

LTTS CHARTER SCHOOL, INC
dba
UNIVERSAL ACADEMY

2015-2016 District/Campus Improvement Plan



April 2016

Date of School Board Approval

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

To create a challenging and intellectually engaging curriculum within a safe, nurturing environment by providing varied learning opportunities that focus on the development of instructional excellence, leadership, and character building in partnership with a diverse community of lifelong learners.

Goals

- 1. Improve all campus academic programs**
- 2. Achieve “Met Designations” rating in all areas of STAAR (the Texas Accountability minimum skills test) with each campus as well as achieving all student progress measures and preparing all students for education beyond high school.**
- 3. Strengthen all advanced academic, core, and elective curricula and continue to ensure full and equal access for all students. To incorporate advanced academic and elective classes, as well as extra-curricular and co-curricular activities.**
- 4. Expect all professional staff to effectively facilitate teaching and learning by using current digital resources and tools to mentor, monitor, and motivate students to higher levels of learning so that all graduates can identify, analyze, organize, and communicate information in a 21st century environment.**
- 5. Provide salary, benefits, staff development, and working conditions conducive to recruiting and retaining a highly qualified, ethnically diverse staff.**
- 6. Encourage and assist all parents to be active partners in the education of their children and expand opportunities for parental and community input to decision makers.**
- 7. The need to improve and renovate our leased property as well as adding a sports center to our mortgaged property is great. We will raise through donations and fund-raisers at least \$7.5 million dollars over the next two years.**
- 8. The total implementation and facilitation of “Ace-Makers” (a makers space program which is conducted every Friday) and STEAMS programs**

LTTS Charter School Inc. dba Universal Academy
Planning and Decision Making
LEA/Campus Improvement Committee
2015-2016
Janice Blackmon, Chair
Sheraton Duffey, Vice Chair

CIC 101	CIC 102	LEA 101 &102
Elementary Administrator	High School Teacher	Parent
Elementary Teacher	Student	Community
Business	Parent	Student
Community	Parent	Middle School Teacher
High School Teacher	Parent	High School Administrator
Middle School Teacher	Business	Parent
Instructional Specialist	Community	Parent
Teacher	Business	Librarian
Student	High School Teacher	Parent
Elementary Teacher	High School Teacher	Business
Parent	Elementary Teacher	Elementary Teacher
Parent	Middle School Teacher	

Participants in Attendance	<u>NWEA</u>
<i>Perkina Gross-Dickerson</i>	AEIS Federal Accountability Data for AYP TAKS Data--disaggregated
<i>Dr. Dana Jobe</i>	District PEIMS reports PBMAS reports Dropout and School Leaver data—disaggregated
<i>Diane Harris</i>	District retention data District discipline referral data Parent, Community, Teacher, and /or Student surveys
<i>Janice Blackmon</i>	Student attendance data Benchmark testing data Referral percentages for students in Special Education
<i>Sheridan Duffey</i>	TPRI data Campus parent participation records Campus mentor participation records
<i>Pease Jackson</i>	Community education program records SAT/ACT data
<i>Terea Jones</i>	Truancy data Homeless population analysis
	<i>Teacher retention data</i>

School-wide Program Requirements

- **40% poverty threshold.**
 - **One-year planning required prior to implementation.**
 - **Identification of students is not required.**
 - **Annual evaluation of program effectiveness.**
 - **Implementation of the ten school-wide components.**
 - **A school-wide program that consolidates funds is not required to maintain separate fiscal accounting records for each of those programs; the plan must include a list of the federal, state, and local funds being combined.**
 - **The amount of federal funds used in a school-wide program must be supplemental to the amount of state and local funds the school would otherwise receive.**
 - **A school-wide program shall maintain records that demonstrate that the program, as a whole, addresses the intent and purposes of each of the federal programs consolidated to support it.**
 - **School-wide programs are not relieved of requirements relating to health, safety, civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; and distribution/receipt of funds to the State Education Agency (SEA) or the Local Education Agency (LEA).**
 - **Scientifically based research must be utilized when planning the school-wide program.**
 - **School-wide programs are subject to the requirements of the following:**
 - o **Section 1111 – State Plans (standards, assessments, AYP, accountability)**
 - o **Section 1116 – Academic Assessment and LEA and School Improvement (school identification for improvement, supplemental services, choice, etc.)**
 - o **Section 1117 – School Support and Recognition (school support teams)**
 - o **Section 1118 – Parental Involvement (input, involvement, notification)**
 - o **Section 1119 – Qualifications for Teachers and Paraprofessionals (general requirements)**
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LEA Improvement Plan

