

University of Texas - University Charter School at the Oaks

Campus Improvement Plan

2007-08

**Education is the map.
Desire is the compass.
Knowledge is the vehicle.
the future is our destination.**

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University of Texas - University Charter School at the Oaks Belief Statements

1 Purpose:

UT-UCS provides the educational component at this long-term therapeutic, residential treatment center for residents ages 4 through 17 who have psychiatric disorders, emotional difficulties, substance abuse problems, eating disorders, history of sexual and/or physical abuse, behavioral disorders, and are in need of a safe and highly supervised environment. Placement at this facility is by various state agencies, private agencies, and/or parents/guardians. UT-UCS works closely with the parents/guardians and/or the assigned caseworkers to make appropriate educational placement and programming decisions for the students.

2 Vision:

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.

3 Mission:

To 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.

4 Educational 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 experts.

Campus Profile

The Oaks Treatment Center is a 115-bed residential facility offering innovative treatment for adolescents with a complex array of behavioral, emotional or developmental problems. Providing services since 1945, the campus-style facility is located on 15 acres in Austin, Texas. The campus includes dormitory-style living units, gymnasium, recreational facility, swimming pool, dining room and separate school complex. The Oaks Treatment Center provides treatment for a wide variety of psychiatric disorders in a safe, secure and nurturing environment. Although our patients have different issues, core components for all programs are consistent. Patients receive a psychiatric evaluation, individualized treatment plan, case management, and discharge planning as well as therapeutic services such as individual, group, family and milieu therapy. Other services include neuropsychological evaluation, psychological evaluation, physical examination, medication management, dietary consultation, recreational therapy, and substance abuse services.

Typical behaviors/diagnoses include:

- * ADD/ADHD
- * Depression
- * Sexual/physical abuse
- * Developmental problems
- * Conduct disorder
- * Sexually offensive
- * Oppositional defiant disorder
- * Truancy
- * Impulse control disorder
- * Psychotic symptoms
- * Substance abuse
- * Harmful to self/others

The Oaks Treatment Center is licensed, accredited or approved by the following:

- * Joint Commission on Accreditation of Healthcare Organizations (JCAHO)
- * Texas Department of Family & Protective Services
- * Charter School approved by Texas Education Agency (TEA)
- * CHAMPUS/TRICARE provider

Employees include board-certified psychiatrists, psychologists, licensed master's level social workers, licensed professional counselors, physician assistant, registered nurses and teachers certified in special education.

The University of Texas—University Charter School at the Oaks provides a high-quality instructional program that is accredited by The Texas Education Agency. All teachers are required to be Highly Qualified under No Child Left Behind, in the content areas they teach. Teachers must hold a K-12 Special Education certificate and, must be certified through the State Board of Education.

Students engage in cooperative learning activities with other students in the same grade level and course area. At UCS-The Oaks, the educational staff implements Best Practices along with the state-mandated curriculum. In addition, students will experience differentiated lessons that meet their individual academic needs. This is unique to the vast majority of treatment centers, where students are combined in classrooms with a multitude of different grade levels and subject areas. This type of educational programming is very difficult and ineffective. High school students are able to earn credits towards graduation because they are appropriately placed according to their grade level and subject area. This educational model more appropriately replicates the programming provided in public school settings and, therefore, facilitates a more seamless transition from the residential treatment environment to a more traditional school setting.

The primary focus at UT-UCS at the Oaks is to improve student performance and to monitor student progress through intense data analysis. The following goals have been created for the 2007-2008 school year:

1. All students will take benchmark exams (released TAKS tests) in reading, writing, math, science, and social studies. These benchmark tests will be administered in mid-October.
2. Content-area specialists will work with campus instructional staff to set individual growth targets for each of these students.
3. Individual student conferences will be held throughout the school year in order to share data and set goals with individual students.
4. The effectiveness of the campus's instructional program will be determined based on the overall percentage of individual growth targets that are met.
5. The Master Schedule will be revised so that students in the same grade and same content area will attend classes together as opposed to attending classes by units.

Comprehensive Needs Assessment Summary

UT-UCS at the Oaks

2007-2008

Curriculum and Instruction:

Currently In Place: Teachers, Instructional Aides and UCS Support Staff utilize the UCS Curriculum Guides, which are aligned with the TEKS, when planning instruction for Math, ELA, Science and Social Studies.

Resources:

The resources available for teachers at The Oaks are as follows: History Alive!, Measures of Academic Progress, Primary Resource Kit, Read Naturally, New Heights Reading Program, Teacher Created Materials, Lexia, SRA Corrective Reading, Scholastic Guided Reading, Ignite Learning in Social Studies and Science, Read 180, Time for Kids and UCS Curriculum Guides, and United Streaming.

Needs: Software that reinforces the TEKS and state-testing formats in Math, Science, Social Studies, and ELA. Software that allows students the opportunity to participate in credit-recovery courses.

Staff and Staff Development:

Staff Members that work in the education department at The Oaks include: 1 Principal, 9 Teachers, 10 instructional aides, 1 Reading Specialist, 1 LSSP, .5 Educational Diagnostician, .5 Registrar, 1 Occupational Therapist (on consult), Content Area Curriculum Specialists, Transition/Vocational Specialist, 1 Speech Pathologist (on consult).

Needs: Behavior Management Strategies that are aligned with The Oaks behavior enhancement program and consistently implemented by all teachers, instructional aides, and mental health associates at The Oaks.

Staff Development Includes:

Satori, Love and Logic, Response to Intervention, Brain-Based Learning, MAP Data Analysis, 6 Trait Writing, Portfolio Assessment, State-Testing Training, Book Studies, Teacher Created Materials, Response To Intervention Strategies, GIST, Differentiated Instruction, Brain-Based Learning and Behavior Management Strategies.

Educational Assessments:

Several different assessments are utilized with students at The Oaks. Measures of Academic Progress is administered at the beginning, middle and end of the year, benchmark assessments are given in the Fall in ELA, math, Science and Social Studies. Portfolio assessment is also utilized in the all classrooms, and the various forms of TAKS are the tools used for the summative evaluation. In addition, TPRI is administered to students in grades K-3.

Needs: Follow-up on MAP scores and how to utilize this information to drive instructional practices.

Instructional Methods:

Differentiated Instruction, small group instruction, whole group instruction, one-on-one tutorials, Systematic and Sequential Instruction, Direct Instruction, and Interactive Teaching Models.

