

University of Texas -University Charter School at Kozmetsky

Campus Improvement Plan

2007-08

**To provide a challenging and rigorous curriculum that will meet the needs
of all students so that they become functional productive citizens.**

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University of Texas -University Charter School at Kozmetsky Belief Statements

- 1 All students can learn in a safe and nurturing environment.
- 2 Educational programs should be learner-centered, outcome-oriented, data-driven, performance based, scientifically researched, and collaborative.
- 3 All students will be afforded a rigorous and challenging curriculum.

Campus Profile

The George M. Kozmetsky Campus is housed at the SafePlace Austin emergency shelter. SafePlace is an advocate for anyone harmed by sexual and domestic violence past and present. Children of adults housed at the facility are able to stay at their home schools or attend the G. M. Kozmetsky Campus, grades K-8. The teachers are ESL certified and a bilingual instructional aide is available to help Spanish-speaking parents communicate with the educational staff. The goal of the school is to provide a safe, accessible, and child centered environment for students who are in crisis.

During the 2007-2008 school year, UT-UCS at G. M. Kozmetsky is focused on strengthening the assessments available to diagnosis the academic strengths and weaknesses of the children when they enter the school and increase the communication with the parents regarding their children's academic work and progress.

- * All students will be assessed by MAP (Measures of Academic Progress) within three weeks of their entry into the school.
- * Students will additionally be given a reading comprehension assessment which will measure their reading comprehension as well as oral reading ability.
- * Students will receive math assessments which measure their computation and problem solving ability.

The educational staff will provide opportunities for parents to be involved in the school environment.

- * Back-to-School Open House
- * School Programs (accentuating academic skills)
- * School Luncheons
- * Parent Classes

Title I, Part A Schoolwide Program Description

UT-UCS at G. M. Kozmetsky 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.

Comprehensive Needs Assessment

Kozmetsky 2007-2008

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

- Assessment Data [TAKS/SDAA/LDAA; AYP]
- Attendance Data
- Incident and Restraint Data
- Continuous Improvement Plan from Performance-Based Monitoring Assessment System
- Highly Qualified Teacher Status [Preliminary reports]
- STaR Charts
- Spring Survey Results

Summary—

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

Strengths

- Individualized instruction in Math using Saxon Math to match student at his/her level.
- Individualized instruction in Reading using Harcourt Trophies to build on students skills/readiness level.
- Weekly teacher/facility staff/principal meeting to discuss each student and needs/concerns.
- LPAC committee for ESL students
- School programs/activities with parent attendance
- Good attendance
- K-2 classroom
- 3-8 classroom
- Both teachers meet Highly Qualified Teacher requirements.
- Reading specialist support
- Bilingual instructional aide to help instruct bilingual students and translate for parents
- Open House for parents week before school starts
- Spanish books/resources for ESL population

Needs

- Parent involvement program tailored to individual campus needs.
- Improve benchmark testing practices (MAP/TAKS/SDAA)
- Raise the bar on rigor for all students.
- Develop better diagnostic tools to assess students; strengths and weaknesses

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:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	7) Student Performance	9) Instructional Techniques	
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			
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		
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	4) Professional Development	6) Parental Involvement
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

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	≥ 90 %	2008

* Data masked due to small numbers.

Goal 1 - Strategy 1 Reading Improvement			
Leader(s): Principal		Brief Description: Reading is foundational to academic progress for all students.	
Leader Progress Report Dates: September November December February April May		Evaluation Benchmark: Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: None	None	\$0.00
School Library	None		\$0.00
Principal	Cost: None		
Parent Support			
LSSP			
Library			
Lexia Lab			
IT Department			
Instructional Aide			
ESL Coordinator			
Dyslexia Coordinator			
District Staff			
Curriculum Specialist			
Computers			

Goal 1 - Strategy 1		Reading Improvement														
Activity	Person(s) Responsible	J	u	J	u	A	S	O	N	D	J	F	M	A	M	Evaluation
		n	l	g	p	t	o	v	e	c	a	e	r	r	y	
Implementation of Planning Guides and evidence of instruction	Principal/Teachers/Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Implementation of weekly or bi-monthly curriculum teacher meetings	Prin. Reading Spec./Teachers/Instruct. Aides			X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Implement 3-Tier Struggling Reading Model for UCS	Principal/Reading Spec./Teachers/Instr. Aides			X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Implementation of reading strategies throughout content areas	Principal/Reading Spec./Teacher/Instru. Aides			X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Using assessments of individual students' reading ability to provide the instructors with strategies to address the areas of greatest need.	Principal/Reading Specialist			X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP

Goal 1 - Strategy 1		Reading Improvement																																					
Activity	Person(s) Responsible	J	u	n	J	u	l	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	Evaluation	
																																							TAKS Weekly Short Cycle Assessments
Model test question format of state wide assessment and the environment for testing to reduce test anxiety	Principal/Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Implement use of supplemental instructional materials: reading books for home reading and tutorials	Principal/Reading Specialist/Teachers/Parents							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Tutorial Observation and Documentation
Improve student level of thinking and understanding beyond recall level (Bloom's taxonomy) in all core subjects	Principal/Teachers/Reading Specialist							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans Weekly Short Cycle Assessments
Utilize MAP short test for initial assessment/instruction.	Principal/Reading Specialist/Teacher							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	MAP Reports Lesson Plans
The campus will identify, screen, and provide remediation for identified dyslexia students according to the UT-UCS Dyslexia policy and procedures.	Princ., Rdg Coord.& Spec, LSSP, Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP
Continue implementing UT-UCS dyslexia policies and procedures.	Principal, Rdg. Coord. And Spec. and LSSP, Teacher							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Training Agenda, Sign-In Sheets, Parents and staff end-of-year surveys, and documentation of in-service.	

Goal 1 - Strategy 1		Reading Improvement												Evaluation																									
Activity	Person(s) Responsible	J	u	n	J	u	l	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	
Continue implementing the Local Support Team and 504 procedures concerning dyslexia and related areas.	Principal, Rdg. Coord. & Spec., LSSP and Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	LST and 504 Agenda and Minutes Training Sign-In Sheets and Agendas
Continue providing direction and training and direction for those providing dyslexia identification and referrals.	Princ., Rdg Coord. & Spec., LSSP, Dyslex. Coord.							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Training Agendas and Sign-In Sheets, Documentation of In-Services
Continue providing direction and training for those providing dyslexia instruction using the district's dyslexia programs.	Prin, Rdg. Coord. & Spec., Dyslex. Coord., Teacher							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Training Agendas and Sign-In Sheets, Documentation of In-Service.	
Provide Parent information sessions covering the characteristics of dyslexia.	Prin., LSSP							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Agendas, Sign-In Sheets and Surveys	

Goal 1 - Strategy 2		English/Language Arts	
Leader(s): Principal		Brief Description: Students will use standard English to communicate orally and in writing effectively.	
Leader Progress Report Dates: September November December February April May		Evaluation Benchmark: Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Trophies	Number of FTE's: None	None	\$0.00
Teachers	None		\$0.00
School Library	Cost: None		
Reading Specialist			
Principal			
LSSP			
Library			
Lexia Lab			
IT Department			
Instructional Aide			
ESL Coordinator			
District Staff			
District Admin. Staff			
Campus Admin. Staff			

Goal 1 - Strategy 2		English/Language Arts														
Activity	Person(s) Responsible	J	u	J	u	A	S	O	N	D	J	F	M	A	M	Evaluation
		n	l	g	p	t	o	v	e	c	a	e	r	r	y	
Evaluate own writing and writing of others.	Principal/Teachers/Instru. Aides			X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Use process writing to complete writing assignments	Principal/Teachers/Instru. Aide			X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Use Six-Trait Writing for teaching the traits of writing and evaluating writing.	Principal/Teachers/Instru. Aide			X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Apply standard grammar and usage to communicate orally and in writing and oral presentations..	Principal/Teachers/Instru. Aide			X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Write for a variety of audiences and in a variety of forms: 1) formally and 2) informally.	Principal/Teachers/Instru. Aides			X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP

Goal 1 - Strategy 2		English/Language Arts																				
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation								
		u	n	l	u	g	p	t	o	v	e	c	a	n	e	b	r	a	r	y		
																						TAKS Weekly Short Cycle Assessments
Use writing as a tool for learning	Principal/Instru. Aide/Teachers/Reading Spec.			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Reinforce spelling skills through specific lessons and in proofing of all writing.	Principal/Teachers/Instr u. Aide/ Coordinator			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Confer with students individually to review progress or lack of progress in the periodic MAP Language Usage test.	Principal/Teachers/Instr u. Aide/ Coordinator				X					X										X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments	
Reinforce spelling skills through specific lessons and in proofing of all writing.	Principal/Teachers/Instr u. Aide/ Coordinator			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Provide after school tutorials for students	Principal, Teachers,					X	X	X	X	X	X	X	X									Tutorial sign in sheets

