

# **University of Texas-University Charter School at Miracle Farm**

**Campus Improvement Plan**

**2007-08**

**Giving Students a Chance of a Lifetime**

**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 Miracle Farm Belief Statements

- 1 Purpose: UT-UCS at Miracle Farm provides educational services to boys in residential treatment.

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- 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.

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- 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.

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

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## Campus Profile

Miracle Farm is a residential boys ranch steeped in western heritage and traditional values. They serve boys ranging from ages 13 to 17 and their families who reside within a 120-mile radius of Brenham, Texas. Boys who come to the program are experiencing difficulties with family relationships, behavior, and social skills.

Unique programs implemented at Miracle Farm include an innovative horse program, outdoor activities, including ranch and livestock maintenance, a R.O.P.E.S. challenge course, and wood/metal workshop instruction, all while integrating a real-life approach. Miracle Farm serves an all-male population and strives to create a family-life model with team and family sport activities and mandatory parental involvement on a monthly basis. The average length of stay is 18-24 months. Each boy's progress is evaluated every three months based on his accomplishment of specific pre-determined goals.

The University of Texas--University Charter School at Miracle Farm is an educational opportunity for students who participate in the residential program. UT-UCS addresses the needs of these students in a learning environment that challenges students and increases their self-reliance as learners.

## Comprehensive Needs Assessment for 2007-2008 Miracle Farm Campus

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

- Assessment Data (TAKS/Benchmarking, MAP; AYP)
- Attendance Data
- Continuous Improvement Plan from Performance-Based Monitoring Assessment System
- Highly Qualified Teacher Status
- Spring Survey Results from staff, teachers, instructional aides, students, and parent/caregivers

### Summary—

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

#### Strengths:

- Above average student attendance since all students reside on campus.
- Ratio of 1:7 teacher/student.
- Individualized instruction using
- Campus library available for student check out.
- Science lab in classroom.
- Reading specialist on campus weekly to assist teachers in instruction, and students in remediation.
- Teachers are HQ in subject areas taught.
- Instructional staff/facility staff meetings frequently to discuss individual student needs and achievements.
- Vocational program offering welding, woodworking, and equestrian courses.
- Availability of high quality instructional materials.

#### Needs:

- More efficient use of MAP and assessment data to provide individual student growth and goals.
- Professional development for teachers in the use of instructional technology.
- Teacher training in differentiated instruction.
- Transition assistance to students going back into the public schools.
- Parental involvement workshops to facilitate better school/family communication.
- Raise the bar on rigor for all students.

# Action Plan for Student Achievement

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

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

**Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

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

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

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

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

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

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

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

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

**Correlates with:**

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

**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	79%	2007	≥ 90%	2012-13	≥ 81.2%	2008

\*Data from specific subject areas are not published in this plan due to small numbers; however, the Shared Decision-making Committee that developed the plan considered the results during the Comprehensive Needs Assessment process.

<b>Goal 1 - Strategy 1      Student Achievement Reading/ELA</b>			
<p><b>Leader(s):</b> Principal, Reading Specialist, Teacher</p> <p><b>Leader Progress Report Dates:</b> September October January April May</p>	<p><b>Brief Description:</b> Students will be able to read at/or above grade level or level determined by IEP at the end of the year.</p>	<p><b>Evaluation Benchmark:</b> State Assessment TAKS, MAP Released TAKS</p>	
<p><b>Resources Required:</b> Reading Specialist Central Office Computers Contract Service Diagnostician District Staff Library Audio Visual Equipment Principal Tutors School Library Staff Supplies Teachers Teaching Aids Time</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> Title I Part D, Subpart 2 Compensatory Ed. Budget</p>	<p><b>Amount</b> \$1,500.00 \$500.00 <hr/>\$2,000.00</p>

