

University of Texas-University Charter School at DePelchin-Richmond

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.

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University of Texas-University Charter School at DePelchin-Richmond Belief Statements

- 1 Vision Statement: 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 Education Philosophy and Pedagogy: Educational programs should be learner-centered, outcome-oriented, data-driven, performance-based, scientifically researched, and collaborative. Thus, pedagogy must be driven by individual student needs, informed through disaggregated data, formulated by researched-based practices, delivered by highly trained teachers, and overseen by a team of subject-specific curriculum

- 3 Motto:
Education is the map.
Desire is the compass.
Knowledge is the vehicle.
The future is our destination.

Campus Profile:

DePelchin Children's Center is located in Richmond, Texas and offers a comprehensive continuum of services including adoption, foster care, family support and prevention services as well as residential treatment services. The DePelchin-Richmond Unit is a 20-bed residential program that provides therapeutic care for youth ages 5 to 12 from staff trained in behavioral interventions and management, therapeutic interventions, child development and first aid. A range of services are provided including individual, group and family therapy, community and family living skills, socialization and recreational therapeutic approaches. All services are structured to the individual's needs.

The University of Texas – University Charter School at DePelchin-Richmond offers a structured educational program for students in grades Pre-K through 6 that works in conjunction with the treatment center, combining a well-balanced approach to meet the unique academic and behavioral needs of each student. Teachers are trained to serve the educational needs of diverse learners and consistently support the therapeutic goals of the treatment plans as outlined by the facility's treatment team. The ongoing goal for all of the students is to become successful in their post-discharge placements.

During the 2007-2008 school year, UT-UCS at DePelchin Richmond is implementing several program improvement strategies based on recommendations from the Campus Improvement Team. The purpose of these strategies is to focus on fostering educational and academic improvement, measuring student academic progress and improving communication and coordination between the school and the facility.

1. All students will be benchmarked using released TAKS tests from TEA to determine a baseline of skills.
2. Content-area specialists will work with instructional staff to set growth targets for individual students.
3. Periodic assessments will be conducted to track student progress toward growth targets.
4. Measures of Academic Progress (MAP) tests will be given 3 times a year (fall, winter and spring). MAP RIT goals will be set with each student in all assessed areas based on the first testing administration. These goals will be reviewed with the students after the subsequent assessments to track improvement.
5. Staff meetings are held weekly involving both the instructional staff and the unit to increase communication between the two.
6. Monthly team-building meetings will be held by school staff to foster better internal communication and to help boost campus morale.
7. The school will develop and implement a school-wide incentive program that is similar to the program used on the unit.

Title I, Part A Schoolwide Program Description:

UT-UCS at DePelchin Richmond has a low-income percentage of 100%, as reported on the 2007-2008 NCLB Application for Federal Funding and is operating a Title I, Part A Schoolwide Program to upgrade the entire education program at the campus. All students at the campus are eligible to receive services. The following fund sources are included in this effort:

- Title I, Part A [Program Intent Code 24]
- Title II, Part A [Program Intent Code 24]
- State Compensatory Education [Program Intent Code 30]
- State Foundation Funds
- High School Allotment

Although expenditures under each of these fund sources will keep their fiscal identity and will be tracked and reported separately by program, the funds lose their program identity to the Title I, Part A schoolwide program described below. These can be used for any expense related to the instructional program described in this Campus Improvement Plan, without regard to whether that expense is part of the foundation program or part of a supplemental program. It is understood that the intent and purpose of each of these programs must still be met and that all of the intended populations must be still served.

Individual student academic assessment results will be provided to parents/caregivers, in a language that the parent can understand, through the same transmission method that is used for student report cards. Individual parent/caregiver conferences to discuss these results are available on request.

Comprehensive Needs Assessment 2007-2008

The Task Force conducted a Comprehensive Needs Assessment of UT—UCS@DePelchin-Richmond, including information from the following data sources:

- Assessment Data [TAKS/SDAA; AYP]
- Attendance Data
- Incident and Restraint Data
- Continuous Improvement Plan from Performance-Based Monitoring Assessment System
- Highly Qualified Teacher Status [Preliminary reports]
- Measure of Academic Progress (MAP)
- Student Sign In-Out Sheets

Summary—

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

Strengths

- Above state average in attendance because most students reside on campus in a structured environment.
- Ratio of teachers/support staff to students.
- Comprehensive technology plan, good equipment at the campus level.
- All teachers have Special Education Certification.
- Commitment to professional development for teachers in core academic subjects to meet Highly Qualified Teacher requirements.
- Reading specialists provides support/training for teachers across content areas, including modeling of instructional strategies.
- Math specialist provides support/training for teachers across content areas, including modeling of instructional strategies.
- Commitment to provide high-quality supplemental instructional materials.

