

# **University of Texas-University Charter School at Pathfinders**

## **Campus Improvement Plan**

**2007-08**

**Pathfinder Campus will encourage and enable students to become competent, contributing members of society equipped with the reading, writing, and math skills necessary for success in a rapidly changing world. The Pathfinder campus is supported by a committed group of volunteers that work with the students during and after school.**

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## University of Texas-University Charter School at Pathfinders Belief Statements

- 1 Student learning is our foremost priority.
- 2 Each student will achieve mastery of all academic skills regardless of educational history, family background, socioeconomic status, or race.
- 3 Every person in our learning community is responsible for helping all students reach their highest potential.
- 4 We educate our students by providing instruction to meet their different learning styles and abilities.

## Campus Profile:

The University of Texas - University Charter School at Pathfinders serves on average 18-22 boys in a wilderness residential center. The campus is located at The Burke Center for Children, a residential treatment center for boys in the system of the Texas Department of Family Services, juvenile probation departments and through private referrals. Students receive instruction daily from two teachers. Each teacher is supported by an instructional aide who assists with students' assignments, tutoring, and evaluation. Physical education is offered daily from a certified teacher. There is a reading specialist available two days a week. Bimonthly teacher support visits from math, social studies, and science curriculum specialists ensure that the teachers and students are kept abreast of current and innovative teaching strategies and programs.

During the 2007-08 school year, the Pathfinders campus will be proactive in meeting the needs of their high school students. To ensure that the students' graduation requirements will not suffer during their placement here, we will be implementing plans to help students' meet their various academic goals:

- \* Purchase an online credit recovery program
- \* Offer fine arts courses and foreign language courses to students by contracting certified teachers to teach the courses or using other approved courses.

## Comprehensive Needs Assessment for 2007-2008 Pathfinder Campus

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

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

### Summary—

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

#### Strengths:

- Above state average in attendance since all students reside on campus.
- No more than 11 students per class.
- Each classroom has a teacher, instructional aide, and two staff workers.
- Teachers use common district-wide curriculum in all core areas.
- Project based social studies units to meet diverse needs.
- PE teacher to provide daily instruction.
- Use of highly qualified tutors after school hours to provide remediation as needed in reading and math.
- Science, math, and social studies specialists on campus bimonthly to support teachers.
- Availability of high-quality instructional resources.
- Campus library for student check out.
- Tutors trained in use of scientifically-based inventions.
- Community volunteers in the school weekly.

#### Needs:

- Professional development in all content areas for teachers' and instructional aides' continued growth.
- Improve use of MAP and TAKS benchmark testing to set goals and show student growth.
- Digital camera to be used in nature study unit.
- Foreign language/Fine Arts offering for high school students.
- Transition workshops for students returning to public schools.
- Online credit recovery system for high school 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	44 %	2007	≥ 90 %	2012-13	≥ 53.2 %	2008

<b>Goal 1 - Strategy 1</b>		<b>Student Achievement Reading/ELA</b>												
<b>Leader(s):</b> Principal		<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.						<b>Evaluation Benchmark:</b> State assessment-TAKS, MAP Released TAKS						
<b>Leader Progress Report Dates:</b> September 2007 October 2007 January 2008 April 2008 May 2008														
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>				
Time		Number of FTE's: None				Title I Part D, Subpart 2				\$2,000.00				
Teaching Aids		None				SCE-"Skipped"				\$2,500.00				
Teachers		Cost: None				Compensatory Ed. Budget				\$650.00				
Supplies										<hr/> \$5,150.00				
Staff														
School Library														
Principal														
Instructional Aides														
District Staff														
Diagnostician														
Curriculum Specialists														
Contract Service														
Computers														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
		u	e	c	o	e	a	e	a	p	a	u	u	