<b>Goal 1 - Strategy 1</b>		<b>Student Achievement Reading/ELA</b>												
LSSP														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>E</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>	<b>l</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>p</b>	<b>y</b>	<b>n</b>	<b>l</b>	<b>Evaluation</b>
Continuing implementation of UT/UCS Planning Guides-Scope and Sequence based on the TEKS	Principal, Curriculum Specialists, Reading Special	X	X	X	X	X	X	X	X	X	X			Checklists Lesson plans Walk-throughs, and Classroom Observations
Implement use of Measuring Up supplemental consumable materials to help target individual TAKS objectives.	Teacher, Reading Specialist		X	X	X	X	X	X	X	X	X	X		Progress monitoring of completed objectives, benchmarking, weekly progress reports, teacher reports
Increase the numbers of book titles available for student checkout from the school library.	Teacher, Reading Specialist			X		X		X		X		X		checkout log to be reviewed each semester.
Student will choose a book from appropriate Lexile level to present an oral and/or a written book review.	Teacher, Reading Specialist					X				X				Presentation rubric. Writing rubric
Analyze MAP and benchmark testing data in order to rank students into Tier I, II, or III for intervention needs.	Teacher, Reading Specialist, Principal		X				X							Student roster indicating rank level
Identify interventions through Reading Specialist for each tier ranked group of students.	Reading Specialist, Principal, Teacher		X				X					X		List of interventions identified.
Implement interventions for each group of students identified in Tiers II and III.	Teacher, Reading Specialist, Tutor		X	X	X	X	X	X	X	X	X			Progress monitor students using fluency charts
Utilize supplemental reading materials such	Teacher, Reading		X	X	X	X	X	X	X	X	X	X	X	Progress monitoring

<b>Goal 1 - Strategy 1</b>		<b>Student Achievement Reading/ELA</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>p</b>	<b>a</b>	<b>y</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
as Lexia, Read Naturally, school magazines, novels etc. which supplement the textbooks and state adopted materials.	Specialist, Principal													checklists. Student work samples.
Students will produce a "published stage" writing product each semester	Teacher			X		X		X		X				Rubric for each genre of writing.
Continue implementing UT-UCS dyslexia policy and procedures.	Teacher, Reading Coord. And Specialist,Diag.,LSSP	X	X	X	X	X	X	X	X	X	X	X	X	Training sheets, Parent and Staff End-Of-Year Surveys, Documentation of In-Service
Continue implementing the Local Support Team (LST) and 504 procedures concerning dyslexia and related areas.	Princ., Read Coord & Spec., Diags, LSSP, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	LST and 504 Agendas and Minutes; Training Sign-In Sheets; Agendas
Continue providing direction and training for those providing dyslexia identification and referrals.	Princ., Read. Coord & Spec, Diags, LSSP, Dys Coord	X	X	X	X	X	X	X	X	X	X	X	X	Training Agendas; Sign-In Sheets; Documentation of In-Service
Continue providing direction and training for those providing dyslexia instruction using the district dyslexia programs.	Princ., Read. Coord& Spec, Dys. Coord, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Training Agendas; Sign-In Sheets; Documentation of In-Service
Provide parent information sessions covering the characteristics of dyslexia.	Principal, Guidance Counselor	X	X	X	X	X	X	X	X	X	X	X	X	Agendas; Sign-In Sheets; Surveys, Newsletters
Continue implementation of 6+1 writing traits, along with multisensory strategies, TAKS exercises, and revising and editing activities	Teacher, Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans, benchmarks, student work samples
Write for a variety of audiences and in a	Teacher, Reading	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans,student

<b>Goal 1 - Strategy 1</b>		<b>Student Achievement Reading/ELA</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
variety of forms	Specialist													work samples, benchmark tests
Use writing as a tool for learning in all content areas.	Teachers, Reading Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans, walk-throughs, writing benchmark assessments
Use different diagnostic assessments to differentiate instruction for individual learners	Teachers, Reading Specialist, Principal	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans, MAP, benchmarking, six week assessments

<b>Goal 1 - Strategy 2</b>		<b>Student Achievement/Math</b>												
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Students will be able to perform at or above grade level or level determined by IEP at the end of the year.						<b>Evaluation Benchmark:</b> State assessment: TAKS, MAP Released TAKS						
<b>Leader Progress Report Dates:</b> September October January April May														
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>				
Time		Number of FTE's: None				Title I Part D, Subpart 2				\$2,575.00				
Teachers		None				Compensatory Ed. Budget				\$1,063.00				
Supplies		Cost: None								<hr/>				
Staff										\$3,638.00				
Principal														
Math Specialist														
Guidance Counselor														
District Staff														
Computers														
Audio Visual Equipment														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Continuing implementation of UT/UCS Planning Guides-Scope and Sequence	Teacher, Math Specialist,	X	X	X	X	X	X	X	X	X	X	X	X	Checklist, lesson plans, observations, walk-throughs