Needs

- Reduce testing irregularities through better test administration preparation and implementation.
- Improved training concerning consistent practices related to documentation and timely submission of campus data, including enrollment data, restraint information, and discipline referrals.
- Continue to upgrade technology equipment and training.
- Training/staff development for teachers and administrative personnel in the use of technology.
- Structured professional development plan to provide educational opportunities for teachers to add to core content knowledge or to meet Highly Qualified Teacher requirements.
- Improve communication through access to e-mail and web site.
- Explore alternative scheduling to better utilize teachers' highly qualified status.
- Individualized instruction for students most in need of reading instruction.

- Improve instruction in math and science.
- Parent involvement program tailored to meet campus needs.
- Information/assistance for students transitioning to public school.
- Improve benchmark testing practices.
- Raise the bar on rigor for all students.
- Improve use of MAP assessment results in goal-setting with students.
- Add team building activities to improve communication between the school and the facility.

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 and mathematics.

Correlates with:

District Goals			
1) Student Achievement	2) Student Achievement--LEP	3) Highly Qualified	4) Safe and Orderly Environment
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
NCLB/ESEA Goals and Indicators			
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			
Effective School Correlates			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Indicator: TAKS Reading

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	* %	2007	≥ 90 %	2012-13	≥ 70 %	2008	

Indicator: TAKS English/Lang. Arts

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	* %	2007	≥ 90 %	2012-13	≥ 70 %	2008	

Indicator: TAKS Math

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	* %	2007	≥ 90 %	2012-13	≥ 70 %	2008	

* Data masked due to small numbers.

Indicator: TAKS Writing

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	* %	2007	≥ 90 %	2012-13	≥ 70 %	2008

Indicator: TAKS Science

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	* %	2007	≥ 90 %	2012-13	≥ 70 %	2008

Indicator: TAKS Social Studies

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	* %	2007	≥ 90 %	2012-13	≥ 70 %	2008

* Data masked due to small numbers.

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	* %	2007	≥ 90 %	2012-13	≥ 70 %	2008

* Data masked due to small numbers.

Goal 1 - Strategy 1															Reading Improvement
Leader(s): Principal			Brief Description: Show academic growth in Reading to meet performance goals set by the State						Evaluation Benchmark: TAKS, TAKS-M, and MAP						
Leader Progress Report Dates: September January															
Resources Required: Teachers Reading Specialist Principal Instructional Aides District Staff			FTE's Required: Number of FTE's: None Cost: None			Source of Funds: None						Amount \$0.00 \$0.00			
Timeline															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Implementation of Planning Guides	Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Classroom observations Walk-throughs Lesson Plans MAP Results	
Implementation of weekly curriculum teacher meetings	Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Meeting agendas Meeting notes Teacher Feedback	
Implement 3-Tier Struggling Reading Model	Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Walk-throughs	

Goal 1 - Strategy 1 Reading Improvement														
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	r	a	u	u	
		g	p	t	v	c	n	b	r	p	y	n	l	
														Lesson Plans MAP Results
Implementation of reading strategies throughout content areas	Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Classroom Observation Teacher Feedback
Teach reading as a process: ·Use strategies that activate prior knowledge ·Help students make and test predictions ·Structure help during reading ·Provide after-reading applications, including practice on writing short answers	Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Classroom Observation Teacher Feedback
Provide a wide and rich range of literature from which children chose to read	Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Classroom Observation Walk-throughs
Provide a system for screening students to identify those whom may have dyslexia or related disorders.	Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Home Language Survey Local Support Team TAKS Observations Achievement tests
After School Incentive Reading Program	Reading Specialist	X	X	X	X	X	X	X	X	X	X			TAKS Tallies of books read Observations
Continue implementing UT-UCS Dyslexia policy and procedures.	Princ, Reading Spec, LSSP, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Home Language Survey, Observation, Local Support Team
Continue implementing the Local Support Team (LST) and 504 procedures concerning dyslexia and related areas.	Princ, Reading Spec., LSSP, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Local Support Team files
Continue providing direction and training for	Princ, Reading Spec,	X	X	X	X	X	X	X	X	X	X	X	X	Agendas, Sign-Ins,