<b>Goal 1 - Strategy 1</b>		<b>Student Achievement Reading/ELA</b>												
		a	n	t	v	c	n	b	r	r	v	n	l	
Implement use of 2007-2008 English/Language Arts TEKS based district planning guide.	Principal, Curriculum Specialists, Reading Special	X	X	X	X	X	X	X	X	X	X			Checklist Lesson plans
Implement use of Measuring Up supplemental consumable materials to help target individual TAKS objectives.	Teacher, Reading Specialist, Instructional Aide		X	X	X	X	X	X	X	X				Progress monitoring of completed objectives.
Increase the numbers of book titles available for student checkout from school library.	Teacher, Reading Specialist		X		X		X		X		X	X		Checkout log to be reviewed each six weeks.
Student will choose a book from appropriate Lexile level to present an oral book review.	Teacher, Reading Specialist		X		X	X		X		X	X			Presentation rubric.
Analyze MAP and benchmark testing data in order to rank students into Tier I, II, or III for intervention needs.	Teacher, Reading Specialist, Principal		X				X							Student roster indicating rank level
Identify and implement scientifically based interventions for students which are academically below grade level. (Tier II and Tier III students)	Reading Specialist, Principal, Teacher			X	X	X	X	X	X	X	X			Rtl documentation; Tutoring logs; Progress monitoring data
Utilize supplemental reading materials such as Lexia, Read Naturally, school magazines, novels etc.	Teacher, Reading Specialist, Principal		X	X	X	X	X	X	X	X	X	X	X	Progress monitoring checklists. Student work samples.
Students will produce a "published stage" writing product each six weeks.	Teacher		X	X		X		X		X	X			Rubric for each genre of writing.
Continue implementing UT-UCS dyslexia, 504, ELL policy and procedures.	Teacher, Reading Coord. and Specialist, LSSP	X	X	X	X	X	X	X	X	X	X	X		Training Agendas, Sign-In Sheets
Hold monthly LST meetings to discuss students who are having behavior and/or academic difficulties.	Princ., Read Coord & Spec., LSSPs, Teachers	X	X	X	X	X	X	X	X	X	X	X		LST Agendas Sign-In Sheets

<b>Goal 1 - Strategy 1</b>		<b>Student Achievement Reading/ELA</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>p</b>	<b>a</b>	<b>u</b>	
		<b>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>	
Continue providing direction and training for those providing dyslexia identification and referrals.	Princ., Read. Coord & Spec, LSSP, Dys Coord	X	X	X	X	X	X	X	X	X	X	X	X	Training Agendas, Sign-In Sheets
Provide training and support for those providing dyslexia services, ESL services, and Rtl interventions.	Princ., Read. Spec, Dys. Coord, Teachers, Aide	X	X	X	X	X	X	X	X	X	X	X	X	Training Agendas, Sign-In Sheets,
Tutoring will be provided to students who are at risk for not meeting the standards on the state assessments	Principal, Teacher, LSSP			X	X	X	X	X	X	X	X			TAKS benchmarks MAP Report cards Progress Monitoring data

<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 2007 October 2007 January 2008 April 2008 May 2008														
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>							<b>Amount</b>		
Teachers		Number of FTE's: None			Title I Part D, Subpart 2							\$1,000.00		
Supplies		None			SCE-"Skipped"							\$1,500.00		
Staff		Cost: None			Compensatory Ed. Budget							\$650.00		
Principal												<hr/>		
Instructional Aides												\$3,150.00		
District Coordinator														
Curriculum Specialists														
<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 use of 2007-2008 Math TEKS based district planning guide.	Teacher, Math Specialist		X	X	X	X	X	X	X	X	X			Checklist Lesson plans
Implement use of Measuring Up supplemental consumable materials to help target individual TAKS objectives.	Principal, Teacher, Instructional Aide		X	X	X	X	X	X	X	X				Progress monitoring of completed objectives.

<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>		
		<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 students with manipulatives to use with problem solving strategies.	Teacher, Math Specialist, Instru. Aide	X	X	X	X	X	X	X	X	X	X			Lesson plans	
Use math magazines and computer software to increase "real-world" problem solving.	Principal, Teacher, Math Specialist	X	X	X	X	X	X	X	X	X	X			Checklist	
Provide students a copy of MAP results. Hold student conferences and set goals.	Principal, Teachers, Instruc. Aides		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		Lesson Plans, Walk-Throughs	

<b>Goal 1 - Strategy 3</b>		<b>Student Achievement/Science</b>													
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Students will demonstrate understanding of science concepts and the scientific process.										<b>Evaluation Benchmark:</b> TAKS Released Tests MAP Science Student Report Cards			
<b>Leader Progress Report Dates:</b> October 2007 January 2008 May 2008															
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>						<b>Amount</b>			
Curriculum Specialists		Number of FTE's: None				Title I Part D, Subpart 2						\$600.00			
Instructional Aides		None				SCE-"Skipped"						\$500.00			
Principal		Cost: None				Compensatory Ed. Budget						\$650.00			
Time												\$1,750.00			
Teaching Aids															
Teachers															
Supplies															
School Library															
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>	
Implement use of 2007-2008 Science TEKS based district planning guide.	Principal, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Checklist Lesson plans	
Implement use of Measuring Up supplemental, consumable materials to	Teacher, Instructional Aide, Curriculum		X	X	X	X	X	X	X	X	X	X	X	Progress monitoring of completed objectives.	