Learning Environment:

The educational area at The Oaks is organized in rectangular shape with classroom doors opening to a central courtyard. The educational area includes a garden that students care for and is secured by a gate. The classrooms are created so that 10-15 students can work comfortable in the space which includes a private bathroom, sink and water fountain.

Needs: A space that can be utilized for students who need a “time-out” from the classroom environment that enables them to relocate, but continue with their school work (A “Focus” room).

Students:

There are approximately 70 students enrolled at UCS-The Oaks. They range in ages 5-17. The services offered to the patients are: Intensive Psychiatric Treatment, Developmentally Delayed, Conduct Disorder, Problematic Sexualized Behavior, and General Psych. In addition, there is Partial Hospital Program and an Intensive Out-Patient Program that students attend during the day.

Parents, Community, and Business:

Most of the students enrolled at UT-UCS at the Oaks are in the Residential Treatment Program and live at the facility. Parents/Guardians typically reside in Pennsylvania, New Mexico, Oklahoma, Alaska, Montana, and Texas. A large part of our communication with these entities is via phone, email, and mail. A large part of the communication is with the Mental Health Associates who serve in a “parental role” on the living units with the students.

Needs: A systematic approach that is web-based that assists in keeping parents/guardians updated on school-related issues/events.

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 Objectives			
4) Curriculum	5) Prepare Students	9) Instructional Techniques	
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards			
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress

Indicator: AEA - TAKS Progress

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	33 %	2007	≥ 90 %	2012-13	≥ 70 %	2008	
African American	25 %	2007	≥ 90 %	2012-13	≥ 70 %	2008	
Hispanic	* %	2007	≥ 90 %	2012-13	≥ 70 %	2008	
White	36 %	2007	≥ 90 %	2012-13	≥ 70 %	2008	
Male	42 %	2007	≥ 90 %	2012-13	≥ 70 %	2008	
Female	25 %	2007	≥ 90 %	2012-13	≥ 70 %	2008	

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	50 %	2007	≥ 90 %	2012-13	≥ 70 %	2008	
African American	38 %	2007	≥ 90 %	2012-13	≥ 70 %	2008	

*Data masked due to small numbers.

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	< 1 %	2007	≥ 90 %	2012-13	≥ 70 %	2008	

Indicator: TAKS Science

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 Social Studies

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	< 1 %	2007	≥ 90 %	2012-13	≥ 70 %	2008	

*Data masked due to small numbers.

Strategies

Goal 1 - Strategy 1 Show academic growth in Reading			
<i>Supports TAKS Reading - Grade: All Grades, TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, AEA - TAKS Progress - Grade: All Grades</i>			
Leader(s): Principal	Brief Description: Show academic growth in Reading to meet performance goals set by the State Accountability System and the NCLB Act of 2001.	Evaluation Benchmark: Student performance on Benchmark tests (released TAKS), TAKS, TAKS Accommodated, TAKSM, and MAP.	
Leader Progress Report Dates: Six-week reporting periods			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Volunteer Support	Number of FTE's: None	Title I Part D	\$4,500.00
Trophies	District Fund	Compensatory Ed. Budget	\$12,325.00
Teachers	Cost: None		<hr/> \$16,825.00
Supplies			
School Library			
Reading Specialist			
Planning Guide			
LSSP			
Instructional Aides			
District Coordinator			
Computers			
Campus Specialist			
Campus Admin. Staff			
Audio Visual Equipment			

Goal 1 - Strategy 1		Show academic growth in Reading												
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	u	u	
Teachers and Reading Specialist will work together to provide students with explicit, systematic, and sequential instruction that is based on scientific research	Reading Specialist, Principal, Teachers, Aides	X	X	X	X	X	X	X	X	X	X	X	X	Walk through & classroom observations, Benchmarks, MAP, TAKS
Benchmark tests in reading will be given to all students	Principal, Teachers, Reading Specialists	X	X	X	X	X	X	X	X	X	X	X	X	Benchmark data
Reading/ELA curriculum guides will be implemented	Principal, Teachers, Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans, Walk-throughs
MAP testing will be administered in Reading	Principal, teachers, aides	X	X	X	X	X	X	X	X	X	X	X	X	MAP reports
Reading time will be increased for all students with "Read a book, get a book" program	Principal, Teachers, Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	TPRI, TAKS, MAP
All students will create portfolios that include student work samples and progress monitoring in reading and writing	Principal, Teachers, Aides, Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Portfolio assessments
Students in grades 2-12 will participate in literature discussions through ELA classes	Principal, Reading Specialist, Teachers, Aides	X	X	X	X	X	X	X	X	X	X	X	X	Book discussion meetings, Reading comprehension improvement on TAKS
Students will participate in a reading incentive program in order to increase time spent reading outside the school day	Reading Specialist, Principal, Teachers, Aides	X	X	X	X	X	X	X	X	X	X	X	X	Student tally sheets for minutes read outside of school
Students in grades K-3 will be administered the TPRI	Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	TPRI results

Goal 1 - Strategy 1		Show academic growth in Reading												
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	
		g	p	t	v	c	n	b	r	r	y	n	l	
Targeted students will receive reading intervention strategies 2-3 times each week through after-school and Saturday tutorials	Principal, Reading Specialist, Teachers, Aides	X	X	X	X	X	X	X	X	X	X	X	X	TAKS, Progress monitoring, MAP
ELA teachers will meet bi-weekly to analyze assessment data	Principal, Reading Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Meeting Agendas, Notes
ELA teachers will meet bi-weekly to discuss the implementation of Best Practices in reading and writing	Principal, Reading Specialist, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Walk-throughs, classroom observations
Create small reading libraries across the campus and on living units	Principal, Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Walk-throughs
Students will be identified for Tier 2 and Tier 3 placement	Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Tier Spreadsheets
Reading Strategies will be used in all content area classes and elective classes	Principal, Reading Specialist, Teachers, Aides	X	X	X	X	X	X	X	X	X	X	X	X	Walk-throughs, classroom observations
Continue implementing UT-UCS Dyslexia policies and procedures	Principal, Reading Specialist, LSSP, Teachers		X	X	X	X	X	X	X	X	X	X		Roster of services to students with dyslexia.
Continue implementing the Local Support Team (LST) and 504 procedures concerning dyslexia and related areas	Principal, Teachers, Reading Specialist		X	X	X	X	X	X	X	X	X	X		Roster of services to identified students
Continue providing direction and training for staff providing dyslexia identification, referrals, and services	Principal, Dyslexia Coordinator, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Meeting agendas, notes; completion certificates
ELA teachers will participate in book studies that support best practices in reading and writing	Teachers, Reading Specialist, Dist Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	Sign-in sheets, meeting notes, evaluations
Student-led conferences will be	Principal, Teachers,					X					X			Conference evaluation