Goal 1 - Strategy 1		Reading Improvement													
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	r	r	a	y	u	l
those providing dyslexia identification and referrals.	LSSP, Teachers, Dys. Coord													Surveys	
Continue providing direction and training for those providing dyslexia instruction using the district dyslexia programs.	Princ, Reading Spec, Dyslexia Coord, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Agendas, Sign-Ins, Surveys, Observations	
Provide parent information session(s) covering the characteristics of dyslexia.	Princ, Guidance Counselor	X	X	X	X	X	X	X	X	X	X	X	X	Agendas, Sign-Ins, Surveys	

Goal 1 - Strategy 2		English/Language Arts Improvement												
Leader(s): Principal		Brief Description: Show academic growth in English/Language Arts to meet performance goals set by the State					Evaluation Benchmark: TAKS, TAKS-M, and MAP							
Leader Progress Report Dates: September January														
Resources Required: Instructional Aides Teachers Reading Specialist Principal District Staff		FTE's Required: Number of FTE's: None None Cost: None			Source of Funds: None								Amount \$0.00 \$0.00	
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Class time spent on process writing to complete writing assignments, including teacher modeling as a demonstration of processes	Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X			Lesson Plans Student Products/Portfolios Observations
Use Six-Trait Writing for teaching the traits of writing and evaluating writing	Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Student Products/Portfolios Observations
Apply standard grammar and mechanics in context at the editing stage and as items are needed	Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Student Products/Portfolios

Goal 1 - Strategy 2		English/Language Arts Improvement												
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	r	r	a	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
														Observations
Write for a variety of audiences and in a variety of forms: 1) formally and 2) informally	Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Student Products/Portfolios Observations
Use writing across the curriculum as a tool for learning	Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Student Products/Portfolios Observations

Goal 1 - Strategy 3		Math Improvement												
Leader(s): Principal		Brief Description: Show academic growth in mathematics to meet performance goals set by the State					Evaluation Benchmark: TAKS, TAKS-M, and MAP							
Leader Progress Report Dates: September January														
Resources Required:		FTE's Required:			Source of Funds:								Amount	
Instructional Aides		Number of FTE's: None			None								\$0.00	
Teachers		None											\$0.00	
Math Specialist		Cost: None												
District Staff														
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Plan and implement math TEKS using the UT-UCS scope and sequence	Math Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Student Products/Portfolios Observations
Implement MAP diagnostics to assess individual student math abilities, guide instruction and measure growth	Sp. Ed Support/Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Student Products/Portfolios Observations
Provide hands-on activities (manipulatives, games, labs) into math instruction	Teachers/Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Student Products/Portfolios Observations

Goal 1 - Strategy 3 Math Improvement														
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	
Support reading instruction in math classroom	Reading Specialist/Math Specialist/Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Student Products/Portfolios Observations
Increase technology into math instruction (Ignite, graphing calculators)	Teachers/Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Student Products/Portfolios Observations

Goal 1 - Strategy 4		Science Improvement												
Leader(s): Principal		Brief Description: Show academic growth in science to meet performance goals set by the State					Evaluation Benchmark: TAKS, TAKS-M, and MAP							
Leader Progress Report Dates: September January														
Resources Required: Teachers Science Specialist Instructional Aides District Staff		FTE's Required: Number of FTE's: None None Cost: None					Source of Funds: None					Amount \$0.00 \$0.00		
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Teach Science consistent with the TAKS Objectives demonstrating the: -Nature of science -Organization of living systems -Interdependence of organisms and the environment -Properties and structure of matter -Understanding of motion, forces and energy.	Science Specialist/Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Classroom Observation Student Products Lesson Plans Access to UCS Web site with scope and sequence
Primary instructional emphasis on comprehension, including TAKS practice items	Science Specialist/Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Classroom Observation Student Products
Increased consistency with Science Scope	Science	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans

Goal 1 - Strategy 4 Science Improvement																
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	r	p	a	y	n	l	
and Sequence	Specialist/Teachers															Classroom Observation Student Products
Integrate Science with reading, social studies, math and language projects	Science Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	X		Classroom Observation Lesson Plans Student Products
Increase use of technology in classrooms (Ignite, United Streaming)	Teachers/Science Specialist	X	X	X	X	X	X	X	X	X	X	X	X	X		Lesson Plans Classroom Observation
Increase science demonstrations and student lab activities with relevant assessment activities	Science Specialist/Teachers	X	X	X	X	X	X	X	X	X	X	X	X	X		Classroom Observations Walk-throughs Student Products
Observe and model science lessons and activities and provide feedback to teachers	Science Specialist	X	X	X	X	X	X	X	X	X	X	X	X	X		Classroom Observation Lesson Plans Student Products

Goal 1 - Strategy 5		Social Studies Improvement													
Leader(s): Principal		Brief Description: Show academic growth in social studies to meet performance goals set by the State										Evaluation Benchmark: TAKS, TAKS-M, and MAP			
Leader Progress Report Dates: September January															
Resources Required:		FTE's Required:					Source of Funds:					Amount			
Teachers		Number of FTE's: None					None					\$0.00			
Social Studies Specialist		None										\$0.00			
Reading Specialist		Cost: None													
Principal															
Instructional Aides															
District Staff															
Timeline															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Plan and implement content-based literacy centers for multiple-based Social Studies classes.	Principal/Soc. Studies Spec./Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Teacher feedback Lesson plans Classroom observations	
Provide more instruction in the use of graphic organizers.	Curriculum Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Classroom Observations	
Incorporate process writing into the Social Studies content.	Reading Specialist, Soc. Studies Spec, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Classroom Observations	

Goal 1 - Strategy 5 Social Studies Improvement															
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation	
Provide a variety of TAKS prep materials for 8th, 10th, and Exit-level Social Studies students	Curriculum Specialist/Principal	X	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Classroom Observations
Expand the use of special programs (i.e., Ignite, Purple Cows) and Social Studies software on student computers	Principal/Social Studies Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Classroom Observations	

Goal 1 - Strategy 6		Technology													
Leader(s): Principal		Brief Description: Show academic growth through increased use of technology to meet performance goals as set by the State Accountability System of NCLB.										Evaluation Benchmark: Student Performance on TAKS, TAKS-M, and Measures of Academic Progress (MAP)			
Leader Progress Report Dates: January May															
Resources Required:		FTE's Required:				Source of Funds:								Amount	
Technology Staff		Number of FTE's: None				None								\$0.00	
Teachers		None												\$0.00	
Principal		Cost: None													
Instructional Aides															
District Staff															
Computers															
Timeline															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Staff development and training will be offered to all teachers in the use of current classroom technologies utilized by UT-UCS.	IT Staff/Principal	X	X	X	X	X	X	X	X	X	X	X	X	X	Training Evaluations, Surveys, Agendas
Provide educational software in conjunction with core curriculum.	Principal/Curriculum Specialists	X	X	X	X	X	X	X	X	X	X	X	X	X	Surveys
Improve the computer/student ratio.	IT Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	Campus Inventory
Replace ineffective and obsolete equipment.	IT Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	Campus Inventory, Purchase Requisitions
Professional development to improve the	IT Staff/Principal/Spec.	X	X	X	X	X	X	X	X	X	X	X	X	X	Agendas, Surveys,

Goal 1 - Strategy 6		Technology													
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	r	a	u	u		
		g	p	t	v	c	n	b	r	r	y	n	l		
use of technology.	Programs Coordinator													Sign-In Sheets	

Goal 1 - Strategy 7		Ensure fiscal & program compliance												
Leader(s): Principal		Brief Description: Coordinate funding from state and federal resources to provide an effective, integrated instructional program.											Evaluation Benchmark: Performance-Based Monitoring Analysis System; Annual Audits.	
Leader Progress Report Dates: End of the semester														
Resources Required: LSSP District Staff Teachers Principal District Admin. Staff		FTE's Required: Number of FTE's: None None Cost: None			Source of Funds: None								Amount \$0.00 \$0.00	
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Ensure that UT-UCS policies and procedures are followed.	Principal, Teachers, District Staff	X	X	X	X	X	X	X	X	X	X	X	X	Walk-throughs, Review of Files
Ensure implementation of NCLB policies and procedures.	Principal/District Staff/Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Timely submission of reports and documentation.
Ensure implementation of Special Education policies and procedures.	Principal/LSSP	X	X	X	X	X	X	X	X	X	X	X	X	Timely submission of reports and documentation.
Ensure IEPs are implemented.	Principal, Curric Spec, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	IEPs Student Portfolios Lesson Plans