<b>Goal 1 - Strategy 2</b>		<b>Student Achievement/Math</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
Implement use of Measuring Up supplemental consumable materials to help target individual TAKS objectives	Teacher, Math Specialist,		X	X	X	X	X	X	X	X	X			Checklist Lesson plans
Provide students with manipulatives to use with problem solving strategies.	Teacher, Math Specialist	X	X	X	X	X	X	X	X	X	X			Lesson plans, walk-throughs
Use math magazines and computer software to increase "real-world" problem solving.	Teacher, Math Specialist	X	X	X	X	X	X	X	X	X	X			Checklist, walk-throughs
Provide students a copy of MAP results. Hold student conferences and set goals.	Teacher, Support Staff, Principal		X				X		X			X		MAP scores
Support math skills through curriculum mapping (ex. teach math vocabulary in ELA/Reading classes and choose math-related stories in ELA/Reading classes).	Math Specialist, Principal, Teacher	X	X	X	X	X	X	X	X	X	X	X		Classroom Observations; Lesson Plans, walk-throughs
Implement use of new math curriculum, Glencoe Mathematics, and support new curriculum by holding weekly teacher meetings	Teacher, Math Specialist, Principal	X	X	X	X	X	X	X	X	X	X	X		Lesson plans, walk-throughs,
Implement the use of supplemental materials to address special needs learners.	Teacher, Math Specialist	X	X	X	X	X	X	X	X	X	X	X		Lesson plans, classroom observations,

<b>Goal 1 - Strategy 3</b>		<b>Student Achievement/Science</b>													
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Show understanding of science topics and the scientific process.											<b>Evaluation Benchmark:</b> TAKS Science TAKS Released Tests MAP Student Report Cards		
<b>Leader Progress Report Dates:</b> October January May															
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>							<b>Amount</b>			
Time		Number of FTE's: None			Title I Part D, Subpart 2							\$2,575.00			
Teaching Aids		None			Compensatory Ed. Budget							\$1,062.00			
Teachers		Cost: None										<hr/>			
Supplies												\$3,637.00			
Science Specialist															
School Library															
Guidance Counselor															
District Staff															
District Coordinator															
Computers															
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Continue to use Measuring Up supplemental, consumable materials to help target individual TAKS objectives.		Teacher, Curriculum Specialist		X	X	X	X	X	X	X	X	X	X	X	Progress monitoring of completed objectives, work samples
Continue to implement the Science TEKS		Teacher, Curriculum	X	X	X	X	X	X	X	X	X	X	X	X	Checklist

<b>Goal 1 - Strategy 3</b>		<b>Student Achievement/Science</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>l</b>	
based district planning guide.	Specialist													Lesson plans	
Participate in "hands-on" lab experiments using the scientific process at least twice a month.	Teacher, Curriculum Specialist		X	X	X	X	X	X	X	X	X			Lab Manual Lesson Plans	
Utilize supplemental materials such as science magazines, curriculum on wheels, and trade books.	Teacher, Curriculum Specialist		X		X		X		X		X			Summaries, walk-throughs	
Implement Mad Science or similar presentations to enhance skills learned in classroom.	Teacher, Science Curriculum Specialist					X						X		Student participation and evaluation.	

<b>Goal 1 - Strategy 4</b>		<b>Student Achievement/Social Studies</b>	
<b>Leader(s):</b> Teacher		<b>Brief Description:</b> Students will show understanding of historical concepts and events, geography, and current events.	
<b>Leader Progress Report Dates:</b> December May		<b>Evaluation Benchmark:</b> TAKS Social Studies Report Cards Student Projects	
<b>Resources Required:</b>		<b>FTE's Required:</b>	<b>Source of Funds:</b>
School Library		Number of FTE's: None	None
Computers		None	
District Coordinator		Cost: None	
District Staff			
Guest Speaker			
Guidance Counselor			
Audio Visual Equipment			
Principal			
Reading Specialist			
Staff			
Supplies			
Teachers			
Teaching Aids			
Time			
Social Studies Specialist			
Library			
<b>Amount</b>			
			\$0.00
			\$0.00
<b>Timeline</b>			

