

UME PREPARATORY ACADEMY

Campus Improvement Plan

2014 - 2015



UME Preparatory Academy exists to produce college- and work-ready graduates and to offer parents time and training so that they will have enhanced opportunities to strengthen their families as they exercise greater influence over the spiritual, intellectual, and emotional growth of their children.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2013 - 2014

Data Sources Reviewed:

- WEBSMART BY JR3
- HARDCOPY FILES
- CAMPUS DEMOGRAPHIC REPORT
- STUDENT ENTRY/WITHDRAW REPORT
- AT RISK VALIDATION
- SPED ROSTER/504 REPORT
- SPECIAL PROGRAMS REPORT
- TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)
- SCHOOL REPORT CARD
- YEAR-END RESULTS
- TPRI/DRA RESULTS
- SSI – 5TH/8TH
- GRADES
- SCHOLASTIC PROBATION AND RETAINED LIST
- PROMOTION AND RETENTION LIST
- TELPAS
- TEA HIGHLY QUALIFIED SURVEY
- TEACHER TURNOVER PERCENTAGE 2012 - 2013
- TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)
- SCHOOL REPORT CARD
- YEAR-AT-A GLANCE/SCOPE AND SEQUENCE
- YEAR-END RESULTS
- CURRICULUM MAPS/SEMESTER PLANS/ASSIGNMENT SHEETS/LESSON PLANS
- HIGH-YIELD STRATEGIES TRACKING ON EVAL FORM.
- SPECIAL PROGRAM SCHEDULES – DYSLEXIA, TAGS, AT-RISK
- FOUNDATION COURSE SCHEDULE
- FAMILY AND COMMUNITY PARTICIPATION COUNTS BY ACTIVITY
- PARENT VOLUNTEER INFO
- DEMOGRAPHIC DATA

- PARENT FEEDBACK FROM NOVEMBER BRAINSTORMING WORKSHOP
- TECHNOLOGY INFRASTRUCTURE
- TECHNOLOGY HARDWARE AND SOFTWARE
- CLASSROOM TECHNOLOGY NEEDS
- PROFESSIONAL DEVELOPMENT/TEACHER PREPARATION NEEDS
- RESOURCE ALLOCATION
- TECHNOLOGY POLICIES AND PROCEDURES

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> • 92% stability/8% mobility • 96-97% ADA • 50/50 gender • Good teacher/student ratios • Balanced population 	<ul style="list-style-type: none"> • Attendance – reduce discretionary absences • At Risk students may not be identified 	<ul style="list-style-type: none"> • Utilize Program Compliance Coordinator to ensure that at-risk students are being identified efficiently and effectively. (Federal) • Develop Attendance incentive program (State)
Student Achievement	<ul style="list-style-type: none"> • Writing Program 4th, 7th • ELA Program 3rd-8th • Science Program, 5th, 8th • History Program, 8th • Phase in 1- Hispanic and White Results • SPED students are making progress and meeting yearly goals • ESL progressing well in lower elementary • Met Standard our first year with a 5-hour day, reduced year schedule <p>TPRI results positive for kindergarten</p>	<ul style="list-style-type: none"> • Provide additional resources for ESL program • Improve rigor, consistency, and support in the math program • Vertical and horizontal alignment • Improve assessment structures and instructional decision making • Provide training for differentiated instruction to address the varied learning needs (both parent and teacher level) • Refinement of the RTI program, ELL program, Title I TaGS program, and the State 	<ul style="list-style-type: none"> • Provide additional staff development opportunities for our teachers (such as CAMT, CAST, etc.) to help them raise rigor level and expose them to differentiated instruction activities and tips on how to serve various student populations (Federal) • Provide collaboration and curriculum alignment opportunities to provide intentionality across grade levels and subjects. (State) • Provide tutoring through TaGS program to raise math scores and maintain/raise English scores (Federal)