Comprehensive Needs Assessment

Comprehensive Needs Assessment
2015 - 2016

All Title I schools are required to complete a needs assessment of their campus. The information from this need assessment will be used to complete our campus improvement plan.

The reasons for the needs assessment tool are:

1. To provide consistency across the District/ LEA regarding a process for conducting a Comprehensive Needs Assessment for NCLB program administration, funding decisions, and documentation.
2. To provide a practical, easy tool for conducting the Comprehensive Needs Assessment to identify strengths, needs, and priority areas of focus. All staff is involved in the needs assessment. Below is a list of the categories.

Campus Needs Assessment Summary Spring 2015

Demographics

Strengths	Areas of Need
Diverse student population, which brings awareness and sensitivity to diversity	More staff training to understand LEP/ESL, Hispanic, and Economically Disadvantaged, populations, as well as, how to get parents more involved with these populations.
Commended rating with diverse population	Staff should represent our population, more Hispanic teachers and teacher assistants
Implemented language program in 2nd grade 2013-2014 school year and 3rd grade in 2014-2015 school year, which reflects the needs of a bilingual education in our district for ESL students, but also as an enrichment for English speaking students to learn Spanish, French or Japanese.	Hire a 3rd grade Dual Language teacher in the fall of 2016. More staff development for dual language teachers, where consultants are brought in, but also where our staff can go observe other dual language programs and collaborate with other professionals on best practices for dual language

Student Achievement

Strengths	Areas of Need
Some students showed progress and high achievement on the STAAR. Teachers understand the need for rigor in the classroom.	Must get all students ready for the STAAR test in both Reading and Math.
Scores indicate that teachers are following the TEKS. Teachers are holding students to be accountable for homework through tutorials and parent conferences. Teachers have attended numerous workshops, PLC's, Centers and	All students and all subgroups are of concern. Teaching will need to be done with more rigor. Need to work with Dual Language teachers and ESL teacher to improve programs, materials, and services; continue to provide staff development/teach using RTS, Edmentum Plato Courseware and TEKS Resource System Region10. Use researched based instructional strategies. The preliminary results of STAAR show a need for improvement in all areas.

educational rounds during the year.	
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School Culture

Strengths	Areas of Need
Stated expectations, consistent follow-through, and consistent daily walk-throughs create a safe and orderly environment for students and staff	School-wide discipline plan that coincides with the other t campus. Discipline plan is in place and will be executed next school year. More parental involvement on a daily basis
Administration and counselor are visible and have an open-door policy for students, staff, and parents, which creates a positive school climate for all stakeholders	Need resources and support to provide students with more opportunities outside the academic environment

Staff Quality

Strengths	Areas of Need
100% of the teachers are highly qualified Need to retain more teachers each year.	Need to hire HQ teachers for new positions or to fill existing positions in strategic areas to raise individual student achievement in special education, regular education core subjects, bilingual teachers to support the dual language program/district initiative Develop an incentive package for staff.
New staff is well supported by providing them with a mentor. Staff has weekly team planning meetings where those who have been here and those who are new to the campus are able to ask questions, share ideas, and share materials. We have engaged in a book study this year about education.	All staff needs to have staff development specially focused on RTI and the process. There are some supply needs we will fill so all teachers will have supplies to use Centers/ Stations in their class.
Administration surveys the faculty and staff annually for input regarding professional development. Consultants from ESC10 help to disaggregate and interpret data and also present workshops on campus, which directly addresses problem areas. Use our Harvard Training to assist teachers.	More professional development is needed in the areas of Math, RTI, Edmentum and Centers More time needed to interpret data and what areas students are weak in and work on those areas in the curriculum. Time to work in rooms and further implement what was learned. Need more rigor in stations.