Goal 1 - Strategy 2		English/Language Arts												Evaluation
Activity	Person(s) Responsible	J u n	J u l	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	
are at risk of failing state assessments.	Instructional Aide													Tutorial lesson plans

Goal 1 - Strategy 3		Math Improvement												
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: September November December February April May</p>		<p>Brief Description: Students will improve their basic math skills and move to grade level proficiency through a flexible schedule that allows for math to be taught daily for 90 minutes.</p>					<p>Evaluation Benchmark: Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments</p>							
<p>Resources Required: Teachers Principal LSSP Instructional Aide District Staff District Coordinator District Admin. Staff Curriculum Specialist 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 \$0.00</p>					
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
Utilize MAP diagnostics to assess individual student math abilities, guide instruction, and measure growth.	Principal/Teachers/Instru. Aide/Specialist				X				X				X	Teacher Feedback Classroom Observation Lesson Plans

Goal 1 - Strategy 3 Math Improvement		J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
Activity	Person(s) Responsible	u	u	u	e	c	o	e	a	e	a	a	a	
														MAP TAKS Weekly Short Cycle Assessments
Continue use of supplemental instructional materials (Saxon, Pacemaker, Connected Math, Measuring Up) to address special needs students	Principal/Teachers/Instru. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Integrate math vocabulary and math skills across the curriculum.	Principal/Teachers/Instru. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Integrate technology (graphing calculators) into math instruction.	Principal/Teachers/Instru. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Incorporate hands-on activities (manipulative, games, labs) into math instruction	Principal/Teachers/Instru. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments

Goal 1 - Strategy 3 Math Improvement																		
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation				
		u	n	l	g	p	t	o	v	e	c	a	n	e	r	r	y	
Target TAKS objective mastery for math (and other core courses).	Principal/Teachers/Instr u. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments				
Progress reports -3rd week of each grading period for students who are failing.	Principal/Teachers				X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments				
Plan and implement the math TEKS using the UT-UCS scope and sequence. Target TAKS objectives monthly.	Principal/Teachers/Instr u. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments				

Goal 1 - Strategy 4		Science Improvement												
Leader(s): Principal Leader Progress Report Dates: September November December February April May		Brief Description: Students will develop a knowledge base for science through the use of Science TEKS and improve their performance on the TAKS test.					Evaluation Benchmark: Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments							
Resources Required: Teaching Aids Teachers Supplies Principal Instructional Aide District Coordinator District Admin. Staff Curriculum Specialist Consultant Campus 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	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
Plan and implement the science TEKS using the UT-UCS scope and sequence	Principal/Teachers/Specialist/Instr. Aide			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation

Goal 1 - Strategy 4 Science Improvement														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
		u	u	u	e	c	o	e	a	e	a	r	a	
		n	l	g	p	t	v	c	n	b	r	r	y	
														Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Increase science demonstrations and student lab activities	Principal/Teachers/Specialist/Instr. Aide			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Incorporate reading into the science area.	Principal/Teachers/Specialist/Instr. Aide	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Teach process skills for science TEKS each week.	Principal/Teachers/Specialist/Instr. Aide			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Increase the use of technology in classroom instruction.	Principal/Teachers/Specialist/Instr. Aide			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation

Goal 1 - Strategy 4 Science Improvement		J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
Activity	Person(s) Responsible	u	u	u	e	c	o	e	a	e	a	a	a	
														Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Develop and introduce new scope and sequence for science.	Principal/Teachers/Specialist/Instr. Aide			X	X									Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Increased professional development in science for teachers.	Principal/Teachers/Specialist/Instr. Aide			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Monitor and review implementation of scope and sequence .	Principal/Teachers/Specialist/Instr. Aide			X	X				X	X			X	Teacher Feedback Classroom Observation Lesson Plans MAP