Goal 1 - Strategy 1		Show academic growth in Reading												
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	
implemented at the end of each semester in ELA classes campus-wide	Aides, Reading Specialist													
Process Writing will be used across the content areas on a weekly basis	Principals, Teachers, Aides, Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Portfolios; student-led conferences
Target students will receive intensive writing instruction weekly in addition to their scheduled ELA class time	Principal, Teachers, Aides	X	X	X	X	X	X	X	X	X	X	X	X	Portfolios, TAKS, MAP
Teachers will implement week TAKS practice into curriculum and instruction	Principal, Teachers, Reading Specialist					X	X	X	X	X	X	X	X	TAKS Benchmarks Progress Monitoring

Goal 1 - Strategy 2 Show academic growth in Mathematics			
Leader(s): Principal		Brief Description: Show growth in mathematics to meet performance goals set by State Accountability System and NCLB.	
Leader Progress Report Dates: Six-week reporting periods		Evaluation Benchmark: Student performance on Benchmark tests (released TAKS tests), TAKS, TAKS Accommodated, TAKS M, and Measures of Academic Progress (MAP)	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Aids	Number of FTE's: None	Title I Part D	\$4,000.00
Teachers	None	Compensatory Ed. Budget	\$7,500.00
Supplies	Cost: None		<hr/> \$11,500.00
Planning Guide			
Outside Consultant			
Math Specialist			
LSSP			
Instructional Aides			
District Staff			
Computers			
Campus Admin. Staff			
Audio Visual Equipment			

Goal 1 - Strategy 2		Show academic growth in Mathematics													
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	y	u	l	
Implement use of updated UCS math planning guides and newly adopted textbooks in all math classes	Principal, Teachers, Aides, Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Walk-throughs and classroom observations Lesson plans	
Math Benchmarks will be administered campus-wide	Principal, Teachers, Aides, Math Specialist				X			X						Benchmark Data analysis	
Implement check point testing based on objectives taught from scope and sequence	Teacher				X	X	X	X	X	X	X	X	X	Lesson Plans Classroom observations and walk-throughs	
Hand-on activities using Visual Auditory Kinesthetic Tactile strategies will be implemented on a weekly basis in all math classrooms	Principal, Teachers, Aides, Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Walk-throughs, classroom observations, lesson plans	
Increase use of supplemental materials and hands-on activities (manipulatives, games, labs, etc) into math instruction on all levels	Specialist, teacher	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans walk-through and classroom observations	
Integrate technology (graphing calculators, computers, motion detectors and probes, Curriculum on Wheels) into math instruction	Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Walk-throughs and classroom observations	
Provide supplemental materials and abundant opportunities for remediation in math: pull-out instruction, extended day tutoring, Saturday classes	Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Tutoring logs Time sheets	
Provide teachers opportunities to attend professional development pertaining to interactive math instruction	Principals, Math Specialist			X	X	X	X	X	X	X	X	X	X	training completion certificates; walk-throughs to ensure	

Goal 1 - Strategy 2		Show academic growth in Mathematics												
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	
														implementation of interactive strategies
Teachers will implement weekly TAKS practice into instruction	Principal, Teachers, Math Specialist				X	X	X	X	X	X	X	X		TAKS Benchmarks Progress monitoring
Targeted students will receive math tutoring on a weekly basis	Principal, Math Specialist, Tutors				X	X	X	X	X	X	X	X		TAKS Benchmarks Progress Monitoring
Coordinate math and science instruction to reinforce practical application	Principal, Math Specialist, Teachers			X	X	X	X	X	X	X	X	X	X	TAKS Benchmark Progress Monitoring, MAP

Goal 1 - Strategy 3 Show Academic Growth in Science			
Leader(s): Principal	Brief Description: Show academic growth in Science to meet performance goals set by State Accountability System and NCLB	Evaluation Benchmark: Student performance on Benchmark tests (released TAKS tests), TAKS, TAKS Accommodated, TAKS M, and Measures of Academic Progress	
Leader Progress Report Dates: Six-week reporting periods			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: None	Title I Part D	\$1,250.00
Supplies	None	Compensatory Ed. Budget	\$2,000.00
School Library	Cost: None		<hr/>
Planning Guide			\$3,250.00
LSSP			
Instructional Aides			
District Staff			
Computers			
Campus Admin. Staff			
Audio Visual Equipment			

Goal 1 - Strategy 3 Show Academic Growth in Science														
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	u	u	
Implement updated UCS Science Curriculum.	Curriculum Specialist/Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans Classroom observations and walk-throughs
Implement check point assessments from UCS planning guide to progress monitor student learning	Curriculum specialist/Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Student notebooks Lesson plans
Teach process skills for Science TEKS each week	Curriculum specialist/teacher	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans Classroom observations and walk-throughs
Incorporate minimum of 40% demonstrations, labs and field activities into instruction in the science classrooms	Curriculum Specialist/Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans Classroom observations and walk-throughs
Incorporate differentiated learning instruction to address needs of multi-leveled, multi-subject classrooms	Curriculum Specialist/Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans Classroom observations and walk-throughs
Increase use of technology in the classrooms and integrate with math technology and calculations	Curriculum Specialist/Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plasn Classroom observations and walk-throughs
Provide supplemental materials and instruction to address student weaknesses in science.	Curriculum Specialist/Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Tutoring logs
Science-based field trips will be organized for students who meet certain criteria on	Principal, Teachers, Aides, Science	X	X	X	X	X	X	X	X	X	X	X	X	Evaluations of field trips; application of

Goal 1 - Strategy 3		Show Academic Growth in Science													
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	n	l	
academics and behaviors	Specialist														knowledge gained observed in classrooms.
Teachers will implement TAKS practice on a weekly basis	Principal, Teachers, Science specialist		X	X	X	X	X	X	X	X	X	X	X	X	TAKS BEnchmarks Progress monitoring

Goal 1 - Strategy 4 Show academic growth in Social Studies			
Leader(s): Principal		Brief Description: Show academic growth in social Studies to meet performance goals set by State Accountability System and NCLB.	
Leader Progress Report Dates: Six-week reporting periods		Evaluation Benchmark: Student performance on Benchmark tests (released TAKS tests), TAKS, TAKS Accommodated, and TAKS M	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Time for Kids	Number of FTE's: None	Title I Part D	\$500.00
Time	None	Compensatory Ed. Budget	\$2,000.00
Teaching Aids	Cost: None		<hr/> \$2,500.00
Teachers			
Supplies			
Special Program Coord.			
School Library			
Planning Guide			
Parent Support			
LSSP			
Instructional Aides			
District Coordinator			
Computers			
Campus Admin. Staff			
Audio Visual Equipment			