<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>y</b>	<b>n</b>	<b>l</b>
help target individual TAKS objectives.	Specialist														
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.	Principal, Teacher, Curriculum Specialist		X		X		X		X		X			Student summaries	
Utilize Mad Science or similar presentations to enhance skills learned in classroom.	Teacher, Science curriculum specialist				X	X			X		X	X		Student participation and evaluation.	

<b>Goal 1 - Strategy 4</b>		<b>Student Achievement/Social Studies</b>												
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> December 2007 May 2008		<b>Brief Description:</b> Students will show understanding of historical concepts and events, geography, and current events.					<b>Evaluation Benchmark:</b> TAKS Social Studies for 8th, 10th, and Exit Level students Passing grades on report cards Student Projects							
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>						<b>Amount</b>			
Instructional Aides		Number of FTE's: None			Title I Part D, Subpart 2						\$400.00			
Curriculum Specialists		None			SCE-"Skipped"						\$1,000.00			
Teaching Aids		Cost: None			Compensatory Ed. Budget						\$650.00			
Teachers											<hr/> \$2,050.00			
Supplies														
Staff														
School Library														
Principal														
Guest Speaker														
District Coordinator														
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>
Implement use of 2007-2008 TEKS based Social Studies district planning guide.	Teacher, Principal, Curriculum specialist	X	X	X	X	X	X	X	X	X	X			Lesson plans Checklist Work samples
Implement use of primary sources, current	Teacher, Curriculum	X	X	X	X	X	X	X	X	X	X			Oral reports

<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>
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
event magazines, newspapers, curriculum on wheels, etc. to encourage students interest in social studies topics.	specialist													Checklists Lesson plans
Integrate guest speakers/actors such as Buffalo Soldiers and Texas Parks and Wildlife into curriculum.	Teacher, Curriculum Specialist, Teacher			X			X		X		X			Oral and written summaries Lesson plans
Integrate Language Arts and Social Studies topics through the use of graphic novels and novels.	Teacher, Reading Specialist, Curriculum Spec.		X	X	X	X	X	X	X	X	X			Summaries Reports Lesson plans
Students will use graphic organizers to organize information.	Curriculum Specialists	X	X	X	X	X	X	X	X	X	X			Lesson Plans, Walk-Throughs Work samples

<b>Goal 1 - Strategy 5</b>		<b>Student Achievement/Physical Education</b>												
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Student will participate in physical education class to meet state TEKS.					<b>Evaluation Benchmark:</b> Checklist of skills progress Report cards							
<b>Leader Progress Report Dates:</b> October 2007 January 2008 May 2008														
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>								<b>Amount</b>	
Staff		Number of FTE's: None			None								\$0.00	
Principal		None											\$0.00	
Time		Cost: None												
Teaching Aids														
Teachers														
Supplies														
School Commons Area														
<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.	Principal, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Checklist of skills progress Lesson plans
Provide students with the opportunity to practice skills learned in appropriate community settings.	P.E. Teacher, Principal, Teacher, Staff			X				X				X		Teacher observation, student summaries. Lesson plans

<b>Goal 1 - Strategy 6</b>		<b>Student Achievement/Technology</b>												
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> September 2007 October 2007 January 2008 April 2008 May 2008		<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> TAKS for all students MAP testing						
<b>Resources Required:</b> Teachers Special Programs Coord Principal IT Department Instructional Aides District Staff Curriculum Specialists Computers		<b>FTE's Required:</b> Number of FTE's: None  Cost: None		<b>Source of Funds:</b> None							<b>Amount</b> \$0.00 <hr/> \$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 related to the use of current classroom technologies utilized by UT-UCS.	IT Dept, Curric Spec, Princ, Tchrs, Instr Aides	X	X	X	X	X	X	X	X	X	X	X	X	Training Evaluations, Surveys
Provide educational software in conjunction with core curriculum in all classrooms.	IT Dept, Princ, Curric Specialists	X	X	X	X	X	X	X	X	X	X	X	X	Surveys