Goal 1 - Strategy 4		Science Improvement																
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation				
		u	n	l	g	p	t	o	v	e	c	a	n	b	r	r	y	
																		TAKS Weekly Short Cycle Assessments
Observe science lessons and provide feedback to teachers.	Principal/Curriculum Specialist			X	X	X	X	X	X	X	X	X	X					Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Incorporate Curriculum On Wheels (COW) and math in science scope and sequence.	Principal/Teachers/Specialist/Instr. Aide			X	X	X	X	X	X	X	X	X	X					Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments

Goal 1 - Strategy 5		Social Studies Improvement												
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: September November December February April May</p>		<p>Brief Description: Students will improve their knowledge base of World Geography, World History, US History, Economics, and Government and become more aware of the current events that shape our lives.</p>					<p>Evaluation Benchmark: Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments</p>							
<p>Resources Required: Teaching Aids Teachers Principal Instructional Aide District Staff District Coordinator District Admin. Staff Curriculum Specialist 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 \$0.00</p>			
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
Plan and implement content-based literacy centers for multiple-leveled social studies classes.	Principal/Teachers/Instr uc. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans

Goal 1 - Strategy 5 Social Studies Improvement		J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
Activity	Person(s) Responsible	u	u	u	e	c	o	e	a	e	a	a	a	
														MAP TAKS Weekly Short Cycle Assessments
Provide a variety of TAKS prep materials for 8th, 10th, and Exit-level Social Studies students.	Principal/Teachers/Instruc. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Incorporate process writing into the Social Studies content area.	Principal/Teachers/Instruc. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Implement use of supplemental instructional materials and historical novels at varied reading levels.	Principal/Teachers/Instruc. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments
Use of special programs (i.e., Ignite) and social studies software on student computers to improve student achievement.	Principal/Teachers/Instruc. Aide/Specialist			X	X	X	X	X	X	X	X	X	X	Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments

Goal 1 - Strategy 5 Social Studies Improvement		J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
Activity	Person(s) Responsible	u	u	u	e	c	o	e	a	e	a	p	a	
Develop and implement a scope and sequence for Social Studies.	Principal/Teachers/Instr uc. Aide/Specialist			X	X									Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments

Goal 1 - Strategy 6		Use of Technology in the School													
Leader(s): Principal		Brief Description: Technology will be integrated into all core subject curricula to enhance the students ability to grasp the concepts being taught for each subject.											Evaluation Benchmark: Teacher Feedback Classroom Observation Lesson Plans MAP TAKS Weekly Short Cycle Assessments		
Leader Progress Report Dates: September November December February April May															
Resources Required:		FTE's Required:				Source of Funds:						Amount			
Teaching Aids		Number of FTE's: None				None						\$0.00			
Teachers		None										\$0.00			
Principal		Cost: None													
IT Department															
Instructional Aide															
District Staff															
District Admin. Staff															
Computers															
Campus Admin. Staff															
Timeline															
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation	
Staff development and training will be offered to all teachers in the use of current classroom technologies utilized by UT-UCS.	Technology Evaluation and Application Committee			X	X	X	X		X	X			X	X	Training Evaluations Surveys

Goal 1 - Strategy 6		Use of Technology in the School												
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
		u	u	u	e	c	o	e	a	e	a	r	a	
		n	l	g	p	t	v	c	n	b	r	r	y	
Provide educational software in conjunction with core curriculum in all UT-UCS classrooms.	Technology Evaluation and Application Committee			X	X	X	X	X	X	X	X	X	X	Survey
Improve the computer/student ratio in all UT-UCS schools. Currently 1 to 5 with SFF. Goal: 1 to 4	IT Department			X					X				X	Campus-level inventory
Improve/increase Internet connectivity.	IT Department			X	X	X	X	X	X	X	X	X	X	Survey on ability to access internet resources
Replace ineffective and obsolete equipment in UT-UCS schools.	IT Department		X						X				X	Inventory databases Purchase requisitions Campus level inventories
Utilize LCD projector and laptop for classroom and staff development use.	Principal/Teachers/Instr uc.Aides			X	X	X	X	X	X	X	X	X	X	Campus Training Lesson plans

Goal 1 - Strategy 7		Fiscal and Program Compliance																																				
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: September October November December January February March April May</p>	<p>Brief Description: The principal will manage the budget to ensure adequate resources and materials are available for teachers to use in the development of learning activities for the students.</p>	<p>Evaluation Benchmark: Performance-based monitoring analysis system: monthly audits</p> <p>Timely Submission of Reports</p>																																				
<p>Resources Required: Teachers Staff Principal LSSP District Staff District Coordinator District Admin. Staff Curriculum Specialist 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</p> <p style="text-align: right;">\$0.00</p> <hr style="width: 100%;"/> <p style="text-align: right;">\$0.00</p>																										
Timeline																																						
Activity	Person(s) Responsible	J	u	n	J	u	l	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	Evaluation