Goal 1 - Strategy 7		Ensure fiscal & program compliance												
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	r	r	a	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
														Benchmark Testing
Monitor teacher certifications for approaching expiration dates.	Principals/Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Certificates

Goal 1 - Strategy 8		Improving Academic Success through Art													
Leader(s): Principal		Brief Description: Art courses will incorporate reading, math, science, and social studies objectives.										Evaluation Benchmark: TAKS, MAP			
Leader Progress Report Dates: End of semester															
Resources Required: Audio Visual Equipment Instructional Aides Teachers Supplies		FTE's Required: Number of FTE's: None none Cost: None				Source of Funds: None								Amount \$0.00 \$0.00	
Timeline															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Students will identify art elements such as color, texture, space, patterns, and proportion	Teachers		X	X	X	X	X	X	X	X	X	X	X	X	Walk-throughs; Lesson plans; Portfolios
Students will create artwork based on personal observations and experiences	Teachers		X	X	X	X	X	X	X	X	X	X	X	Walk-throughs; Lesson plans; Portfolios	
Students will produce drawings, paintings, prints, constructions, ceramics using a variety of art materials	Teachers		X	X	X	X	X	X	X	X	X	X	X	Walk-throughs; Lesson Plans; Portfolios	
Students will compare artwork from past and present and write stories documenting the history and traditions.	Teachers		X	X	X	X	X	X	X	X	X	X	X	Walk-throughs; Lesson plans; Portfolios	
Students will respond to sound, music,	Teachers		X	X	X	X	X	X	X	X	X	X	X	Walk-throughs; Lesson	

Goal 1 - Strategy 8		Improving Academic Success through Art													
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		
images, and movement, and will participate in dramatic play.															plans; Portfolios

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:

District Goals			
1) Student Achievement	2) Student Achievement--LEP	3) Highly Qualified	4) Safe and Orderly Environment
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
NCLB/ESEA Goals and Indicators			
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			
Effective School Correlates			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

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	≥ TBD %	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	≥ TBD %	2008	

Indicator: TELPAS: % of K-2 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	≥ TBD %	2012-13	≥ TBD %	2008	

* Data masked due to small numbers.

Indicator: TELPAS: % of K-2 attaining Advanced High

Grade: All

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

* Data masked due to small numbers.

Goal 2 - Strategy 1 **ESL Program**

<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: September January</p>	<p>Brief Description: Campus Performance Objective: Show academic growth for Limited English Proficient students in reading/language arts, English, mathematics, science, and social studies; and meet performance goals set by the State Accountability System and the No Child Left Behind Act of 2001.</p>	<p>Evaluation Benchmark: TAKS, TAKS-M, TELPAS, and MAP</p>
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<p>Resources Required: Teachers Principal LPAC Committee Instructional Aides ESL Coordinator District Staff</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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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	
Appoint LPAC Committee Members	Principal	X	X	X	X	X	X	X	X	X	X	X	X	LPAC Committee List
Train LPAC Committee Members on LPAC procedures and requirements	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Agendas, Sign-Ins, Surveys
Maintain supply of testing materials at each campus	Principal, LPAC Chairperson	X	X	X	X	X	X	X	X	X	X	X	X	Supplies, Inventory
Increase instructional time in the Reading/Language Arts schedule	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Schedule Report Cards
Extended-day tutorial sessions for LEP	Principal, ESL		X	X	X	X	X	X	X	X	X			Tutorial Logs

Goal 2 - Strategy 1		ESL Program													
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	r	a	y	u	l	
students	Coordinator														
Multi-sensory vocabulary enrichment activities in all content areas	Teachers, Curriculum Specialist	X	X	X	X	X	X	X	X	X	X			Criterion-referenced assessments	
Build students' second language skills using appropriate materials	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans, Observations	
ESL Teachers attend seminars to enhance skills in planning and delivering instruction	Principals, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Agendas, Sign-Ins, Certificates of Completion, Surveys	
Incorporate culture-rich material related to students' native language	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans, Observations	

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

Correlates with:

District Goals		
3) Highly Qualified		
State Objectives		
1) Partnering Parents with Educators	6) School Personnel	9) Instructional Techniques
NCLB/ESEA Goals and Indicators		
3) Highly Qualified Staff		
Effective School Correlates		
3) Instructional Leadership	7) Home-School Relations	
Title I - Schoolwide Programs		
3) Instructional	4) Professional Development	5) Professional Staff