		Compensatory Education Summer School Program. <ul style="list-style-type: none"> • Increase rigor across the instructional program 	
School Culture and Climate	<ul style="list-style-type: none"> • Ability to continue to provide an educational program to three diverse groups – homeschool, private school and public school families • Overall, it is a positive place to work 	<ul style="list-style-type: none"> • More collaboration and teacher leadership opportunities • Staff dedicated to student development and discipline and leadership development • More positive teacher-parent interactions 	<ul style="list-style-type: none"> • Providing opportunities for teachers to work with parents and equip them to support learning in at-home environment (State) • Dedicated staff to student and leadership development and discipline (State) • Stipends for teacher leadership opportunities (State)
Staff Quality/ Professional Development	<ul style="list-style-type: none"> • Have HQ Teachers • 10 Teachers with Masters 	<ul style="list-style-type: none"> • Teacher retention • Teacher training through various resources including Title II Professional Development Program 	<ul style="list-style-type: none"> • Provide stipends for math/science teachers in grades 7th-12th (Federal) • Provide more stipends for desired qualities (certifications, masters, etc.) (State)
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • Writing Program 4th, 7th • ELA Program 3rd-8th • Science Program, 5th, 8th • History Program, 8th • Parent Support • Internal curricular audits • Dyslexia program • Parent involvement in special education 	<ul style="list-style-type: none"> • Improve rigor, consistency, and support in the math program • Increase science resources and materials • Vertical and horizontal alignment • Improve assessment structures and instructional decision making • Strengthen ELL Program Alter schedule to facilitate staff cohesion and enhance instruction 	<ul style="list-style-type: none"> • Implement ESL Coordinator to serve ELL students (State) • Provide research-based resources for Title 1/At-Risk Students (Federal/State) • Provide collaboration and curriculum alignment opportunities to provide intentionality across grade levels and subjects. (State)
Family and Community Involvement	<ul style="list-style-type: none"> • High level of family interest in being involved in educational program • Primary focus has been on 	<ul style="list-style-type: none"> • Continued use of translator to serve growing ESL population • Possible childcare to help improve attendance at 	<ul style="list-style-type: none"> • Continue to provide parent volunteer coordinator, Dean of Parent Programs, and associated staff to serve parents (State) • Provide student resources that are parent

	<p>volunteering</p> <ul style="list-style-type: none"> • Monthly parent meetings have been planned • Growing ESL population (though still small) • Variety of academic and relational-focused meetings • Parent voice is available 	<p>meetings (typically between 5-30 families out of population of 200 families)</p> <ul style="list-style-type: none"> • Additional parent equipping resources that can be provided to improve the at-home learning environment • Improve parent support for parents of special needs students • Possible parent coordinator 	<p>friendly (State and Federal – Start-Up)</p> <ul style="list-style-type: none"> • Implement ESL Coordinator to serve ELL students (State) • Continue to provide translator services for ESL population (Federal, State)
School Context and Organization	<ul style="list-style-type: none"> • Ability to accomplish more with less (high scores/reduced class day and school year) • Quality team of individuals 	<ul style="list-style-type: none"> • Improve communication of organizational chart and associated job descriptions, chain of command 	<ul style="list-style-type: none"> • Continue the development of necessary structures and processes to ensure effective and efficient implementation of school goals (State)
Technology	<ul style="list-style-type: none"> • All equipment is basically current • We have minimal, almost non-existent, network down time • So far equipment and software have met the needs of our students and teachers 	<ul style="list-style-type: none"> • Increased bandwidth via fiber-optics • Additional infrastructure needs: switches, WAPS, wired data drops • Funding for data devices to achieve one-to-one deployment for high school students • Staff training on all data equipment including interactive projectors • Staff training on any campus-acquired data subscription services 	<ul style="list-style-type: none"> • Implement one-to-one chromebook rollout for high school students (state) • Implement fiberoptic installation for increased bandwidth (state) • Provide appropriate staff development for faculty/staff (state/federal)

LEGEND FOR MATCHING OBJECTIVES TO COMPONENTS

Title I, Part A Targeted Assistance Components:

1. Comprehensive needs assessment
2. Strategies for meeting state performance standards
3. Teaching by highly qualified staff
4. Professional development
5. Increasing parent involvement
6. Transition to different grade levels and schools (preschool in statute)
7. Involvement of teachers in testing decisions beyond state
8. Monitoring student progress and providing additional assistance