<b>Goal 1 - Strategy 6</b>		<b>Student Achievement/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>r</b>	<b>a</b>	<b>y</b>	<b>n</b>	<b>l</b>
Improve the computer/student ratio.	IT Department	X	X	X	X	X	X	X	X	X	X	X	X	Inventories	
Replace ineffective and obsolete equipment.	IT Department	X	X	X	X	X	X	X	X	X	X	X	X	Inventories	
Improve internet connectivity on the campus.	IT Department	X	X	X	X	X	X	X	X	X	X	X	X	Survey ability to access internet resources IT work orders	

<b>Goal 1 - Strategy 7</b>															<b>Fiscal and Program Effectiveness and Compliance</b>														
<b>Leader(s):</b> Principal					<b>Brief Description:</b> Coordinate funding from state and federal resources to provide an effective, integrated instructional program and show compliance.					<b>Evaluation Benchmark:</b> Audits and Queries																			
<b>Leader Progress Report Dates:</b> As needed																													
<b>Resources Required:</b>					<b>FTE's Required:</b>					<b>Source of Funds:</b>					<b>Amount</b>														
District Coordinator					Number of FTE's: None					None					\$0.00														
Teachers					None										\$0.00														
Special Programs Coord					Cost: None																								
Principal																													
LSSP																													
District Staff																													
Curriculum Specialists																													
<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 implementation of Special Education policies and procedures.		Princ, LSSPs, 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 Training												
Ensure IEPs are implemented.		Princ, LSSPs, Teachers, Curric Spec			X	X	X	X	X	X	X	X		X	X	X	IEPs, Lesson Plans, MAP Progress												

<b>Goal 1 - Strategy 7</b>		<b>Fiscal and Program Effectiveness and Compliance</b>												<b>Evaluation</b>	
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>		
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>l</b>	
Ensure implementation of NCLB policies and procedures.	Princ, Spec Programs Coord, Tchrs, District Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	Audits, Timely Submission of Reports

**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

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

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> October, 2007 February, 2008 May, 2008</p>	<p><b>Brief Description:</b> Show academic growth for Limited English Proficient students in reading/language arts, English, mathematics, science, and social studies.</p>	<p><b>Evaluation Benchmark:</b> TAKS, MAP, and TELPAS</p>
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<p><b>Resources Required:</b> Tutors Teachers Principal LPAC Chairperson ESL District Coordinator District Coordinator Contract Service Computers Campus Admin. Staff</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> SCE-"Skipped"</p>	<p><b>Amount</b> \$1,575.00 <hr/>\$1,575.00</p>
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<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	
		g	p	t	v	c	n	b	r	r	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 Progress Reports
Multi-sensory vocabulary enrichment activities in all content areas.	Teachers, Instruct. Aides	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans, Walk-Throughs

<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, Instruc. Aide	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans, Walk-Throughs, Observations	
Appoint LPAC committee members	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Roster of Committee Members	
Train LPAC Committee Members on LPAC procedures and requirements	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Training Agendas, Sign-In Sheets	
Maintain supply of testing materials at each campus.	ESL Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	Inventory of Supplies	
ESL teachers attend seminars to enhance skills in planning and delivering instruction.	Principa, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of Completion, Agendas, Surveys	
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, Walk-Throughs, 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	8) School Environment	9) Instructional Techniques
<b>NCLB/ESEA Goals and Indicators</b>			
3) Highly Qualified Staff			
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	7) Home-School Relations	

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**Indicator:** Highly Qualified Teachers

<b>Group:</b>	<b>Highly Qualified Teacher status</b>	<b>Target</b>
Core academic subject teachers	2003-04 HQ teachers: 100.00% 2004-05 HQ teachers: 50.00% 2005-06 HQ teachers: 50.00% 2006-07 HQ teachers: 100.00% Oct 2007: 50.00%	2007-08 target: 100.00%

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

<b>Group:</b>	<b>% of classes taught by HQ teachers</b>	<b>Target</b>
Core Academic Subject Teachers	2003-04: 64.7% 2004-05: 10.0% 2005-06: 4.2% 2006-07: 74.1% Oct 2007: 55.6	100.00%