Goal 1 - Strategy 7 Fiscal and Program Compliance															
Activity	Person(s) Responsible	J u n	J u l	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	Evaluation	
Review reports to ensure that funds are expended from appropriate budget groups.	Principal			X	X	X	X	X	X	X	X	X	X	Monthly audits Accounting updates	
Review procedures with staff to ensure consistency in student enrollment, attendance reports, discipline referrals, and immunization records.	Principal			X	X	X	X	X	X	X	X	X	X	Agendas Calendars	
Review data prior to PEIMS submissions to ensure accuracy.	Principal		X						X				X	Monthly audits	
Ensure implementation of Special Educational policies and procedures.	Principal			X	X	X	X	X	X	X	X	X	X	Observation of ARD meetings ARD paperwork Classroom Observation Parent Feedback	
Ensure IEPs implemented.	Principal			X	X	X	X	X	X	X	X	X	X	IEPs Lesson Plans	
Monitor progress of teachers in obtaining HQ status.	Principal		X						X				X	Personnel files HQ status reports	
Monitor teacher certifications for approaching expiration dates.	Principal		X						X				X	Certification records Personnel files	
Ensure implementation of NCLB policies.	Principal/Teachers/Curriculum Specialist			X	X	X	X	X	X	X	X	X	X	Program evaluations	

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:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	5) Prepare Students	6) School Personnel	7) Student Performance
9) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	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	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	6) Parental Involvement	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

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	≥ 90 %	2012-13	≥ 90 %	2008	

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 K-2 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.

Indicator: TELPAS: % of 3-12 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	≥ 90 %	2012-13	≥ 90 %	2008	

* Data masked due to small numbers.

Goal 2 - Strategy 1 Limited English Proficiency			
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: September November December February April May</p>	<p>Brief Description: 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.</p>	<p>Evaluation Benchmark: Written Schedule Report Cards Criterion- Referenced Assessment Tutor logs</p>	
<p>Resources Required: Parent Support District Coordinator District Staff ESL Coordinator Instructional Aide Lexia Lab Computers LSSP Tutors Principal Reading Specialist School Library Special Programs Coord. Teachers Teaching Aids</p>	<p>FTE's Required: Number of FTE's: None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <hr/> <p>\$0.00 \$0.00</p>

Goal 2 - Strategy 1		Limited English Proficiency												
Library														
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	E
		u	u	u	e	c	o	e	a	e	a	r	a	y
		n	l	g	p	t	v	c	n	b	r	r	y	E
														valuation
Increase instructional time in the Reading/Language Arts schedule.	Prin, Teachers, Rdg Spec, ESL Coord.			X	X	X	X	X	X	X	X	X	X	1) Written schedule reflecting time. 2) Report cards 3) Criterion-referenced assessment measure
Extended-day tutorial sessions for LEP students referred by teacher(s).	Principal, Teachers, Tutors								X	X	X	X	X	Tutor logs. Tutor's progress reports.
Multi-sensory vocabulary enrichment activities in all content areas.	Teachers and Instructional Aide			X	X	X	X	X	X	X	X	X	X	Criterion-referenced assessment
Build students' second language skills.	Teachers, Instructional Aide			X	X	X	X	X	X	X	X	X	X	Teacher made assessments or observation to measure progress in acquisition of language
ESL teachers and instructional aide will attend seminars to enhance skills in planning and delivering instruction.	Principal, Teachers, ESL Coord., Instruc. Aide			X		X			X		X			Certification of attendance Lesson plans Walk -throughs
Incorporate culture-rich material related to students' native language.	ESL Coord. Curr. Specialist, Teachers, Inst. Aide			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:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	4) Curriculum	6) School Personnel	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff		
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	7) Home-School Relations
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Indicator: Highly Qualified Teachers

Group:	Highly Qualified Teacher Status	Target
Core Academic Subject Teacher	2003-2004: HQ Teachers: 50% 2004-2005: HQ Teachers: 100% 2005-2006: HQ Teachers: 100% 2006-2007: HQ Teachers 100%	2007-2008: HQ Teachers: 100%