Ideal State: Goal(s)							
GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.							
Objective(s):							
Objective #1: Parents will be full partners with educators in the education of their children.							
Objective #2: Students will be encouraged and challenged to meet their full educational potential.							
Objective #3: Through enhanced dropout prevention efforts , all students will remain in school until they obtain a high school diploma.							
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.							
Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.							
Objective #6: The state’s students will demonstrate exemplary performance in the comparison to national and international standards.							
Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.							
Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.							
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Targeted Assistance Program Components
Obj. 1. UME Prep will provide a Parent Equipping Program for its parents to support learning in the at-home learning environment.	Dean of Academics and Parent Programs (Secondary: Parent Volunteer Coordinator)	State Funds, Training materials, funds to pay staff to lead trainings, hire speakers	Provide Monthly	Parent feedback forms and annual schedule of meetings	Parent feedback forms	Formative – ongoing feedback to revise and improve	5, 6
Obj. 2. Provide Staff Development to help teachers meet needs of all students (differentiated instruction, etc.)	Dir. Curriculum & Instruction (Secondary: Dean of Academics and Parent Programs)	Region 10 Training paid for with Title II funds, \$2,520.00 and state funds	In-Service in accordance with the academic calendar	Grades for LEP, SPED, sub groups hold at a passing standard	STAAR levels for LEP, SPED, sub groups, improve from previous year	Formative (grades), summative (STAAR)	1, 2, 3, 4
Obj. 3. Track struggling students in high school and provide support.	Academic Counselor	Four week grade checks	Every four weeks (at minimum)	Meetings setup with struggling students’ families after mid-	Low to Zero drop out rate	Review of PEIMS/STAAR info on drop out	8

				semester grades			
Obj. 4. Ensure processes are in place to receive feedback from key stakeholders to ensure appropriate curriculum and the alignment of curriculum	Dir. Curriculum & Instruction (Secondary: Dean of Academics and Parent Programs)	Textbook associations, school procedures/ policies	Textbook process timeline	Textbooks ordered and received in June	Increased grades/scores, positive feedback from parents/teachers	Checkpoints according to textbook process timeline	2, 5
Obj. 5: Recruit, develop, and retain qualified and highly effective personnel in this department	Dean of Academics and Parent Programs (Secondary: Dir. Curriculum & Instruction)	Job Search links and partnering associations	HR Directors and Dean of Academics Hiring schedule	NCLB HQ forms completed, SD agenda for year	Retention rate of personnel in each department	Compliance processes	3, 4
Obj. 6a: UME Prep will evaluate national standardized testing option.	Dean of Academics and Parent Programs (Secondary: Dir. Curriculum & Instruction)	Standardized Testing/STAAR	Standardized Testing/STAAR Calendar	Meet state deadlines and complete National testing for particular grades	Scores are positively comparable	Review of scores	2, 7, 8
Obj. 6b: Continue to refine the Title I, Part A Targeted Assistance TaGS Tutoring and State Compensatory Education Summer School Programs.	Dean of Academics and Parent Programs (Secondary: Dir. Curriculum & Instruction)	FUNDS Title I: Payroll (6100) Program Compliance Coordinator, TaGS Teacher Facilitator, TaGS Teachers = Payroll at \$12,558 Supplies (6300) General Supplies = Supplies at \$1250 State Compensatory Education:	Evaluate student progress every eight weeks	Grades and student rosters	Increase in student pass rate, post grade review	Ongoing grades, classroom performance	2, 8