Curriculum, Instruction, and Assessment

Strengths	Areas of Need
Teachers utilize Region 10 curriculum to ensure a vertically aligned curriculum with TEKS, all teachers plan collaboratively to ensure all teachers are teaching the same TEKS at the same time to give our students equal educational opportunities	More staff development with along with more time for teachers to plan collaboratively Vertical alignment staff development with K – 12th grade teachers.
Decisions are data-driven – TPRI, fluency tests, 6 week benchmark, STAAR practice tests, and on-going assessments in the classroom. Teachers work together to disaggregate and compile data, spiraling TEKS back into the curriculum, while providing interventions for struggling students	More staff development with Edmentum (disaggregating the data) and the RTI tiers/process and specific intervention strategies to use with struggling students
There are multiple supports provided for the struggling student – RTI meetings every 6 weeks, Title 1 Reading and Math pullout classes, classroom small group stations 45 min. per day, RTI lab which supports the Title 1 classes, during school tutoring, Dyslexia classes, ESL classes, Special Ed classes, and a community mentoring program	More staff development in the RTI process, help with specific research-based intervention techniques and build toolbox of instructional techniques and best practices, less pullouts from the whole group classroom setting

	Students do not need to be pulled out of whole group instruction time during the core content areas, especially Reading and Math
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Parent Involvement

Strengths	Areas of Need
Campus provides parent trainings, Family Nights, PTO meetings, Awards Assemblies, special programs, campus improvement meetings, parent/teacher conferences	More parent involvement and participation in campus activities
Adopt-a-Classroom program involves local businesses and community in our campus	More financial resources to support parent education trainings

School Context and Organization

Strengths	Areas of Need
Struggling students are pulled out daily for small group math and reading instruction. Small group instruction is also done during class time in stations.	More professional development, which focuses on the RTI process and interventions. Providing teachers and paraprofessionals with more professional development regarding instructional techniques, which will provide the struggling student with effective research-based interventions within the regular classroom.
Computer programs are targeted to areas in which students most commonly struggle.	Documentation which provides proof that teachers are utilizing the computer programs offered at school with successful results
Many opportunities are provided to staff, parents, and community to participate in the school policies, procedures, and/or problems, regular staff meetings, administrative open-door policy, parent/teacher conferences, PTO meetings, CIP meetings	Campus needs to provide more parental training in the importance of school involvement. More parental involvement is needed.

Technology

Strengths	Areas of Need
Teachers utilize technology available to them, which is minimal compared to other campuses in the district	Need financial resources to keep updating technology year after year
Teachers received Smart-boards during 2016-2017 school year Teachers received notepads, scanners and document cameras during 2015-2016 school year.	More professional development to train teachers how to better utilizes the Smart- board within their classroom. They also need other technology applications to keep up-to-date with the latest technology and programs. There is a need to purchase more I-pads and the attachment to connect it to the white board. There is a need for more training.
Computer lab is utilized regularly with classroom teachers and computer lab teacher assistant maintains computers in the computer lab to ensure they last. A beginning computer class was implemented in 2012 – 2013.	More technology staff available for help with problems, ideas, and support (optimal would be to have an instructional technology teacher for the district/campus. Have a person dedicated to this class only and no other assignments.

Student Performance

Universal Academy campus 101 has need for improvement in the areas of math, 3rd grade reading, 5th grade science, classroom discipline, and parental involvement.