Goal 1 - Strategy 4		Show academic growth in Social Studies												
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	u	u	
Implement use of instructional materials, primary source documents, and interactive lessons	Principal, Teachers, Soc. Studies Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Classroom observations and walk-throughs Lesson plans
Implement UT-UCS Social Studies Curriculum Guides	Principal, Teachers, Soc. Studies Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Classroom observations and walk-throughs Lesson plans
Implement Time for Kids non-fiction articles on a weekly basis into Social Studies instruction	Principal, Teachers, Soc. Studies Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Classroom observations and walk-throughs Lesson plans
Use technology to supplement instruction in the classroom, including use of Curriculum on Wheels, United Video Streaming, and interactive whiteboard	Principal, Soc. Studies Specialist, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Classroom observations Walk-throughs Lesson plans
Increase process writing into all Social Studies classrooms	Principal, Teachers, Soc. Studies Specialist			X	X	X	X	X	X	X	X	X	X	Classroom observations Walk- throughs Lesson plans
Organize educational field trips pertaining to history	Principal, Teachers, Soc. Studies Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Walk-thoughts, classroom observations ensuring that field trip studies are incorporated into classroom instruction
Assess an devaluate student performance in social studies using benchmarks and assessment probes created by teachers.	Principal, Teachers, Soc. Studies Specialist				X	X	X	X	X	X	X	X	X	TAKS benchmark progress monitoring

Goal 1 - Strategy 4		Show academic growth in Social Studies												Evaluation
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
Social Studies teachers will meet as a department biweekly to discuss student progress and best practices	Principal, Teachers, Soc. Studies Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Meeting notes

Goal 1 - Strategy 5 Technology Enhancement of Learning			
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: May 2007</p>	<p>Brief Description: Technology will enhance learning across the curriculum.</p>	<p>Evaluation Benchmark: Scores on TAKS, TAKS Accommodated, TAKS M, TPRI, TELPAS and MAP will show growth from previous scores.</p>	
<p>Resources Required: Reading Specialist Math Specialist Time Teachers Instructional Aides District Staff District IT staff Computers Audio Visual Equipment</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: Compensatory Ed. Budget</p>	<p>Amount</p> <hr/> <p>\$4,000.00 \$4,000.00</p>

Goal 1 - Strategy 5 Technology Enhancement of Learning														
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	u	u	
Use instructional technology to increase literacy and written skills.	Writing Specialist, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Student Intervention Plan
Integrate the use of graphing calculators into math instruction weekly. Use graphing calculators as appropriate in the science classrooms. Model use of calculators by an overhead calculator with students.	Curriculum specialist, teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans TAKS, MAP results
Integrate the use of probes (Digital learning, KLRN, Mad Scientist) throughout the science and math curriculum.	Curriculum Specialist, teachers						X	X	X	X	X	X	X	Lesson plans Classroom observations Walk throughs
Continue use of Curriculum on Wheels (Purple Cow) for math, social studies, and science.	Teachers, District Curriculum specialists	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans. Walk through and observations.
Teachers will attend all district and campus technology training.	Principal, Curriculum specialists, District Coordi	X	X	X	X	X	X	X	X	X	X	X	X	Agendas and sign in sheets.
Update and use educational software in conjunction with core curriculum.	Specialists, teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans
Pilot use of interactive white board and projection devise in Social Studies and Math classrooms	IT specialist, Principal, Teacher						X	X	X	X	X	X		Classroom observations Walk-through Lesson plans Student participation
Explore feasibility of establishing a "cached" web site to increase student access to approved Internet sites	Principal				X	X	X	X	X	X	X	X	X	Lesson plans, classroom observations

Goal 1 - Strategy 5		Technology Enhancement of Learning													
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	n	l
Create data collection team to ensure appropriate data is available for analysis	Principal, Teachers, LSSP, Behavior Specialist	X	X	X	X	X	X		X	X	X	X	X	Comprehensive Needs Assessment	
Elmo projectors, LCD projectors, TV monitors, video streaming are to be incorporated into instruction across content areas	Principal, IT staff, teachers	X	X	X	X	X	X	X	X	X	X	X	X	Walk-throughs, classroom observation	

Goal 1 - Strategy 6 Fiscal and Program Effectiveness and Compliance			
Leader(s): Principal	Brief Description: Coordinate funding from state and federal resources to provide an effective, integrated instructional program and show compliance.	Evaluation Benchmark: Audits and Queries.	
Leader Progress Report Dates: As needed.			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: None	None	\$0.00
Special Program Coord.	None		\$0.00
LSSP	Cost: None		
Instructional Aides			
District Staff			
Campus Specialist			
Campus Admin. Staff			

Goal 1 - Strategy 6															Fiscal and Program Effectiveness and Compliance														
Timeline																													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	E	Evaluation														
		u	e	c	o	e	a	e	a	r	a	a	u	u	v														
		g	p	t	v	c	n	b	r	r	y	n	l																
Ensure that UT-UCS policies and procedures are followed.	Prin, Curriculum Specs., Teachers, I. Aides	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Walk throughs. Correct paper work submission.													
Ensure implementation of Special Education policies and procedures.	Prin, LSSP, Teachers, Specialists, I. Aides	X	X	X	X	X	X	X	X	X	X	X	X	X	X	ARD timeline and paperwork. Lesson plans. Tracking sheets.													
Ensure IEPs are implemented.	Prin, LSSP, Teacher, Specialists, I.Aides	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans. IEP submissions at report card time.													
Formulate procedures with staff to ensure consistency in discipline referrals/restraints and reporting of these occurrences	Prin, Curriculum Specs, Teachers, I. Aides	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Data analysis of restraints/removals													
Implement recommendations of external campus improvement team, including: Benchmark testing with released TAKS tests; Monitoring student academic progress based on individual Student Growth Plans; Developing	Principal, Subject-Area Specialists, Teachers				X	X	X	X	X	X	X	X	X	X	X	Meet implementation timeline.													
Monitor progress of teachers in obtaining HQ status	Principal	X	X	X	X	X	X	X	X	X	X	X	X	X	X	HQ status reports													
Monitor teacher certifications for approaching expiration dates	Principal, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	certifications													