		Payroll (6100) At-Risk Counselor, Program Compliance Coordinator, Summer School Teachers, Special Programs Coordinator = \$30,277 General Supplies (6300) Summer School Materials, Credit Recovery Program Software, Manipulatives = \$3000 Operations (6400) ACET Conference = \$500					
Obj. 7: UME Prep will implement Director of Student Development for Young Men and Women to promote a safe and disciplined environment conducive to student learning.	Dir. Of Student Development for Young Men (Secondary: Dir. Of Student Development for Young Women)	Discipline Tracking System and Keystone Program	Local District developed timeline (periodic training sessions/weekly character classes)	Schedule of trainings, observation of walk arounds, check in meetings of student issues	Decline in student referrals, positive perception of students, parents, and faculty of school culture	Review of discipline management processes and parent meetings	5, 8
Obj. 8: Create a culture where faculty and staff are provided opportunities to learn & implement creative and innovative techniques to improve student learning	Dir. Curriculum & Instruction (Secondary: Dean of Academics and Parent Programs)	Region 10, CAMT, CAST, College Board, etc Title II Professional Development Funds: \$2600	In-service and training schedules	Documentation of faculty development	STAAR scores and grades. Student engagement observations. Faculty satisfaction of Staff development.	Formative: Student engagement observation. Summative: STAAR scores.	1, 2, 3, 4

Obj. 9: Technology will be implemented to increase student learning (primarily involving Chromebook implementation and Smartboard training and Eduphoria)	Dir. of IT (Secondary: Coordinator of Secondary Support)	Region 10, Smartboard provider	Chromebook implementation timeline and PD timeline	Observation of teacher utilization	Feedback from faculty/families, Increased test scores	Formative: Observation of utilization, and feedback, Summative: Test Score Review	2, 4
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Ideal State: Goal(s)

GOAL #2: The students in the public education system will demonstrate exemplary performance **in the understanding of mathematics.**

Objective(s):

- Objective #1: **Parents will be full partners** with educators in the education of their children.
- Objective #2: **Students** will be encouraged and challenged to **meet their full educational potential.**
- Objective #3: Through enhanced **dropout prevention efforts**, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and **appropriate curriculum** will be provided to all students.
- Objective #5: **Qualified and highly effective personnel** will be recruited, developed, and retained.
- Objective #6: The state’s students will demonstrate **exemplary performance** in the comparison to national and international standards.
- Objective #7: School campuses will maintain a **safe and disciplined environment** conducive to student learning.
- Objective #8: Educators will keep abreast of the development **of creative and innovative techniques** as appropriate to improve student learning.
- Objective #9: **Technology** will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Targeted Assistance Program Components
Obj. 1. UME Prep will provide a Parent Equipping Program for its parents to support learning in the at-home learning environment.	Dean of Academics and Parent Programs (Secondary: Parent Volunteer Coordinator)	State Funds, Training materials, funds to pay staff to lead trainings, hire speakers	Provide Monthly	Parent feedback forms and annual schedule of meetings	Parent feedback forms	Formative – ongoing feedback to revise and improve	5, 6
Obj. 2. Provide Staff Development to help teachers meet needs of all students (differentiated instruction, etc.)	Dir. Curriculum & Instruction (Secondary: Dean of Academics and Parent Programs)	Region 10 Training paid for with Title II funds, \$2520.00 and state funds	In-Service in accordance with the academic calendar	Grades for LEP, SPED, sub groups hold at a passing standard	STAAR levels for LEP, SPED, sub groups, improve from previous year	Formative (grades), summative (STAAR)	1, 2, 3, 4
Obj. 3. Track struggling students in high school and provide support.	Academic Counselor	Four week grade checks	Every four weeks (at minimum)	Meetings setup with struggling students’ families after mid-	Low to Zero drop out rate	Review of PEIMS/STAAR info on drop out	8