<b>Goal 1 - Strategy 4</b>		<b>Student Achievement/Social Studies</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>u</b>	<b>l</b>
Continue implementation of the TEKS based Social Studies district planning guide.	Teacher, Principal, Curriculum Specialist	X	X	X	X	X	X	X	X	X	X	X		Lesson plans Checklist, walk-throughs	
Implement use of primary sources, current event magazines, newspapers, curriculum on wheels, etc. to encourage students interest in social studies topics.	Teacher, Curriculum Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Oral or written reports Checklists	
Integrate Language Arts and Social Studies topics through the use of graphic novels and novels.	Teacher, Reading Specialist, Curriculum Coord		X	X	X	X	X	X	X	X	X	X		Summaries, Lesson plans Reports	
Continue strategies related to graphic organizers.	Curriculum specialists	X	X	X	X	X	X	X	X	X	X	X		Lesson Plans; Classroom Observations	

<b>Goal 1 - Strategy 5</b>		<b>Student Achievement/Physical Education</b>												
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Student will participate in physical education class to meet state TEKS.						<b>Evaluation Benchmark:</b> Checklist of skills progress Report Cards						
<b>Leader Progress Report Dates:</b> October January May														
<b>Resources Required:</b> Staff Time Teaching Aids Teachers Supplies School Commons Area		<b>FTE's Required:</b> Number of FTE's: None None Cost: None				<b>Source of Funds:</b> None				<b>Amount</b> \$0.00 \$0.00				
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Implement physical education TEKS using required sports equipment.	Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Checklist of skills progress
Provide students with the opportunity to practice skills learned in appropriate community settings.	P.E. Teacher, Staff			X				X				X		Teacher observation,
Continue implementation of the PE TS challenge course	Teacher, PE Teacher, Staff	X	X	X	X	X	X	X	X	X	X	X	X	checklists

<b>Goal 1 - Strategy 6</b>		<b>Technology</b>												
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Show academic growth through increased use of technology to meet performance goals set by the State Accountability System and NCLB.											<b>Evaluation Benchmark:</b> Student performance on TAKS, TELPAS, and Measures of Academic Progress (MAP)	
<b>Leader Progress Report Dates:</b> When test results are received														
<b>Resources Required:</b> Special Programs Coord. Teachers Principal IT Department District Staff Computers		<b>FTE's Required:</b> Number of FTE's: None None Cost: None			<b>Source of Funds:</b> None								<b>Amount</b> \$0.00 \$0.00	
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Participate in staff development and training to develop skills needed to apply technology.	Principal, Teachers, Curriculum Specialists	X	X	X	X	X	X		X	X	X	X	X	Training Evaluation, Surveys, Classroom Observations
Provide educational software in conjunction with core curriculum in all UT-UCS classrooms.	Principal, District Staff, Curriculum Specialists	X	X	X	X	X	X	X	X	X	X	X	X	Surveys, Classroom Observations, Walk-throughs
Improve the computer/student ratio.	IT Department	X	X	X	X	X	X	X	X	X	X	X	X	Campus level inventories
Replace ineffective and obsolete equipment by purchasing new printers.	IT Department and Principal							X	X	X	X	X	X	Purchase order and receipt of printers

<b>Goal 1 - Strategy 6      Technology</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Provide professional development in the area of technology to improve student performance on daily work and on standardized assessments.	Special Programs Coord & IT Department	X	X	X	X	X	X	X	X	X	X	X	X	Staff Surveys	

<b>Goal 1 - Strategy 7</b>		<b>Fiscal and Program Effectiveness &amp; Compliance</b>												
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Ensure program effectiveness and compliance											<b>Evaluation Benchmark:</b> Audits Queries	
<b>Leader Progress Report Dates:</b> January May														
<b>Resources Required:</b>		<b>FTE's Required:</b>					<b>Source of Funds:</b>					<b>Amount</b>		
Special Programs Coord.		Number of FTE's: None					None					\$0.00		
Special Edu. Director		None										\$0.00		
Diagnostician		Cost: None												
LSSP														
Teachers														
Staff														
Principal														
District Staff														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Ensure that UT-UCS policies and procedures are followed.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Documentation of policy distribution.
Ensure implementation of Special Education policies and procedures.	Prin, LSSPs, Diags, Sp Ed Director	X	X	X	X	X	X	X	X	X	X	X	X	Observation of ARD Meetings, ARD Paperwork, Classroom Observations, Parent Feedback, Campus Audits, Campus