Goal 1 - Strategy 7 Fine Arts			
Leader(s): Principal	Brief Description: Students will reach high standards in Art I and Art II	Evaluation Benchmark: Student Portfolios	
Leader Progress Report Dates: January June			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Supplies	Number of FTE's: None	None	\$0.00
Campus Specialist	None		
	Cost: None		\$0.00

Goal 1 - Strategy 7		Fine Arts													
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	u	u		
Students will create products using a variety of art supplies and tools.	Art Teacher	X	X	X	X	X	X	X	X	X	X	X	X	X	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:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum			
NCLB/ESEA Goals and Indicators			
2) LEP will become Proficient in English			

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	TBD %	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	TBD %	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	TBD %	2007	≥ 90 %	2012-13	≥ 90 %	2008	

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	TBD%	2007	≥ 90%	2012-13	≥ 90%	2008

Strategies

Goal 2 - Strategy 1				Limited English Proficient Students			
Leader(s): Principal		Brief Description: Show academic growth for LEP students in reading/language arts, English, math, science, and social studies. Meet performance goals set by the state accountability system and No Child Left Behind		Evaluation Benchmark: TAKS, TPRI, TELPAS and MAP results			
Leader Progress Report Dates: TAKS benchmark progress monitoring							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Time		Number of FTE's: None		None		\$0.00	
Teaching Aids		None				\$0.00	
Teachers		Cost: None					
Supplies							
Six Plus One Traits							
School Library							
Planning Guide							
Lexia							
Instructional Aides							
District Coordinator							
Computers							
Campus Admin. Staff							
Audio Visual Equipment							

Goal 2 - Strategy 1		Limited English Proficient Students												
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	u	u	
Appoint LPAC committee members.	Prin., Specialists, Teachers.	X	X	X	X	X	X	X	X	X	X	X	X	Member list.
Train LPAC committee members on LPAC procedures and requirements.	District Coordinator, Prinicipal	X	X	X	X	X	X	X	X	X	X	X	X	Agendas, sign in sheets.
Identify students in need of services during English/ ELA classes, provide services within the classroom setting.	District & Campus Specialists, ELA teachers	X	X	X	X	X	X	X	X	X	X	X	X	Benchmarks MAP testing TAKS/SDAA results
Provide LPAC services for qualifying students.	ESL Director, teacher	X	X	X	X	X	X	X	X	X	X	X	X	Test data
Provide CD of books on tape and individual CD players.	District & Campus Specialists, ELA teachers	X	X	X	X	X	X	X	X	X	X	X	X	Benchmarks MAP testing TAKS/SDAA results
Use trophies methods with elementary students needing ESL services.	District & Campus Specialists, ELA teachers	X	X	X	X	X	X	X	X	X	X	X	X	MAP Testing Benchmarks TAKS/SDAA
Maintain supply of testing materials at each campus.	Principal, ESL teacher.	X	X	X	X	X	X	X	X	X	X	X	X	Supply list.
Extended day tutorial sessions for LEP students referred by teachers.	Principal, ESL teacher						X	X	X	X	X	X	X	Attendance logs.
Add multi-sensory vocabulary enrichment activities in all content areas.	Teachers, curriculum specialist, I. Aides	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans. Walk thrus and observations.
Build student's second language skills using appropriate materials.	Teachers, Curriculum specialists, I. Aides	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans. Walk thus and observations.

Goal 2 - Strategy 1		Limited English Proficient Students												Evaluation
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	
ESL teachers attend seminars to enhance skills in planning and delivering instruction.	ESL teacher, Prin., I. Aides	X	X	X	X	X	X	X	X	X	X	X	X	Agendas. Certificates.
Incorporate culture rich material related to student's native language.	ESL teacher, curriculum specialists, I.Aides	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans. Walk thrus and observations.

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

Correlates with:

<p>State Objectives 6) School Personnel</p> <p>NCLB/ESEA Goals and Indicators 3) Highly Qualified Staff</p>

Indicator: Highly Qualified Teachers

Group:	Highly Qualified Teacher Status	Target
Core Academic Subject Teachers	2004-2005: 57% 2005-2006: 50% 2006-2007: 90%	2007-2008 : 100%.
	Oct 2007: 68%	

Indicator: % classes taught by HQ teachers.

Group:	% classes taught by HQ teachers.	Target
Core Academic Subject Teachers	2004-2006: 32% 2005-2006: 47% 2006-2007: 69%	2007-2008: 100.0%
	Oct 2007: 46%	

Strategies

Goal 3 - Strategy 1 Highly Qualified Staff			
Leader(s): Principal		Brief Description: Provide all teachers with sustained, high-quality professional development opportunities that increase their knowledge of core academic subject areas	
Leader Progress Report Dates: August, October, June		Evaluation Benchmark: Percentage of Highly Qualified teachers; percentage of core academic subjects taught by HQ teachers	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Time	Number of FTE's: None	Title II Part A	\$1,000.00
Teachers	None	Compensatory Ed. Budget	\$1,000.00
Outside Consultant	Cost: None		\$2,000.00
Instructional Aides			
District Staff			
District IT staff			
District Coordinator			
District Admin. Staff			
Contract Service			
Computers			
Central Office			
Campus Admin. Staff			

Goal 3 - Strategy 1		Highly Qualified 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	u	u	
Provide funding for additional tests for certification process. Encourage the addition of Special Education and ESL certifications.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Certificates obtained
Create a formal process to share information obtained from conferences and workshops.	Principal, teachers	X	X	X	X	X	X	X	X	X	X	X	X	Agendas Meeting notes
Reinstate Faculty Advisory Committee	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Agendas Meeting Notes
Implement campus based staff development that promotes research based strategies throughout the curriculum.	Curriculum specialists, teachers	X	X	X	X	X	X	X	X	X	X	X	X	Agendas CPE credits Meeting Notes
Reinforce research based methods that incorporate hands on learning during faculty meetings.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Agendas Lesson Plans Classroom Observations
Increase professional development in secondary science.	Curriculum Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans Agendas Meeting Notes
Increase professional development for Math and Science in the Elementary classrooms	Curriculum specialist, teachers		X	X	X	X	X	X	X	X	X	X	X	Certificates Lesson plans
Instructional aides will meet the Title I qualification requirements	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Paraprofessional qualification status reports
Provide teachers and instructional aides opportunities to attend training to increase knowledge of core academic subjects,	Principal	X	X	X	X	X	X	X	X	X	X	X	X	completion certificates

Goal 3 - Strategy 1		Highly Qualified Staff													
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		
classroom management techniques, and learning styles.															