Indicator: % Classes Taught by HQ Teachers

Group:	% Classes Taught by HQ Teachers	Target
Core Academic Subject Teachers	2003-2004: 66.7% 2004-2005: 100% 2005-2006: 100% 2006-2007: 100%	2007-2008: 100%

Goal 3 - Strategy 1 Highly Qualified Teachers														
Leader(s): Principal			Brief Description: Campus Administrator will actively develop processes for recruiting and retaining highly qualified teachers ", to reduce the number of core academic subject taught by "non-highly qualified teachers.						Evaluation Benchmark: Degrees Certifications Transcripts					
Leader Progress Report Dates: End of Semester End of Year														
Resources Required:			FTE's Required:			Source of Funds:			Amount					
Teachers			Number of FTE's: None			None			\$0.00					
Special Programs Coord.			None						\$0.00					
Principal			Cost: None											
Instructional Aide														
District Staff														
District Coordinator														
Curriculum Specialist														
Computers														
Central Office														
Campus Admin. Staff														
Assist.Supt.Curr.&Inst.														
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
Develop effective Campus Based Staff Development on Curriculum and Instruction.	Principal, Curr.Specialist, Assist.Supt.Curr.&Inst			X	X	X	X		X	X			X	Certification of Completion

Goal 3 - Strategy 1 Highly Qualified Teachers															
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	E	valuation
		u	u	u	e	c	o	e	a	e	a	r	a	y	
Develop a formal process of sharing information obtained from attendance at national, state and regional conferences.	Teachers			X	X	X	X	X	X	X	X	X	X	X	Agendas, Certificate of Completions, Surveys
"Best Practices" opportunities for off site course work/workshops.	Principals, Teachers, Ins. Aides			X	X	X	X	X	X	X	X		X		Certification of Completion
Half Day District and Campus Staff Development Meetings.	Curr. Coord., Curr. Specalist, Principal			X	X	X	X	X	X	X		X	X		Sign-Sheets Training Agendas

Goal 3 - Strategy 2															Recruitment and Retention of HQ Teachers														
Leader(s): Principal					Brief Description: Campus Principal will make every effort to recruit and hire highly qualified teachers whenever possible. Additionally, teachers who are not highly qualified in the subject area inn which they teach will be provided support to pursue highly qualified status.					Evaluation Benchmark: Degrees Certificates of Completion Transcripts EXCet Test Results					Leader Progress Report Dates: End of Semester End of Year														
Resources Required:					FTE's Required:					Source of Funds:					Amount														
Teachers					Number of FTE's: None					None					\$0.00														
Special Programs Coord.					None										\$0.00														
Principal					Cost: None																								
District Staff																													
District Coordinator																													
District Admin. Staff																													
Curriculum Specialist																													
Central Office																													
Assist.Supt.Curr.&Inst.																													
Timeline																													
Activity		Person(s) Responsible		J	J	A	S	O	N	D	J	F	M	A	M	Evaluation													
				u	u	u	e	c	o	e	a	e	a	p	a														
				n	l	g	p	t	v	c	n	b	r	r	y														
Survey teachers to ascertain work environment yearly to make improvements in this area.		Principal			X										X	Survey Results													
Provide incentives for teachers and instructional aide that build morale.		Principal, Facility Staff				X					X				X	Reduce number of teachers and aides leaving the school.													

Goal 3 - Strategy 2		Recruitment and Retention of HQ Teachers													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation	
		u	u	u	e	c	o	e	a	e	a	p	a		
		n	l	g	p	t	v	c	n	b	r	r	y		
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.	Principal		X						X				X	Evaluations Teacher Assignments	

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

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	5) Prepare Students	6) School Personnel	8) School Environment
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	6) Frequent Monitoring of Student Progress	7) Home-School Relations
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	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:	# of 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:	# of students restrained	Target
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.