<b>Goal 1 - Strategy 7</b>		<b>Fiscal and Program Effectiveness &amp; Compliance</b>												<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	
														Training
Ensure IEPs are implemented.	Prin, LSSPs, Diag, Teachers, Curric Spec	X	X	X	X	X	X	X	X	X	X	X	X	IEPs, Lesson Plans & MAP Progress
Ensure NCLB policies and procedures are implemented.	Special Programs Coord, Principal, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Timely submission of reports and documentation.

**Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Correlates with:**

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

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

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

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

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

\*Data masked due to small numbers.

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

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> January May</p>	<p><b>Brief Description:</b> Show academic growth for Limited English Proficient students in reading/language arts, English, mathematics, science, and social studies.</p>	<p><b>Evaluation Benchmark:</b> TAKS, MAP, and TELPAS, and Measures for Academic Progress (MAP)</p>
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<p><b>Resources Required:</b> Tutors Time Teaching Aids Teachers Supplies School Library Principal LPAC Coordinator Computers Audio Visual Equipment</p>	<p><b>FTE's Required:</b> Number of FTE's: None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>
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**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	p	y	n	l	
Extended day tutorial sessions for LEP students referred by teacher(s).	Principal, Teacher, Tutors	X	X	X	X	X	X	X	X	X	X	X	X	Tutor Logs; Tutor's Progress Reports
Multi-sensory vocabulary enrichment activities in all content areas.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Criterion-Referenced Assessment

<b>Goal 2 - Strategy 1</b>		<b>LEP: English Proficiency &amp; High Standards</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>u</b>	<b>l</b>	
Build student's second language skills using appropriate materials.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Teacher Created Assessments or Observations to measure progress in language acquisition	
Appoint LPAC committee members	Principal	X	X	X	X	X	X	X	X	X	X	X	X	List of LPAC Membership	
Train LPAC Committee Members on LPAC procedures and requirements	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Agendas; Sign-In Sheets	
Maintain supply of testing materials at each campus	LPAC Chairperson	X	X	X	X	X	X	X	X	X	X	X	X	Inventory of Test Materials	
ESL teachers attend seminars to enhance skills in planning and delivering instruction.	Principals and Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of Completion	
Incorporate culture-rich material related to student's native language.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans; Classroom Observations	

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

**Correlates with:**

<b>State Objectives</b>		
1) Partnering Parents with Educators	6) School Personnel	9) Instructional Techniques
<b>NCLB/ESEA Goals and Indicators</b>		
3) Highly Qualified Staff		
<b>Effective School Correlates</b>		
3) Instructional Leadership	7) Home-School Relations	

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**Indicator:** Highly Qualified Teachers

<b>Group:</b>	<b>Highly Qualified Teacher</b>	<b>Target</b>
Core Academic Subject Teachers	2003-2004: 50% 2004-2005: 33.3% 2005-2006: 66.7% 2006-2007: 100% 2007-2008: 100%	2007-2008: 100%

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

<b>Group:</b>	<b>% Classes Taught by HQ Teachers</b>	<b>Target</b>
Core Academic Subject Teachers	2003-2004: 46.7% 2004-2005: 10.9% 2005-2006: 58.6% 2006-2007: 71.43% 2007-2008: 80%	2007-2008: 100%