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

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> December May</p>	<p><b>Brief Description:</b> Teachers, Instructional Aides, and Reading Specialist will have access to professional development opportunities.</p>	<p><b>Evaluation Benchmark:</b> Training Certificates</p>
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<p><b>Resources Required:</b> Time Teachers Principal Instructional Aides District Staff District Coordinator Curriculum Specialists</p>	<p><b>FTE's Required:</b> Number of FTE's: None Cost: None</p>	<p><b>Source of Funds:</b> Title II, Part A Title I Part D, Subpart 2 SCE-"Skipped"</p>	<p><b>Amount</b> \$1,299.00 \$1,925.00 \$1,000.00 <hr/>\$4,224.00</p>
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**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Teachers and Instructional Assistants will attend all district sponsored staff development sessions as posted on the school calendar.	Principal, Teachers, Instr Aides, Curr Spec	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of Completion, Surveys
Teachers and Instructional Aides will attend all campus based staff development sessions posted on the school calendar.	Principal, Teachers, Instr Aides, Curr Spec	X	X	X	X	X	X	X	X	X	X	X	X	Sign in sheets Feedback forms Agendas
Teachers and Reading Specialist may	Principal, Teachers,	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of

<b>Goal 3 - Strategy 1      Highly Qualified Staff</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>	
attend at least one out of district workshop with prior approval of Principal which will enhance skills in the core subject areas.	Rdg Specialist													Completion, Surveys
Teachers, Curriculum Specialists and Instructional Aides will be provided opportunities to attend training to increase knowledge of core academic subjects.	Principal, Teachers, Curr Spec, Instr Aides	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of Completion, Surveys
Instructional Aides will be provided opportunities to increase knowledge of core academic subjects, classroom management techniques, and learning styles so that they are better able to assist with instruction in the classroom.	Principal, Instructional Aides	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of Completion, Surveys

<b>Goal 3 - Strategy 2</b>		<b>Recruitment and Retention Plan</b>													
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Teachers, Reading Specialist, and Instructional Aides will be provided with opportunities to enhance job skills with staff development specifically geared to meet the learning needs of special populations.										<b>Evaluation Benchmark:</b> Certificate of attendance			
<b>Leader Progress Report Dates:</b> December 2007 May 2008															
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>						<b>Amount</b>			
Time		Number of FTE's: None				Title I Part D, Subpart 2						\$1,925.00			
Teachers		None				Compensatory Ed. Budget						\$650.00			
Staff		Cost: None										<hr/> \$2,575.00			
Principal															
Instructional Aides															
District Staff															
District Coordinator															
Curriculum Specialists															
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>												<b>Evaluation</b>	
		A	S	O	N	D	J	F	M	A	M	J	J		
		u	e	c	o	e	a	e	a	p	a	u	u		
		g	p	t	v	c	n	b	r	r	y	n	l		
Teachers, Reading Specialist, and Instructional Aide will attend at least one workshop related to strategies which will address learning needs of special populations-special education, LEP, at risk, etc.			X	X	X		X	X	X	X				Certificates of Completion, Surveys	
Teachers and teaching assistants will be provided opportunities to improve		X	X	X	X	X	X	X	X	X	X	X	X	Certificates of Completion, Surveys	

<b>Goal 3 - Strategy 2 Recruitment and Retention Plan</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<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>	
knowledge in content area subjects.														
Analyze current teaching assignments in conjunction with each teacher's Highly Qualified status to ensure the most effective use of existing staff.	Principal, Spec Programs Coordinator, Asst Supt	X	X	X	X	X	X	X	X	X	X	X	X	HQ Teacher Status Reports
Based on performance evaluations, either encourage teachers who are currently teaching out-of-field to add the area to their certification or change their assignments to match their existing certification fields.	Principals, Spec. Programs Coord, Asst Supt	X	X	X	X	X	X	X	X	X	X	X	X	HQ Teacher Reports
Reimburse teaching staff for certain costs associated with meeting the Highly Qualified teacher requirements.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of Completion, Financial Documentation
Provide professional development opportunities to improve teacher knowledge in core academic subjects.	Principal, Curr Specialists, Teachers, Instr Aides	X	X	X	X	X	X	X	X	X	X	X	X	Certificates of Completion, Surveys

**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	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	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># of Students Removed from Class</b>	<b>Baseline</b>
Students	Baseline data to be collected in 2007-08	Will be set in May 2008 for future use as an indicator.