Goal 4 - Strategy 1 **Safe and Orderly School Climate**

<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: End of each Semester December May</p>	<p>Brief Description: Develop procedures to maintain a safe and orderly environment conducive to learning that meets the needs of all students.</p>	<p>Evaluation Benchmark: Staff Climate Survey Results Student Climate Survey Results</p>
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<p>Resources Required: Teachers Special Programs Coord. Principal Lexia Lab Instructional Aide District Staff District Coordinator Computers Campus Admin. Staff Behavior Specialist</p>	<p>FTE's Required: Number of FTE's: 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	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
		u	u	u	e	c	o	e	a	e	a	a	a	
		n	l	g	p	t	v	c	n	b	r	r	y	
TBSI Training for all staff members to be completed by the end of the 1st Six Weeks Grading Period.	SPED. Coord., Beh. Spec., Prin., Teachers												X	Agendas Sign-In Sheets Training Evaluation
Develop guidelines for the campus that	Principal, Teachers,			X										Reduction in the

Goal 4 - Strategy 1		Safe and Orderly School Climate												
Activity	Person(s) Responsible	J u n	J u l	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	Evaluation
includes appropriate dress, behavior in the school and classrooms with rewards and consequences that are fairly and consistently enforced.	Ins. Aides													number of infractions of the Campus Rules Six Weeks End of Semester
Develop a classroom management plan with input from the students that is fairly and consistently enforced through the use of rewards and consequences.	Principal, Teachers, Inst. Aides			X	X				X				X	Reduction in Time of f Task Behaviors
Provide staff development in effective classroom management strategies periodically throughout the school year.	Curr. & Inst Director, Prin.Curr.Spec.			X					X				X	Walk Throughs Formal Observations
Opportunities for staff to attend specialized training in the area of Classroom Discipline /Management.	Principal, Teachers, Instructinal aide			X	X	X	X	X	X	X	X	X	X	Certificate of Completion

Goal 5: All students will graduate from high school.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
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			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments	5) All Students will Graduate from High School
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	6) Parental Involvement
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

Goal 5 - Strategy 1															High School Completion			
Leader(s): Principal			Brief Description: All students will have a four year graduation plan.						Evaluation Benchmark: Number of students leaving 8th grade and or entering 9th grade with a graduation plan.									
Leader Progress Report Dates: January May																		
Resources Required:			FTE's Required:			Source of Funds:			Amount									
Time			Number of FTE's: None			None			\$0.00									
Teachers			None						\$0.00									
Supplies			Cost: None															
Staff																		
Principal																		
Parent Support																		
LSSP																		
District Staff																		
Timeline																		
Activity		Person(s) Responsible			J	J	A	S	O	N	D	J	F	M	A	M	Evaluation	
		u	u	u	e	c	t	o	v	e	a	e	a	r	r	a		
		n	l	g	p													
All students will have a four year graduation plan established for them by the end of their 8th grade year and/or as they enter 9th grade.		Principal, LSSP					X									X	Number of students leaving 8th grade and entering 9th grade with a graduation plan	

Goal 5 - Strategy 2															Transition
Leader(s): Principal			Brief Description: Assist students in making smooth transitions from elementary to middle school and middle school to high school as well as from charter to public school.						Evaluation Benchmark: Number of Transitions						
Leader Progress Report Dates: Monthly															
Resources Required:			FTE's Required:			Source of Funds:						Amount			
Teachers			Number of FTE's: None			None						\$0.00			
Principal			None									\$0.00			
LSSP			Cost: None												
Instructional Aide															
District Staff															
Timeline															
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation	
		u	u	u	e	c	o	e	a	e	a	r	a	r	
		n	n	g	p	t	v	c	n	b	r	r	y		
Development of student driven goals based on district wide assessment of students strengths and needs in the areas of: Communications Skill Development, Daily Living, Home Life and Self Care, Social Relationships	Teachers, Instruc. Aide, Transition Specialists			X	X	X	X	X	X	X	X	X	X	Assessment Results Transition Plan	
Provide students and parents with four year plans for 8th graders leaving UT-UCS.	Principal, Teachers, LSSP			X	X	X	X	X	X	X	X	X	X	Four Year Plans	

Goal 5 - Strategy 3		Parental Involvement												
Leader(s): Principal		Brief Description: Parents will be encouraged to be active participants in their child's learning.										Evaluation Benchmark: Report Cards		
Leader Progress Report Dates: End Year														
Resources Required:		FTE's Required:				Source of Funds:						Amount		
Teachers		Number of FTE's: None				None						\$0.00		
Principal		None										\$0.00		
Parent Support		Cost: None												
Instructional Aide														
Curriculum Specialist														
Campus Admin. Staff														
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	Evaluation
		u	u	u	e	c	o	e	a	e	a	a	a	
		n	l	g	p	t	v	c	n	b	r	r	y	
Meet with Campus and Facility Staff to determine how best to involve parental entities in their child(ren)'s education program.	Principal, Facility Staff, Teachers		X						X				X	Meeting Agendas Sign-In Sheets
Incorporate parental involvement training into the campus-based half-day staff development.	Principal, Teachers			X					X				X	Agendas Sign-In Sheets
Workshop for parents, teachers, and staff on teaching/parenting with Love and Logic.	Principal			X					X				X	Workshop Evaluations