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

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> January May</p>	<p><b>Brief Description:</b> Provide all teachers and Reading Specialist with sustained, high quality professional development opportunities that increase their knowledge of core academic subject areas.</p>	<p><b>Evaluation Benchmark:</b> Student performance on TAKS, TELPAS, and Measures of Academic Progress (MAP)</p>
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<p><b>Resources Required:</b> Time Teachers Staff Principal District Staff District Coordinator</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> Title II, Part A Compensatory Ed. Budget</p>	<p><b>Amount</b> \$883.00 \$500.00 <hr/>\$1,383.00</p>
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**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		g	e	c	o	e	a	b	a	a	y	u	l	
Teachers will attend all district sponsored staff development sessions as posted throughout the 2007-2008 school year.	Principal, Support Staff	X		X		X	X	X						Certificate of completion
Teachers and Reading Specialist may attend at least one out of district workshop with prior approval of Principal which will enhance skills in the core subject areas.	Principal, Support Staff			X					X	X				Certificates of completion
Teachers and Reading Specialist will attend at least one workshop related to strategies which will address learning needs of special	Principal			X	X	X	X	X	X	X	X	X		completion certificates.

<b>Goal 3 - Strategy 1</b>															<b>Highly Qualified Staff--Professional Development</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>															
		u	e	c	o	e	a	e	a	a	a	u	u																
populations-special education, LEP, at risk, etc.		g	p	t	v	c	n	b	r	r	y	n	l																

Goal 3 - Strategy 2 Recruitment and Retention Plan															
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> December May		<b>Brief Description:</b> All teachers at UT-UCS at Miracle Farm will become highly qualified in all core academic subject areas in which they teach.					<b>Evaluation Benchmark:</b> Percentage of teachers who are qualified by the end of the school year. Number of core academic subject classes taught by highly qualified teachers.								
<b>Resources Required:</b> Principal Time Teachers Staff District Staff District Coordinator Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: None  None  Cost: None			<b>Source of Funds:</b> Compensatory Ed. Budget				<b>Amount</b>       <hr/> \$200.00  <hr/> \$200.00						
Timeline															
Activity		Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Analyze current teaching assignments in conjunction with each teacher's highly qualified status to ensure the most effective use of existing staff.		Principal	X	X	X	X	X	X	X	X	X	X	X	X	Percent of classes taught by HQ teachers
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	X	X	X	X	X	X	X	X	X	Percent of classes taught by HQ teachers

<b>Goal 3 - Strategy 2</b>		<b>Recruitment and Retention Plan</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>p</b>	<b>a</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Work with facility staff 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	Percent of classes taught by HQ teachers.
Reimburse teaching staff for certain costs (defined in UT-UCS policy) associated with meeting the highly qualified teacher requirements.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Percent of classes taught by HQ teachers.
Provide professional development opportunities to improve teacher knowledge in core academic subjects.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Percent of classes taught by HQ teachers

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

**Correlates with:**

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

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**Indicator:** Students Removed From Class

<b>Group:</b>	<b>Student Removals</b>	<b>Target</b>
Students	2006-2007: 0	2007-2008: 0

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**Indicator:** Restraints

<b>Group:</b>	<b>Number of restraints</b>	<b>Target</b>
Students	2006-2007: 0	2007-2008: 0

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<b>Goal 4 - Strategy 1      Safe, Drug Free &amp; Conducive Learning Environments</b>														
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Integrate the educational program with the student's physical and psychological treatment plan; create and maintain classroom environments that are safe and conducive to learning.					<b>Evaluation Benchmark:</b> Number of incidents for which students are removed from class for more than 50% of the instructional day.							
<b>Leader Progress Report Dates:</b> End-of-semester														
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>								<b>Amount</b>	
Teachers		Number of FTE's: None			None								\$0.00	
Principal		None											\$0.00	
Guidance Counselor		Cost: None												
District Staff														
Campus Admin. Staff														
Behavior Specialist														
<b>Timeline</b>														
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	
Provide training for teachers in classroom management, including topics such as behavior management strategies, learning styles, differentiated instruction.	Principal, Behavior Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Evaluations; Surveys
Opportunities for attendance at outside workshops on classroom management topics.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Workshop materials.
Require staff attending workshops to provide training through district-wide and/or campus-based meetings.	Principal	X											X	Workshop evaluation

<b>Goal 4 - Strategy 1</b>		<b>Safe, Drug Free &amp; Conducive Learning Environments</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
Implement facility mandated verbal de-escalation techniques.	Principal and Behavioral Specialist	X	X	X	X	X	X	X	X	X	X	X	X	Training logs
Incorporate character education/social skills training into daily curriculum.	Teachers, Principal, Guidance Counselor	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans

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

**Correlates with:**

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

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

<b>Group:</b>	<b># of Students Who Met College- Readiness standards</b>	<b>Target</b>
11th Grade Students TAKS-Exit ELA	2006-2007: Masked due to small numbers	2007-2008: Data of campus will be compared to district data

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

<b>Group:</b>	<b># of Students Who Met College- Readiness Standards</b>	<b>Target</b>
11th Grade Students TAKS-Exit Math	2006-2007: Masked due to small numbers	2007-2008: Data of campus will be compared to district data

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<b>Goal 5 - Strategy 1      High School Completion</b>																		
<b>Leader(s):</b> Principal		<b>Brief Description:</b> All students will have a 4-year graduation plan.					<b>Evaluation Benchmark:</b> Number of students leaving 8th grade and/or entering 9th grade with graduation plans.											
<b>Leader Progress Report Dates:</b> January May																		
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>							<b>Amount</b>						
Time		Number of FTE's: None			None							\$0.00						
Staff		None										\$0.00						
School Library		Cost: None																
Principal																		
Guidance Counselor																		
District Coordinator																		
Computers																		
Audio Visual Equipment																		
<b>Timeline</b>																		
<b>Activity</b>		<b>Person(s) Responsible</b>			A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>	
		u	e	c	o	v	e	a	n	b	r	r	a	y	u	n	i	
All students will have a 4 year graduation plan established for them by the end of their 8th grade year and/or as they enter 9th grade.		Principal, Guidance Counselor			X	X	X	X	X	X	X	X	X	X				Plans
Graduation plans will be reviewed at the end of each semester for students in grades 9-12.		Campus Staff							X					X	X			Up to date plans

<b>Goal 5 - Strategy 1      High School Completion</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Provide opportunities for students in order to encourage high school graduation. These might include field trips to career possibilities, software for college entrance exams, registration for tests, distance education courses.	Principal, Guidance Counselor	X	X	X	X	X	X	X	X	X	X	X	X	School Calendar; Record of Off Campus Visitations

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

<b>Goal 5 - Strategy 2</b>		<b>Transition</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Field trips for students to explore post secondary opportunities.	Principal, Guidance Counselor			X	X	X	X	X	X	X	X			Workshop attendance

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

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

<b>Goal 5 - Strategy 4      High School Allotment</b>														
<b>Leader(s):</b> Principal			<b>Brief Description:</b> High School Allotment funds will be used to increase high school completion and college readiness rates.						<b>Evaluation Benchmark:</b> Number of students who complete coursework					
<b>Leader Progress Report Dates:</b> January May														
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>						<b>Amount</b>		
Teachers			Number of FTE's: None			High School Allotment						\$1,230.00		
Supplies			None									\$1,230.00		
School Library			Cost: None											
Principal														
Parent Support														
Guidance Counselor														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Provide under-achieving students with instruction in study skills for success in college level work, academic and community support for success in college preparatory classes, and information about and access to college and financial aide.	Principal, Guidance Counselor, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Surveys
Provide academic support and instruction to increase the number of students who complete the Recommended High School Plan.	Principal, Guidance Counselor, Teachers		X	X	X	X	X	X	X	X	X			Number of students enrolled in classes for the Recommended High School Plan.

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

## Regular Foundation School Program Activities

Allocation: \$ 3800.00

Use of Funds	Budget
<b>Contracts (6200)</b> <input checked="" type="checkbox"/> Tutorials <input type="checkbox"/> Reimbursement to teachers for professional development expenses <input type="checkbox"/> Correspondence Courses <input type="checkbox"/> Other:	1000.00
<b>Supplies and materials (6300)</b> (laminating machine, curriculum materials to augment learning needs, library books, etc.)	1500.00
<b>Technology supplies and materials (6300)</b>	1300.00
Educational Field Trips (coordinate with UCS fiscal office)	
Educational Student Incentives (coordinate with UCS fiscal office)	
<b>Other (6400)</b>	
Total Budget	3800.00

### Overview of Regular Foundation School Program

- To provide instructional support for students and staff at Miracle Farm to encourage the development of study skills for challenging academic work that will enable students to prepare for college enrollment
- To purchase ancillary books/workbooks
- Equipment and technology to support classroom instruction
- To assure the development of grade-level skills for each student in all subject areas