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**Indicator:** Restraints

<b>Group:</b>	<b>Number of Students Restrained</b>	<b>Target</b>
Students	Baseline data to be collected 2007-08.	Target TBD

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

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> End-of-semester</p>	<p><b>Brief Description:</b> Integrate the educational program with the student's physical and psychological treatment plan; create and maintain classroom environments that are safe and conducive to learning.</p>	<p><b>Evaluation Benchmark:</b> Number of incidents for which students are removed from class for more than 50% of the instructional day.</p>
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<p><b>Resources Required:</b> Instructional Aides Teachers District Staff Principal</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>
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**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Provide training for teachers and paraprofessionals 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	Training Agendas, Sign-In Sheets, Surveys, Certificates of Completion
Opportunities for attendance at outside workshops on classroom management topics.	Principal, Teachers	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
Implement a data collection system to	Principal, Teachers,	X	X	X	X	X	X	X	X	X	X	X	X	Student removal forms

<b>Goal 4 - Strategy 1</b>		<b>Safe, Drug Free &amp; Conducive Learning Environments</b>												<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
monitor removals from class.	Instruc. Aides													
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,	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
10) Technology			
<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			

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

<b>Group:</b>	<b># of students who met college readiness standard</b>	<b>Target</b>
11th grade Students TAKS-exit ELA	2006-07 Masked due to small numbers.	2007-08 Campus data will be compared to district data.

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

<b>Group:</b>	<b># of students who met college readiness standard</b>	<b>Target</b>
11th grade students TAKS-exit Math	2005-06 Masked due to small numbers.	2006-07 Data of campus will compared to district data

<b>Goal 5 - Strategy 1      High School Completion</b>																	
<b>Leader(s):</b> Principal		<b>Brief Description:</b> All students will have a 4-year graduation plan.					<b>Evaluation Benchmark:</b> Number of students leaving 8th grade and/or entering 9th grade with graduation plans.										
<b>Leader Progress Report Dates:</b> End-of-semester																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>							<b>Amount</b>					
Time		Number of FTE's: None			High School Allotment							\$500.00					
Teachers		None										\$500.00					
Principal		Cost: None															
LSSP																	
Instructional Aides																	
Guidance Counselor																	
<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	
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, Teacher, LSSP			X	X	X	X	X	X	X	X	X	X			Graduation Plan
Graduation plans will be reviewed at the end of each semester for students in grades 9-12.		Principal, LSSP, Teachers, Instruc. Aides							X					X	X		Graduation plans Documentation of conferences
Provide opportunities for students that encourage high school graduation. These might include field trips to career		Principal, Guidance Counselor			X	X	X	X	X	X	X	X	X	X	X		Lesson Plans, Test Registrations, Walk-Throughs

<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>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>	
possibilities, software for college entrance exams, registration for tests.														

<b>Goal 5 - Strategy 2</b>		<b>Transition</b>													
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Assist students in making smooth transitions from middle school to high school; and high school to college or workforce.										<b>Evaluation Benchmark:</b> Number of students returning to less restrictive environments.			
<b>Leader Progress Report Dates:</b> End-of-semester															
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>								<b>Amount</b>	
District Staff		Number of FTE's: None				None								\$0.00	
Time		None												\$0.00	
Supplies		Cost: None													
Staff															
Principal															
Parent Support															
<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.	Transition Coordinator, Teachers, Principal	X	X	X	X	X	X	X	X	X	X	X	X	Assessment Transition Plans	
Professional development and follow-up for	Principal, Transition			X	X	X	X	X	X	X	X			Agenda	

<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>
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
staff in facilitating transitions for students.	Coord.													Sign in sheets