Indicator: Highly Qualified Teachers

Group:	Highly Qualified teacher status	Target
Core academic subject teachers	2005-2006 HQ teachers: 100.0%	2007-2008: 100.0%
	2006-2007 HQ teachers: 100.0%	

Indicator: % Classes Taught by HQ Teachers

Group:	% Classes Taught by HQ Teachers	Target
Core Academic Subject Teachers	2005-2006 HQ teachers: 97.7%	2007-2008 HQ teachers: 100.0%
	2006-2007 HQ teachers: 100.0%	

Goal 3 - Strategy 1 **Highly Qualified Staff--Professional Development**

<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: August October June</p>	<p>Brief Description: Campus Performance Objective: Provide all teachers with sustained, high-quality professional development opportunities that increase their knowledge of core academic subject areas.</p>	<p>Evaluation Benchmark: Percentage of teachers who are highly qualified by the end of the school year; Number of core academic subject classes taught by highly qualified teachers.</p>
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<p>Resources Required: Teachers Principal Instructional Aides District Staff District Coordinator</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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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	
Half-day Campus based workshops on curriculum and instruction, test –taking strategies and behavior interventions	Principal, District Staff				X	X				X				Agendas Evaluations Surveys Walkthroughs
"Best Practices" opportunities for off-site coursework/workshops	Principal, District Staff	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of Completion Transcripts
Provide opportunities for teachers and instructional aides to attend training to increase knowledge of core academic	Principal, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Training Certificates

Goal 3 - Strategy 1		Highly Qualified Staff--Professional Development												Evaluation
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
subjects.		u	e	c	o	e	a	e	a	p	a	u	u	
Provide teachers and instructional aides with training opportunities to increase knowledge of classroom management techniques, and learning styles so that they are better able to assist with instruction in the classroom.	Principal, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Training Certificates

Goal 3 - Strategy 2		Recruitment and Retention Plan														
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: August November/December May</p>		<p>Brief Description: The campus will have a recruitment and retention plan that describes strategies: to increase the percentage of HQ teachers on campus to meet 100%; ensure that low-income students and minority students are not taught at higher rates than other student groups by teachers who are not HQ; assist teachers not currently HQ to meet HQ requirements in a timely manner.</p>										<p>Evaluation Benchmark: Percentage of teachers who are highly qualified by the end of the school year. Number of core academic subject classes taught by highly qualified teachers.</p>				
<p>Resources Required: District Staff Principal Teachers Campus Admin. Staff</p>		<p>FTE's Required: Number of FTE's: None None Cost: None</p>			<p>Source of Funds: None</p>										<p>Amount \$0.00 <hr/>\$0.00</p>	
Timeline																
Activity		Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Analyze current teaching assignments in conjunction with each teacher's Highly Qualified status to ensure the most effective use of existing staff.		Principal, District Staff	X	X	X	X	X	X	X	X	X	X	X	X	Evaluations & Transcripts	
Facilitate scheduling of classes so that a teacher who is HQ in a subject will teach that subject or be available to teach that subject at another campus.		Principal	X	X	X	X	X	X	X	X	X	X	X	X	Transcripts Records Surveys	
Based on performance evaluations, either encourage teachers who are currently		Principal	X	X	X	X	X	X	X	X	X	X	X	X	HQ Status Reports, Master Schedules	

Goal 3 - Strategy 2		Recruitment and Retention Plan												Evaluation
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
teaching out-of-field to add the area to their certificate or change their assignments to match their existing certification fields.														
Reimburse teaching staff for certain costs (defined in UT-UCS policy) with meeting the highly qualified teacher requirements.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	HQ Status Reports

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

Correlates with:

District Goals			
1) Student Achievement	2) Student Achievement--LEP	4) Safe and Orderly Environment	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	8) School Environment		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments		
Effective School Correlates			
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	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs

Indicator: Students removed from class

Group:	Student Removals	Baseline
Students	Data collection began in 2006-2007; however, data quality was insufficient for use in establishing valid baseline. Procedures in 2007-2008 have been formalized to ensure quality data	Will be set in May 2008 for future use as indicator.

Indicator: Restraints

Group:	Number of students restrained	Target
Students	Data collection began in 2006-2007; however, data quality was insufficient for use in establishing valid baselines. Data collection procedures have been formalized in 2007-2008 to ensure data quality.	Target to be determined.