# High School Allotment Program Activities

High School Allotment Campus Allocation: \$ 1230.00

Use of Funds	Budget
<b>Contracts (6200)</b> ___ Correspondence Courses Other: _____	
<b>Supplies and materials (6300)</b> <input checked="" type="checkbox"/> Supplies and materials for college awareness displays/workshops <input checked="" type="checkbox"/> Professional development materials related to High School Allotment program activities <input checked="" type="checkbox"/> Supplies and materials to support summer program for 8 <sup>th</sup> graders transitioning to 9 <sup>th</sup> grade Other: _____	<b>1230.00</b>
<b>Other (6400)</b> ___ Educational Field Trips—entrance fees (must be coordinated with UT-UCS fiscal office) ___ Tuition and fees for students in dual enrollment classes ___ Test fees for College prep exams, included PSAT, SAT, ACT ___ Registration fees for staff (small learning communities, facilitating college transition) Other: _____	
Total Budget	<b>1230.00</b>

## Overview of High School Allotment Program

Funds will be used to purchase supplies and materials that build awareness of college options that will be available to students; provide staff development materials related to college awareness activities; and provide for a support program for 8<sup>th</sup> grades who are transitioning to 9<sup>th</sup> grade.

# State Compensatory Education Program Activities

State Compensatory Education Campus Allocation: \$ 3325.00

Activity	Program Description	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: _____	Supplemental tutorials to at-risk students	1000.00
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) Other: _____	Supplies and materials to support the instructional program at Miracle Farm that focus on the needs of at-risk students.	1625.00
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"/> Teacher competency exam fees <input type="checkbox"/> Other: _____	To provide additional training for teachers who work with at-risk students	700.00

**Total: \$3,325.00**

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

- To provide supplemental tutorial services to at-risk students
- To provide supplemental instructional supplies and materials to identified at-risk students
- To provide training for teachers who work with at-risk students

# Title I, Part D Program

Title I, Part D Campus Allocation: \$ 6,650.00

Activity	Program Description	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: _____	Supplemental instructional activities/materials to improve student performance in core academic subjects, such as tutorials, or extended-day.	\$ 5,150.00
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 type="checkbox"/> Other: _____	Purchase books, programs to improve instruction in all academic areas	\$ 1,500.00
Other (6400): Registration fees and travel expenses for professional development in— <input type="checkbox"/> Classroom management <input type="checkbox"/> Content area <input type="checkbox"/> Teaching strategies <input type="checkbox"/> Other: _____		

**Total: 6,650.00**

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

- Transition activities to assist students moving from middle school to high school; high school to workforce; high school to college; or from the charter school to a regular public school environment.
- Supplemental instructional activities/materials to improve student performance in core academic subjects, such as tutorials, or extended-day or extended-week classes.
- Drop-out prevention programs to assist at-risk children or youth, including character education, college/career awareness,

## Title II, Part A Program

Title II, Part A Campus Allocation: \$883.00

Activity	Program Description/Use of Funds	Budget
Personnel (6100)		
Contracts (6200): <input type="checkbox"/> Consultants for professional development <input type="checkbox"/> Extra-duty pay to contracted teachers for professional development <input type="checkbox"/> Other (Specify)		
Supplies and Materials (6300)--- for professional development activities		
Supplies and Materials (6300)--- Technology needs to conduct professional development activities		
Other (6400)--- Registration fees and travel expenses for professional development in--- <input checked="" type="checkbox"/> Classroom management <input type="checkbox"/> Content area <input type="checkbox"/> Teaching strategies <input checked="" type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other:_____	Provide additional professional development opportunities for staff members to strengthen skills in the three areas of classroom management, in content areas, and in teaching strategies as requested by staff	883.00

Total: \$883.00

**Description for Title II, Part A program:**

Funds will be used to provide professional development opportunities for staff members to strengthen skills in the areas of classroom management, content areas, and in teaching strategies that individual teachers request.

<b>2007-08 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Principal	Wendy Riney			
Facility Administrator	Jeremy Cole			
Family Services Specialist	Jeanny Meeker			
Family Services Specialist	Jori Boutell			
Classroom Teacher	Regina Garrett			
House Parent	Chris Welch			