Goal 5 - Strategy 3		Parental Involvement												Evaluation
Activity	Person(s) Responsible	J u n	J u l	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	
Special Parent Day/Night Events that keeps parents informed about the school.	Principal, Teachers					X								Event Sign-In Sheets

Kozmetsky Title I, Part A Program

Title I, Part A Schoolwide Program Description

UT-UCS at __Kozmetsky__ 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: \$ 4,675 + \$415 for Parental Involvement = \$5,190

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: _____	\$500
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 type="checkbox"/> Art <input checked="" type="checkbox"/> Parent Involvement <input type="checkbox"/> Professional Development <input type="checkbox"/> Transition activities (not Special Education) <input type="checkbox"/> Other: _____	\$3515
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 type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other: _____	\$1075

Total: \$5,190

Title I A Activities:

- Tutorials for students who need extra support with core skills
- Supplemental materials needed to supplemental curriculum: social studies readers, maps, Spanish readers, library books
- Parental involvement activities which will keep parents informed of the curriculum and how to support their child

Title II, Part A Campus Allocation: \$ 613

Activity	Budget
Personnel (6100)	NA
Contracts (6200): ___ Consultants for professional development ___ Extra-duty pay to contracted teachers for professional development ___ Other (Specify)	-0-
Supplies and Materials (6300)--- for professional development activities	-0-
Supplies and Materials (6300)--- Technology needs to conduct professional development activities	-0-
Other (6400)--- Registration fees and travel expenses for professional development in--- ___ Classroom management ___ Content area ___ Teaching strategies ___ Other: _____ ___ Teacher competency exam fees ___ Other: _____	\$613

Total: \$613

UT-UCS at Kozmetsky has 100 % of its teachers core academic subjects highly qualified in their primary field.
100 % of the instructional aides have met the Title I, Part A qualification requirements.

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

- ESL strategies for bi-lingual and non-English speaking students
- Content area and teaching strategies

State Compensatory Education Campus Allocation: \$ 3,325

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: _____	\$800
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 type="checkbox"/> Parent Involvement <input type="checkbox"/> Professional Development <input type="checkbox"/> Transition activities (not Special Education) <input type="checkbox"/> Other: _____	\$2000
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 type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other: _____	\$525

Total: \$3,325

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

- Tutoring services in the core subject areas for English and ELL students.
- Supplemental materials – (in English and Spanish) for English and ELL students,
- Activities to inform parents about what their children are learning at school
- Professional staff development for school staff.

State Foundation Planning Allocation: \$ 4,482

Use of Funds	Budget
Contracts (6200) <input type="checkbox"/> Tutorials <input checked="" type="checkbox"/> Reimbursement to teachers for professional development expenses <input type="checkbox"/> Correspondence Courses <input type="checkbox"/> Other:	\$1,182
Supplies and materials (6300) (laminating machine, curriculum materials to augment learning needs, library books, etc.)	\$1,750
Technology supplies and materials (6300)	\$300
Educational Field Trips (coordinate with UCS fiscal office)	\$200
Educational Student Incentives (coordinate with UCS fiscal office)	\$350
Other (6400)	
Total Budget	\$4,482

Overview of State Foundation School Program

Funds will be used for the following:

- Staff development and training
- Supplies and curriculum materials to augment the learning needs of all the students
- Portable DVD players to play educational CDs
- Educational field trips
- Educational student incentives
- Daily classroom supplies

2007-08 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Mayola S. Toliver		mtoliver@mail.utexas.edu	
Reading Specialist/ESL Coordinator	Michelle Vasquez		mvasquez@mail.utexas.edu	
Classroom Teacher	Katherine Alt	3-8 All Subjects		
Classroom Teacher	Marion Parks-McLoughlin	K-2 All Subjects		
Instructional Aide	Gabriel Rosales			
Facility-Executive Director	Julie Spann			
Facility-Educational Coordinator	Yvette Rouen			