Prioritized Areas of Concern: Closing the learning gap for all students	
Areas of Concern: reading scores must be increased to 95% passing 80% commended. Current scores 81% passing 5% commended.	Data Source: Texas Academic Performance Report
<i>Reading grade 3 81% overall, African-Amer. 67%, Hispanic 84%</i>	<i>State Accountability (AEIS)</i>
<i>Math scores grades 4, 6, 8, 11: see</i>	<i>State Accountability (AEIS)</i>
<i>Social Studies, ELA, Math, and Science scores grade 10</i>	<i>State Accountability (AEIS), AYP</i>
<i>Percentage of Hispanic students identified for Special Education</i>	<i>Program data, PBMAS</i>
<i>Counseling Program College and career prep</i>	<i>Parent, community, and student surveys; administration evaluations</i>
<i>Special Programs – Dyslexia; ESL</i>	<i>Parent, community, and student surveys; student achievement; participation in special programs</i>

**In this plan, the term “student groups” refers to students who are
LEP, G/T, and Special Education**

Student Performance Summary

Our students worked hard this school year and did an excellent job. Universal Academy Campus 101 is an academically acceptable campus due to the students, staff and parents hard work. Student success continues to improve each year. The number of students that passed increased, the average scale score increased, the number of commended students increased.

We will continue to implement Professional Learning Communities (Teaming) to facilitate the tracking of student success, interventions, RTI, failure rates, benchmark tests, welcoming new students and staff to campus, incorporating staff development ideas, encouraging book studies, writing and developing curriculum, and monitoring student performance. PLC's will help to increase student performance, decrease discipline write up's, increase student attendance and help teacher's to find ways to motivate and encourage students to want to be successful and lifelong learners. The integration of technology into the classroom and lessons is one of the strategies being implemented.

Adequate Yearly Progress was met in all areas.

Students scored in the exemplary range overall in all areas targeted by the Texas Education Agency for the accountability rating. They scored 90% or higher in all areas. They scored 50% or higher in all areas of commended in all subject areas. That means that 40% or more scored higher than 2400 on their test.

Longitudinal growth - Reviewing the data for the last 5 years, there is a continual pattern of growth and improvement. The percent of students passing and commended continues to increase or remain the same.

AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction).

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student’s parent.)
4. Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. Has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by TEC §29.052?
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus 906,893.00

Total FTEs funded through SCE at this District/Campus 85

The process we use to identify students at risk is:

Followed the At-Risk-Indicator Guide above, 1,2,3,4 and 10.

The process we use to exit students from the SCE program who no longer qualify is: Based on testing and assessments we are able to determine that the student has met the required AYP.

***Optional for Title I Schoolwide schools:
At Universal Academy School State Compensatory Funds are used to support Title I initiatives.***

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 3-10**

STARR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Students At-Risk	65	60	NSE	71	59	57	76	60	72	84	29	56	100	79	48
Students Not At-Risk	71	71	NSE	79	80	63	74	60	80	82	79	99	98	88	77

	Drop Out Data		Completion Data	
	2014	2015	2014	2015
Students At-Risk	0%	0%	100%	100%
Students Not At-Risk				

The comprehensive, intensive, accelerated instruction program at this district/campus...consists of after school tutorials for students at-risk, a teaching asst., two additional math teachers two teachers working as interventionist to reduce the student teacher ratio in math/science, and the purchase and implementation of research based programs to reduce the risk for student dropping out of school.