Goal 4 - Strategy 1 **Safe Schools**

<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: 6-weeks periods</p>	<p>Brief Description: Campus Performance Objectives: 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>Evaluation Benchmark: Number of incidents for which students are removed from class for more than 50% of the instructional day.</p>
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<p>Resources Required: Instructional Aides Teachers Principal LSSP District Staff Behavior Specialist</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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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	
Strategies in classroom management introduced through district/ campus-based and facility directed meetings	Principal, LSSP, Behav Spec, Teachers, Inst. Aides	X	X	X	X	X	X	X	X	X	X	X	X	Evaluations Certificate of attendance
Opportunities for attendance at outside workshops on classroom management topics	Principal, District Staff, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of completion Surveys
Require staff attending workshops to provide training through campus-based meetings	Principal, Behavior Spec, Dist Staff	X	X	X	X	X	X	X	X	X	X	X	X	Agendas Surveys

Goal 5: All students will graduate from high school.

Correlates with:

District Goals			
1) Student Achievement	2) Student Achievement--LEP	5) Graduation Rate	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	7) Student Performance	8) School Environment	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	5) All Students will Graduate from High School	
Effective School Correlates			
2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	6) Parental Involvement
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

Indicator: Returning to less restrictive environments

Group:	Number of Students	Target
All students	2007-2008: Begin data collection for this indicator. Set benchmark in May 2008 for 2008-2009 school year.	To be determined.

Goal 5 - Strategy 1		Transition													
Leader(s): Principal		Brief Description: Assist students in making smooth transitions from elementary to middle school; middle school to high school; and high school to college or workforce.										Evaluation Benchmark: Number of students returning to less restrictive environments.			
Leader Progress Report Dates: End-of-semester															
Resources Required:		FTE's Required:					Source of Funds:					Amount			
Teachers		Number of FTE's: None					None					\$0.00			
Time		None										\$0.00			
Supplies		Cost: None													
Principal															
District Staff															
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	r	a	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l		
Assess students' strengths, needs and interests 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.	Principals, Counselors, Teachers	X	X										X	X	Surveys
Professional development for staff in facilitating transitions for students.	Principals, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	X	Training Certificates

Goal 5 - Strategy 2		Parent/Community Involvement												
Leader(s): Principal		Brief Description: Campus Performance Objective: Involve and maintain communication with parents, the community, and school districts in order to facilitate students' successful transitions to a less restrictive environment											Evaluation Benchmark: Number of parent involvement events/activities; number of parents/caregivers attending.	
Leader Progress Report Dates: Six-week periods														
Resources Required: Teachers Principal LSSP Facility Staff District Coordinator		FTE's Required: Number of FTE's: None None Cost: None			Source of Funds: None								Amount \$0.00 \$0.00	
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Meet with campus and facility staff to determine how best to involve parental entities in their child(ren)'s education program.	Principal, Teachers			X		X		X		X		X		Meeting agendas Team meetings Focus Improvement Plan Meetings
Incorporate parental involvement training into the campus-based half-day staff development meetings.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Meeting agendas
Have workshops for parents, surrogates, guardians on: a. Parenting skills b. Communication skills	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Workshop agendas Workshop evaluations Surveys

Goal 5 - Strategy 2		Parent/Community Involvement													
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	r	p	a	y	n	l
c. Homework completion tips d. Anger management e. Instructional strategies															
Include parents/guardians in campus activities and notify parents/guardians of their rights.	Principal, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Documentation of receiving parent handbook	
Coordinate with facility staff to provide students with transition packet on leaving UT-UCS.	Principal, LSSP, Teach, Fac. Staff	X	X	X	X	X	X	X	X	X	X	X	X	Review Packets	

Title I, Part A Program

Title I, Part A Schoolwide Program Description

UT-UCS at **DePelchin Richmond** has a low-income percentage of 100%, as reported on the 2007-2008 NCLB Application for Federal Funding and is operating a Title I, Part A Schoolwide Program to upgrade the entire education program at the campus. All students at the campus are eligible to receive services. The following fund sources are included in this effort:

- Title I, Part A [Program Intent Code 24]
- Title II, Part A [Program Intent Code 24]
- State Compensatory Education [Program Intent Code 30]
- State Foundation Funds

Although expenditures under each of these fund sources will keep their fiscal identity and will be tracked and reported separately by program, the funds lose their program identity to the Title I, Part A schoolwide program described below. These can be used for any expense related to the instructional program described in this Campus Improvement Plan, without regard to whether that expense is part of the foundation program or part of a supplemental program. It is understood that the intent and purpose of each of these programs must still be met and that all of the intended populations must be still served.