				semester grades			
Obj. 4. Ensure processes are in place to receive feedback from key stakeholders to ensure appropriate curriculum and the alignment of curriculum	Dir. Curriculum & Instruction (Secondary: Dean of Academics and Parent Programs)	Textbook associations, school procedures/ policies	Textbook process timeline	Textbooks ordered and received in June	Increased grades/scores, positive feedback from parents/teachers	Checkpoints according to textbook process timeline	2, 5
Obj. 5: Recruit, develop, and retain qualified and highly effective personnel in this department	Dean of Academics and Parent Programs (Secondary: Dir. Curriculum & Instruction)	Job Search links and partnering associations	HR Directors and Dean of Academics Hiring schedule	NCLB HQ forms completed, SD agenda for year	Retention rate of personnel in each department	Compliance processes	3, 4
Obj. 6a: UME Prep will evaluate national standardized testing option.	Dean of Academics and Parent Programs (Secondary: Dir. Curriculum & Instruction)	Standardized Testing/STAAR	Standardized Testing/STAAR Calendar	Meet state deadlines and complete National testing for particular grades	Scores are positively comparable	Review of scores	2, 7, 8
Obj. 6b: Continue to refine the Title I, Part A Targeted Assistance TaGS Tutoring and State Compensatory Education Summer School Programs.	Dean of Academics and Parent Programs (Secondary: Dir. Curriculum & Instruction)	FUNDS Title I: Payroll (6100) Program Compliance Coordinator, TaGS Teacher Facilitator, TaGS Teachers = Payroll at \$12,558 Supplies (6300) General Supplies = Supplies at \$1250 State Compensatory Education:	Evaluate student progress every eight weeks	Grades and student rosters	Increase in student pass rate, post grade review	Ongoing grades, classroom performance	2, 8

		<p>Payroll (6100) At-Risk Counselor, Program Compliance Coordinator, Summer School Teachers, Special Programs Coordinator = \$30,277</p> <p>General Supplies (6300) Summer School Materials, Credit Recovery Program Software, Manipulatives = \$3000</p> <p>Operations (6400) ACET Conference = \$500</p>					
Obj. 7: UME Prep will implement Director of Student Development for Young Men and Women to promote a safe and disciplined environment conducive to student learning.	Dir. Of Student Development for Young Men (Secondary: Dir. Of Student Development for Young Women)	Discipline Tracking System and Keystone Program	Local District developed timeline (periodic training sessions/weekly character classes)	Schedule of trainings, observation of walk arounds, check in meetings of student issues	Decline in student referrals, positive perception of students, parents, and faculty of school culture	Review of discipline management processes and parent meetings	5, 8
Obj. 8: Create a culture where faculty and staff are provided opportunities to learn & implement creative and innovative techniques to improve student learning	Dir. Curriculum & Instruction (Secondary: Dean of Academics and Parent Programs)	Region 10, CAMT, CAST, College Board, etc Title II Professional Development Funds: \$2600	In-service and training schedules	Documentation of faculty development	STAAR scores and grades. Student engagement observations. Faculty satisfaction of Staff development.	Formative: Student engagement observation. Summative: STAAR scores.	1, 2, 3, 4

Obj. 9: Technology will be implemented to increase student learning (primarily involving Chromebook implementation and Smartboard training and Eduphoria)	Dir. of IT (Secondary: Coordinator for Secondary Support)	Region 10, Smartboard provider	Chromebook implementation timeline and PD timeline	Observation of teacher utilization	Feedback from faculty/families, Increased test scores	Formative: Observation of utilization, and feedback, Summative: Test Score Review	2, 4
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Ideal State: Goal(s)							
GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.							
Objective(s):							
Objective #1: Parents will be full partners with educators in the education of their children.							
Objective #2: Students will be encouraged and challenged to meet their full educational potential.							
Objective #3: Through enhanced dropout prevention efforts , all students will remain in school until they obtain a high school diploma.							
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.							
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Obj. 2. Provide Staff Development to help teachers meet needs of all students (differentiated instruction, etc.)	Dir. Curriculum & Instruction (Secondary: Dean of Academics and Parent Programs)	Region 10 Training paid for with Title II funds, \$2520.00 and state funds	In-Service in accordance with the academic calendar	Grades for LEP, SPED, sub groups hold at a passing standard	STAAR levels for LEP, SPED, sub groups, improve from previous year	Formative (grades), summative (STAAR)	1, 2, 3, 4
Obj. 3. Track struggling students in high school and provide support.	Academic Counselor	Four week grade checks	Every four weeks (at minimum)	Meetings setup with struggling students’ families after mid-semester grades	Low to Zero drop out rate	Review of PEIMS/STAAR info on drop out	8