Upon evaluation of the effectiveness of this program the committee finds that... The first and most important issue in evaluation--how well students achieve mastery of new facts and skills--can often be measured by standardized tests. Verifications of reliability and validity are the litmus tests of these standardized evaluation tools. Reliability is the achievement of consistency in results. Consistency is measured in several ways: by comparing test results over time (giving the same test at intervals), by grade level expectations, and by national percentile rankings. Validity is the degree to which a test actually measures what it claims to measure, that is, the successful appropriation of intended subject matter.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source and amount	
Federal Programs	
<i>Title I, Part A</i>	<i>253,543.00</i>
<i>Title I, Part C (Migrant)</i>	<i>.00</i>
<i>Title II, Part A (TPTR)</i>	<i>53,876.00</i>
<i>Title II, Part D (Technology)</i>	<i>00</i>
<i>Title IV, Part A (Innovative)</i>	
<i>Title III, Part A-LEP</i>	<i>47,738.00</i>
<i>Carl Perkins</i>	<i>.00</i>
<i>Title V, Part A (Innovative)</i>	<i>.00</i>
State Programs/Funding Source	12,099,350.00
<i>Accelerated Reading Instruction Funds</i>	
<i>Career/Technology Education</i>	<i>45,075.00</i>
<i>State Compensatory Education</i>	<i>906,893.00</i>
<i>Dyslexia</i>	<i>.00</i>
<i>Gifted/Talented</i>	<i>73,142.00</i>
<i>Special Education</i>	<i>227,156.00; 5,414.00; 2,710.00 & 247,039.00</i>
<i>Bilingual/ESL Program</i>	<i>327,777.00</i>
Local Programs/Funding Source	
<i>Grants</i>	

Goal 1: All students in Universal Academy will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2016 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be 0 by 2016 as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Data 2015-2016	All Students
Discipline/Incidents	25

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for staff who has not been trained	10	Principal Teachers Cohort	Monitor daily reinforce good behavior and pride	School Bully Prevention Trainer and handbook ESC X	Reduction in the number of bullying incidents and office referrals
Maintain a clean safe building. Teachers must incorporate character education in their daily classroom instruction	1	Students Teachers cohorts principal	Daily organization and zero tolerance for allowing clutter	Local funds Title Funds	Less referrals and discipline problems. Fewer classroom disruptions.
Detention on Saturdays	10	Teacher Cohort Student Principal Parents	A selected Saturday must be accompanied by parent		

Goal 2: Achieve “Met Designations” rating in all of the STAAR tested areas as well as achieving student progress measures.

Objective 2: Incorporate a high quality RTS program in every classroom

Summative Evaluation: Results based assessment reflected in student test success.

Activity/Strategy	Title I School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based curricula and centers. Utilize RTS journals and tutorial packages daily	3,4	Teacher Principal, Cohort	Daily implementation	ESC X Local Funds State Funds Title I Funds Title II Funds	Increased student performance
Identify using the Data students that need additional assistance. Follow policy for RTI and one to one tutorials	3,4	Principal, Human Resources Dept.	From the beginning of school until completion	ESC X Local Funds Title I Funds Title II Funds	STAAR results based on the number of students that obtain Level 3 mastery
Teaching with direction. Making sure each student is taught using individualized instruction.	3,4	Teacher, cohort	August- June	Title I and Local	To rank academically in top 10 campuses state wide in all school levels

Goal 3: Improving all campus academic programs

Objective 3: By May 2017, 80% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet AYP in every area measured. To create the Scholar student Athlete

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Data 2015-16	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	77%	74	83	70	73	0	72	96.1	100	290	285

Activity/Strategy Incorporate RTS (reciprocal teaching strategies) in every course on a daily basis	*Title I School wide Component	Person(s) Responsible Teacher	Timeline Aug. 22, 2015 thru June 6, 2016	Resources: Classroom materials, books, journals, centers, practice and homework Title I, IDEA B and Title iii	Formative Evaluation: NWEA, classroom walk through and STARR
<i>Tutorials: Provided Mon-Thurs. From 3:30 to 6:30. Any student the failed STAAR the previous year as well as any student testing below 70 in Math, Reading, Science, writing or social studies</i>	Title I NCLB, IDEA B	Special support teachers, Cohorts and Principal	Start date Sept. 9, 2015 or by Oct. 20,2015	Title I Funds Title II Funds # FTE 156	Improved six weeks grades Reduced failure rate as reflected in STAAR results
Saturday School	Title I NCLB, TITLE II, IDEA B	Selected teachers	9 am-12noon	NCLB funds	Ensure all students meet or exceed state progress requirements
To promote academic success with our scholar athletes and ensure that they excel academically as well as in sports	5	All Staff	August-June	Funds raised (Local Funds)	Each student achieves required academic and sports success.