Goal 3 - Strategy 2 Recruitment and Retention Plan			
Leader(s): Principal		Brief Description:	
Leader Progress Report Dates: October, January, June		Each campus must have a recruitment and retention plan that describes strategies to: increase the percentage of HQ teachers on the 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; attract and retain HQ teachers; assist teachers not currently HQ to meet HQ requirements in a timely manner.	
Evaluation Benchmark:			
Percentage of teachers who are qualified by the end of school year. Number of core academic subject classes taught by HQ teachers.			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Time	Number of FTE's: None	Title II Part A	\$1,875.00
Teachers	None	Compensatory Ed. Budget	\$5,050.00
Special Program Coord.	Cost: None		<hr/> \$6,925.00
Instructional Aides			
District Staff			
District Coordinator			
District Admin. Staff			
Contract Service			
Campus Admin. Staff			

Goal 3 - Strategy 2		Recruitment and Retention Plan												
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	u	u	
Analyze current teaching assignments in conjunction with each teachers' HQ status to ensure the most effective use of existing staff.	District staff, Principal.	X	X	X							X		X	HQ status reports, master schedule
Facilitate scheduling of classes so that a teacher who is HQ will be able to teach classes they are HQ in or use HQ teachers from other campuses.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Master Schedule. Student records.
Based on performance, evaluations, either encourage teachers who are currently teaching out of field to add the area to their certificate or change their assignments to match their existing fields.	Principal, Special Program Coordinator.	X	X	X	X	X	X	X	X	X	X	X	X	Master Schedule Teacher certifications.
Reimburse teaching staff for certain costs (as defined in UT-UCS policy) with meeting the HQ teacher requirements.	Principal, District Staff			X	X	X	X	X	X	X	X	X		Reimbursements made.
Provide professional development opportunities to improve teacher knowledge in core academic subjects.	Principal, Curriculum specialists, District Staff	X	X	X	X	X	X	X	X	X	X	X	X	Certificates. Agendas.
Work with facility to offer part-time teaching assignments to retired teachers who may be interested in teaching one or two classes	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Number of core academic subject classes taught by HQ teachers
Develop a content-mastery approach whereby a special education teacher is paired with a teacher who is HQ in a core academic subject to ensure that special education students receive both the core	Principal	X	X	X	X	X	X	X	X	X	X	X	X	HQ status reports

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	
content instruction and the accommodations they need in order to be successful.		u	e	c	o	e	a	e	a	r	r	a	u	l

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

Correlates with:

State Objectives	
2) Student Potential	3) Dropout Prevention
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

Indicator: Students removed from class.

Group: Students.	Student removals 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.	Baseline Will be set in May 2008 for future use as indicator.
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Indicator: Restraints

Group: Students	Number of students restrained. 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 Target to be determined.
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Strategies

Goal 4 - Strategy 1 Safe and Conducive Learning Environment			
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Quarterly</p>	<p>Brief Description:</p> <p>Integrate the educational program with the students' physical and psychological treatment plan; create and maintain classroom environments that are safe and conducive to learning.</p>	<p>Evaluation Benchmark:</p> <p>Number of incidents for which students are removed from class for more than 50% of the instructional day</p>	
<p>Resources Required:</p> <p>Community Leader</p> <p>Teachers</p> <p>Parent Support</p> <p>LSSP</p> <p>Instructional Aides</p> <p>District Admin. Staff</p> <p>Campus Admin. Staff</p> <p>Behavioral Specialists</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>None</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>None</p>	<p>Amount</p> <p>\$0.00</p> <hr/> <p>\$0.00</p>

Goal 4 - Strategy 1 Safe and Conducive Learning Environment														
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	u	u	
Continue implementation of Texas Behavioral Support Initiative .	Behavior Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Agendas Meeting Notes Classroom Observations
Attend professional development activities that incorporate classroom management strategies for teachers and paraprofessionals to include: behavior management, learning styles and differentiated instruction.	Behavior specialist, teachers	X	X	X	X	X	X	X	X	X	X	X	X	Increase in time on task Decrease in number of incident reports
Use tracking data to maximize instructional time in class.	Behavior specialist, teachers, principal	X	X	X	X	X	X	X	X	X	X	X	X	Tracking sheets Time out of class
Implement facility mandated verbal de-escalation techniques [e.g., Satori, SAMA].	Principal, behavioral specialists.	X	X	X	X	X	X	X	X	X	X	X	X	Agendas and certificates.
Incorporate character education/social skills training into daily curriculum.	Teachers, princpal, instructional aides	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans.
Master schedule revised so that students attend class according to courses and grade level rather than by residential or treatment unit.	Principal, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	TAKS benchmark progress monitoring; incident reports
Track effectiveness/attendance of mental health assistants in classroom	Principal, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	weekly reports to facility
Provide training for teachers and instructional aides in classroom management, including behavior management, learning styles, brain-based learning, differentiated instruction, and	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of completion; Incident reports.

Goal 4 - Strategy 1		Safe and Conducive Learning Environment												Evaluation
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
positive peer culture.														
Radio communication will be available in the school in a minimum of six classrooms and in administration offices	Facility administration, Principal	X	X	X	X	X	X	X	X	X	X	X	X	Response time to incidents.

Goal 4 - Strategy 2 Positive Behavior Supports			
Leader(s): Principal	Brief Description: Students and staff will establish a positive climate	Evaluation Benchmark: Student incident reports will decrease from previous year	
Leader Progress Report Dates: Quarterly			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: None	None	\$0.00
Supplies	None		\$0.00
Special Program Coord.	Cost: None		
Parent Support			
Instructional Aides			
District Admin. Staff			
Computers			
Campus Admin. Staff			
Behavioral Specialists			
Audio Visual Equipment			

Goal 4 - Strategy 2		Positive Behavior Supports												
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	
Educational staff will participate in Capturing Kids Hearts or similar training to build positive relationships among students, parents, and staff	Principal, Behavior spec., Teachers, Inst Aides						X	X	X	X	X	X	X	Training agenda and certificates
Educational staff will pilot Capturing Kids' Hearts and similar character based, positive behavior interventions in the classroom	Principal, Behavior Specialist, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Classroom observations, Walkthroughs Staff and student surveys
Educational staff will partner with facility staff to develop and implement a comprehensive discipline/incentive plan that will support students' academic efforts.	Principal, Teachers, Facility Staff					X	X	X	X	X	X	X	X	Meeting notes, incident data

Goal 5: All students will graduate from high school.

Correlates with:

State Objectives			
2) Student Potential	3) Dropout Prevention	5) Prepare Students	7) Student Performance
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		

Indicator: College Readiness Standard on ELA TAKS-Exit.