<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> Conference notes							
<b>Leader Progress Report Dates:</b> On going, as needed																			
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>						<b>Amount</b>							
Teachers		Number of FTE's: None				Compensatory Ed. Budget						<table border="1"> <tr> <td colspan="3"></td> <td>\$675.00</td> </tr> </table>							\$675.00
			\$675.00																
Principal		None										<table border="1"> <tr> <td colspan="3"></td> <td>\$675.00</td> </tr> </table>							\$675.00
			\$675.00																
Caregivers		Cost: None																	
<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				
Caregiver will attend an Open House at each school building to learn more about the campus goals and to view student's products/work.	Principal, Teacher, Caregiver		X										X		Sign-In Sheets Open House Agendas				
Meet with Campus and Facility Staff to determine how best to involve parental entities in their child's education program.	Principals, Teachers, Facility Staff	X	X									X	X		Agendas, Sign-In Sheets				
Workshops for parents, surrogates and guardians regarding: communication skills; anger management; special education.	Parent Coord., Reading Coord., Spec.Ed.Dir.	X	X	X	X	X	X		X	X	X				Agendas, Sign-In Sheets				

<b>Goal 5 - Strategy 4</b>		<b>High School Allotment</b>												
<b>Leader(s):</b> Principal		<b>Brief Description:</b> High School Allotment funds will be used to increase high school completion and college readiness rates.						<b>Evaluation Benchmark:</b> Students earn at least 3.0 credits per semester.						
<b>Leader Progress Report Dates:</b> End-of-Semster														
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>				
Teachers		Number of FTE's: None				High School Allotment				\$2,982.00				
Supplies		None								\$2,982.00				
Principal		Cost: None												
Parent Support														
Guidance Counselor														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Provide under-achieving students with instruction in study skills for success in college level work, academic and community support for success in college preparatory classes, and information about and access to college and financial aide.	Principal, Guidance Counselor, Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans, Walk-Throughs, Observations
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.
Increase the number of students taking preparatory and college entrance exams.	Principal, Guidance Counselor, Teacher		X	X	X	X	X	X	X	X	X			Preparatory and college entrance

<b>Goal 5 - Strategy 4</b>		<b>High School Allotment</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	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	exams.

# Pathfinders Regular Foundation School Program Activities

Planning Allocation: \$ 5,127

Use of Funds	Budget
<b>Contracts (6200)</b> <input type="checkbox"/> Tutorials <input checked="" type="checkbox"/> Reimbursement to teachers for professional development expenses <input type="checkbox"/> Correspondence Courses <input type="checkbox"/> Other:	\$1000
<b>Supplies and materials (6300)</b> (laminating machine, curriculum materials to augment learning needs, library books, etc.)	\$2037
<b>Technology supplies and materials (6300)</b>	\$500
Educational Field Trips (coordinate with UCS fiscal office)	\$1000
Educational Student Incentives (coordinate with UCS fiscal office)	\$590
<b>Other (6400)</b>	
<b>Total Budget</b>	<b>\$5127</b>

### Overview of Regular Foundation School Program

- Provide fees, registration, travel reimbursements to staff members for professional development activities that will enhance their effectiveness in the classroom
- Materials for physical education classes and fees for field trips to use special facilities to practice skills learned in physical education class
- Audio books and library books

# Pathfinders High School Allotment Program Activities

High School Allotment Campus Allocation: \$ \$2,982

Use of Funds	Budget
<b>Contracts (6200)</b> <input type="checkbox"/> Correspondence Courses Other: _____	\$500
<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: _____	\$1000
<b>Other (6400)</b> <input checked="" type="checkbox"/> Educational Field Trips—entrance fees (must be coordinated with UT-UCS fiscal office) <input checked="" type="checkbox"/> Tuition and fees for students in dual enrollment classes <input checked="" type="checkbox"/> Test fees for College prep exams, included PSAT, SAT, ACT <input checked="" type="checkbox"/> Registration fees for staff (small learning communities, facilitating college transition) Other: _____	\$1482
<b>Total Budget</b>	<b>\$2,982</b>

The High School Allotment Funds will be used in the following ways:

- Provide for test fees for PSAT, SAT, ACT, or any other exam required by an institution of higher learning
- Provide tuition and fees for students taking correspondence or dual enrollment courses
- Educational field trips to colleges, universities, and college fairs
- Supplies and materials for college displays
- Materials to help 8<sup>th</sup> graders successfully transition to 9<sup>th</sup> grade