Individual student academic assessment results will be provided to parents/caregivers, in a language that the parent can understand, through the same transmission method that is used for student report cards. Individual parent/caregiver conferences to discuss these results are available on request.

Title I, Part A Campus Allocation: \$ _\$6375_____

Activity	Budget Amount
Contracts (6200): <input type="checkbox"/> Consultants <input checked="" type="checkbox"/> Tutorials <input type="checkbox"/> Extra-duty pay to contracted teachers <input type="checkbox"/> Other: _____	\$1000
Supplies and Materials, including technology to support the following (6300)-- <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Parent Involvement <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Transition activities (not Special Education) <input type="checkbox"/> Other: _____	\$3875
Other (6400): Registration fees and travel expenses for professional development in— <input checked="" type="checkbox"/> Classroom management <input checked="" 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: _____	\$1500

Total: _\$6375__

Title I, Part A—Parental Involvement Allocation: \$565

- Light refreshments for parental involvement meetings, including Open House.
- Professional development opportunities for staff to increase capacity for encouraging parental involvement in educational program.

Title II, Part A Campus Allocation: \$ 919 _____

Activity	Budget
Personnel (6100)	NA
Contracts (6200): <input type="checkbox"/> Consultants for professional development <input checked="" type="checkbox"/> Extra-duty pay to contracted teachers for professional development <input type="checkbox"/> Other (Specify)	\$619
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 checked="" type="checkbox"/> Classroom management <input checked="" type="checkbox"/> Content area <input checked="" type="checkbox"/> Teaching strategies <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other: _____	\$300

Total: \$919 _____

State Compensatory Education Campus Allocation: \$ 20,125

Activity	Budget Amount
Contracts (6200): <input type="checkbox"/> Consultants <input checked="" type="checkbox"/> Tutorials <input type="checkbox"/> Extra-duty pay to contracted teachers <input type="checkbox"/> Other: _____	\$4000
Supplies and Materials, including technology to support the following (6300)-- <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Parent Involvement <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Transition activities (not Special Education) <input type="checkbox"/> Other: _____	\$13125
Other (6400): Registration fees and travel expenses for professional development in— <input checked="" type="checkbox"/> Classroom management <input checked="" type="checkbox"/> Content area <input checked="" type="checkbox"/> Teaching strategies <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other: _____	\$3000

Total: \$20,125

DePelchin Richmond Regular Foundation School Program Activities

Planning Allocation: \$ ____4904_____

Use of Funds	Budget
Contracts (6200) ____Tutorials ____Reimbursement to teachers for professional development expenses ____Correspondence Courses ____Other:	
Supplies and materials (6300) (laminating machine, curriculum materials to augment learning needs, library books, etc.)	\$3204
Technology supplies and materials (6300)	\$1000
Educational Field Trips (coordinate with UCS fiscal office)	\$200
Educational Student Incentives (coordinate with UCS fiscal office)	\$300
Other (6400)	\$200
Total Budget	

Overview of Regular Foundation School Program

Personnel—

- ____3__ # teachers
- ____1__ # paraprofessionals
- _____.5__ # registrar

General Instruction costs paid by campus:

- General library books
- Field trips to support general curriculum
- Student incentives
- Technology supplies
- General campus administrative supplies

2007-08 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	John L. Merriwether		jmerriwether@mail.utexas.edu University Charter School @DePelchin-Richmond 4950 Memorial Drive Houston, TX 77007 (713)802-6256	
Classroom Teacher	Trisha Day		(713)802-6256	
Non-Classroom Professional Staff	Cheryl Riphagen		(281)660-7527	
Non-Classroom Professional Staff	Leanne Owens		(713)802-6256	
Non-Classroom Professional Staff	Constance Drenon		(713)802-6256	
Paraprofessional	Freda Humphrey		(713)802-6256	
Surrogate Parent	Paulette Bingley		(713)598-2514	
Facility Representative	Cean Cotton		DePelchin-Richmond	
Facility Representative	Eva Armstrong		DePelchin-Richmond	