Group:	Students who met college readiness standard.	Target
11th grade students.	2005-2006: Masked due to small numbers. 2006-2007: Masked due to small numbers.	2007-2008: Campus data will be compared to district data.

Indicator: College Readiness Standard on Math TAKS-Exit

Group:	Students who met college readiness standard.	Target
11th grade students.	2005-2006: Masked due to small numbers. 2006-2007: Masked due to small numbers.	2007-2008: Campus data will be compared to district data.

Strategies

Goal 5 - Strategy 1 High School Completion			
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Semester.</p>	<p>Brief Description: All students will have a four year graduation plan.</p>	<p>Evaluation Benchmark: Number os students leaving 8th grade and/or entering 9th grade with graduation plans.</p>	
<p>Resources Required: Teachers Supplies Special Program Coord. Parent Support Instructional Aides District Admin. Staff Campus Admin. Staff Behavioral Specialists</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <hr/> <p>\$0.00 \$0.00</p>

Goal 5 - Strategy 1 High School Completion														
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	u	u	
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 the 9th grade.	Guidance counselor, LSSP, principal	X	X	X	X	X	X	X	X	X	X	X	X	Cummulative folder with updated plans.
Graduation plans will be reviewed at the end of each semester for students in grades 9 through 12.	Guidance Counselor, LSSP, Principal	X	X	X	X	X	X	X	X	X	X	X	X	Plans will reflect changes per credits earned.
Provide ample opportunities for credit recovery through use of module courses, completion of seat time, and credit by exams	Principal, LSSP, teachers	X	X	X	X	X	X	X	X	X	X	X	X	Credit Recovery tracking sheets and student 4 year plans

Goal 5 - Strategy 2				Transition			
Leader(s): Principal		Brief Description: Students will be prepared to make successful transitions between grade levels and between the facility environment and regular public school setting.		Evaluation Benchmark: Checklist for cumulative folders			
Leader Progress Report Dates: January 2007 May 2007 July 2007							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Transition Specialist		Number of FTE's: None		None		\$0.00	
Teachers		None				<hr/>	
Staff		Cost: None				\$0.00	
Parent Support							
Instructional Aides							
District Staff							
Campus Specialist							
Campus Admin. Staff							
Behavioral Specialists							

Goal 5 - Strategy 2		Transition												
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	u	u	
Student plans will show progress towards smooth transition between elementary, middle and high school years.	Principal, Guidance counselor.	X	X	X	X	X	X	X	X	X	X	X	X	Four year plan in portfolios. Growth charts in student folders.
District wide assessment of student strengths and needs in the areas of: Career planning, communication, daily living, home life, housing and money management, self care, social relationships, work life and work study skills. The assessment will be followed by the development and implementation of individual learning plans based on student driven goals.	Guidance counselor, principal	X	X	X	X	X	X	X	X	X	X	X	X	Plans in student folders. Student surveys
Ansell-Casey Life Skills assessment will be administered to all high school students on campus.	Principal, Transition Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Assessments on file.

Goal 5 - Strategy 3 Parental/ Community Involvement			
Leader(s): Principal	Brief Description: Involve and maintain communication with parents, the community and school districts in order to facilitate students' successful transitions to less restrictive environments.	Evaluation Benchmark: Contact Logs	
Leader Progress Report Dates: Semester results			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Volunteer Support	Number of FTE's: None	None	\$0.00
Time	None		\$0.00
Teachers	Cost: None		
Supplies			
Parent Support			
LSSP			
Local Bus. Leader			
District Admin. Staff			
Computers			
Community Speaker			
Campus Admin. Staff			
Audio Visual Equipment			

Goal 5 - Strategy 3		Parental/ Community Involvement												
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	u	u	
Representatives of educational staff will attend therapeutic staffings to develop behavioral and academic strategies for their students.	Teachers, behavioral specialist	X	X	X	X	X	X	X	X	X	X	X	X	Staffing notes
Open house will occur at least twice a year in order to invite parents and facility staff to view student work.	Education Director			X								X		Contact logs.
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	Sign-in sheets, meeting notes
Review procedures with staff to ensure consistency in student enrollment, attendance reports, discipline referrals, and immunization records. Distribute student handbook upon enrollment.	District coordinator, registrar	X	X	X	X	X	X	X	X	X	X	X	X	Agendas Calendars Student folder audit
Parent meetings will be held whenever parents request.	Education Director	X	X	X	X	X	X	X	X	X	X	X	X	Contact logs Meeting notes

Goal 5 - Strategy 4 High School Allotment			
Leader(s): Principal	Brief Description: High school allotment funds will be used to increase high school completion and college readiness rates.	Evaluation Benchmark: Number of graduates and enrollments in college (measured by transcript requests).	
Leader Progress Report Dates: Semester			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Time	Number of FTE's: None	H.S. Allotment	\$7,029.00
Teachers	None		\$7,029.00
Supplies	Cost: None		
Special Program Coord.			
Parent Support			
Instructional Aides			
District Admin. Staff			
Contract Service			
Computers			
Campus Specialist			
Campus Admin. Staff			
Behavioral Specialists			

Goal 5 - Strategy 4 High School Allotment														
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	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Provide underachieving students with instruction in study skills for success in college level work and academic and community support for success in college preparatory classes, and information about applying for college and for financial aid.	Principal, Teachers, Guidance Counselor	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans. Observations and walk thrus.
Establish summer and transition programs that provide academic support and instruction of students entering grade 9.	Principal, counselor, teachers, curriculum specs.	X	X	X					X	X	X	X	X	Summer master schedule.
Provide opportunities to prepare for college entrance exams.	guidance counselor, teachers, principal	X	X	X	X	X	X	X	X	X	X	X	X	Tests taken
Create small learning communities, advocacy programs, or advisory programs for students	Principal, LSSP	X	X	X	X	X	X	X	X	X	X	X	X	meeting notes
Provide academic support and instruction to increase the number of students who complete the recommended high school plan	Principal, Teachers, Guidance Counselor	X	X	X	X	X	X	X	X	X	X	X	X	Number of students on recommended high school plan

