and Facility Staff to determine how best to involve parental entities in their child's education program.	Principal, Teachers, Facility	X										X	X	Agendas	
Workshops for parents, surrogates and	Reading Coord.,	X	X	X	X	X	X	X	X	X	X	X	X	X	Agendas

<b>Goal 5 - Strategy 3</b>		<b>Parent/Community Involvement</b>												<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
guardians: communication skills; anger management; special education.	Spec.Ed.Dir.													

<b>Goal 5 - Strategy 4</b>		<b>High School Allotment</b>												
<b>Leader(s):</b> Principal		<b>Brief Description:</b> High School Allotment funds will be used to increase high school completion and college readiness rates.											<b>Evaluation Benchmark:</b> Students earn 3 credits per semester	
<b>Leader Progress Report Dates:</b> End-of-Semster														
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>							<b>Amount</b>	
Teachers		Number of FTE's: None				High School Allotment							\$2,169.00	
Supplies		None											\$2,169.00	
Principal		Cost: None												
Parent Support														
Guidance Counselor														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Provide under-achieving students with instruction in study skills for success in college level work, academic and community support for success in college preparatory classes, and information about and access to college and financial aide.	Principal, Guidance Counselor, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Graduation Plan, Lesson Plans, Observations
Provide academic support and instruction to increase the number of students who complete the Recommended High School Plan, including extending credit recovery and credit advancement opportunities during the summer.	Principal, Guidance Counselor, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Number of students enrolled in classes for the Recommended High School Plan.

<b>Goal 5 - Strategy 4</b>		<b>High School Allotment</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>u</b>		
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>		
Increase the number of students taking preparatory and college entrance exams.	Principal, Guidance Counselor, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Preparatory and college entrance exams.	

# Regular Foundation School Program Activities

Annunciation

Planning Allocation: \$ 3689.00

Use of Funds	Budget
<b>Contracts (6200)</b> <input type="checkbox"/> Tutorials <input type="checkbox"/> Reimbursement to teachers for professional development expenses <input type="checkbox"/> Correspondence Courses <input type="checkbox"/> Other:	
<b>Supplies and materials (6300)</b> (laminating machine, curriculum materials to augment learning needs, library books, etc.)	3689.00
<b>Technology supplies and materials (6300)</b>	
Educational Field Trips (coordinate with UCS fiscal office)	
Educational Student Incentives (coordinate with UCS fiscal office)	
<b>Other (6400)</b>	
<b>Total Budget</b>	<b>3689.00</b>

# High School Allotment Program Activities

## ANNUNCIATION

High School Allotment Campus Allocation: \$ 2,169

Use of Funds	Budget
<b>Contracts (6200)</b> <input type="checkbox"/> Correspondence Courses <input checked="" type="checkbox"/> Other: Plato	1517.50
<b>Supplies and materials (6300)</b> <input type="checkbox"/> Supplies and materials for college awareness displays/workshops <input type="checkbox"/> Professional development materials related to High School Allotment program activities <input type="checkbox"/> Supplies and materials to support summer program for 8 <sup>th</sup> graders transitioning to 9 <sup>th</sup> grade <input type="checkbox"/> Other	
<b>Other (6400)</b> <input type="checkbox"/> Educational Field Trips—entrance fees (must be coordinated with UT-UCS fiscal office) <input checked="" type="checkbox"/> Tuition and fees for students in dual enrollment classes <input type="checkbox"/> Test fees for College prep exams, included PSAT, SAT, ACT <input type="checkbox"/> Registration fees for staff (small learning communities, facilitating college transition) <input type="checkbox"/> Other:	651.50
<b>Total Budget</b>	<b>2169.00</b>

# State Compensatory Education Program Activities

Annunciation

State Compensatory Education Campus Allocation: \$ 3100.00

Activity	Program Description	Budget Amount
Contracts (6200): <input type="checkbox"/> Consultants <input type="checkbox"/> Tutorials <input type="checkbox"/> Extra-duty pay to contracted teachers <input type="checkbox"/> Other: _____		
Supplies and Materials, including technology to support the following (6300)— <input type="checkbox"/> Reading <input checked="" type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Parent Involvement <input type="checkbox"/> Professional Development <input type="checkbox"/> Transition activities (not Special Education) <input type="checkbox"/> Other: _____		3035.00
Other (6400): Registration fees and travel expenses for professional development in— <input type="checkbox"/> Classroom management <input type="checkbox"/> Content area <input type="checkbox"/> Teaching strategies <input type="checkbox"/> Other: _____  <input checked="" type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other: _____		65.00

Total: 3100.00

UT-UCS at Annunciation Home plans to use its State Compensatory Education funds for the following activities:

- Purchasing Plato Programs in English Language Arts and Mathematic
- Certification for HQ status for teacher

# Title II, Part A Program

Annunciation

Title II, Part A Campus Allocation: \$      519

Activity	Program Description/Use of Funds	Budget
Personnel (6100)	NA	NA
Contracts (6200): <input type="checkbox"/> Consultants for professional development <input type="checkbox"/> Extra-duty pay to contracted teachers for professional development <input type="checkbox"/> Other (Specify)		
Supplies and Materials (6300)--- for professional development activities		
Supplies and Materials (6300)--- Technology needs to conduct professional development activities		
Other (6400)--- Registration fees and travel expenses for professional development in--- <input type="checkbox"/> Classroom management <input type="checkbox"/> Content area <input type="checkbox"/> Teaching strategies <input type="checkbox"/> Other: _____  <input checked="" type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other: _____		\$519

Total:      **\$519**

UT-UCS at Annunciation Home has 100 % of its teachers core academic subjects highly qualified in their primary field; however, additional certifications are needed to have the teacher highly qualified in all core academic subjects taught.

In order to improve instruction, the campus will focus its professional development efforts in the following areas:

- Certify classroom teacher in Special Education
- Certify classroom teacher in ESL
- Help classroom teacher reach HQ in Mathematics, Science and English/Language Arts

<b>2007-08 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Principal	Kathy Uplinger		uplinger@mail.utexas.edu	
Classroom Teacher	Kay Turnell	All Subjects	512 864 3870	
Facility Staff	Linda Holstrom			
LSSP	Candy Smith			
Facility Staff/Parent Representative	Christy Aaronson		512 864 7755	