Obj. 4. Ensure processes are in place to receive feedback from key stakeholders to ensure appropriate curriculum and the alignment of curriculum	Dir. Curriculum & Instruction (Secondary: Dean of Academics and Parent Programs)	Textbook associations, school procedures/ policies	Textbook process timeline	Textbooks ordered and received in June	Increased grades/scores, positive feedback from parents/teachers	Checkpoints according to textbook process timeline	2, 5
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Ideal State: Goal(s)							
GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.							
Objective(s):							
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Obj. 3. Track struggling students in high school and provide support.	Academic Counselor	Four week grade checks	Every four weeks (at minimum)	Meetings setup with struggling students’ families after mid-semester grades	Low to Zero drop out rate	Review of PEIMS/STAAR info on drop out	8

Obj. 4. Ensure processes are in place to receive feedback from key stakeholders to ensure appropriate curriculum and the alignment of curriculum	Dir. Curriculum & Instruction (Secondary: Dean of Academics and Parent Programs)	Textbook associations, school procedures/ policies	Textbook process timeline	Textbooks ordered and received in June	Increased grades/scores, positive feedback from parents/teachers	Checkpoints according to textbook process timeline	2, 5
Obj. 5: Recruit, develop, and retain qualified and highly effective personnel in this department	Dean of Academics and Parent Programs (Secondary: Dir. Curriculum & Instruction)	Job Search links and partnering associations	HR Directors and Dean of Academics Hiring schedule	NCLB HQ forms completed, SD agenda for year	Retention rate of personnel in each department	Compliance processes	3, 4
Obj. 6a: UME Prep will evaluate national standardized testing option.	Dean of Academics and Parent Programs (Secondary: Dir. Curriculum & Instruction)	Standardized Testing/STAAR	Standardized Testing/STAAR Calendar	Meet state deadlines and complete National testing for particular grades	Scores are positively comparable	Review of scores	2, 7, 8
Obj. 6b: Continue to refine the Title I, Part A Targeted Assistance TaGS Tutoring and State Compensatory Education Summer School Programs.	Dean of Academics and Parent Programs (Secondary: Dir. Curriculum & Instruction)	FUNDS Title I: Payroll (6100) Program Compliance Coordinator, TaGS Teacher Facilitator, TaGS Teachers = Payroll at \$12,558 Supplies (6300) General Supplies = Supplies at \$1250 State Compensatory Education:	Evaluate student progress every eight weeks	Grades and student rosters	Increase in student pass rate, post grade review	Ongoing grades, classroom performance	2, 8

		Payroll (6100) At-Risk Counselor, Program Compliance Coordinator, Summer School Teachers, Special Programs Coordinator = \$30,277 General Supplies (6300) Summer School Materials, Credit Recovery Program Software, Manipulatives = \$3000 Operations (6400) ACET Conference = \$500					
Obj. 7: UME Prep will implement Director of Student Development for Young Men and Women to promote a safe and disciplined environment conducive to student learning.	Dir. Of Student Development for Young Men (Secondary: Dir. Of Student Development for Young Women)	Discipline Tracking System and Keystone Program	Local District developed timeline (periodic training sessions/weekly character classes)	Schedule of trainings, observation of walk arounds, check in meetings of student issues	Decline in student referrals, positive perception of students, parents, and faculty of school culture	Review of discipline management processes and parent meetings	5, 8
Obj. 8: Create a culture where faculty and staff are provided opportunities to learn & implement creative and innovative techniques to improve student learning	Dir. Curriculum & Instruction (Secondary: Dean of Academics and Parent Programs)	Region 10, CAMT, CAST, College Board, etc Title II Professional Development Funds: \$2600	In-service and training schedules	Documentation of faculty development	STAAR scores and grades. Student engagement observations. Faculty satisfaction of Staff development.	Formative: Student engagement observation. Summative: STAAR scores.	1, 2, 3, 4

Obj. 9: Technology will be implemented to increase student learning (primarily involving Chromebook implementation and Smartboard training and Eduphoria)	Dir. of IT (Secondary: Coordinator for Secondary Support)	Region 10, Smartboard provider	Chromebook implementation timeline and PD timeline	Observation of teacher utilization	Feedback from faculty/families, Increased test scores	Formative: Observation of utilization, and feedback, Summative: Test Score Review	2, 4
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