Regular Foundation School Program Activities

Planning Allocation: \$ 13,020

Use of Funds	Budget
Contracts (6200) <input checked="" type="checkbox"/> Reimbursement to teachers for professional development expenses <input type="checkbox"/> Correspondence Courses <input type="checkbox"/> Other:	\$1,500
Supplies and materials (6300) (laminating machine, curriculum materials to augment learning needs, library books, etc.) <ul style="list-style-type: none"> • Maintenance on laminating machine • Books on tape for library • Headphones • Science materials for demonstrations • Science Fair materials 	\$ 4,020
Technology supplies and materials (6300) <ul style="list-style-type: none"> • USB cables to connect computer monitors to TV • Television sets mounted in select classrooms to display Internet lessons 	\$2,000
Educational Field Trips (coordinate with UCS fiscal office)	\$2,500
Educational Student Incentives (coordinate with UCS fiscal office)	\$2,000
Other (6400) <ul style="list-style-type: none"> • Registrations, travel 	\$1,000
Total Budget	\$13,020

High School Allotment Program Activities

High School Allotment Campus Allocation: \$ 7,029

Use of Funds	Budget
Contracts (6200) ___ Correspondence Courses ___ Other: ___ Counseor	
Supplies and materials (6300) <input checked="" type="checkbox"/> _X_ Supplies and materials for college awareness displays/workshops <input checked="" type="checkbox"/> _X_ Professional development materials related to High School Allotment program activities <input checked="" type="checkbox"/> _X_ Supplies and materials to support summer program for 8 th graders transitioning to 9 th grade ___ Other: _____	\$4,340
Other (6400) ___ Educational Field Trips—entrance fees (must be coordinated with UT-UCS fiscal office) ___ Tuition and fees for students in dual enrollment classes <input checked="" type="checkbox"/> _X_ Test fees for College prep exams, included PSAT, SAT, ACT <input checked="" type="checkbox"/> _X_ Registration fees for staff (small learning communities, facilitating college transition) ___ Other: _____	\$2,689
Total Budget	\$ 7,029

- College Day
- SAT Preparation and Fees
- Campus visits

Title I, Part D Program

Title I, Part D Campus Allocation: \$15,950

Activity	Program Description	Budget Amount
Contracts (6200): <input type="checkbox"/> Consultants <input checked="" type="checkbox"/> Tutorials <input checked="" type="checkbox"/> Extra-duty pay to contracted teachers <input type="checkbox"/> Other:	After- school tutorials for math, reading, science, social studies, science.	\$5,000
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 type="checkbox"/> Parent Involvement <input type="checkbox"/> Professional Development <input type="checkbox"/> Transition activities (not Special Education) <input checked="" type="checkbox"/> Other:	Supplemental math software Supplemental art supplies Supplemental reading materials	\$8000
Other (6400): Registration fees and travel expenses for professional development in-- <input checked="" type="checkbox"/> Classroom management <input type="checkbox"/> Content area <input type="checkbox"/> Teaching strategies <input checked="" type="checkbox"/> Other: ___ Student incentives	BER Trainings ASCD conference Love and Logic Capturing Kids Hearts	\$2,950

Total: 15,950

UT-UCS at the Oaks plans to conduct the following activities with Title I, Part D, Subpart 2 funds:

- Tutorials after school/Saturday in math, reading, science, social studies
- Math tutor/teacher to assist long-term sub
- Supplemental math software
- Reading intervention updates and maintenance
- Supplemental Art Supplies
- Books for supplemental reading
- Staff development re at-risk students (e.g., ASCD conference, Love and Logic, Capturing Kids Hearts)

Title II, Part A Program

Title II, Part A Campus Allocation: \$4,675

Activity	Program Description/Use of Funds	Budget
Personnel (6100)	NA	NA
Contracts (6200): <input type="checkbox"/> Consultants for professional development <input type="checkbox"/> Extra-duty pay to contracted teachers for professional development <input type="checkbox"/> Other (Specify)	Training on IEP development and monitoring, behavior management	\$1000
Supplies and Materials (6300)--- for professional development activities	Book studies (Teacher improvement, Brain-based Learning and Strategies, Good to Great)	\$1,000
Supplies and Materials (6300)--- Technology needs to conduct professional development activities	ELMO projector for staff development In-focus LCD projector for staff development	\$1,800
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: School wide Strategies <input checked="" type="checkbox"/> Teacher competency exam fees/reviews <input type="checkbox"/> Other:	TEExES Exam fees CBM training 6+1 Trait writing training Love and Logic Updates Master Teacher Subscription	\$875
Total:		<u>\$4,675</u>

UT-UCS at the Oaks had 89.5% of its teachers highly qualified in their primary field at the end of the 2006-2007 school year, and 68.8% of its core academic subject classes taught by a teacher who was highly qualified in the subject; however, in October 2007, these percentages had fallen to 68.4% and 46.4%, respectively.

Teachers have plans on file outlining the timeframe within which they will obtain the necessary credentials to be HQ in these subjects.

State Compensatory Education Program Activities

State Compensatory Education Campus Allocation: \$30,275

Activity	Program Description	Budget Amount
Contracts (6200): <input checked="" type="checkbox"/> Consultants <input checked="" type="checkbox"/> Tutorials <input type="checkbox"/> Extra-duty pay to contracted teachers <input type="checkbox"/> Other: _____	<ul style="list-style-type: none"> • Tutoring and classroom consulting for Math Saturday Schools/ Tutoring • TAKS Focus presentations • Mad Scientist 	\$16,500
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/Music <input type="checkbox"/> Parent Involvement <input type="checkbox"/> Professional Development <input type="checkbox"/> Transition activities (not Special Education) <input type="checkbox"/> Other: _____	<ul style="list-style-type: none"> • Scholastic Book Fair • Supplemental reading materials outlined in curriculum guide. • Benchmark incentives for students • TAKS Objective visuals for classrooms • Snacks/water for students during TAKS • TAKS wheels for content areas 	\$8,225
Other (6400): Registration fees and travel expenses for professional development in— <input type="checkbox"/> Classroom management <input type="checkbox"/> Content area <input type="checkbox"/> Teaching strategies <input checked="" type="checkbox"/> Other: Incentive activities <input type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other: _____	<ul style="list-style-type: none"> • MAP incentive activities (e.g., field trips) • Capturing Kids Hearts • Field trips (e.g., Science: Inner Space Caverns, Ben Hur Circus, IMAX theater, Aquarena Springs; Social Studies: Bob Bullock Museum, UT Museum History/Science; ELA: Austin Public Library) 	\$5,550

Total: \$30,275

2007-08 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Holly Engleman		hengleman@mail.utexas.edu	
Reading Specialist	Nancy Baker		nbaker@mail.utexas.edu	
LSSP	Autumn Leal		autumn_leal@mail.utexas.edu	
Teacher	Jamie Reichardt	Art K-12	reichjamie@yahoo.com	
Teacher	Kim Weaster	K-12 ELA/Social Studies		