# Pathfinders State Compensatory Education Program Activities

State Compensatory Education Campus Allocation: \$ 3,925

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: _____	Tutorials services for students identified as at-risk of failing to meet the state student performance standards.	<b>\$650</b>
Supplies and Materials, including technology to support the following (6300)-- <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Parent Involvement <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Transition activities (not Special Education) <input type="checkbox"/> Other: _____	Supplemental supplies and materials to support the core content areas.  Parental involvement activities to help the caretakers be knowledgeable about how to assist the students.	<b>\$2625</b>
Other (6400): Registration fees and travel expenses for professional development in— <input checked="" type="checkbox"/> Classroom management <input checked="" type="checkbox"/> Content area <input checked="" type="checkbox"/> Teaching strategies <input type="checkbox"/> Other: _____  <input type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other: _____	Registration fees and travel expenses for professional development for all staff members.	<b>\$650</b>

**Total: \$3925**

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

- After school tutorial services available for all students who are experiencing difficulties with course work.
- Supplemental materials and supplies including: library books, graphing calculators
- Professional development for all staff members

## Pathfinders State Compensatory Education "Skipped" Program Activities

State Compensatory Education Campus Allocation: \$ 8,075

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: _____		<b>\$4,575</b>
Supplies and Materials, including technology to support the following (6300)— <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Parent Involvement <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Transition activities (not Special Education) <input type="checkbox"/> Other: _____		<b>\$2,500</b>
Other (6400): Registration fees and travel expenses for professional development in— <input checked="" type="checkbox"/> Classroom management <input checked="" type="checkbox"/> Content area <input checked="" type="checkbox"/> Teaching strategies <input type="checkbox"/> Other: _____  <input checked="" type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other: _____		<b>\$1,000</b>

Total: 8,075

# Pathfinders Title I, Part D Program

Title I, Part D Campus Allocation: \$ 7,890

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: _____	Tutorials for students at risk for of failing to meet the state student performance standards.	<b>\$2,500</b>
Supplies and Materials, including technology to support the following (6300)— <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Parent Involvement <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Transition activities (not Special Education) <input type="checkbox"/> Other: _____	Provide supplemental instructional supplies and materials for all subject areas.	<b>\$2,000</b>
Other (6400): Registration fees and travel expenses for professional development in— <input checked="" type="checkbox"/> Classroom management <input checked="" type="checkbox"/> Content area <input checked="" type="checkbox"/> Teaching strategies <input type="checkbox"/> Other: _____	Expenses for professional development for educational staff in all context areas, classroom management, as well as, teaching strategies.	<b>\$3,850</b>

**Total: \$7,850**

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

- Transition activities to assist students moving from elementary to middle school; middle school to high school; high school to workforce; high school to college; or from the charter school to a regular public school environment, including the following:
  - Career exploration
  - Organizational skills
- Supplemental instructional activities 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: \$ 1299.00

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)		-0-
Supplies and Materials (6300)--- for professional development activities	Books and/or videos	\$299
Supplies and Materials (6300)--- Technology needs to conduct professional development activities		-0-
Other (6400)--- Registration fees and travel expenses for professional development in--- <input checked="" type="checkbox"/> Classroom management <input checked="" type="checkbox"/> Content area <input checked="" type="checkbox"/> Teaching strategies <input type="checkbox"/> Other: _____  <input checked="" type="checkbox"/> Teacher competency exam fees <input type="checkbox"/> Other: _____		\$1000

Total: \$1299

UT-UCS at Pathfinders has 50% of its teachers core academic subjects highly qualified in their primary field.  
100% of the instructional aides have met the Title I, Part A qualification requirements.

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

- Teacher competency exams in mathematics and special education (4-12)
- ESL strategies for bi-lingual and non-English speaking students
- Content area teaching strategies
- Curriculum Based Measurement
- Differentiated Instruction

<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	Mayola Toliver		mtoliver@mail.utexas.edu	
Teacher	Nancy Sutherland	PE		
Teacher	Aubrey Stark	Math/Science		
Teacher	Kay Koonce-Urbina	Reading/English/Social Studi		
Paraprofessional	Jana Jones			
Paraprofessional	Jaime Alejandro			
LSSP	Linda Brown			
Parent/Campus Coordinator	John Gauvin			
Parent/Camp Coordinator	Corey Henderson			
Community Representative	Richard Urbina			
Community Representative/Volunteer Coordinator	Ray Carter			
Burke Board Member	Charles Campise			
Special Programs Coordinator	Vivian Smyrl		vsmysl@mail.utexas.edu	