Goal 4: In Universal Academy 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 4: 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Data 2015-2016	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals

Activity/Strategy	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals	5	Principal, Human Resources Dept. Asst. Super	Start 03/01 end when accomplished	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Develop and implement HQ strategies/activities to maintain HQ staff	3, 5	Principal, Human Resources Dept. Asst. Superintendent	Beginning and end of each semester	ESC 10 Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Ensure that unqualified, out-of-field, or inexperienced teachers do not teach low income and minority students at higher rates than other students.	3	Principal, Human Resources Dept. Asst. Superintendent	Beginning of each semester	Local Funds State Funds Title II part A Funds	Low income and minority students are taught by HQ teachers

Goal 5: Provide salary, benefits, staff development and working conditions conducive to recruiting and retaining highly qualified, ethnically diverse staff.
Objective 5: Our teachers are highly recruited by other school districts. We need to pay our teachers a performance bonus
Summative Evaluation: By retaining our teachers in whom we invest of \$5,000 per teacher in training. Creating a teachers training program

Data 2015-16	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Dropout Report	1798	0	0	0	0	0	0	0	0		

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide 30 days of training	2,9	Principal Superintendent Designated teachers Administration	Throughout the school year	Title I Local funds Title I Part A Title II	Successful retention of 90% of the LEA teaching staff
Pay a performance bonus in October of the new school year for the academic results from the previous year.	7	Administration	August to October	Local funds	Increased number of returning teachers

Goal 6: Parents and Community will be partners in the education of students in Universal Academy.

Objective 6: By May 2016, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child (ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results
Mandatory PTO and members of the Site-Based Decision Making Committee	6	PTO liaison Cohort Principal Teacher Parents	Start of school to end of school	Parents pay 30.00 PTO fee for the year for one child 50.00 for two children 60.00 for three children	Inclusion and support
Parents are encourage to volunteer daily	7	Events Manager, Teachers and Cohorts	daily	PTO Fees or local funds	Reflected in student attitudes and achievement
Family monthly events	8	All staff	Throughout the school year	From funds raised	Supportive parents and successful students

Goal: 7: The Need to Improve and renovate our Property

Objective: 7: Universal currently leases the property in Irving and has a Bond Mtg. on the property located in Coppell. We need to refinance Irving and payoff the bond.

Summative Evaluation: By finding a source to Refinance the Property In Irving the school would receive \$1.4 million dollars to improve and expand the academic area

Data 2015-16	All Students	H	W	AA	ED	Migrant	LEP	Special. Ed.	GT	Male	Female

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Form a stakeholders committee to review and create ways to improve our building. To add a gym, performing arts center, pool and engineering center		Staff, Parents, and community	ASP	Most raise funds	
Survey all parents and make sure they are involved in academic decisions		Staff, parents	Nov-Jan	Local funds	
Student retention 5-12 th grade		Staff, Principal, parents and students	August 2016-March 2017	Local funds	

Goal: 8: STEAMS: Science, Technology, Engineering, Art, Math and Sports program continuance and implementation

Objective: STEAMS

Summative Evaluation:

Data 2015-16	All Students	H	W	AA	ED	Migrant	LEP	Special. Ed.	GT	Male	Female

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Partner with the Mo Williams Academy sports program		Dir. Of Admin. Coaches, teachers and staff	August 2016- June 2017	Local funds from fund raisers	
ACE-makers program: A makers-space program which is open to parents and business every Friday.		All staff	Beginning of school year to the end of the school year	Supply fee per student of \$50.00.	

Goal: 9

Objective:

Summative Evaluation:

Data 2015-16	All Students	H	W	AA	ED	Migrant	LEP	Special. Ed.	GT	Male	Female

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation

Goal: 10
Objective:
Summative Evaluation:

Data 2015-16	All Students	H	W	AA	ED	Migrant	LEP	Special. Ed.	GT	Male	Female

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation