United Independent School District

District Improvement Plan
2019-20

BOARD OF TRUSTEES

Ramiro Veliz, III, District 4 President
Javier Montemayor, J., District 5 Vice President
Ricardo "Rick" Rodriguez, District 2 Secretary
Ricardo Molina, Sr., District 1 Parliamentarian
Aliza Flores Oliveros, District 3 Member
Juan Roberto Ramirez, District 6 Member
Judd Gilpin, District 7 Member

SUPERINTENDENT

Roberto J. Santos

Table of Contents

Vision Statement 4
Mission Statement 4
Introduction 5
Curriculum and Instruction Department 9
Federal and State Programs 23
Technology Summary 25
Yearly Activities/Ongoing Activities 27
DEIC Members 30
ESSA Comprehensive Needs Assessment Summary of Priority Needs 34
Student Performance Data 47
- Reading 47
- Writing 51
- English I 52
- English II 53
- Mathematics 54
- Algebra I 58
- Science 59
- Biology 60
- Social Studies 61
- U.S History 62

District Goals 63
UISD INTEGRATED ACADEMIC ACCOUNTABILITY SYSTEM 64
Goals and Strategies 66
Addendum 81
Appendix: A 86

Appendix: B 87
Appendix: C 88
Appendix: D 92
Appendix: E 93
Appendix: F 96
Appendix: G 97
Appendix: H 97
Appendix: I 99
Appendix: J 100
Appendix: K 102
Appendix: L 103

Vision Statement

United Independent School District's Vision Statement
WE ARE UNITED in providing meaninful learning experiences that will empower students to thrive in the 21st century to enhance the lives and our community.

Mission Statement

United Independent School District's Mission Statement
WE ARE UNITED in providing a safe and nurturing environment that utilizes innovative an diverse teaching strategies through the use of a rigorous curriculum, technology integration, and strong parental engagement to inspire all students to become responsible and productive world citizens.

Introduction

United Independent School District

United Independent School District (United ISD) is the second largest public school district in Region One and the 25th largest in the state of Texas. With over 43,000 students and growing, United ISD encompasses approximately 2,448 square miles and area the size of the state of Delaware. United ISD serves portions of the city of Laredo, the cities of El Cenizo and Rio Bravo, and several unincorporated areas in Webb County. The unincorporated areas include Botines, La Presa, Larga Vista, Ranchitos Las Lomas, and Ranchos Peñitas West. The district was created in 1961 via the consolidation of the former Cactus, Johnson, and Nye school districts. The “Big Three” involved in the establishment of United ISD were rancher Joe B. Finley, Amparo Gutierrez, and John W. Arndt, all of whom have schools named in their honor.

2019-2020 CAMPUSES AND ENROLLMENT
date compiled from IRIS and TYLER SIS Report (Active Enrollment Summary) as of 9-30-2019

Academic	# of Campuses	Number Enrollment
ELEMENTARY	29	19610
6TH CAMPUS	1	579
MIDDLE	10	9307
9TH CAMPUS	4	3315
HIGH	4	10058
*STEP/JJAEP	2	120
*Residential Facilities	3	50
Total	53	43039

2019-2020 STUDENTS BY ETHNICITY
Ethnicity Number of Students

	Hispanic/Latino	Not Hispanic/Latino
American Indian/Alaskan Native	134	10
Asian	42	135
Black African American	99	54
Pacific Islander/Native Hawaiian	7	7
White	42209	255
Two or more races	57	14

2019-2020 STUDENTS BY PROGRAM

	Program Number of Students
Economically Disadvantaged	31521
Title I	42218
Migrant	89
LEP	14048
M1 - First Year LEP Exits	2148
M2 - Second Year LEP Exits	2057
M3 - Third Year LEP Exits	2163
M4 - Fourth Year LEP Exits	2066
Bilingual	12055
Special Education	4388
Section 504	3529
Section 504 with Dyslexia	1091

Dyslexia Only	1341
Gifted/Talented	6021
Advanced Placement	4236

2017-2018 Attendance/Dropout/Completion Rate/College Readiness Data

2016-17 Attendance Rate	96.0%
Dropout (7-8)	0.2%
Dropout (9-12)	1.0%
Class of 2017 4 Yr. Graduation Rate 9th-12th	94.7%
Class of 2016 Advanced Dual Credit 9th-12th	47.0%
RHSP/DAP Graduates (Longitudinal)	90.5%
AP Participation	20.7%
AP Results (Examinations ≥ Criterion)	54.2%

District Improvement Alignment

The district improvement process begins with a Comprehensive Needs Assessment (CNA) comprised of all district and campus leaders that meet to determine needs based on data. This ongoing process is the pathway to the district and campus continuous improvement process which increases student performance and maintains the number of students who graduate ready to succeed in the college or career of their choice. With careful review of all data findings, committees come together to establish key initiatives that set the foundation for campuses to embrace along with their own strategies to assure student success.
This process is directly aligned to our district goals:

1. Student Achievement
2. A Safe and Nurturing Environment
3. Family and Community Engagement4. Human Capital
5. Operational Effectiveness and Efficiency

These board adopted goals identify the annual performance objectives. In addition, the district has implemented the following initiatives: IFP/technology, collaborative teachers, curriculum-based assessments (CBAs). Elementary Education piloted biweekly checkpoints for the 17-18 school year, as an optional resource for our teachers in all content areas. In the 18-19 school year, the district opened up its first STREAM school at Freedom Elementary and its first STEM school at United Middle School. Currently, for the 19-20 school year, a new scope and sequence format is being implemented at the elementary level. Both elementary and middle schools initiated the incorporation of the English/Language Arts curriculum with an integrated scope for the new ELAR class that combines the ELAR TEKS.

United ISD is diligently moving the district forward by increasing student achievement through a focused monitoring system that clearly identifies rigor in teaching and learning. The district continues with a strong commitment to serving the needs of all campuses with special provisions for the immediate support of underperforming campuses/areas. Planning and decision-making at United ISD is dynamic, through continuous and systemic dialogue that allows for the inception of action plans that address the needs and initiatives are made as needed as a result of progress monitoring and the changing academic needs of students through continuous data analysis. The collaborative work of central office staff and curriculum and instruction departments and campus leaders will take all students toward higher academic achievement in order to meet newly established state and federal accountability standards that are continuously changing.

Curriculum and Instruction Department

Tradition of Excellence Since 1961

United ISD Department for Curriculum and Instruction is organized into six instructional branches: Elementary Education, Middle School Education, High School Education, Special Education, Instructional Accountability and School Improvement. Each branch is led by an Executive Director. Together the instructional team guides and empowers all instructional directors, coordinators, and support staff ensuring effective, efficient, instructional support to all UISD campuses. The Curriculum and Instruction (C&I) Division is "keeping with a tradition of excellence in education" by providing leadership in all academic programs in United ISD to ensure that all students receive a quality educational program.

As the Texas Education Agency releases campus and district letter grades, United ISD once again, proudly announces the earning of an "A" for Overall Performance. This 2018-2019 letter grade has been calculated as a 94 total numerical grade which is a 2 point gain, 92 from the previous school year.

In addition to earning an "A" for Overall Performance, United ISD also garnered the only Distinction Designation for the area of Post-Secondary Readiness, available to districts, for the second consecutive year in a row.

Our UISD campuses have once again surpassed expectations through the leadership of our campus administrators and keen commitment from dedicated teachers and staff. This year UISD has 20 campuses identified as "A's" and 23 "B's. The total number of distinctions earned from our campuses total 184 which are 32 more the the previous year.

As our Texas accountability system continues to measure three areas or domains: Student Achievement (how much students know), School Progress (how students are performing compared to last year or with their peers in similar school) and Closing the Gap (performance gaps amongst different groups of students).

Our district educates 75.4% ECD which identifies UISD as a High Poverty School District based on TEA information. From the information posted to the txschools.org, UISD is 1 of 4 High Poverty Districts that educates more than 20,000 students earning an A this year.

United ISD enrolled and educated 43,212 students last year, of which 98.8% were Hispanic, 75.4% Economically Disadvantaged, 36.1% English Learners and 8.5% received Special Education Services. UISD also graduated 94.7% of the 3,128 students in the Class of 2018, which surpassed both the state and federal graduation rates for that same cohort.

United ISD teachers and administrators continue to be committed to student success and have already started the 2019-2020 school year working towards ensuring students are well prepared for eventual success in subsequent grade-levels and post-secondary life. These efforts are indicative of their dedication to their profession as educators.

UISD is also proud of the outstanding and consistent leadership from Superintendent Roberto J. Santos and the committed and highly regarded Board of Trustees.

With the changes in the state accountability system, and the implementation of the State of Texas Assessments of Academic Readiness Skills (STAAR) and the End of Course (EOC) priorities have been established to meet the targets and goals mandated by the state. However, the department has a strong foundation and commitment on which to build. Thus, the instructional team will continue to provide the curricular leadership that creates, implements, maintains, and enhances excellence, creativity, and achievement, while concurrently providing effective, efficient, instructional support to all forty-nine United ISD campuses. This dedication extends to our teachers, parents, and students to support quality teaching and learning in order to achieve academic success for every student. Our 2019-20 school year will include the required Domain 17 within T-TESS (teacher assessment), for all content areas. We are confident that through outstanding campus leadership and the delivery of quality instruction with a student measure component for all teachers, United ISD will maintain its history of academic excellence.

David H. Gonzalez

Associate Superintendent for Curriculum and Instruction

Elementary Education

The mission of the Elementary Instruction Department is to develop a Texas Essential Knowledge and Skills (TEKS) based curriculum that is learner-centered and aligned to the Scope and Sequence in grades PK-5. Coordinators work with a cadre of talented teachers from a cross-section of the district to develop this learner-centered instruction. The Elementary Department is continuing several district-wide instructional practices that were initiated a few years ago. This year we will be holding Tournament of Academic Champions on Saturday, February 8, 2019, at Freedom Elementary School and Perales Middle School. This tournament of Academic Champions is comprised of four events as follows: Vocabulary Bee, Math Bee, Writing Challenge, and S.T.R.E.A.M Fair. A description of each can be found in the elementary webpage.

Our Academic Coordinators will continue to provide Curriculum Updates and Assessment Updates where the latest information on our Scope and Sequence, assessment results, and initiatives are provided. In addition to completing an aligned curriculum, the coordinators with a selected cadre of teachers review and assure that our checkpoints are aligned to our Scope and Sequence. The checkpoints are periodic assessments based on the scope for lessons covered. The length, scope, and frequency of checkpoints are directly correlated to the lessons covered for the grade level and content area in question. Checkpoints are provided for all grade levels and content areas.

District benchmarks are comprehensive in nature and aim to provide an exam for teachers to gauge students' level of preparation for the designated State Assessment of Academic Skills (STAAR) test. These exams shall be administered in the state tested content areas and grade levels. The benchmarks are aligned to the curriculum, learner-centered instruction, and six weeks of instruction. Furthermore, benchmark assessments help ensure the highest expectations of our students are met. Every elementary student in grades 3rd, 4th, and 5th receive a Data Management for Assessment and Curriculum (DMAC) progress report indicating the child's scores on their district tests to gauge how the child would score on their STAAR assessments as of the benchmark date. Parents are asked to review the results with their child, sign, and return the form to their child's teacher.

Additionally, the Elementary Gifted and Talented Program aims to identify qualifying gifted students and provide them with student-centered learning experiences comprised of a challenging curriculum with greater depth and complexity. Participants of the Gifted and Talented (GT) Program will develop higher-level thinking skills and optimize their identified talents. The GT Coordinator provides support, facilitates the transition, and ensures continued implementation of program objectives at the elementary and secondary levels. In addition, the GT Coordinator implements procedures to ensure compliance with the Texas State Plan for the Education of Gifted/Talented Students in the areas of student assessment, service design, curriculum and instruction, professional development, and community and family involvement.

The elementary instructional coordinators work closely with the secondary coordinators, Special Education Department, the Bilingual Department, and the Advanced Academics Department to assure quality and alignment of the curriculum for all students.

The Elementary Education Department oversees the following content areas:

- English Language Arts and Reading
- Social Studies
- Mathematics
- Science
- Early Childhood

Elementary District-Wide activities not included in the Tournament of Academic Champions:

Reading Madness: Mimicking March Madness, all 29 campuses compete to earn the highest AR points. Campuses compete to place in either the Platinum, Gold, Silver, and Bronze brackets. Students with the highest AR points at their campus and highest vocabulary points are recognized at the district level. A 'Top Reader' for the district shall be determined as well as A 'Top Vocabulary' Point Attainment Award.

Journal Writing Across the Curriculum: Daily journal entries in the following content areas: math, science, and social studies. Students are encouraged to use their MIGHTY WORDS for each content area.

Spelling Bee: Our district spelling bee will take place on Thursday, January 30, 2020, Elementary and Middle School campus winners shall compete to determine a district winner. However, ALL campus winners are eligible to compete in the City-Wide Spelling Bee.

Super Outrageous STREAM Day (SOS): Slated for October 31, 2019, and February 14, 2020 Science TEKS activities are meant to get students actively involved in reviewing assigned science standards critical in their grade level through lesson activities that integrate science, technology, reading, art, and math.

Special Education for all levels (Elem, Middle, and High): The following will be taking place during the 2018-19 year: professional development in the effective and routine use of electronic dictionaries and text to speech, ongoing professional development for SPED unit teacher assistants, and a series of parent sessions on a variety of SPED topics will be conducted.

The Elementary Department is ready to work together as ONE powerful team to teach and guide all our students in mastering all content areas, guiding them in becoming lifelong learners who envision their success and set out to realize their dreams!

Middle School Education

The Department for Middle School Education is committed to serving our iGen youths of tomorrow. We understand that the middle school level is the segue to quality education and a better tomorrow. Our ten middle schools at United ISD welcome interactive learning community members composed of principals, assistant principals, teachers, administrative support staff, parents, and educational partners to encourage students to achieve and reach their full potential. Educating for success-inspired learning and building citizenship is the mission of the department of middle school education. Its goal is to provide rigorous, differentiated, and TEKS-aligned instruction, which fosters critical thinking skills, communication skills, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility.

We recognize that every child is an individual and must be prepared to meet the requirements and increasing standards for STAAR testing as well as college readiness through intense research-based effective instruction via a district designed scope and sequence. Students are provided the foundation in the core subjects including ELAR, Math, Science, and Social Studies as well as technology and college readiness courses that prepare students to meet the challenges of higher education.

Based on the simple premise that the world's academic and economic expectations are continuously changing, the district continues to strive towards academic excellence and remains steadfast on its mission to maintain the highest level of instruction for its students in preparation for graduation, post-secondary education, jobs and careers for the 21st-century technology-driven world. We will conscientiously promote the following stems:

1. Teach current applications of core subject skill sets

2. Cultivating a learner-centered and innovative adolescent focusing on

a. Creativity and Innovation

b. Critical Thinking and Problem Solving

c. Communication and Collaboration

3. Expose students to Information Power, Media, and Technology Skills

4. Prepare students for Life and Career Skills

5. Prepare students with soft-skills such as Grit, Teamwork, Curiosity, Resilience, Leadership.

Together, we can achieve the ultimate goal of reaching every student's potential in a safe, positive, and challenging environment.

This department also oversees the three Residential Facilities campuses. Nine Residential Facility teachers are assigned to instruct students who are residents of Neglected and Delinquent Facilities. These teachers travel to the Youth Village Detention Center and STEP Academy on a daily basis to provide instruction to the students. Students receive instruction on the five core subject areas in middle schools and 9th grade Reading, ELA, Algebra I, Biology, and World Geography as well as PE. Students in upper grades receive instruction through the Odysseyware computer program. Special needs students receive inclusion support from a SE certified teacher.

Bilingual / ESL / DUAL / Foreign Language

The Bilingual department strives to enhance the development of bilingual, bi-cultural, and bi-literate students in an ever-evolving global technological society; therefore producing capable leaders for a better tomorrow. The Bilingual Department collaborates with district and campus administrators, teachers, students, and parents, through the instructional coordinators in order to augment the knowledge base about best practices in bilingual education. This collaboration provides an effective multicultural district environment and sets a standard of excellence achievable by all stakeholders. Currently, the Bilingual Department is staffed with eight Language Acquisition Program Instructional Coordinators and two LPAC/Compliance Coordinators that provide support with instruction and progress monitoring to elementary, middle, and high school campuses.Our program offers our community the following:

- Bilingual education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model. United ISD offers the Early Transition Model at the elementary level and a strand of DUAL 2-Way in selected campuses.

- ESL (English as a Second Language) programs are vital because they provide a learning environment for acquiring the English language. An ESL program has teachers that are ESL certified and assist students to develop their speaking, listening, writing and reading in understanding the English language. United ISD offers the ESL Pull-out program at the secondary level and a strand of DUAL 2-Way in selected campuses.

- Foreign language gives students access to new literature, new music, and new art. Combining foreign language skills with other areas of expertise multiplies job opportunities, opening up travel-filled career paths in business, technology, diplomacy, journalism, education, the military and countless other fields. United ISD offers Spanish and French classes as foreign language courses for students.

- DUAL Program enrichment model (Developing Unity, Achievement, and Language) is a language enrichment model that integrates English Learners (ELs) and English speaking students to provide content area instruction and language development in the two languages. This model provides an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency and to improve their mastery of the content areas. In the 2002-2003 school year, United ISD began implementing a federally funded dual language education program at several elementary schools. Currently, fifteen (15) elementary schools provide a strand of the DUAL program; nine (9) of the middle schools are also participating and three (3) of the high schools as well. This program serves ELs and English proficient students in kindergarten through 12th grade.

High School Education

The High School Education Department is committed to providing support to a dynamic staff that challenges, excites, and inspires students to experience authentic learning and real world applications for the 21st century. Teachers conscientiously strive to incorporate real-life learning opportunities and numerous hands-on projects within their lessons. We understand that every classroom represents an incredibly diverse group of learners, each of whom has a wide range of strengths and needs, making instructional support a

key element to students' academic success. Consequently, we work continuously with our high school educators to ensure that the Texas Essential Knowledge and Skills (TEKS) and student expectations are seamless with our scope and sequence. Our goals continue to focus on the successful preparation of curriculum for our diverse population to meet and exceed both state and federal accountability standards.

The mission of the department is:

- To provide every member of a high school program with the current instructional, assessment, and accountability trends.
- To construct, evaluate, and modify curriculum (scope & sequence) that best meets state and national standards.
- To increase students' college readiness expectations through instructional based opportunities and SAT/ACT preparation classes.
- To support classroom educators via targeted professional development opportunities.
- To guide educators how to best use technology.
- To support and monitor classroom educators using differentiated instructional models for diverse learners.
- To expose high school students to the new post-secondary state core curriculum: 21st Century Competencies.

Advanced Academics

The department's mission is to provide a comprehensive, developmentally appropriate, differentiated TEKS-based curriculum for our gifted/talented 6-12 population through appropriate professional development of GT and Advanced Academics teachers. This program provides student-centered learning experiences with greater depth and complexity by encouraging students to develop higher level thinking skills. By integrating the knowledge, influence, and perspectives of a wide array of academic disciplines, students are inspired and motivated to new heights in learning. Teachers develop partnerships with students, parents and a diverse community of professionals to ensure the success of this endeavor.

Middle School – GT students are grouped homogeneously with intellectual peers in the four foundation curricular areas. Eighth grade students are offered Pre-AP Algebra I, locally developed English language arts and reading (ELAR), and English College Academic Readiness (ECAR). In addition, an array of appropriately challenging learning experiences is provided to all middle school GT students through the Texas Performance Standards Project (TPSP).

High School – High school students are served through Pre-AP and AP courses as well as other specialized courses.

Pre-Advanced Placement – Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for higher intellectual engagement and success in Advanced Placement courses.

Advanced Placement – Advanced Placement (AP) courses allow students to participate in college-level course work and possibly earn college-level credit while still in high school. Students are strongly encouraged to take exams for the AP course(s) in which they are enrolled. A score of 3, 4, or 5 is considered to be a qualifying score. The amount of college credit granted depends upon the individual college or university for which the student is applying.

Concurrent Enrollment – High school students meeting criteria (as set forth in district policy) may enroll concurrently at the local university or community college.

University of Texas OnRamps Program – This dual enrollment program offers opportunities for high school students to earn college credit. OnRamps is designed to accelerate student success by providing university-level work and develops skills necessary for college.

Distance Learning – High school students may participate in distance learning for dual credit and/or concurrent enrollment. The GOLD (Garnering On-Line Dual Credit) program is presently available to any rising junior or senior in the district who meets the provider's entrance criteria. Laredo College provides an excellent on-line opportunity for students to garner up to 12 college dual credit and/or concurrent hours at no cost. Students who meet district and college or university entrance criteria will qualify for one on-line course per semester.

Early Start Pathway Program - United ISD is excited to announce a valuable opportunity for students currently in 8th grade. The Early Start Pathway is a program collaborative partnership with Laredo College.

Through this program, qualifying students may take dual credit courses while in high school. Students who are ready may begin their collegiate careers by enrolling in these courses. Students will gain a jump-start on required college core requirements while still in high school. They will become familiar with college level work while saving families money.

Magnet School Enrollment - High school students may opt to enroll at one of the three district magnet schools upon meeting eligibility criteria.

Magnet Schools

- J.B. Alexander High School Magnet for Health and Science
- United South High School Academy of Global Business and Advanced Technology
- United High School Engineering and Technology Magnet

Early High School Program Designations - High Schools students may opt to enroll in one of two Early College Program upon being selected through a performance blind lottery.

- Early College High School - Lyndon B. Johnson
- Biotechnology and Life Science Innovative Academy - Lyndon B. Johnson

Credit by Exam - All students in grades K-12 have the opportunity to take credit by exam. Primary students passing the exams according to the district specifications are advanced to the following grade level while secondary students passing the exams earn credit.

Career and Technical Education (CTE)

The mission of Career and Technical Education (CTE) is to enable students to gain entry-level employment in high-skill, high-wage occupations and/or continue on to post-secondary education. CTE reflects the modern workplace by preparing students for careers that require a postsecondary credential while incorporating rigorous, academic and technical standards. The CTE focus is based on the CTE program model of academics, industry partnerships, personal and leadership development and career preparation. CTE also incorporates employability skills such as teamwork, problem-solving and communication. Our programs have the capacity and infrastructure to prepare students to be successful in the ever-changing world marketplace.

Career and Technical Education at United ISD represents an enrichment curriculum for the district and includes courses from 12 out of the 16 career clusters.

Currently, over 15,000 United ISD secondary students participate in CTE. Approximately 50 courses are articulated locally with post-secondary institutions including Laredo College and Texas A&M International University. The District also has over 100 teachers who are connected with the Advanced Technical Credit program. This program contains articulated courses/ teachers which serve as vehicles for students to receive college credit for CTE courses they successfully complete in high school. In addition to articulated courses, United ISD students are provided with opportunities to obtain industry-standard certifications and credentials and work-based learning experiences.

Moreover, United ISD offers students opportunities for dual credit in technical workforce programs. United ISD's Technical Workforce Level I programs include Diesel Mechanics, Computer Office Systems, Nursing Assistant, Oil and Gas, Computer Maintenance, Logistics and Transportation, and Heating Ventilation and Air Conditioning. These program offers interested students opportunities to early enroll at the local community college in workforce-based programs for industries that are targeted as “in demand” for our area.

Additionally, Student Leadership development is an integral part of CTE as students are given the opportunity to participate in career and technical student organizations such as Future Farmers of America, Health Occupation Student of America, Texas Association of Future Educators, Business Professional of America, and Skills USA.

This C & I Department also includes the Department of Curriculum Instructional Technology (CIT) under the High School Education Division. Curriculum Instructional Technology Department supports all of UISD students, teachers, administrators, support staff and parents in the following areas:

- Developing technical skills of all students' to enhance educational experiences.
- Helping to raise levels of academic achievement through higher standards.
- Contributing to the student preparation of 21st Century Career Skills and Learning.
- Improving marketable skills to enter a competitive workforce.
- Raising district instructional program awareness for parents.
- Build knowledge for students, parents, support staff and parents with regard to Internet/Social Media Safety.

Department of Curriculum Instructional Technology (CIT)

The purpose of Curriculum Instructional Technology (CIT) at United ISD is to prepare teachers, administrators and support staff for the delivery of instruction in a digital environment. Beginning with the 2014 -2015 academic school year, the district established a District Technology Committee (DTC) established to guide the district's efforts in becoming digitally and technically proficient and, in so doing, preparing United ISD students for a global technology-driven society. The District continues to make substantial investments in technology as it relates to purposeful instruction. This includes incorporating mobile learning devices, desktops, interactive flat panels, Internet/Social Media Safety Awareness Videos, Scope & Sequence infusion of TEKS-based Countdown to STAAR lessons and activities as other technology and network infrastructure supports teaching and learning.

United ISD continues to move forward with a systematic rollout plan of mobile learning devices that considers the device type, grade, and content in order to meet the needs of the students. Device training at the campus level and department support of teachers, students and support staff across the district will continue to be offered. The use of Google - G-Suite has been incorporated in the district and campus offices and classrooms. Additionally, the district through the 2013 Bond and grant monies has placed interactive flat panels (SMART) in over 1600 classrooms which include all new construction and existing classrooms as denoted in the IFP Rollout Plan as follows:

Elementary Existing Classrooms

Prekinder

3rd, 4th, and 5th

SPED Units and Resource

Dyslexia

Music

Libraries

Middle School Classrooms

6th, 7th, and 8th grade Core Content

6th, 7th, and 8th STAAR Classes

SPED Units and Resource Classes

ELA Classes

Dyslexia Classes

One-to-One Chromebooks for all 8th and 9th grade students.

High School

Biology I

English Language Arts I

Algebra I

English Language Arts II

U.S. History

U.S. History AP

STAAR-EOC Classes

SPED Units and Resource Classes

Dyslexia Classes

In support of the purposeful infusion of technology into district curriculum, the CIT Department has initiated the iUNITE Frameworks. The data-driven decisions for the design of iUNITE lessons and activities include the use of the SMART Notebook Software and Google Applications as they relate to the Texas Essential Knowledge & Skills (TEKS). The Instructional Technology Department Staff continues to provide training and support of these efforts that aide with the increasing student to technology ratio. Consequently, we are making enhanced instruction and collaborative technology opportunities accessible to students anytime, anywhere including students who are homebound for temporary or in more permanent situations.

The Curriculum Instructional Technology Department (CIT) also oversees and manages the use of the Odysseyware, an online credit recovery system which affords students who have fallen behind their cohort due to academic or STAAR-EOC assessment failure or excessive absences. an opportunity to make up credits. The CIT Department will continue to be accountable for providing relevant and challenging curriculum support through innovative department initiatives, technology programs and effective use of technology to:

- Develop interactive technology skills of all students to enhance daily educational experiences.
- Enhance student engagement with instructional methods through the use of mobile and interactive technology.
- Help raise academic and technical skill levels to meet mandated college and career readiness.
- Build marketable student academic and technical skills to successfully enter a competitive 21st Century career and technically skilled workforce.
- Raise Internet/Social Media awareness in students, teachers, support staff and parents.

Early College High School Designation

In the 2019-2020 school year, the Early College High School at Lyndon B. Johnson High School continues into its 5th year admitting 150 students into the cohort of 2023. The Early College High School initiative targets 150 freshmen yearly with 101 students selected from the LBJ feeder campuses and 24 students selected from the United, Alexander and United South High School feeder patterns based on a lottery system. The mission of Early College High School, together with our partner, Laredo College, is to provide a rich and coherent academic program with a relentless focus on underrepresented students. Early College will provide students with the opportunity to earn up to two years of college credits towards an Associate's degree while in high school. United ISD's Early College High School graduates will have a significant advancement on their paths towards their baccalaureate degree. It will also provide students with access to support structures (academic, emotional and social) which will enable students to navigate the educational process in higher education (Memorandum of Understanding - LC-UISD).

Biotechnology and Life Sciences Innovative Academy - Early College High School

In the 2019-2020 school year, United ISD continues with its 3rd year of the Biotechnology and Life Sciences Innovative Academy (BLSIA) Early College High School, located at Lyndon B. Johnson High School. The mission of the BLSIA program is to provide students opportunities to earn post-secondary course credit prior to high school graduation combined with applied learning opportunities in high demand occupation areas. The BLSIA will grant interested/participating students the opportunity to earn an Associates of Science Degree with emphasis on the Field of Study in Nursing. Students will be considered career-ready as they have the opportunity to receive certifications such as Certified Nurse Assistants, Phlebotomy, and Pharmacy Tech. Upon completion of the 60 college-hour program, students should be able to complete most prerequisites needed to apply for a Registered Nurse program and/or transfer into a four-year institution to pursue a bachelor degree. The BLSIA will accept 100 incoming 9th-grade students yearly with 76 selected from the LBJ feeder campuses and 24 students from the United, Alexander and United South feeder patterns. In the course of four years, the BLSIA will have 400 students enrolled in the program working towards an Associate's Degree. The selection of students into the program is on a performance-blind, open-access lottery system that encourages and considers all students.

Fine Arts

The mission of United ISD Fine Arts department is to inspire and educate students with an array of knowledge and skills through diverse visual and performing arts program. Through the use of technology, community involvement and academic and artistic exploration, student success will be achieved by enhancing and nurturing the whole child. By using a comprehensive, rigorous and relevant fine arts curriculum, students will be empowered to establish a lifetime of learning, growth and expression through the arts.

This department supports all fine arts personnel and provides opportunities for students to participate and perform in district wide art shows, one act play performances, cheer and dance events and a wide variety of music events and competitions throughout the academic year. The specific areas in which the fine arts department works in conjunction with fine arts personnel are as follows:

- Evaluation of fine arts programs
- Curriculum development for fine arts programs
- Promote student participation in visual and performing arts events: Fine Arts Fiesta, UIL One Act Play contests (middle and high schools), UIL Band & Orchestra contests, Choir contests, Pre-UIL Marching Contest, Band and Orchestra Evaluations (Pre-UIL), "Culturas Unidas" Mariachi contest, and United ISD Cheer and Dance Festival.
- Conduct staff development for art, band, choir, elementary music, orchestra & theatre arts.
- Work with staff to ensure compliance with University Interscholastic League (UIL), Texas Education Agency (TEA), and Texas Music Educators Association(TMEA) guidelines, Texas Dance Educators Association (TDEA), Texas Educational Theatre Association (TEDA), Texas Art Education Association (TAEA) and Center for Educator Development in Fine Arts (CEDFA).
- Work with UISD Director of Health Services to have all personnel certified in CPR/First Aid/AED Training.
- Provide Safety Training for Cheer & Dance Personnel.
- Assist campus principals by serving on interview committees for fine arts personnel job openings.

- Fiscal management of band, choir, and orchestra budgets
- Musical instrument inventory: Coordinate with fixed assets department the annual inventory check in the Fall and Spring and check for compliance with policies and procedures.

At UISD we offer the following fine arts instruction in the following grade levels:

Elementary Music K-5 - Each elementary school offers general music taught by certified music teachers.

Art 6th – 12th Grade All secondary schools offer art instruction taught by certified art teachers. Band 6th – 12th Grade All secondary schools offer band instruction taught by certified band directors. Orchestra UISD has one orchestra program at United Middle and Alexander High School. Choir 9th – 12th UISD has choir programs at United High School and Alexander High School

Theatre Arts 6th – 12th Grade One act play productions are offered at all secondary campuses.

Cheer & Dance -Elementary Most UISD campuses have cheer or dance or both Cheer & Dance - Secondary All secondary schools have either cheer or dance programs or both.

Principles of Dance Instruction at 4 High School Campuses

School Improvement

The mission of the School Improvement Department is to serve as a liaison to campuses in the school improvement process. Through the use of Collaborative Teachers in specific content areas and grade levels, support is given to campuses in need of intervention. These teachers provide small group instruction to students and collaborative teacher mentoring to staff in the identified campuses. The School Improvement Department in collaboration with the Curriculum and Instruction Department serves as a resource and mentor to administrators and campuses that engage in the Effective Schools Framework (ESF). The ESF representatives meet with campus principals three times a year to review the ESF process for those campuses undergoing the process due to missing standards in Domain 3. Additionally, this department implements its locally developed accountability system through the incorporation of a tiered system of support for our campuses. This support consists of scheduled meetings with Tier II and Tier III campuses that facilitate a campus team, together with a Turn- around Leader to look at data and conduct classroom observations which provide a successful partnership between the campus in need of support and the instructional department. Additionally, this department monitors the implementation of the Response to Intervention process through the creation of a District RtI Committee. Starting with the 2015-2016, school year, the Section 504/Dyslexia Department is now under the School Improvement Department. Beginning the 2019-2020 school year, the PEP program will now be under School Improvement.

The School Improvement department oversees the following:

- The summer school program
- The district collaborative teachers at the following campuses for: Social Studies at Lamar Bruni Vergara and Salvador Garcia Middle School, for Science at Franklin Delano Roosevelt Elementary and Prada Elementary, for Reading at Lamar Bruni Vergara Middle School and Raul Perales Middle School, Franklin Delano Roosevelt Elementary and Prada Elementary for Math at Finley Elementary and Arndt Elementary, for Writing at Juarez-Lincoln and Perez Elementary
- District Improvement Plan and Campus Improvement Plans
- RtI budget allocations to all campuses
- Comprehensive, Targeted and Additional Targeted Campuses and Intervention Required Campuses

This department works collaboratively with our Associate Superintendent for Curriculum and Instruction, Instructional Executive Directors, Directors, and Instructional Coordinators to accelerate student achievement with an emphasis on special populations/targeted students.

The department's focus is to provide a systemic and sustainable approach to school improvement efforts. Through our collaborative efforts, we plan to overcome the present day challenges and ensure that our campuses meet both federal and state standards. Together, we continue to improve the learning achievement of our students and prepare them to become college and/or career ready graduates.

Dyslexia/Section 504 Program

The mission of the Dyslexia/Section 504 program is to ensure that all students, regardless of their disabilities, develop to their full potential and become productive members of their community. The Dyslexia and Section 504 Program office was established to coordinate services for all students who receive services under these two programs. Students under these programs receive individualized support so they may take full advantage of all the educational opportunities offered by the school district. To better serve the needs of our students and their families, each campus has a designated Section 504 Campus Coordinator who helps to ensure that all students who meet the criteria for services are appropriately identified and served. In addition, each campus is assigned with a Dyslexia Teacher trained to identify dyslexia characteristics and to provide the appropriate instructional interventions relevant to all identified students. As per Federal and State Law, the United ISD Dyslexia and Section 504 Program provides services to the Section 504 Dyslexia identified students who are placed in a disciplinary alternative education program by a duly constituted Section 504 Committee through a Manifestation Determination.

Instructional Accountability

The Instructional Accountability department oversees the development, implementation and evaluation of instructional programs that support the academic needs and achievement of United ISD's student population. The areas under the department of Instructional Accountability are: data evaluation, guidance and counseling and student assessment. These programs provide guidance and support based on the Texas Education Agency (TEA) and the local school board policies to district campuses. Working collaboratively with other district departments, Instructional Accountability provides a systematic and analytic approach to training and disseminating legal, program and student assessment information to support the academic accountability and student performance in United ISD.

The United ISD Data Evaluation Department's mission is to provide support in the collection, analysis, and reporting of student assessment results and program data. The information provided serves to guide day-to-day and long term instructional planning to positively impact student achievement and progress in learning.

The department provides support to campuses and district departments through the development of a multitude of systems including but not limited to student growth measure, state accountability framework, local accountability system, and several assessment databases. The department has also developed an array of databases to track and monitor high school graduation requirements. Data Evaluation Department provides support through various systems of professional development in the effective use of the student and program information.

These systems will track and report information for teachers, campus administrators, district administrators and facilitate the process of federal, state, and local level reporting requirements.

Guidance and Counseling

The United ISD Guidance and Counseling Department's mission is to implement a comprehensive school counseling program to promote student success through academic achievement, promote prevention and intervention activities to provide a safe and nurturing environment, provide social/emotional and career development and increase student's admittance and success in institutions of higher learning. The department provides competencies to fully develop each student's academic career and personal and social abilities in grades Pre-K through 12th grade. The main goal is to help make the student's school experience a positive one so their fullest potential can be reached, becoming happy, healthy, contributing members of society.

Counselors implement a comprehensive, developmental guidance and counseling program. This program provides a systematic approach for helping students acquire and apply basic life skills by making desirable use of the special knowledge and skills of school counselors. Beginning with the 2017-2018 school year, the elementary guidance scope and sequence was updated to include social emotional learning (SEL) components which incorporate behavioral strategies along with gifted and talented activities that will enhance

the guidance curriculum. Additionally, they provide services in the areas of character education, bullying prevention, anger management, self-esteem, substance abuse awareness, parenting sessions, violence prevention which abides with Senate Bill 158 which reads: “Requires each elementary, middle, junior high and high school counselor to advise students and their parents regarding the importance of higher education, coursework designed to prepare students for higher education, and financial aid availability and requirements. Requires extensive student/parent counseling regarding higher education during the student’s first year in high school and again during the student’s senior year.”

Furthermore, beginning with the 2018-2019 school year, the middle school guidance scope and sequence is being updated to include social emotional learning (SEL) components as well.

In addition to the guidance counselors at every elementary, middle and high school, the district also provides six licensed chemical dependency counselors who are assigned to each of the high schools, including their feeder campuses and the Disciplinary Alternative Education Program (STEP Academy). These individuals assist in developing and implementing programs to prevent substance abuse and provide counseling services on campus. Moreover, the department has an Instructional Public Education Information Management System (PEIMS) Coordinator and a Program Coordinator Counselor, who collaborate with the department of information technology on standardizing course alignment and monitoring the graduation course accountability student data collection process to ensure accurate reporting of students’ academic achievement records.

Student Assessment

The United Independent School District Student Assessment Department includes two equally important integral parts that are interconnected and aimed at improving the academic performance of all students in the district. The Assessment component focuses on accurate and effective implementation of testing procedures, requirements, and legal regulations. In addition, the UISD Testing Department serves as a liaison between the state and the campuses throughout the district. The Accountability component focuses on utilizing data analysis of test results to plan, implement, and evaluate district assessment programs to ensure student academic success.

Additionally, the UISD Assessment Department assists the Instructional Department to run an integrated internal assessment system. This system is designed to monitor student attainment of the UISD curriculum (Scope and Sequence), which is tied to the Texas Essential Knowledge and Skills (TEKS). In addition, the internal assessment system helps classroom teachers determine a baseline for each of their students, and helps prepare them to be successful in their classes (as well as on the State of Texas Assessments of Academic Readiness-STAAR®). The local assessments that have been developed are called Curriculum Based Assessments (CBAs). The CBAs and benchmarks are used at the elementary and secondary grade levels.

The UISD Student Assessment Department is responsible for all of the multifaceted areas that every state (and local) assessments entail. In addition, it is responsible for making certain that the district is current, and familiar with the various accountability standards, and the variable requirements that are simultaneously changing within each one. The Assessment Department is connected to all of the district departments, campuses, administrators, teachers, and students working collaboratively with all of the stakeholders ensuring every students’ successful academic performance.

Special Education

The mission of the Special Education Program at United ISD is to provide a free and appropriate public education in the least restrictive environment to all students qualifying for special education services. In order for a student to qualify for special education services and instruction, the student must meet the eligibility criteria for at least one of the thirteen disabilities defined in the Individuals with Disabilities Education Act (IDEA). The student must also exhibit an academic need for the services.

The thirteen disabilities defined under IDEA are:

- Auditory Impairment
- Autism
- Deaf-Blind
- Emotional Disturbance

- Intellectual Disability
- Multiple Disabilities
- Non-categorical Early Childhood
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury (TBI)
- Visual Impairment

Under federal and state laws and District policy, the special education program must provide a continuum of services in order to provide for the needs of special education students. Therefore, for all levels: (Elem, Middle, and High): the following will be taking place during the 2019-2020 year: implement year round professional development on effective and routine use of assistive technology, provide ongoing professional development with emphasis on reading instruction for SPED teachers and teacher assistants, including early reading intervention for teachers and conduct a series of parent sessions on a variety of SPED topics (guardianship, transition, instruction, behavior, communication).

At United ISD, we strive to provide for the least restrictive environment in the general education classroom to the extent appropriate for each individual student. UISD has a number of settings where students' needs can be best be met when the need requires removal from the general education setting. The following are some of the more common options for appropriate placement:

- Specialized Units
- Resource Classroom
- Speech Therapy
- Occupational Therapy
- Services from Itinerant Teachers for the Visually Impaired
- Homebound Services
- Residential Placement
- Physical Therapy
- Psychological Services
- Adaptive Physical Education
- In-class support within the general education setting, or
- Co-teaching model within the general education setting, when appropriate

The following is a listing of United ISD's Specialized Units:

- Pre-school Program for Children with Disabilities (PPCD) – Generally, these units serve students ages 3-5 years of age with various disabilities.
- Early Childhood Structured Language Classroom (EC-SLC) –These units generally serve Autistic students who are 3-5 years of age.
- Early Childhood Motivational Learning Center (EC-MLC) – Generally, these units serve students ages 3-5 years of age with behavioral issues and Emotional Disturbance.
- Structured Language Classrooms (SLC) – These units generally serve school age students with Autism.
- Motivational Learning Center (MLC) – Generally, these units serve school-age students with Emotional Disturbance and behavioral issues.
- Functional Living Skills (FLS) – These units generally serve school-age students with intellectual disabilities requiring an alternate curriculum.

The Special Education Program at United ISD is divided into two sectors, North and South. Each sector is responsible for Instructional Improvement, State Assessment, Compliance and Budget. The program also houses the Vocational Training and Specialized Unit Center: The Cherish Center incorporates five vocational pathways and two specialized units. The nine teachers and support staff at the Cherish Center work under the supervision of a coordinator and the North Sector Director.

Disciplines within each sector include:

1. Directors of Special Education, (2 - North and South)

2. Instructional/Compliance Coordinators (7, North-3 and South-4)

3. Assessment Coordinator District Wide (1- total)

4. Special Education Technology Coordinator (1)

5. Special Education Compliance Specialist (1)

6. Psychological and Behavioral Services - Licensed Specialists in School Psychology (5 total)

7. Behavior Specialists (5 total), Board Certified Behavior Analyst (1), and Social Workers (3 total)

8. Educational Diagnosticians (33 total)

9. Speech Language Pathologists (16 total); Speech Language Pathologist Assistants (11)

10. O&M Specialist (1)

11. Teachers of the Visually Impaired (4 total)

12. Physical Therapist (1), Occupational Therapists (3 total), COTAs (8 total); Physical Therapy Assistants (4 total)

13. Homebound Teachers (4 total)

14. Adaptive Physical Education Teachers (6 total)

Beginning with the 2019-2020 school year, 1 Special Education Compliance Specialist, 1 Licensed Specialists in School Psychology, and 1 Behavior Specialists were added in order to meet federal guidelines and maintain effective delivery of services.

The United ISD Special Education Program currently serves approximately 4355 students ages 3-21 years of age at all levels and areas of the District. Our goal is to continue to provide quality service to our students, to meet all of their academic needs, and to prepare them to become productive and successful members of our community in their post-secondary life.

Federal and State Programs

The purpose of the Department of Federal and State Programs is to provide support to low income and at-risk United ISD students and to ensure compliance by providing support on the use of Federal and State funds to campuses and departments. The State Compensatory Education Program is designed to supplement the regular education program for students identified as being at-risk of dropping out of school. The purpose of the program is to provide challenging and meaningful, intensive or accelerated instruction to close the achievement gap between children at risk of dropping out of school and their peers.

Federal Programs looks at data, positions, programs, strategies and/or activities that are supplemental to the basic instructional program that may be funded with federal Title I and State Compensatory Education (SCE) funds to improve student performance through direct instructional services to students. Additionally, the department evaluates and documents program effectiveness to determine which programs/strategies/activities are successful at raising academic standards.

Systems have been developed to document the various federal and state programs or services that are undertaken by the district as per Federal and State guidelines. Program compliance reports for federal programs and required program activities, including Comprehensive Needs Assessments, the District Improvement Plan and Campus Improvement Plan processes and procedures, spearheaded by the School Improvement Department, have been implemented.

Documentation to ensure compliance with federal and state statutes includes: the federal comparability report, Private Non-Profit School Affirmations, Annual Survey of Children in Local Facilities for the Neglected and Delinquent, staff development, and parent engagement along with auditable documents such as Full Time Equivalent, job descriptions, semi-annual certification statements, sign-in sheets, agendas and evaluations of meetings, staff development trainings and activities, and the required annual State Compensatory Education evaluation to the Texas Education Agency (TEA).

Parent Engagement: The district's Parent Engagement Program provides families with opportunities for engagement while also providing workshops and trainings that help them to improve student performance and better communication at home with their children. One percent of the district's Title I, Part A funds are required to be set aside to meet the requirements of the Every Student Succeeds Act (ESSA), Section 1116-Parent & Family Engagement Requirements. The district provides funding for the annual Parent Learning Summit which provides a variety of workshops on topics that parents have requested through the Parent Surveys completed at the end of the year. The district implemented the Family Leadership Institute Program and Hijos Modernos Necesitan Padres Modernos for United ISD parents. These programs consist of a 10-step approach to help teach parents and caregivers the art and skill of family leadership in support of academic achievement and life success for children. The district also offers the United Council of Parents (UCOP) quarterly meetings, at which district parents are provided an array of relevant topics. Parents are also involved in providing input for the campus Parent & Family Engagement Policy and the District Student-Parent Compact through their campus Site-Based Decision Making (SBDM) committees, Parent Teacher Organizations (PTO) and the District Educational Improvement Council (DEIC). Yearly, campuses issue a parent compact to all campus parents and ensure that they have their required annual Title I, Part A consultation meeting. Campuses also have their own parent activities throughout the year. These parent activities are documented at the campus level. At the district level, federal programs have the use of a tech mobile which is equipped with seven computers. This mobile technology vehicle provides services to parents at the community centers within United ISD and at different campuses. Services provided are Rosetta Stone-ESL training, and basic computer skills trainings.

Homeless Education Program: The McKinney-Vento Homeless Education Assistance Act of 2001 guarantees the right of children and youth in homeless situations to enroll in school without delay, attend school regularly, and enjoy the same opportunities for success as their adequately housed peers. The district ensures compliance requirements of this federal legislation by identifying and addressing potential barriers facing homeless children and youth. Students identified through the Student Residency Questionnaire are provided with the right to attend their school of origin, receive transportation to and from the school of origin and are enrolled immediately, even if they lack required enrollment documentation. Collaborative and coordinated approaches both internally among departments and externally among agencies are utilized to maximize services for these students. The district also provides clothing (uniforms), toiletries, food (on a case by case basis), school supplies, towels and bedding items and referrals for other needed services based on individual student needs. The homeless education liaison also tracks the qualifying student's academic grades to ensure they are provided with tutorials and other services if needed. Training is also provided across the district to ensure that all departments and campuses are aware of the compliance requirements of the law and the types of services available for these students.

Foster Care: The Texas Education Agency (TEA) joined with the Supreme Court of Texas Permanent Judicial Commission for Children, Youth and Families and the Texas Department of Family and Protective Services (DFPS) to address improving the educational outcomes of students in foster care. The goal of United ISD is to provide

district/campus administration with useful information that will guide them in creating a positive educational experience for students in foster care. The district wants campus administrators to be familiar with the complexities of the foster care system and the relevant laws and policies that influence a foster-care student's educational experience. The district wants to centralize foster care and educational information, while increasing awareness and promoting improved cross-system practices and partnerships that benefit students in foster care. Working to achieve these goals, United ISD strives to fulfill the education provisions of the federal Fostering Connections to Success and Increasing Adoptions Act of 2008 that promote school stability and require coordination across child welfare and educational systems.

Migrant Education Program: As required under Every Student Succeeds Act of 2015 (ESSA), the Texas Migrant Education Program (MEP) has developed a current, comprehensive Local Needs Assessment and Statewide Service Delivery Plan to outline how MEP services are to be delivered in order to meet the identified needs of the migrant children. According to the Title I, Part C statute, each state that receives funds under this part shall ensure that the state and its local operating agencies identify and address the special educational needs of migratory children in accordance with a comprehensive state plan that identifies the unique needs of migrant children. Therefore, United ISD is required by TEA to have a local needs assessment (LNA) for the Migrant Education Program. Once the LNA is completed, the district develops and implements a service delivery plan (SDP), which delineates the services to be provided to migrant students based on the state's eight identified needs and seven areas of concern. This PFS Action Plan is attached to the DIP. It is the responsibility of the Migrant Education Program under the Federal Programs department to ensure that MEP funds are used to (a) meet the identified needs of migratory children that result from their migratory lifestyle and to permit these children to participate effectively in school and meet the State's academic performance standards; and (b) address the unique needs of migratory children that are not addressed by services available from other Federal or non-Federal programs.
The district addresses Migrant student needs as required by the seven areas of focus, as follows:
1. Identification and Recruitment - Through the Migrant Recruiter who uses the legal document called the certificate of eligibility (COE).
2. New Generation System – System used to encode all educational and health data from identified migrant children and for transferring student information within the states.
3. Parent Involvement – Parent Advisory Council meets monthly and/or quarterly with Migrant parents to empower parents to be advocates and take advantage of all available resources for the education of their children. The council helps to plan, implement and evaluate the Migrant Education Program through meaningful consultation and involvement of the parents of children served.
4. Migrant Service Coordination – Migrant Coordinator seeks to ensure that migrant students and their families have their educational and support services needs met, and are able to access all services of which they are eligible.
5. Early Childhood – The Migrant Education Program provides home-based instruction to preschool aged children whose parents have been identified as migrant seasonal farmworkers. The curriculum, Bright Beginnings, has two main goals; 1) to foster oral language and early literacy development of 3- and 4-year old migrant children and 2) to promote at-home learning through instruction and strategies so parents can support their children's oral language and early literacy.
6. Secondary Credit Accrual – The MEP program uses a variety of interventions to ensure that each and every high school migrant student is provided opportunities to meet graduation requirements. Interventions include: Teacher Tutoring, UT Austin Distance Learning Center, AVID (Advancement Via Individual Determination) college-readiness system, TAMIU's College Assistance Migrant Program (CAMP), Texas Virtual High School UT Austin Distance Learning Center and the OdysseyWare credit recovery program.
7. Graduation Enhancement – The Migrant Education Program promotes the transition to postsecondary education through the promotion of student leadership activities, the development of college entrance exam programs, state assessment, performance improvement strategies, correspondence courses through the University of Texas at Austin, admissions counseling and coordination of activities which ensure that all migrant students process for post-secondary opportunities.

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk: Programs authorized by Title I, Part D, Subpart 2 improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging state academic content and state student achievement standards that all children in the state are expected to meet. Services provided under this program will enable these students to transition successfully from institutionalization to further schooling or employment and prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Title III, Part A: The purpose of Title III, Part A is to develop and implement supplemental English language acquisition instruction through educational programs and academic content programs for English Learners (ELs) district wide.

Technology Summary

Technology has transformed the world over the last twenty years. Especially technology is changing the way we instruct our students through the use of interactive boards, computers, mobile devices, and wireless networks. United ISD is aware of this challenge, especially as it is confronted with announcements from the State Board of Education (SBEC) such as:

- The computer to student ratio must be 3 to 1
- The laptop to educator ratio must be 1 to 1
- Educators will send and receive communication through the internet

All United ISD educators are equipped with a 1:1 computer ratio. All campuses have a wireless network infrastructure that allows for connectivity from all classroom locations to further enhance the use of technology at all schools and district offices and facilities.

United ISD has implemented a gradual, expandable, and systematic Mobile Learning Device (MLD) program to pilot the effective use of tablet technology applications in United ISD classrooms.

The MLD programs consist of:

- 14,000 Apple Ipads
- 17,000 Windows Computers
- 30,000 Chrome Books

The MLDs have been strategically placed in elementary, middle, and high School for enhancing student learning, collaboration, communication, research, critical thinking, creativity, and organizational skills. Plans are to continue to expand the MLD iLEAD United Program to additional grade levels and content areas based on recommendations made by the District Technology Committee.

There are many technology applications campuses use daily such as Edusmart, Think Through Math, istation, Achieve 3000, Lexia, Study Island, and BrainPOP, to name a few. Technology allows the utilization of all these instructional programs, including email and distance learning capabilities. Many of our campuses are using the Student Response Systems to gain immediate feedback and engage students through the use of technology.

Through the Learning Management System (LMS) Wisdom, United ISD teachers and students have access to valuable real-time tools available to them from anywhere online. These tools include emailing teachers, students, and parents. Additionally, within the Wisdom system, our teachers, students, and parents can access the district's core and elective scope and sequence and additional online and electronic resources. Teachers are required to post and maintain their Class Pages on the Wisdom system to enable parents to view and keep abreast of course calendar, daily assignments, homework, tests, quizzes, and extra-curricular activities.

The district has implemented the following Student Information System initiatives:

- Parent Portal is in full implementation at all campuses. This online system allows parents to receive daily emails on their children's daily progress. Grade information submitted by teachers as well as attendance and even health visits to the nurse can be viewed through the Parent Portal System.
- Student Portal is in full implementation at all High Schools. This online system allows students to register for classes for the following school year. This has dramatically improved efficiency at all levels in the scheduling process.
- Parent Online Registration is in full implementation at all campuses. This online system allows parents to submit registration documentation. This initiative has reduced the influx of paper forms, and the District can make data mine the information to make better educational decisions.

The District has enhanced its electronic communication and collaboration by embracing Google Apps for Education. The District consolidated into one email domain (uisd.net), and all users will have access to their data anytime and anywhere.

United continues to strive to pave the way for our students to lead the way into the 21st century through technology. In 2013, United ISD proposed and passed a 408 Million Dollar bond that designated $22 Million for updating technology equipment and infrastructure which will allow us to keep up with the latest technology to produce a technology-rich instructional environment for its students.

The installation of high definition cameras and access controls for elementary campuses has been completed, and UISD is currently working on the installation of surveillance cameras and access controls systems at the secondary schools.

Beginning with the 19-20 school year:

- Approximately 350 IFP's will be installed district-wide
- 6500 chrome books were purchased one-to-one for 8th and 9th-grade students
- An Elementary and Middle School Teacher computer replacement program with a completion date of September 2019

Yearly Activities/Ongoing Activities

Campus Improvement Plan Development

Each campus annually prepares Campus Improvement Plans (CIPs) in accordance to statutory requirements. Site Based Decision Making (SBDM) Committees work closely with campus administration and staff to analyze current and historical performance data, identify strengths and needs, and develop specific action plans for improvement in student performance.

Start of School Year Leadership Summit

In July, all district administrators convene for our annual Leadership Summit. Training/workshop sessions on varied topics are presented during this time. Administrators receive professional development on district initiatives incorporated into the District Improvement Plan (DIP)

C & I Calendar of Professional Development and Instructional Events Development

The Professional Staff Development Office collaborates with each department to develop a district calendar of professional development events for the district. The calendar includes all professional development workshops/meetings scheduled for the academic school year. This calendar is then published and provided to the campuses for future planning. The master calendar can also be accessed online through the district website.

Parent Learning Summit

The district provides funding for the annual fall Parent Summit where parents come in for a variety of workshops on informational topics they have requested through the Parent Surveys. These instructional resources provided are to assist the parents with their child at home.

Ongoing Activities

Advisory Boards

United ISD values the participation and input of all staff members and transparency of information and process. To that end, the district has established several advisory bodies consisting of broad stakeholder representation to provide insight and recommendations on important issues.

These advisory bodies may be called task forces, committees, or councils. Some of them are standing bodies and meet permanently on a regular basis, while some of them are ad hoc or periodic bodies and meet for a limited time to address a specific topic. United ISD's advisory boards are:

Standing Advisory

Monday Management Meetings

Cabinet Meetings

Leadership Tuesdays for Principals and Assistant Principals

Curriculum and Instruction (C&I) Monday Cabinet Meetings

District Education Improvement Council (DEIC)

District Language Proficiency Assessment Committee (LPAC)

District Technology Committee

Performance Based Monitoring (PBM) District Leadership Team (DLT)

Special Education Café's

School Health Advisory Council (SHAC)

Superintendent Principal Advisory Committee

Superintendent Student Advisory Committee

District RtI Committee

Business and Education Success Team (BEST)

Ad Hoc/Periodic: School Year (SY) Calendar Committee

Professional Development

The United ISD Professional and Staff Development Department is passionate about adults that learn so that students can learn. Our mission is to support and inspire those who impact students. The Professional and Staff Development Department is directly under the Associate Superintendent for Instruction and plans collaboratively with all departments.

WE BELIEVE:

- People are our most valuable resource.
- Lifelong learning is essential to all.
- Quality professional development positively impacts student achievement.
- Quality professional development promotes and supports positive change for achieving organizational purpose.

Student success is our vision and it is evident through the quality of professional development that is planned, implemented and evaluated in a way that consistently models: results-driven learning, student centered learning, and collaboration. For the 2019-2020 school year, the academic focus will be to continue emphasizing the area of writing to improve, sustain, and support academic student performance at beyond grade level by providing the students' multiple opportunities to integrate writing across disciplines. In addition, a variety of K-8 ELA TEKS training throughout the year will be provided to the teachers. The department is also committed to building strong instructional leaders by continuing with our academies that support: new principals, new assistant principals, aspiring principals, aspiring assistant principals, aspiring counselors, and the new librarian academies for the 2019-2020 academic year.

The Professional Development Department has an extensive year round professional training schedule which provides and supports a variety of learning opportunities for all employees. District staff has multiple opportunities to learn through campus and district professional development days, after-school learning, summer professional learning

opportunities focused on building capacity and promoting student achievement. The theme is “Learn 2 Grow” which will continue to foster academic growth for all students and staff. Additionally, professional development takes place through Google Classroom, Flipgrid, and Vbrick for various topics such as the curriculum updates done every six weeks or as requested by the campus. Furthermore, UISD provides all professional employees who are new to the district with a comprehensive New Teacher Orientation and are inducted to a New Teacher Academy. The department allows United ISD teachers to have professional development transcripts through the Electronic Registration On–line (ERO) system for staff development sessions and further assists them in tracking their continuing professional credits.

Library Science

The mission of the United ISD Library Science program is to ensure that students, teachers, administrators and staff are effective users and content creators of ideas and information. Working collaboratively, the library media specialists at each campus provides stakeholders access to literary material in all formats and instruction that fosters an interest in reading, and viewing and using information and ideas to meet the learning needs of all students. Through the librarians leadership and the services and resources they provide, students will gain the requisite knowledge and skills needed to become accomplished readers, independent learners, creative problem solvers, informed citizens and lifelong learners.

DEIC Members

2018 - 2019

District Educational Improvement Council

Campus/Dept.	Name	Email
HIGH SCHOOL TEACHERS		
AHS	Eduardo Bustos	ebustos@uisd.net
LBJ	Liben Fisher	lfisher@uisd.net
UHS	David Perez	dperez@uisd.net
USHS	Irene Cantu	icantu@uisd.net
STEP	Gabriella Gallegos	ggallegos1@uisd.net
MIDDLE SCHOOL TEACHERS		
AGMS	Ricardo Guardiola	ricgua@uisd.net
CMS	Aldo Vazquez	aldo.vasquez@uisd.net
LBVMS	Fabian Garza	fabgar@uisd.net
LOMS	Guadalupe Ayala	gayala1@uisd.net
RPMS	Diana Perales	dperales@uisd.net
SGMS	Olga Zacate	olga.zacate@uisd.net
TMS	Christy Navarro	vnavarro72@uisd.net
UMS	Cipriana Gaytan	ciprianag@uisd.net
USMS	Priscila Nunez	pygarza@uisd.net
WMS	Emmanuel Alejandro	ealejandro93@uisd.net
ELEMENTARY SCHOOL TEACHERS		
ARNDT	Maria Tovar	mtovar@uisd.net
BORCHERS	Sherrie Garibay	sgaribay@uisd.net
CENTENO	Jessica Galindo	jessica.galindo@uisd.net
CLARK	Cristina Sandoval	cristinas@uisd.net
COL. SANTOS	Yvonne Casso	yyvonne@uisd.net
CUELLAR	Maria Irma Aguilar	mruiz@uisd.net
DELLANO	Martha Alcaraz	maralc@uisd.net
FASKEN	Eva Rodriguez	erossell@uisd.net
FINLEY	Erica Martinez	erica.martinez@uisd.net
FREEDOM	Marisol Garica	mgarcia6@uisd.net
GARCIA	Monica Reyna	monsol@uisd.net
GUTIERREZ	Katherine Miller	kmiller@uisd.net
JLE	Marco Moore	mamoore@uisd.net
KAZEN	Martha Perales	mmperales@uisd.net
KILLAM	Karen Trevino	ktrevi33@uisd.net
KENNEDY ZAPATA	Gabby Navarro	gnavar17@uisd.net
MALAKOFF	Leslie Lacour	lesram@uisd.net
MULLER	Elsie Martinez	emarti24@uisd.net
NEWMAN	Olga Ortiz	oortiz@uisd.net
PEREZ	Teresa Contreras	tcontreras@uisd.net
PRADA	Francisco Higareda	hhigar88@uisd.net
NYE	Kristelle Faz	kfaz47@uisd.net
ROOSEVELT	Aurora Infante	ainfante@uisd.net
RUIZ	Gabriela Maldonado	gmaldonado04@uisd.net
SALINAS	Wendy Sosa	wendys82@uisd.net

SAN ISIDRO	Patricia Ruiz	pruiz1@uisd.net
TRAUTMANN	Sandra Baker	sandraym@uisd.net
VETERANS	Nora Villarreal	nvillarreal@uisd.net
ZAFFIRINI	Hilda R. Saldivar	hildas@uisd.net
Campus/Dept.	**Name**	**Email**
NON-TEACHING PROFESSIONALS		
USHS	Hector Gutierrez	hgutierrez@uisd.net
LBJ	Veronica A. Garza	vamaro06@uisd.net
AGMS	Laura Herrera	laherrera@uisd.net
LBVMS	Edmundo Garcia	edgarcia@uisd.net
C&I CTE Dept	Diana Ortiz	dortiz@uisd.net
C&I CTE Dept	Samuel Sanchez	sasanchez@uisd.net
DISTRICT LEVEL		
Athletics	Roxanne Robledo	roxannea@uisd.net
Bilingual	Zaida Gonzalez	zaidag@uisd.net
Federal	Dr. Alicia Carrillo	acarrill@uisd.net
Sp Ed	Claudia Dovalina-Guzman	ccdovalina@uisd.net
COMMUNITY/PARENT/BUSINESS		
COMMUNITY	Javier Moctezuma	jmoctezuma48@twc.com
COMMUNITY	Jackie Argunidegui	admin@laredofoundation.org
BUSINESS	Yolanda Sciaraffa	ysciaraffa@stewart.com
BUSINESS	Dr. Andres Rivas-Chavez	arivas.2pscc@primerica.com
PARENT	Mayra Heredia	mayraheredia2@gmail.com
PARENT	Blanca Polanco	blaagu@uisd.net
VISITORS		
Curriculum & Instruction		
AA SP	David Gonzalez	dhgonzalez@uisd.net
EX DIR SpEd	Cynthia Ramirez	cmramirez@uisd.net
EX DIR Elem	Cynthia Rodriguez	crodrig@uisd.net
EX DIR MS	David Canales	dcanales@uisd.net
EX DIR HS	Dolores Barrera	dbarrera@uisd.net
EX DIR Instr Acc	Emma Leza	eleza@uisd.net
EX DIR Sch Imp	Melissa Cruz	mcruz@uisd.net
DIR CTE	Angelica Sanchez	asanchez@uisd.net
DIR Staff Dev	Celia Taboada	ctaboada@uisd.net
DIR Sdt Assess	Christina Casanova	ccasanova@uisd.net
DIR Guid/Coun	Christina Uribe-Flores	curibeflores@uisd.net
DIR Elem	Elouisa Diaz	ediaz@uisd.net
DIR Section 504	Marissa Perez	marissap@uisd.net
DIR SpEd-south	Jaime Garza	jagarza@uisd.net
DIR Fine Arts	Javier Vera	jvera@uisd.net
DIR Instr Tech	Judith Garcia	judithg@uisd.net
DIR GT	Mario Rosales	mrosales@uisd.net
Other Departments		

2018-2019 Needs Assessment District Committees

Context & Organization	Culture & Climate	Curriculum Instruction & Assessment Elementary	Curriculum Instruction & Assessment Middle	Curriculum Instruction & Assessment High
Gloria Rendon, **Committee Chair**	Annette Perez, **Committee Chair**	Cynthia Rodriguez, **Committee Chair**	David Canales, **Committee Chair**	Dolores Barrera, **Committee Chair**
Anna Martinez	Joe Almazan	Mucia Flores	Clotilde Gamez	Celia Taboada
Dr. Myrtha Villarreal	Roberto Ortiz	Amabilia Gonzalez	Carlos Valdez	Mario Rosales
Laura De Los Santos	Laura Gonzalez-Vasquez	Gabriela Perez	Rebecca Morales	Christy Uribe Flores
				Alberto Aleman
Juanita Zepeda	Mary Arambula	Eloisa Diaz	Zaida Gonzalez	Adriana Ramirez
David Perez	Leticia Garcia	Andrea Sanchez	Claudia Dovalina Guzman	Gerardo Rodriguez
Guadalupe Ayala	Ricardo Guardiola	Thelma Martinez	Christy Uribe Flores	Armando Salazar
Jackie Arguindegi	Irene Rosales	Francisco Gutierrez	Jessica Salazar	Guadalupe Aguiar
Diana Korrodi	Chief Ray Garner	Brenda Cadena	Clare Flores	Ernesto Sandoval
Blanca Polanco	Alberto Quintanilla	Becky Rodriguez	Melissa Ramirez	Zaida Gonzalez
	Irene Rosales	Zaida Gonzalez (floating)	Alfredo Palapa	Angelica Sanchez
	Captain Arredondo	Christy Uribe Flores (floating)	Beth Porter	Rosa Coleman
	Annette Winch	Para: Yolanda Raines	Martha Alvarez	Rozanna Robledo
	Iliana Molina		Ernesto Sandoval	Olga Cantu
			Para: Jonathan Lozano	Arlene Trevino
				Javier Vera
				Cynthia Ramirez
				Roberto Cruz
				Leticia Menchaca
				Para: Evelyn Ruiz

2018-2019 Needs Assessment District Committees

Demographics	Family & Community Involvement	Finance	Teacher Quality	Technology
Mike Garza; Carlos Garcia, **Committee Chair**	Dr. Alicia Carrillo; Rebecca Morales **Committee Chair**	Laida Benavides, **Committee Chair**	David Garcia, **Committee Chair**	Hector Perez, Committee Chair
Claudia Benavides	Diana Perales	Abraham Rodriguez	David Gonzalez	Irene Cantu
Eva Rossell-Rodriguez	Cynthia Caballero	Liben Fisher	Melba Gutierrez	Chris Casanova
Marco Moore	Michelle Cantu	Jaime Garza	Mayra N. Ramirez	Rene Cruz
Martha Alcaraz	Cipriana Gaytan	Sylvia Ruiz	Dr. Adriana Vela	Judith Garcia
Sonia Alvarado	Melissa Shinn	Yolanda Sciaraffa	Javier Moctezuma	Luz Serna
Karen Trevino	Claudia Sanchez	Estela De La Garza	Yvonne Casso	Agapito Palizo
Joe Garza	Sandra Cortez	Vanessa Saldana	Marissa Perez	Aldo Vasquez
Martha Perales	Elizabeth Raymond	Mayra Heredia	Eduardo Bustos	Teresa Contreras
Patricia Lanas	Marisol Garcia	Dr. Andres Rivas-Chavez	Priscilla Nunez	Wendy Sosa
Emmanuel Alejandro	Hector Gutierrez	Erica Martinez	Cynthia Chavez	Patricia Ruiz
Andrea Pawelek	Cynthia Luna		Salud Hernandez	Cyria Cardenas
	Leslie Martinez		Pamela Martinez	

United Independent School District District Improvement Plan

ESSA Comprehensive Needs Assessment Summary of Priority Needs

Chairpersons of CNA district committees prioritize needs and recommend to DEIC members initiatives/strategies/activities that will meet district needs. DEIC committee will approve initiatives/strategies/activities that will be placed in District Improvement Plan.

ELEM: Curriculum, Instruction & Assessment (reading) includes Bilingual, SPED and Dyslexia Program

Needs:

1. Make minor modifications to the tournament of champions to align more to STAAR

2. Accessibility to spiral tests for all campuses Ensure support for campuses of most need

3. Re-visit co-teaching with further training and guidance

4. Vertical Alignment at least twice a semester required as part of the matrix

5. Bilingual: Improve student performance on TELPAS assessment in the four domains to meet reclassification criteria for EL students

6. Bilingual (CUBE): Emphasis on improving student reading comprehension in English and Spanish in DUAL classrooms to increase awarded DL LOTE credits for participating campuses

7. Staff Development of new ELAR TEKS and new adoption needed

8. Need training on Sean Covey's The 4 Principle's of Execution

9. Vertical dialogue among district coordinators (Be Excellent Meetings)

10 Special Education (Elem, Middle, and High) emphasis on Teaching, Learning and Parent training.

11. Need training on Understanding the Framework of Poverty (Ruby Payne)

12. TTESS Teacher training

13. Need assesment for content areas other than reading.

Strategies:

1. Science STREAM fair will be added to the lower grades

- Vocabulary bee will add categories to the competition
- 3rd graders will be added to the writing challenge

2. Provide access to available spiral tests and data tracking sheets for all campuses

3. Provide co-teaching by providing further training and guidance

4. Require vertical alignment meetings at least twice a semester as part of the matrix

5. Bilingual: Align ESL component activities (including Listening and Speaking activities) embedded in scope and sequence with ELAR textbook adoption

6. Bilingual: Incorporate Spanish novel studies in DUAL classrooms

- Bilingual: (ALL LEVELS) Conduct Communities of UNITED 4 Bilingual (CUBE) sessions to include community organizations in educating parents of EL students about services and practices to assist their child development in English Language Acquisition and improve TELPAS performance.

7. Provide training for all teachers on the new ELAR TEKS and new adoption

8. Provide training to (Elem, Middle, and High) on The 4 Principle's of Execution by Sean Covey to Campus and Central Office Administrators

9. The Staff Development department will allow time during the "Be Excellent Meetings" for the Curriculum and Instruction Department Coordinators to visit each other to improve vertical alignment opportunities.

10. Special Education for all levels (Elem, Middle, and High): implement year round professional development on effective and routine use of assistive technology.
- Provide ongoing professional development with emphasis on reading instruction for SPED teachers and teacher assistants.
- Conduct a series of parent sessions on a variety of SPED topics (guardianship, transition, instruction, behavior, communication)

11. Provide training to (Elem, Middle, and High) on Understanding the Poverty Framework by Ruby Payne

12. TTESS training for teachers in Student Growth Measure and its alignment to TTESS

13. Demo Content Area program at 2 campuses: Malakoff, Perez,

Data Sources:
- TEA mandates
- testing calendar
- relevant trends (district data)
- benchmarks, checkpoints, and CBAs
- retention rates
- feeder pattern data
- STAAR scores
- TELPAS scores
- DUAL LOTE credits

- Teacher feedback
- Change in state accountability framework standards

MIDDLE: Curriculum, Instruction & Assessment (reading and writing) Includes Bilingual, SPED

Needs:

1. Vertical Dialogues amongst the teachers to improve instruction

2. Improve Reading Lexile Scores and Reading Comprehension;Require Writing and reading throughout all lessons

3. Training for new middle school ELAR TEKS

4. ELAR (Springboard) professional development for teachers

5. Improve student performance on TELPAS assessment in the four domains(Flipgrid) to meet reclassification criteria for EL students

6. Provide students college and career transition opportunities

7. Provide more opportunities for ESL students to practice their speaking/listening skills in preparation for TELPAS Speaking and Listening domains (CUBE)

8. Need training on Sean Covey's The 4 Principle's of Execution

9. Vertical Dialogue Amongst Coordinators by Content: (Be Excellent Meetings)

10. Online testing: Special Education (Elem, Middle, and High) emphasis on Teaching, Learning and Parent trainings.

11. Need training on Understanding the Framework of Poverty

12. TTESS Teacher training

13. Monitor and facilitate the process of TSI administration

Strategies:

1. Conduct Vertical alignment sessions between 4th and 7th-grade writing teachers.

2. Provide instructional professional development in reading and writing across the curriculum

3. Provide ongoing instructional professional development for the new middle school ELAR TEKS, new scopes, and activities.

4. Provide professional development for advanced middle school 6th-8th-grade ELAR teachers to implement Springboard curriculum.

5. Bilingual/ESL: Implementation of (Flipgrid) beginning with 6th-grade ELAR and Social Studies classrooms to increase student performance in the speaking and listening domains of TELPAS assessment.

6.Provide students college and career transition awareness through the college readiness class, teacher lessons, parent sessions, Gear Up support for identified campuses, and campus career days.

7. Bilingual: (ALL LEVELS) Conduct Communities of UNITED 4 Bilingual (CUBE) sessions to include community organizations in educating parents of EL students about services and practices to assist their child development in English Language Acquisition and improve TELPAS performance.

8. Provide training to (Elem, Middle, and High) on The 4 Principle's of Execution by Sean Covey to Campus and Central Office Administrators

9. The Staff Development department will allow time during the "Be Excellent Meetings" for the Curriculum and Instruction Department Coordinators to visit each other to improve vertical alignment opportunities.

10.Special Education for all levels (Elem, Middle, and High): implement year round professional development on effective and routine use of assistive technology.

- Provide ongoing professional development with emphasis on reading instruction for SPED teachers and teacher assistants.
- Conduct a series of parent sessions on a variety of SPED topics (guardianship, transition, instruction, behavior, communication)

11.Provide training to (Elem, Middle, and High) on Understanding the Poverty Framework by Ruby Payne

12. TTESS in Student Growth Measure and its alignment to TTESS

13. Develop a TSI database to facilitate the process of TSI administration in order to assess all 8th-grade students with Reading TSI

Data Sources:

- Preliminary 8th Grade STAAR Scores
- CBA and Spiral Assessment Scores
- Benchmark Assessment Data
- PBMAS Data
- Online Assessment Data for SPED
- Reading Lexiles Scores
- District TAPR Data
- College Readiness Data
- TELPAS Scores
- District's Equity Committee Recommendations

HIGH: Curriculum, Instruction & Assessment (reading) Includes Bilingual, SPED

Needs:

1. Develop a HS Student Profile to monitor graduation requirements, post-secondary readiness, and student needs

2. EMT, Teller Program and Summer Externship to increase work-based learning/employability skills opportunities for students Implement across CTE Courses

3. Increase industry certifications and credentials

4. ESSA requirement to improve high school to post-secondary transition

5. Increase scores in core-areas through "brain-based" teaching training

6. Novel Studies for Foreign Language to increase implementation of Tier II vocabulary for continuing EL students in 9th grade Increase Spanish reading comprehension and vocabulary development to assist students participating in Spanish AP exams

7. Training for ELAR Teachers

8. Soft Skills Training for CTE teachers

9. Leadership Skills/Charcter Building in students through PE and Athletics courses

10.Bilingual (CUBE) Improve student performance on TELPAS assessment in the four domains to meet reclassification criteria for all HS EL students

11.Sean Covey Need training on Sean Covey's The 4 Principle's of Execution

12. Be Excellent

13. SPED Special Education (Elem, Middle, and High) emphasis on Teaching, Learning and Parent Training

14 Ruby Payne Need training on Understanding the Framework of Poverty

15. TTES Teacher training

16. Monitor and facilitate the process of TSI administration

Strategies:

1. Deployment of the HS Student Profile for all HS Counselors to facilitate the instructional decisions to improve graduation rates.

2. Pilot EMT- Basic Program (WBL) at USHS
- Banking Institution Teller Program (WBL)
- UISD Student Summer Externship across various career clusters aligned with Graduation Endorsement /Pathway (WBL)

3. NCCER Core Curriculum Level 1 Certification in Vocational Courses, Google Suite Certification - BIM II

4. Transition from High School to Post-Secondary Parent Night Sessions

5. Brain-based Teaching training presented by Marcia Tate

6. Foreign Language: Implement novel studies in Spanish Foreign Language classes with instructional activities that help increase Spanish AP exam scores.

7. Bilingual/ESL: Provide targeted professional development to 9th-grade ELAR teachers servicing continuing EL students in order meet required growth for the English Language Proficiency status

8 Soft Skills Professional Development Training through South Texas Workforce Solutions

9. Character Building Leadership Program through Athletics and PE classes

10. Bilingual: (ALL LEVELS) Conduct Communities of UNITED 4 Bilingual (CUBE) sessions to include community organizations in educating parents of EL students about services and practices to assist their child development in English Language Acquisition and improve TELPAS performance.

11. Provide training to (Elem, Middle, and High) on The 4 Principle's of Execution by Sean Covey to Campus and Central Office Administrators

12.The Staff Development department will allow time during the "Be Excellent Meetings" for the Curriculum and Instruction Department Coordinators to visit each other to improve vertical alignment opportunities.

13. Special Education for all levels (Elem, Middle, and High): implement year round professional development on effective and routine use of assistive technology.

- Provide ongoing professional development with emphasis on reading instruction for SPED teachers and teacher assistants.
- Conduct a series of parent sessions on a variety of SPED topics (guardianship, transition, instruction, behavior, communication)

14. Provide training to (Elem, Middle, and High) on Understanding the Poverty Framework by Ruby Payne

15. TTESS in Student Growth Measure and its alignment to TTESS

16. Develop a TSI database to facilitate the process of TSI administration in order to provide multiple opportunities for all HS students to take TSI and meet state standard

Data Sources:

- Middle School Reading Data
- High School English Data
- Special Education Population Data
- Listened to Principals Needs
- Listened to Special Education Coordinators
- TELPAS Scores
- Closing the Gap Indicator Targets/Data
- Spanish AP Test Results
- District's Equity Committee Recommendations

CLIMATE & CULTURE:

School Culture & Climate:

Needs:

1. Drug Awareness sessions yearly for 5th, 7th and 9th graders district-wide for students and parents.

2. Provide training to Security Officers for STOP the bleed

3. Public Service Announcement (SOS) to promote PK attendance.

4. PEP Program for MS and HS

5. UHS Pilot (telecounseling)

6. Mental Health/Suicide Instructor Training.

7. Increase Mental Health Awareness for staff to identify at-risk students/Suicide/Mental Health Awareness training for Middle School and High School Teachers.

8. Purchase evidence-based counseling materials for all counselors

9 Provide Parental awareness of suicide and mental health

Strategies:

1. Conduct presentations/sessions on Drugs (5th, 7th & 9th), Gangs and Bullying Awareness to elementary, middle and high school students as well as parents.

2. Train Security Officers on STOP the Bleed protocol.

3. Create Public Service Announcements on Suicide prevention (S.O.S.=Signs of Suicide) and Attendance laws; b. Increase PK parent commitment & student daily attendance for PK programs (i.e. contract, etc.)

4. PEP - Provide programs that will decrease the dropout rate and increase the graduation/completion rate by providing assistance with resources such as: child care, transportation, counseling, parenting instruction, health services, case management/services and coordination.

5. Pilot Program at UHS to provide tele counseling for students in need of counseling (anxiety, eating disorders, mild depression, etc.)

6. Doctor Scott Poland will provide suicide and mental health training to Middle School and High School teachers.

7. LSSP's will provide professional development training for school counselors.

- Professional development training for school counselors on Cognitive Behavioral Therapy, group counseling group sessions and other counseling strategies to assist at-risk students

8. Purchase books/workbooks for counselors

9. SOS Parent Portal and annual suicide training by LSSPs for suicide and mental health awareness.

Data Sources:

- 18-19 DAEP Placements & Expulsions thru Feb. 2019 by month
- 16-17 Annual Dropout Summary Report
- 17-18 PEIMS Edit + Discipline Reports for UISD
- 17-18 full/partial OSS & ISS by campus
- 17-18 Violent Criminal Offenses
- Trend Analysis # of PEIMS Reason Codes for 4 years
- 18-19 Attendance Report
- Campus Attendance History
- UISD's 2018 Accountability Ratings
- Committee Professional Dialogue based on working experiences professionals from diverse backgrounds in elementary, middle, and high school. For example, counselors, teachers, principals, directors of counseling, discipline management, support staff
- 2014-2018 Attendance Rates
- 2012-18 EOC results
- Demographics by campus and UISD
- Counselors Accountability Report for Bullying/Suicide Outcries
- SOS Signs of Suicide Counselor's Data

STUDENT ACHIEVEMENT:

Needs:

1.Create a data-informed campus culture

2. Data was presented to all committees so they could analyze and address needs.

Strategies:

1 Provide district-wide training for all classroom teachers on the new A-F Accountability System to improve goal-setting and instructional strategies to meet goals.

2. Strategies are reflected in other committee reports.

Data Sources:

- UISD's 2018 Accountability Ratings
- Region and State Comparison Data
- Graduation Rates
- 2018 Demographic Information
- 2018 Accountability Subset Performance on STAAR
- 2018 Accountability Summary Report by feeder
- Student Progress Reports
- 2017-18 UISD Enrollment
- 2013-17 Attendance History

- 2018-19 Attendance Report
- Discipline Student Incidents Codes and Descriptions

FAMILY AND COMMUNITY INVOLVEMENT:

Needs:

1. Inform the parents on how to improve student achievement

Strategies:

1. Parent Engagement modules to be offered at the campus level on a monthly basis to create parent capacity to improve student achievement

Data Sources:
- Campus Percentage of Parent Participation: 2018-2019 As of January 2017: 54%
- Parent Learning Summit Counts-Federal Programs 2018-2019 : 2,398 Parents attended; 2017-2018: 2,092 Parents attended
- Parent Volunteer Application –Admissions/Attendance/Drop Office 2018-2019: 2,050 Parent Volunteers; 2017-2018: 2,016 Parent Volunteers
- United Council of Parents UCOP Counts 2018-2019: 168 parents attended 2017-2018: 146 parents attended

TEACHER QUALITY:

Needs:

Educators/Teachers

1. Recruit, Employ, and Retain certified and qualified Educators and maintain adequate pools of qualified Educators as vacancies occur in all instructional areas

2. Recruit Bilingual/ESL Certified Educators to meet student instructional needs.

3. Prepare all approved Teacher Substitutes to interact and attend to all student needs when assigned to Special Education classrooms during an instructional day; all classroom challenges when student actions are in need of intervention, and to address reducing incidences of injuries with proper use of techniques and other interventions.

4. Schedule and hold Para-Professional Employees of the District with students, coworkers and parents.

Strategies:

1. Attend local and State Job Fairs

2. Provide and schedule review sessions for Bilingual/ESL Supplemental Certification

3. Prepare all approved Teacher Substitutes to interact and attend to all student needs when assigned to Special Education classrooms during an instructional day; all classroom challenges when student actions are in need of intervention, and to address reducing incidences of injuries with proper use of techniques and other interventions.

4. Improve interactions of all Para-Professional Employees of the district with students, coworkers and parents.

Data Sources:

- 2018-19 Recruitment efforts
- Assessment Data
- 2018-19 Recruitment Report
- “Hired/Ended” Report
- Previous CIP initiatives
- Student enrollment for last 3 years

DEMOGRAPHICS:

Needs:

1. Increase and Maintenance of Elementary Enrollment and to enhance our marketing ability to promote the qualities/benefits of attending UISD schools

Strategies:

1. Create a “GO UNITED” campaign by providing information and data of the district’s progress and accomplishments.

- Enrollment Analysis (Decrease in Enrollment) Focus on data system, Data Analysis, pulling from resources to determine decreases in enrollment.

Data Sources:

- Enrollment History & Projection
- Student Peak Enrollment Data
- Student Data Disaggregation Report
- Data on Charter Schools in Laredo (Harmony Science Academy)
- Enrollment History of Harmony Science Academy
- Building Permits 2018
- Birth Statistics Report
- Texas Border Cities-School District Enrollment Data
- Other 2017-18 School Year Enrollment Data
- District's Equity Committee Recommendations

TECHNOLOGY

Needs:

1. Provide and enhance the district’s computer and network infrastructure to meet the needs of educators, students, and community members

2. Utilize instructional technology programs to accelerate student achievement

3. Provide the informational, and educational technology resources to meet the learning needs of educators, students, and parents

4. Provide continuous staff development in the area of instructional technology will positively impact student achievement

5. Enhance communication among staff and students at the campus level by using technology in order to provide student safety

6. Expanded Learning Opportunities PEIMS submission will be a state requirement beginning with the 19-20 school year

7. Track all LPAC decisions and link information to other district developed assessment databases

Strategies:

1. Upgrade Security Camera Systems and Access Controls at all Middle Schools Bond Funds

- Teacher Computer Replacement Program: Replace teacher computers at Elementary and Middles Schools to improve teaching and learning.

2. Provide Chromebooks Carts to all 6th and 7th Grade Core areas

- Provide One-to-One Chromebooks to all 8th and 9th Grade students

3. Install Wi-Fi access in all school buses

- Purchase and install Cell Phone Boosting technology to enhance cell phone coverage at all High Schools in order to support the student safety notification system.

4. Initiate SMART Notebook Cadres for creating of integrated curriculum activities 3rd, 4th and 5th, 6th, 7th and 8th grades

5. Instructional Technology training quarterly providing IFP and MLD training modules.

- Introducing CODING Cadres for creating of integrated curriculum activities for 3rd-8th grades.

6. Design and develop a system to capture data for the submission of expanded learning opportunities on PEIMS

7. Design and develop a comprehensive database to facilitate the LPAC process, document all EL decisions and link assessment data to TELPAS and STAAR databases

Data Sources:
- Surveying needs of every campus in order to have an equipment upgrade.
- Review of technology plan

SCHOOL CONTEXT AND ORGANIZATION:

Needs:

1. Enhance the uniform standard response protocol across the District to improve our communications plans so that accurate information is shared in a timely manner with all stakeholders.

2. Refine the reunification plan for our campuses through the use of Navigate in the event of an emergency evacuation/situation.

3. Standardize universal mapping system.

4. Establish a threat assessment team at each campus.

Strategies:

1. Lesson Learned sessions during leadership meetings to improve communication in unexpected situations.

2. The District will practice and use Navigate in collaboration with the different departments and law enforcement agencies to enhance the Standard Response Protocol.

- Reunification Plan: Train all staff on Navigate and implement unification drill through the use of this app.

3. All campuses will have a universal mapping system to facilitate knowledge of campus layout, doors numbered and labeled to match the universal mapping system..

4. Each campus team will meet to assess and document potential threats for immediate interventions.

Data Sources:

- UISD's 2017 Accountability Ratings
- Texas Education Agency state requirements
- Board decisions on Campus Behavior Coordinators and the hiring of non- certified industry professionals in specialized trades.

FINANCE:

Needs:

1. Review staffing priorities of small elementary campuses (i.e. <800 student population) to provide administrative assistance.

2. Ensure qualified staff is in place and receive proper training to continue compliance with all accounting and auditing standards including federal and state laws to safeguard the District's finances.

3. Ensure qualified auditing staff is in place to perform audits.

4. Ensure transparency with the public regarding the District's $408M Bond Construction Program.

5. Work with C&I staff and campus instructional leaders to identify instruction needs.

Strategies:

1. Meet with district leaders to address small elementary campus personnel needs.

2. Provide proper training for qualified staff in all matters of district finances.

3. Perfom necessary audits to safeguard District finances.

4. Provide transparency with the public through the bond oversight committee on the district's $408M Bond Construction Program.

5. Meet with district's instructional and campus leaders to identify instructional needs through budget/staffing meetings

Data Sources:

- FY 2019 CNA objectives-status update
- Reviewed School year 2019 DIP strategies and incentives and how the District funded them.
- Spring 2019 ESSA CNA Data Packet

Student Performance Data

Reading

2018-19 Reading STAAR Results										
Student Group										
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	3	2875	1456	592	21	2283	79	1298	45	793	28
	4	3044	1543	576	19	2468	81	1478	49	779	26
	5	3157	1580	623	20	2534	80	1628	52	875	28
	6	3233	1576	1050	32	2183	68	1117	35	509	16
	7	3179	1662	695	22	2484	78	1595	50	908	29
	8	3244	1693	659	20	2585	80	1725	53	884	27

2018-19 Reading STAAR Results										
Student Group										
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Hispanic/ Latino	3	2839	1455	589	21	2250	79	1273	45	773	27
	4	3017	1542	574	19	2443	81	1460	48	764	25
	5	3114	1579	618	20	2496	80	1594	51	850	27
	6	3196	1574	1046	33	2150	67	1092	34	492	15
	7	3153	1661	692	22	2461	78	1573	50	893	28
	8	3212	1692	655	20	2557	80	1700	53	870	27

American Indian or Alaska Native	3	1									
	4	0									
	5	0									
	6	0									
	7	1									
	8	0									
Black or African American	3	4									
	4	3									
	5	7	1645	1	14	6	86	4	57	4	57
	6	1									
	7	3									
	8	3									

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	15	1528	1	7	14	93	10	67	8	53
	4	16	1632	2	13	14	88	11	69	9	56
	5	19	1671	0	0	19	100	17	89	12	63
	6	18	1677	2	11	16	89	11	61	7	39
	7	15	1771	2	13	13	87	13	87	9	60
	8	19	1713	2	11	17	89	14	74	5	26

Two or More Races	3	3									
	4	0									
	5	2									
	6	2									
	7	2									
	8	1									

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	2212	1439	512	23	1700	77	894	40	505	23
	4	2338	1525	518	22	1820	78	1008	43	492	21
	5	2422	1564	553	23	1869	77	1114	46	550	23
	6	2449	1559	901	37	1548	63	714	29	287	12
	7	2401	1644	606	25	1795	75	1074	45	563	23
	8	2455	1677	563	23	1892	77	1168	48	552	22

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	1330	1394	425	32	905	68	355	27	147	11
	4	1193	1472	400	34	793	66	307	26	99	8
	5	1210	1500	473	39	737	61	276	23	96	8
	6	951	1487	583	61	368	39	97	10	23	2
	7	836	1543	470	56	366	44	110	13	30	4
	8	867	1570	465	54	402	46	82	9	23	3

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Special Education	3	300	1327	177	59	123	41	39	13	21	7
	4	272	1401	169	62	103	38	26	10	9	3
	5	315	1439	202	64	113	36	46	15	12	4
	6	274	1420	235	86	39	14	7	3	2	1
	7	276	1503	204	74	72	26	25	9	5	2
	8	271	1533	188	69	83	31	26	10	6	2

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	3040	3864	768	25	2272	75	1276	42	401	13
	7	3174	3955	787	25	2387	75	1454	46	608	19
Hispanic/ Latino	4	3012	3861	766	25	2246	75	1258	42	394	13
	7	3148	3951	785	25	2363	75	1433	46	594	19
American Indian or Alaska Native	4	0									
	7	1									
Black or African American	4	3									
	7	3									
White	4	16	4175	2	13	14	88	9	56	3	19
	7	15	4467	1	7	14	93	12	80	7	47
Two or More Races	4	0									
	7	2									
Economically Disadvantaged	4	2337	3783	688	29	1649	71	840	36	234	10
	7	2400	3872	681	28	1719	72	967	40	372	16
Limited English Proficient	4	1191	3553	528	44	663	56	238	20	27	2
	7	836	3412	491	59	345	41	91	11	13	2
Special Education	4	273	3181	205	75	68	25	24	9	0	0
	7	275	3169	223	81	52	19	11	4	1	0

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	2685	3891	1164	43	1521	57	1139	42	229	9
Hispanic/ Latino	2663	3888	1159	44	1504	56	1123	42	225	8
White	14	4144	2	14	12	86	11	79	0	0
Economically Disadvantaged	2045	3800	1029	50	1016	50	707	35	116	6
Limited English Proficient	928	3479	756	81	172	19	47	5	0	0
Special Education	184	3483	143	78	41	22	16	9	0	0

English II

2018-19 English II STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	2650	3856	1196	45	1454	55	1010	38	92	3
Hispanic/ Latino	2622	3854	1186	45	1436	55	996	38	90	3
Black or African American	6	4172	1	17	5	83	3	50	0	0
White	15	3957	7	47	8	53	6	40	1	7
Economically Disadvantaged	2116	3788	1069	51	1047	49	680	32	47	2
Limited English Proficient	866	3477	714	82	152	18	51	6	1	0
Special Education	132	3462	110	83	22	17	9	7	0	0

Mathematics

2018-19 Mathematics STAAR Results										
Student Group										
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	3	2883	1497	454	16	2429	84	1527	53	760	26
	4	3044	1604	512	17	2532	83	1658	54	956	31
	5	3161	1696	276	9	2885	91	2179	69	1407	45
	6	3232	1670	377	12	2855	88	1719	53	708	22
	7	3179	1710	423	13	2756	87	1831	58	717	23
	8	2227	1722	251	11	1976	89	1441	65	232	10

2018-19 Mathematics STAAR Results										
Student Group										
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Hispanic/ Latino	3	2847	1496	452	16	2395	84	1500	53	745	26
	4	3017	1603	512	17	2505	83	1638	54	940	31
	5	3117	1694	275	9	2842	91	2141	69	1377	44
	6	3195	1669	375	12	2820	88	1688	53	687	22
	7	3153	1709	423	13	2730	87	1807	57	704	22
	8	2208	1722	250	11	1958	89	1427	65	229	10

American Indian or Alaska Native	3	1									
	4	0									
	5	0									
	6	0									
	7	1									
	8	0									
Black or African American	3	4									
	4	3									
	5	7	1744	0	0	7	100	5	71	4	57
	6	1									
	7	3									
	8	0									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	15	1534	1	7	14	93	10	67	7	47
	4	16	1677	0	0	16	100	11	69	9	56
	5	19	1797	0	0	19	100	18	95	13	68
	6	18	1763	1	6	17	94	14	78	9	50
	7	15	1795	0	0	15	100	14	93	6	40
	8	16	1744	1	6	15	94	12	75	2	13

Two or More Races	3	3									
	4	0									
	5	2									
	6	2									
	7	2									
	8	1									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	2220	1482	398	18	1822	82	1098	49	496	22
	4	2338	1587	448	19	1890	81	1151	49	639	27
	5	2425	1678	249	10	2176	90	1590	66	958	40
	6	2448	1658	330	13	2118	87	1197	49	468	19
	7	2402	1698	356	15	2046	85	1303	54	460	19
	8	1788	1717	215	12	1573	88	1124	63	163	9

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	1336	1446	300	22	1036	78	514	38	179	13
	4	1193	1538	350	29	843	71	419	35	177	15
	5	1214	1621	203	17	1011	83	622	51	276	23
	6	951	1603	218	23	733	77	289	30	78	8
	7	837	1623	254	30	583	70	242	29	41	5
	8	811	1675	170	21	641	79	383	47	33	4

2018-19 Mathematics STAAR Results											
Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Special Education	3	301	1355	157	52	144	48	52	17	16	5
	4	272	1462	151	56	121	44	38	14	18	7
	5	315	1554	119	38	196	62	98	31	44	14
	6	273	1540	126	46	147	54	32	12	7	3
	7	276	1577	131	47	145	53	37	13	6	2
	8	256	1624	98	38	158	62	81	32	3	1

Algebra I

2018-19 Algebra I STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	2538	4493	165	7	2373	93	2108	83	1643	65
Hispanic/ Latino	2516	4490	163	6	2353	94	2088	83	1625	65
White	11	4454	2	18	9	82	9	82	7	64
Economically Disadvantaged	1856	4441	146	8	1710	92	1506	81	1140	61
Limited English Proficient	514	4116	95	18	419	82	323	63	200	39
Special Education	205	4111	31	15	174	85	129	63	69	34

2018-19 Science STAAR Results

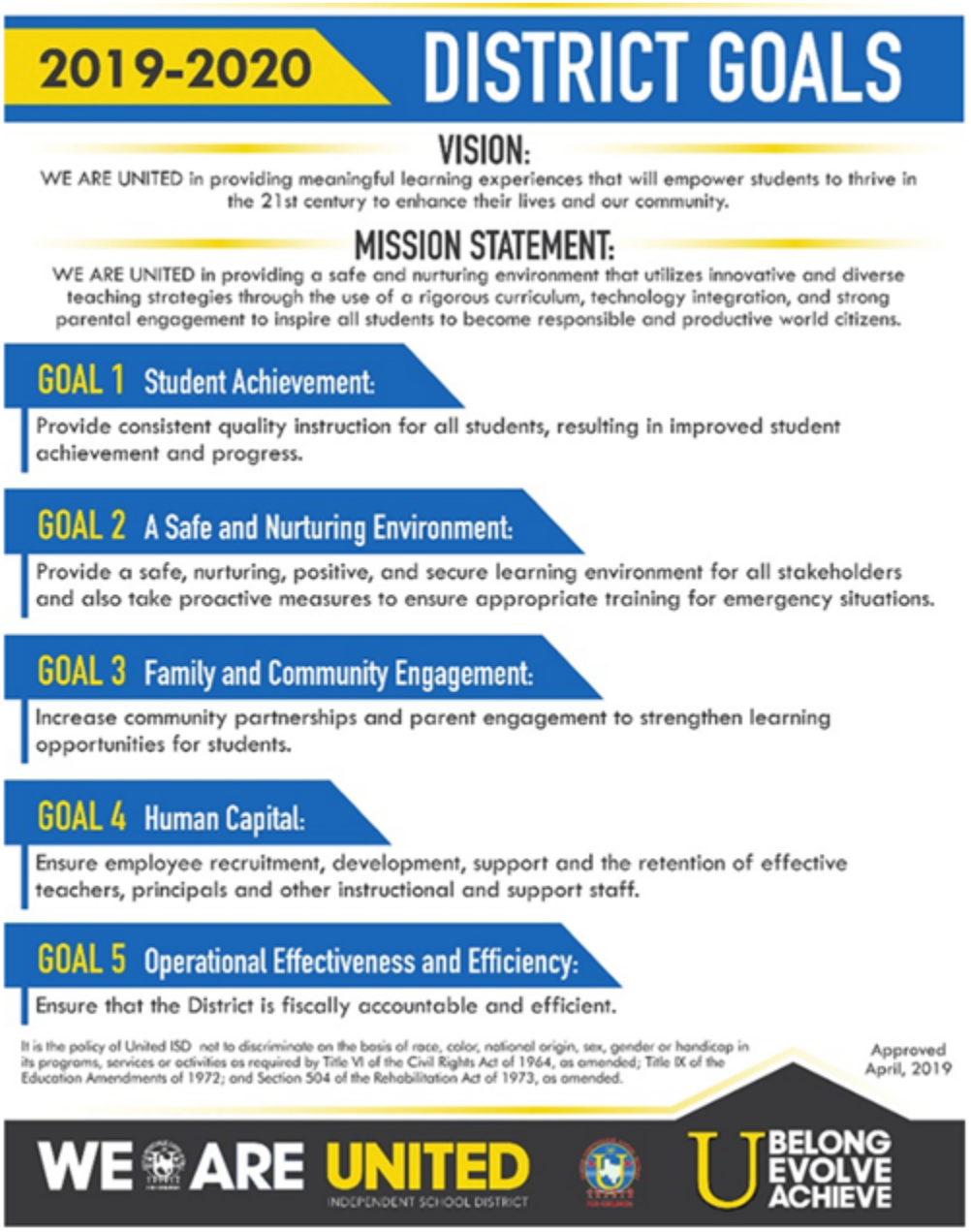
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	3156	4034	554	18	2602	82	1803	57	906	29
	8	3242	4114	449	14	2793	86	1908	59	998	31
Hispanic/ Latino	5	3114	4028	551	18	2563	82	1769	57	881	28
	8	3210	4111	448	14	2762	86	1883	59	979	30
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	6	4368	1	17	5	83	4	67	3	50
	8	3									
White	5	19	4402	0	0	19	100	17	89	10	53
	8	19	4280	1	5	18	95	13	68	8	42
Two or More Races	5	2									
	8	1									
Economically Disadvantaged	5	2403	3971	488	20	1915	80	1259	52	601	25
	8	2422	4045	387	16	2035	84	1296	54	623	26
Limited English Proficient	5	1202	3756	395	33	807	67	425	35	154	13
	8	861	3662	312	36	549	64	191	22	47	5
Special Education	5	318	3475	181	57	137	43	54	17	15	5
	8	270	3486	148	55	122	45	43	16	11	4

2018-19 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	2099	4073	300	14	1799	86	1177	56	347	17
Hispanic/ Latino	2075	4069	300	14	1775	86	1155	56	338	16
White	14	4297	0	0	14	100	13	93	3	21
Economically Disadvantaged	1560	4005	267	17	1293	83	772	49	211	14
Limited English Proficient	523	3646	209	40	314	60	70	13	9	2
Special Education	216	3681	83	38	133	62	45	21	4	2

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	3238	3850	877	27	2361	73	1324	41	751	23
Hispanic/ Latino	8	3206	3847	875	27	2331	73	1304	41	737	23
American Indian or Alaska Native	8	0									
Black or African American	8	3									
White	8	19	4017	2	11	17	89	9	47	5	26
Two or More Races	8	1									
Economically Disadvantaged	8	2419	3790	730	30	1689	70	864	36	453	19
Limited English Proficient	8	859	3452	524	61	335	39	85	10	35	4
Special Education	8	269	3386	177	66	92	34	27	10	14	5

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	1335	4190	121	9	1214	91	847	63	448	34
Hispanic/ Latino	1323	4187	121	9	1202	91	836	63	441	33
White	8	4429	0	0	8	100	7	88	4	50
Economically Disadvantaged	1038	4128	109	11	929	89	605	58	295	28
Limited English Proficient	330	3771	92	28	238	72	79	24	23	7
Special Education	83	3724	29	35	54	65	18	22	7	8


2019-2020 DISTRICT GOALS
VISION:
WE ARE UNITED in providing meaningful learning experiences that will empower students to thrive in the 21st century to enhance their lives and our community.
MISSION STATEMENT:
WE ARE UNITED in providing a safe and nurturing environment that utilizes innovative and diverse teaching strategies through the use of a rigorous curriculum, technology integration, and strong parental engagement to inspire all students to become responsible and productive world citizens.
GOAL 1 Student Achievement:
Provide consistent quality instruction for all students, resulting in improved student achievement and progress.
GOAL 2 A Safe and Nurturing Environment:
Provide a safe, nurturing, positive, and secure learning environment for all stakeholders and also take proactive measures to ensure appropriate training for emergency situations.
GOAL 3 Family and Community Engagement:
Increase community partnerships and parent engagement to strengthen learning opportunities for students.
GOAL 4 Human Capital:
Ensure employee recruitment, development, support and the retention of effective teachers, principals and other instructional and support staff.
GOAL 5 Operational Effectiveness and Efficiency:
Ensure that the District is fiscally accountable and efficient.
It is the policy of United ISD not to discriminate on the basis of race, color, national origin, sex, gender or handicap in its programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.
Approved April, 2019
WE ARE UNITED
INDEPENDENT SCHOOL DISTRICT
U BELONG EVOLVE ACHIEVE

UISD INTEGRATED ACADEMIC ACCOUNTABILITY SYSTEM
District Improvement Plan 2019-20

Goal 1 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
A. Reading Annual Performance Objective: State Standard APPROACHES 90%; MEETS 60%; 30% MASTERS for Student Achievement
1. Student Achievement Domain: To increase the percentage of all students meeting Approaches, Meets and Masters levels from 78% to 81%, 49% to 50% and 20% to 23%, respectively.
2. School Progress Domain: To increase the percentage of students achieving ACADEMIC GROWTH in reading from 69% to 80%.
3. Closing the Gap Domain: To increase the percentage of students at the MEETS Grade Level standard for the NON- CONTINUOUSLY ENROLLED subgroup from 42% to 45%.

B. Math Annual Performance Objective: State Standard APPROACHES 90%; MEETS 60%; 30% MASTERS for Student Achievement
1. Student Achievement Domain: To increase the percentages of students at the Approaches, Meets and Masters levels from 90% to 91%, 64% to 65% and 33% to 34%, respectively.
2. School Progress Domain: To increase the percentage of students achieving ACADEMIC GROWTH in math from 76% to 85%.

C. Writing Annual Performance Objective: State Standard APPROACHES 90%; MEETS 60%; 30% MASTERS for Student Achievement
1. Student Achievement Domain: To increase the percentage of all students meeting Approaches, Meets and Masters levels from 76% to 79%, 46% to 52% and 17% to 20%, respectively.

D. Science Annual Performance Objective: State Standard APPROACHES 90%; MEETS 60%; 30% MASTERS for Student Achievement
1. Student Achievement Domain: To increase the percentage of all students meeting Approaches, Meets and Masters levels from 88% to 90%, 60% to 61% and 27% to 30%, respectively.

E. Social Studies Annual Performance Objective: State Standard APPROACHES 90%; MEETS 60%; 30% MASTERS for Student Achievement
1. Student Achievement Domain: To increase the percentage of all students meeting Approaches, Meets and Masters levels from 85% to 86%, 56% to 57% and 28% to 30%, respectively.

F. EL's English Language Acquisition Annual Performance Objectives:
1. To increase the percentage of EL students progressing 1 or more proficiency levels in TELPAS from 26% to 36%.
2. To increase the percentage of EL students attaining a composite score of Advanced High in TELPAS from 13% to 36%.
3. To increase the percentage of EL students showing attainment and progress in TELPAS from 38% to 57%.
4. 15% of EL students met reclassification criteria in the Bilingual and ESL programs.

G. Special Education/Section 504 students are appropriately served. Students with special needs shall be provided appropriate, individualized, intensive instruction to enable them to perform at comparable levels to their peer groups.

H. College Readiness Annual Performance Objective: United ISD will provide opportunities to assist students in preparing for college
1. The percent of 11th-grade students scoring 970 or better on the total score of the PSAT/NMSQT Fall 2019 administration shall increase by 1% from 47% to 48%.

2. Participation rates on the PSAT/NMSQT Fall 2019 administration will meet or exceed 20% of sophomores and 40% of juniors.
3. The percentage of 12th-grade students with a composite score at or above 21 on the ACT will increase from 25% to 36% by 2020.
4. The percentage of 12th-grade students scoring 1010 or better on the total score of the SAT will increase from 25% to 27% by 2020.
5. The number of students assessed with AP exams will increase by 3% (54 students) from 1786 students to 1840 students for spring 2019 testing.
6. The number of AP exams meeting criterion (scores of 3 or higher) will increase from 44% to 45% for spring 2019 testing.

I. Dual Credit Opportunities: United ISD will increase the number of students enrolled in dual credit courses (including online courses) offered through the House Bill I initiative while maintaining a passing rate and receiving college credit.
1. U. S. History 1302: Increase District 18-19 enrollment of 858 students by 1% (9 students) to 867.
2. English 1301: Increase District 18-19 enrollment of 824 students by 2% (17 students) to 841.
3. English 1302: Increase District 18-19 enrollment of 693 students by 1% (7) to 700.
4. College Math: Increase District 18-19 enrollment of 572 students by 2% (11) to 583.

College, Career and Military Readiness for the Class of 2019:

J. Increase the percent of the Class of 2019 Students for 2020 accountability, meeting CCMR from 80% to 81%.
1. Increase the percent of Class of 2019 graduates meeting the Texas Success Initiative Criteria for ELA/Reading and Math from 37% to 40%.
2. Increase the percent of Class of 2019 graduates meeting criterion score on an AP exam in any subject from 25% to 33%.
3. Increase the percent of Class of 2019 graduates earning at least 3 hours in ELA or Math or 9 hours in any subject from 29% to 30%.
4. Increase the percent of Class of 2019 graduates earning an industry-based certification from the approved list from 2% to 3%.

The following denotes the respective initiatives for each grade level for Student Achievement areas:

Goals and Strategies

Goal 1: Provide consistent quality instruction for all students, resulting in improved student achievement.

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
1	Completion	1A	Curriculum	Active learning	Academic Performance	Rdg. & Science	Make minor changes to the Tournament of Academic Champions; Replace the science fair with STREAM fair for the lower grades, add 3rd graders to the writing challenge, add categories to the vocabulary bee.	CNA	May 2019	Feb. 2020	Participation in and completion of event		Completed	All students 1st-5th	Principals/ Ex Dir. Elem/ Elem Dir./ Elem Coordinators
2	Completion	1A	Curriculum	Active learning	Academic Performance	Available spiral assessments	Give access to all campuses to spiral assessments and data tracking sheets	CNA	May 2019	Feb. 2020	Optional participation/ DMAC reports		Completed	All tested grades	Principals/ Ex Dir. Elem/ Elem Dir. Elem Coordinators
3	Completion	1 A-D	Curriculum	Active learning	Academic Performance	Rdg. Mth. Wtg. Sci.	Provide co-teaching training for teaching in 3rd-5th grade.	CNA	May 2019	Feb. 2020	Co-teaching classrooms at every campus			3rd-5th grades	Principals/ Ex Dir. Elem/ Elem Dir. / Elem Coordinators
4	Completion	1 A-D	Curriculum	Active learning	Academic Performance	All content areas	Require vertical alignment meetings at least three times a year as part of the matrix.	CNA	July 2019	June 2020	Vertical alignment meetings sign-ins and agendas		In progress	All grades	Principal/ Classroom Teacher/ Ex Dir. Elem/ Elem Dir.
5	Completion	1. A-D	Curriculum	Active Learning	Academic Performance	STEM	Z Space training and curriculum for STEM rotations in the science lab in the 8 LBJ Feeder elementary campuses.	CNA	October 2019	July 2019	Lesson plans, grades, PBAs, walkthroughs			k-5	Principal/Exec. Dir. teachers, science coordinators
6	Completion	A 2 F1-4	Instruction, Curriculum and Assessment, Student Support	Active Learning	Academic Performance, Teacher Quality, Learning Time	English, Reading	Align ESL component activities (including Listening & Speaking) embedded in scope and sequence with ELAR textbook adoption.	CNA	July 2019	May 2020	Scope and Sequence, Classroom Observations, Lesson Plans			EL Students	Director of the Bilingual Department, LAPICS, Bilingual Teachers

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
7	Completion	A 2 F1-4	Instruction, Curriculum and Assessment, Student Support	Active Learning	Academic Performance, Learning Time	All Content	Incorporate Spanish novel studies in DUAL classrooms.	CNA	September 2019	May 2020	DL LOTE Assessment Results/Credits, Classroom observations			DUAL Classrooms	Director of the Bilingual Department, ELEM LAPICS, LPAC Administrator, DUAL Teachers
8	Completion	1A-D	Curriculum	Active Learning	Academic Performance, Teacher Quality, Learning Time	ELAR	Provide training on new ELAR TEKS and new adoption for all teachers with additional training and support provided for identified campuses based on performance.	CNA	August 2019	May 2020	ERO sign ins and surveys		Completed	PK-5th grade teachers	Staff Development Director Executive Director Elem. Ed., Elementary Coordinators, Teachers
9	Completion	1 A-F	Instruction, and Assessment		Academic Performance, College Readiness	ELA & Math	Develop a district wide database to facilitate TSI administration process for MS and HS campuses	CNA	July 2019	October 2019	Campus usage			MS & HS Schools	Executive Director for Instructional Accountability
10	Completion	1A-G	Instruction, Curriculum and Assessment	Targeted Professional Development, Monitoring Student Progress	Academic Performance	ELA & ELAR	Conduct vertical alignment session between 4th & 7th-grade writing teachers.	CNA	August 2019	May 2020	Sign In Sheets and ERO			4th Grade and 7th Grade	Middle School and Elementary Executive Director, Staff Development Director, Coordinators
11	Completion	1A-G	Instruction, Curriculum and Assessment	Targeted Professional Development, Monitoring Student Progress	Academic Performance	All Subjects	Provide instructional professional development in reading and writing across the curriculum.	CNA	July 2019	May 2020	Sign-In Sheets, ERO, Walkthroughs, Lesson Plans, PLC Evidence		Completed	6th-8th Grade	Middle School Executive Director, Professional Development Director, C & I Coordinators, Principals, Teachers
12	Completion	1A-G	Instruction, Curriculum and Assessment	Targeted Professional Development for ELAR Teachers	Academic Performance, Learning Tme	ELAR	Provide ongoing instructional professional development for the middle school ELAR and Reading Elective Teachers on the new TEKS, new scopes, and activities.	CNA	July 2019	May 2019	Sign-In Sheets, ERO, Walkthroughs, Lesson Plans, PLC Evidence			ELAR and Reading Elective Teachers	Middle School Executive Director, C & I Coordinators, Principals

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
13	Completion	1A,C,F, H	Curriculum and Instruction	Advanced Student Learning and Professional Development	Academic Performance , College Readiness	ELAR	Implement College Board Springboard Curriculum in 6th-8th grade ELAR and provide associated professional development.	CNA	August 2019	May 2020	Sign-In Sheets, ERO, Walkthroughs, Lesson Plans, PLC Evidence		In Progress	Advanced ELAR 6th-8th Grade Students	Executive Director of Middle School Education, Director of Advanced Academics, Middle School ELAR Coordinators, GT/AA Coordinator
14	Completion	A 2 F1-4	Curriculum & Instruction, Student Support	Targeted Professional Development, monitoring Student Progress	Academic Performance ,	English, Reading, and Social Studies	Implementation of Flipgrid beginning with 6th-grade ELAR and Social Studies classrooms to increase student performance in the speaking and listening domains of TELPAS.	CNA	August 2019	May 2020	TELPAS, Walkthroughs, ERO sign-in sheets			EL Students	Director of the Bilingual Department, MS LAPICS, LPAC administrator, ELAR and Social Studies Teachers
15	SPED	1 A,G	Curriculum & Instruction, Student Support	Student Learning, Targeted Professional Development	Academic Performance , Teacher Quality	Reading	Implement a reading program for students in special education that meets critical evidence based components of dyslexia instruction and provide elementary special education teachers with the appropriate training and coaching to effectively maximize the use of the program.	DIP	January 2020	June 2020	ERO Sign-In sheets, Training Agendas, Lesson Plans,			SE Students	Executive Directors for Special Education and Elementary, SPED Directors, Coordinators, Principals
16	Completion	1 A-G	Instruction and Curriculum	Student Career Goals	Academic Performance , College Readiness	All Content	Provide students college and career transition awareness through the college readiness class, teacher lessons, parent sessions, Gear Up support for identified campuses, and campus career days.	DIP	August 2019	June 2020	Curriculum, Photos, and Agendas,			All Students	Executive Director for Middle School, Principals, coordinators, GEAR UP Facilitators, and teachers.
17	Completion	1 A-F	Student Achievement	Data Informed Campuses	Academic Performance	All Contents	Provide training to all campuses district wide on the new A-F Accountability to improve goal setting strategies at the campus level	CNA	September 2019	October 2019	Campus Sign Ins		In Progress	All Students	Executive Director for Instructional Accountability

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
18	Completion	1A-F	Student Achievement	Student Learning	Academic Performance	All content areas	Demo Content Area program at 2 campuses: Malakoff, Perez,	CNA	October 2019	February 2020	Usage Reports		In Progress		Elementary Ed. Executive Director, Elementary Ed. Coordinators
19	Graduation	1 A-F	Data Systems	Graduation Requirements Monitoring and Data Decision Making	Quality Data	All Content	Deploy the HS Student Profile for all HS Counselors to facilitate the instructional decisions to improve graduation rates	CNA	August 2019	June 2020	Usage reports for HS Counselors			All HS Students	Executive Director for Instructional Accountability
20	Completion	1A-G	Instruction, Curriculum	Student Learning	Academic Performance	HS CTE	Pilot an EMT program at United South High School in partnership with Laredo College	CNA	July 2019	June 2020	Students receiving their EMT Certificate		In Progress	USHS CTE Students	Director of CTE, CTE Coordinators, USHS CTE Teachers
21	Completion	1A-G	Curriculum & Instruction, Student Support	Student Learning	Student Work Based Learning	HS CTE	Teller preparation program for HS Seniors in partnership with local financial institutions on various Saturdays throughout the school year	CNA	July 2019	June 2020	Sign-in sheets from Saturday training's and meetings with financial institution representatives		In Progress	HS CTE Students	Director of CTE, CTE Coordinators
22	Completion	1A-G	Curriculum & Instruction, Student Support	Student Learning	Student Work Based Learning	HS CTE	Begin process of starting a summer student externship in various CTE pathways with various Laredo businesses	CNA	July 2019	June 2020	Meeting agendas with local businesses and organizations			HS CTE Students	Director of CTE, CTE Coordinators
23	Completion	1 A-G	Instruction, Curriculum, and Student Accountability Certifications	Student Learning	Academic Performance	HS CTE Vocational Courses	Incorporate NCCER's Core Curriculum to certify students in basic safety and communication skills. Implement Google G-Suite curriculum in BIM II courses to certify students in Google Cloud Certified Professional - G Suite	CNA	July 2019	June 2020	NCCER Core student certifications		In Progress	HS CTE Students	Director of CTE, CTE Coordinators, HS CTE Teachers
24	Completion	1A-1	Curriculum & Instruction and Parent and Community	Student Learning	Academic Performance	All Content	Transition from High School to Post-Secondary Education	CNA	July 2019	June 2020	Parent Night agendas and sign-in sheets			Seniors or Graduating Juniors	Principals & Assistant principals, Senior Counselors, Executive Director

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
25	Completion	IA-1 1A-2	Instruction Curriculum and Assessment	Student Progress Rigor and Relevance Monitoring	Academic Performance Teacher Quality Learning Time	Reading English I & English II, Biology, Algebra I and US History	Marcia Tate "Brain-based Teaching" training for all core tested areas teachers.	CIP	February 2020	May 2020	Walk-throughs, Staff Development			SPED and EL's	High School Principal, CORE Teacher, Executive Director, All C&I High School Coordinators, Staff Development, Special Education Coordinator and Bilingual Coordinator
26	Completion	A 2F1-4	Instruction Curriculum and Assessment, Student Support	Student Learning	Academic Performance ,Learning Time	Foreign Language Spanish	Implement novel studies in Spanish Foreign Language classes with instructional activities that help increase Spanish AP exam scores.	CNA	August 2019	May 2020	Novel Study Activities, Lesson Plans, Spanish AP Exam Results			Foreign Language - Spanish	Director of the Bilingual/Foreign Language Department, Foreign Language Instructional Coordinator, Spanish Teachers
27	Completion	A 2F1-4	Instruction, Curriculum and Assessment, Student support	Targeted Professional Development	Academic Performance , Learning Time, Teacher Quality	English, Reading	Provide targeted professional development to 9th-grade ELAR teachers servicing continuing EL students in order to meet required growth in the English Language Proficiency Status.	CNA	August 2019	May 2020	ERO sign in sheets, training agendas, TELPAS scores,			9th-grade EL students	Director of Bilingual Department, HS LAPICS, LPAC Administrator, ELAR Teachers
28	Completion	1 A-G	Instruction, Curriculum	Student Learning	Academic Performance	HS CTE Classes	Partner with Workforce Solutions to train our CTE teachers in the summer on Soft Skills/ Employability Skills to then be implemented in CTE courses.	CNA	July 2019	June 2020	Sign-in sheets for training and lesson plan evidence of student training		Completed	HS CTE Students	Director of CTE, CTE Coordinators, HS CTE Teachers
29	Completion	1	Athletics Department	Student Learning	Academics	PE classes, Athletics classes	Character Building Leadership Program through Athletics courses and PE Courses	CNA	August 2019	May 2020	Walk-throughs, Staff Development			Students	R. Cruz - Athletics Director, PE teachers, Athletics coaches, HS & MS principals and assistant principals

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
30	Completion	A 2 F1-4	Student Support	Targeted Professional Development	Academic Performance , Learning Time	All Content	(ELEM, MIDDLE, and HIGH SCHOOL) Conduct Communities of UNITED 4 Bilingual Education (CUBE) sessions to include community organizations in educating parents of EL students about services and practices to assist their child development in English Language Acquisition.	FPE	August 2019	June 2020	Power point presentation, Invitation/Flyer, Sign in sheet			Community	Director of the Bilingual Department, LAPICS Title III
31	Completion	1 A-G	Curriculum & Instruction, Student Support	Active Learning	Academic Performance Teacher Quality	All Subjects	(ELEM, MIDDLE AND HIGH SCHOOL) Provide training for campus and central office administrators on Sean Covey's Four Principles of Execution.	CNA	July 2019	July 2019	ERO Sign-ins and surverys			Campus and central office administrators	Staff Development Director
32	Completion	1A-G	Curriculum	Curriculum and Assessment	Academic Performance , Learning Time	All Core	(ELEM, MIDDLE AND HIGH SCHOOL) The Staff Development department will allow time during the "Be Excellent Meetings" for the Curriculum and Instruction Department Coordinators to visit each other to improve vertical alignment opportunities.	CNA	July 2019	June 2020	ERO, Sign-In Sheets			C&I Coordinators	Staff Development Director, Elem, Middle, and High Excuitive Directors
33	SPED	1A-E	Curriculum, Instruction and Assessment	Targeted Professional Development, Monitoring Student Progress	Teacher Quality, Academic Performance	All Content	(ELEM, MIDDLE AND HIGH SCHOOL) SPED Phase II - Implement year round professional development on effective and routine use of assistive technology.	CNA	August 2019	April 2020	ERO sign in sheets, Walkthroughs, Campus Listing of Devices in Kiosk Mode			SPED students	Executive Directors for Special Education, Elem, Middle, High, SPED Directors, Coordinators, Principals
34	SPED	1G	Curriculum, Instruction and Assessment, Student Support	Targeted Professional Development, Monitoring Student Progress	Teacher Quality, Academic Performance	Qualified Employees	(ELEM, MIDDLE AND HIGH SCHOOL) SPED Phase II - Provide ongoing professional development with emphasis on reading instruction for SPED teachers and teacher assistants including early reading intervention for teachers (ELEM only).	CNA	August 2019	June 2020	ERO sign in sheets, Walkthroughs			SPED students	Executive Directors for Special Education, Elem, Middle, High, SPED Directors, Coordinators, Principals

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
35	SPED	3A	Parents/Community	Parent Engagement	Family/ Community Support	Parental Involvement	(ELEM, MIDDLE AND HIGH SCHOOL) SPED Phase II - Conduct a series of parent sessions on a variety of SPED topics (guardianship, transition, instruction, behavior, communication).	FPE	August 2019	May 2020	Sign in sheets			SPED students	Executive Directors for Special Education, Elem, Middle, High, SPED Directors, Coordinators, Principals
36	Completion	1A-G	Curriculum & Instruction, Student Support	Targeted Professional Development, monitoring Student Progress	Learning Time	All Content	(ELEM, MIDDLE AND HIGH SCHOOL) Provide training for Campus and Central Office administrators -Ruby Payne : A Framework for Understanding Poverty	CNA	July 2019	July 2019	sign in sheets and surveys			Teachers and Administrators	Staff Development Director
37	Completion	1A-F	Instruction, Curriculum and Assessment, Student support	Targeted Professional Development,	Academic Performance, Learning Time, Teacher Quality	All Content	(ELEM, MIDDLE AND HIGH SCHOOL) Training for teachers in Student Growth Measure and its alignment to TTESS	CNA	August 2019	May 31, 2020	ERO sign in sheets, Walkthroughs			All Teaches	Director for Staff Development, HR representatives, Campus Principals

Goals and Strategies

Goal 2: Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure learning environment for students and staff.

A. School Suspensions Annual Performance Objective:

1. To reduce the number of in school suspensions by 2% from 4,351 to 4,264
2. To reduce the number of out of school suspensions by 2% from 3,375 to 3,307

B. Dropout Rate Annual Performance Objective

1. To reduce the dropout rate from .7 % to .6%
2. To reduce the dropout rate from 5% to 3% for pregnant and/or parenting students.

C. Attendance Rate Annual Performance Objective: To increase attendance rate from _95.7_% to _96.0_%

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
38	Completion	2A-C	Discipline, Instruction, Culture and Climate	Data-Driven Decision- Making Monitoring	School Climate, Student Support & Family and Community Engagement	Discipline, Curriculum and Instruction	Conduct presentations/sessions on Substance Abuse (5th, 7th & 9th), Gangs and Bullying Awareness to elementary, middle and high school students as well as parents.	FPE	July 2019	June 2020	Date of session & Student/parent Sign-In sheets			All students	Dir. of Guidance & Counseling and Discipline Management, Principals Counselors, LCDCs, PBFs, GIFs.
39	Completion	2A-C	Culture and Climate	Monitoring	School Climate, & Student Prevention Strategies	Student Wellness	Train Security Officers on STOP the Bleed protocol.	CNA	July 2019	June 2020	Training - Staff Sign-in Sheets			All security guards	Director of Health Services & Nurses, Chief of Police
40	Discipline Completion	2B-2	Instruction, and Student Achievement	Data-Driven Decision- Making Monitoring	Monitoring/ Student Progress	Curriculum and Instruction	Create Public Service Announcements on: Suicide prevention (S.O.S.=Signs of Suicide) and Attendance laws; b. Increase PK parent commitment & student daily attendance for PK programs (i.e. contract, etc.)	FPE	July 2019	June 2020	Student Case Files, Session Sign-in sheets; PSA, home visit logs,			All campuses	Dir. of Guidance/Counseling, Director of Att./Dropout Rec., Att. Off./Clerks, and Principals

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
41	Dropout Prevention/Recovery (MS & HS) & HS Graduation	2B-2	Pregnancy, Education, and Parenting (PEP) Program	Student Support Services	Data-Driven Decision-Making Monitoring	Student/Parent Support & Local and State Community Agency Collaboration	PEP - Provide programs that will decrease the dropout rate and increase the graduation/completion rate by providing assistance with resources such as: child care, transportation, counseling, parenting instruction, health services, case management/services and coordination	CNA	August 2019	June 2020	End of year program statistics			PEP Program Participants	Director of Guidance & Counseling, PEP Coordinator, PEP Case Manager, CEHI Teachers, PEP Secretary, Campus Principal and staff, Director of Health Services and Director of Transportation and staff.
42	Completion	2A	Culture and Climate	Student Support Services	School Climate/Student Support	School Staff/Student Safety	Pilot Program at UHS to provide tele counseling for students in need of counseling (anxiety, eating disorders, mild depression, etc.)	CNA	July 2019	June 2020	ERO sign in sheets			Select counselors and LSSP's	Director of Guidance, Pilot School Principal/Counselor
43	Completion	2A-C	Culture and Climate	Monitoring	School Climate & Culture; Student Support	School Staff/Student Safety	Suicide/Mental Health Awareness Training for Middle School and High School teachers by Dr. Poland	CIP	July 2019	June 2020	ERO sign in sheets			All Middle and High School Teachers	Dr. Scott Poland and Director of Guidance and Counseling
44	Completion	2A-C	Culture and Climate	Student Support Services	Student Support/ Monitoring	Student Wellness	Professional Development training provided by LSSP's for school counselors on Cognitive Behavioral Therapy, group counseling sessions, and other counseling strategies to assist At Risk students.	CNA	July 2019	June 2020	ERO sign in sheets			All School Counselors K-12	LSSPs and Director of Guidance and Counseling
45	Completion	2A-C	Culture and Climate	Student Support Services	Student Support/ Monitoring	Curriculum and Instruction/ Student Wellness	Purchase evidence based counseling materials for a comprehensive school counseling program.	CNA	July 2019	June 2020	Sign out sheets for materials. Campus observations.			All campuses	Director of Guidance and Counseling
46	Completion	2A-C	Culture and Climate	Monitoring	School Climate, Student Support & Family and Community Engagement	Student Wellness	SOS Provide Parental Awareness on suicide and Mental Health.	CIP	July 2019	June 2020	Date of session & parent Sign-In sheets			All campuses as needed	LSSPs and Director of Guidance and Counseling

Goals and Strategies

Goal 3: Family and Community Engagement: Promote community partnership and parent involvement.
3A Annual Performance Objective: To increase the percentage of parents represented at district based parental activities from 43% to 47%

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
47	Completion	3A	Parent/ Community Representations	Parent Engagement/ Specific/ Timely Feedback	Family Community Engagement / Support	All Content Areas	Parenting Partner Seminars- Parent Engagement Modules offered at the campus level on monthly basis to create parent capacity to improve student achievement.	FPE	August 2019	May 2020	Flyers, Agendas, Sign In Sheets	Evaluations, Parent Surveys		All	Federal and State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Liaison, Principals, Campus Engagement Contacts

Goals and Strategies

Goal 4: To ensure employee recruitment, development, support and retain effective teachers, principals and other instructional staff.
4A. Annual Performance Objective: To maintain ESSA requirements for Teacher Qualifications.

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
48	Completion	4A	Human Resources	Teacher Quality	Teacher Quality	Qualified Employees	Attend local and State job fairs	CNA	August 2019	June 2020	Human Resources - Recruitment efforts			Teachers	Associate Superintendent for Human Resources/ HR Administrators
49	Completion	4A	Human Resources	Instructional Leadership, Supervision and Monitoring	Teacher Quality	Qualified Employees	Provide/Schedule Review Sessions for Bil./ESL Supp. CRT	CNA	August 2019	June 2020	Human Resources records on file			All Teachers and Staff	Associate Superintendent for Human Resources/ HR Administrators
50	Completion	4A	Human Resources	Instructional Leadership, Supervision and Monitoring	Substitutes	Qualified Employees	Prepare all approved Teacher Substitutes to interact and attend to all student needs when assigned to Special Education classrooms during an instructional day; all classroom challenges when student actions are in need of intervention, and to address reducing incidences of injuries with proper use of techniques and other interventions.	CNA	August 2019	June 2020	Human Resources - Recruitment efforts			Teacher Substitutes	Associate Superintendent for Human Resources/ HR Administrators
51	Completion	4A	Human Resources	Instructional Leadership, Supervision and Monitoring	Para-Professionals	Qualified Employees	Improve interactions of all Para-Professional Employees of the district with students, coworkers and parents.	CNA	August 2019	June 2020	Human Resources - Recruitment efforts			Paraprofessional Employees	Associate Superintendent for Human Resources/ HR Administrators
52	Completion	4A	Administrators	Instructional Leadership, Supervision and Monitoring	Teacher Quality	Qualified Employees	Online subsription will be used to allow administrators effective use of templates to track and document campus information.	CNA	March 2020	June 2020	Federal Programs data			Administrators	Executive Director for Federal Programs.

Goals and Strategies

Goal 5: Goal 5: Operational Effectiveness and Efficiency: Ensure that the District is fiscally accountable and efficient.
5A.Annual Performance Objective: To maintain a Superior rating in the FIRST.

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
53	Completion	5A	Data System, Student Support, Family & Community Support	Use of Technology, Student, Family & Community Support	Learning Time, Family/ Community Support	Enrollment Analysis (Increase Enrollment)	Create a "GO PUBLIC" campaign. Focus on data systems, data analysis, pulling from resources to determine decreases in enrollment.	FPE	Sept. 2019	May 2020	Videos, Postcards			All	Director of ITV, Director of Communications/Coordinators for Planning Dept.
54	Discipline	5A	Student Support, Culture and Climate	Inviting/Respectful Climate, Positive Behavioral Support	Culture & Climate	Middle Schools	Upgrade Security Camera Systems and Access Controls at Middle schools and install building Access Control. Monies allocated from 2013 Bond.	CNA	July 2019	December 2019	Implementation Plan, Timeline, and Purchase Orders			All Students	Executive Director of IT, Director of IT, and Telecommunication Supervisor
55	Completion	5A	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Academic Performance	Elem & Middle Schools	Computer replacement for Elementary and Middle School Teachers	CNA	July 2019	September 2019	Implementation Plan, Timeline, and Purchase Orders, RFP			Elementary and Middle School Teachers	Executive Director of IT, Director of IT,
56	State Assessment	5A	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Academic Performance	Middle Schools	Purchase and install Mobile Learning Devices - Chromebooks (COWS) for all 6th and 7th grade. Each Core area will have a Cart of Chromebooks to use with students	CNA	July 2019	August 2019	Implementation Plan, Timeline, and Purchase Orders, RFP, New learning connected to network			Middle Schools Students	Executive Director of IT, Director of IT,
57	State Assessment	5A	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Academic Performance	Data Systems	One-to-One Chromebooks for all 8th and 9th grade students.	CNA	July 2019	August 2019	Implementation Plan, Timeline, and Purchase Orders, RFP, New learning connected to network			8th and 9th grade students	Executive Director of IT, Director of IT,
58	Completion	5A	Instruction, Curriculum and Assessment, Students	Use of Technology, Technology Integration	Academic Performance	Student Achievement	Install Wi-Fi Devices at all School Buses in the District	CNA	July 2019	May 2020	Implementation Plan, Timeline, and Purchase Orders			All Students	Executive Director of IT, Director of IT, and Network Supervisor

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
59	Discipline	5A	Student Support, Culture and Climate	Inviting/Respectful Climate, Positive Behavioral Support	Culture & Climate	High Schools	Purchase and install Cell Phone Boosting technology to enhance cell phone coverage at all High Schools in order to support the student safety notification system.	CNA	July 2019	December 2019	Implementation Plan, Timeline, and Purchase Orders, RFP			HS	Executive Director of IT, Director of IT, and Telecommunication Supervisor
60	Student Achievement	5A	Instruction, Curriculum and Assessment	Rigor and Relevance, Monitoring Student Progress	Academic Performance and Teacher Quality Instruction	All Schools	Implementation of iUnite Cadre technology integrated lessons and activities into district curriculum as they relate to State Assessed content.	CNA	July 2019	June 2020	NCS payment forms; District Scope and Sequence			All Schools	CIT Director and Staff
61	State Assessment	5A	Instructional Curriculum and Assessment	Rigor and Relevance	Monitoring Student Progress	Elem & MS	Provide instructional technology training quarterly providing IFP and MLD training modules	CNA	July 2019	June 2020	ERO sign in sheets; STAAR Data			Elementary and MS	CIT Director; Professional Development Director; School Improvement Coordinator
62	State Assessment	5A	Instructional Curriculum and Assessment	Rigor and Relevance	Monitoring Student Progress	Elem	Introduce Coding Cadres and Training to design integrated curriculum activities for Elementary 3rd, 4th, 5th grades	CNA	July 2019	June 2020	ERO sign in sheets; STAAR Data			Elementary	CIT Director; Professional Development Director
63	Completion	5A	Data Systems	Data Systems	Quality Data	All subjects	Design and develop a system to capture data for the submission of expanded learning opportunities on PEIMS	CNA	August 2019	May 2020	PEIMS Submission, Data Validation			All Students, Campuses	Executive Director of Instructional Accountability
64	Completion	5A	Data Systems	Accountability	Campus Performance	Academic, School Culture	To research and develop a local accountability system (LAS)that tracks accountability indicators for each campus type and incorporate results to state accountability system	CNA	August 2019	May 2020	Data Validation			All Campuses	Executive Director for Instructional Accountability
65	Completion	5A	Data Systems	Data Driven Student Learning	Academic Performance, Compliance	All Content	Design and develop a comprehensive database to facilitate the LPAC process, document all EL decisions and link assessment data to TELPAS and STAAR databases	CNA	August 2019	ongoing	Data Validation			English Learners and Monitored	Executive Director for Instructional Accountability

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
66	Completion	5A	School Organization	collaborative planning	use of standard language for protocols	All schools	Lesson Learned sessions during leadership meetings to improve communication in unexpected situations.	CNA	August 1, 2019	August 14, 2019	Visual Display			All Campuses	Campus principal, office of superintendent and police officers
67	Completion	5A	school organization	Collaborative Planning	School Safety Data Systems	All schools	The District will practice and use Navigate in collaboration with the different departments and law enforcement agencies to enhance the Standard Response Protocol.	CNA	August 1, 2019	ongoing	Meeting Agendas			All Campuses	Campus principal, office of superintendent and Campus SSCO, CERT teams, DERT Team, Risk Management, Police Dept.
68	Completion	5A	school organization	collaborative planning	school climate	All schools	Reunification Plan: Train all staff on Navigate and implement unification drill through the use of this app.	CNA	August 1, 2019	ongoing	PSA presentations			All Campuses	campus principal, office of superintendent and police officers
69	Completion	5A	School organization	Collaborative planning	parent support	All schools	All campuses will have a universal mapping system to facilitate knowledge of campus layout, doors numbered and labeled to match the universal mapping system.	FPE	August 1, 2019	ongoing--every month show new scenarios to staff	Standard power points to be presented at all campus assemblies with parents, meet the teacher nights, etc. and videos			All Campuses	Campus principal, office of superintendent and police officers
70	Completion	5A	school organization	collaborative planning	School Safety	All schools	Establish Threat Assessment Teams at each campus. District Administrator shall be assigned to serve as a member of each campus team. Each campus team will meet to assess and document potential threats for immediate interventions and if necessary report to Local Law Enforcement.	CNA	August 1, 2019	ongoing	Meeting Agendas			All Campuses	Campus principal, office of superintendent and Campus SSCO, CERT teams, DERT Team, Risk Management, Police Dept.
71	Completion	5A	representation	Data driven Decision Making	Quality Data	All schools	Meet with district leaders to address small elementary campus personnel needs.	CNA	August 15, 2019	ongoing	ERO sign ins Agendas			All Campuses	Finance Personnel
72	Completion	5A	representation	Data driven Decision Making	Quality Data	All schools	Provide proper training for qualified staff in all matters of district finances.	CNA	August 15, 2019	ongoing	ERO sign ins Agendas			All Campuses	Finance Personnel

	Targeted Area	Perf. Obj.	Major Systems	Components	Critical Success Factors	Content Area	Strategies, Initiatives and Redesign	School Wide Component	Start Date	Completion Date	Evidence of Implementation	Evidence of Impact	Status Report	Population	Person Responsible/ Resources Required
73	Completion	5A	representation	Data driven Decision Making	Quality Data	All schools	Perform necessary audits to safeguard district finances.	CNA	August 15, 2019	ongoing	Agendas			All Campuses	Finance Personnel
74	Completion	5A	representation	Data driven Decision Making	Quality Data	Community	Provide transparency with the public through the bond oversight committee on the district's $408M Bond Construction	CNA FPE	August 15, 2019	ongoing	Agendas			All Campuses and Community	Finance Personnel
75	Completion	5A	representation	Data driven Decision Making	Quality Data	All schools	Meet with district's instructional and campus leaders to identify instructional needs.	CNA	August 15, 2019	ongoing	ERO sign ins Agendas			All Campuses	Finance Personnel

Initiatives and strategies reflected on the addendum are ongoing initiatives tied to funding that are not new this year.

Addendum

	Perf. Obj	Area Targeted	Major Systems	Components	Critical Success Factors: Accountability only	Strategies, Initiatives, and Redesign	SWC	Start Date	Projected Completion Date	Evidence of Implementation	Resources Required and Person Responsible
1	1H-I	State Assessment	Instruction, Curriculum and Assessment	Student Center	Academic Performance	High School Campuses will continue to monitor the UT OnRamps and Early Start Pathway Dual Enrollment programs.	SWC	Aug. 2019	June 2020	Pre-Registration, Teacher Training, Master Schedule and Dual Credit	High School Executive Director, Principals, Director of AA, HS Academic Coordinators,Director of Guidance, HS Teachers, and HS Counselors
2	1F	State Assessment	Instruction, Curriculum and Assessment	Data Informed Instructional Placement	Quality Data, Teacher Quality	Implement Texas GATEWAY online courses by TEA for Bilingual and ESL certified teachers (self- paced).	CI	Aug. 2019	May 2020	ERO sign in sheets, agendas, Gateway completion certificates	Bilingual Director; Bilingual Coordinators
3	1A-F 1H-I	Data System	Instruction, Curriculum and Assessment	Monitoring Student Progress	Academic Performance	Utilize Chrome Books, i-pads and Nspire calculators in all core areas.	TRAN, TDMRA, CI	Aug. 2019	June 2020	Lesson Plans, Walk-Throughs	High School Executive Director, Principals, Assistant Principals, Department Heads, Pathfinders, Teachers
4	1G	Data System	Student Support, Data Systems	Data Informed Instructional Placement	Quality Data, Teacher Quality	Implementation of Success Ed. Management System. Mi Fis for Homebound Teachers	CI	Aug. 2019	June 2020	ERO Sign-In Sheets, Campus Monitoring Visits, Success Ed Compliance Reports, Section 504 Committee Reports	District Section 504 and Dyslexia Coordinators, Campus Section 504 Coordinators, Principals, Dyslexia Teachers, Success Ed Trainers and Product Managers
5	1A-E 1G	State Assessment	Instruction, Curriculum and Assessment	Rigor, Relevance, Targeted Professional Development with Support	Academic Performance, Learning Time	Unify (N2Y) Special Education Self-Contained Unit Curriculum and provide training support for all SPED Teachers to maintain proper implementation.	CI	Aug. 2019	June 2020	STAAR ALT 2 Results, Lesson Plans, Walkthroughs, N2Y (Unique Curriculum) Usage Reports	Executive Director for Special Education, SE Directors, SE Coordinators, Principals, Teachers
6	1A-G	State Assessment	Instruction, Curriculum and Assessment	Data Informed Instructional Placement	Academic Performance, Learning Time	Provide an effective curriculum to all students PK-12th that meet eligibility criteria for summer school including resources and instructional materials.	CNA	Jan. 2020	July 2021	Report cards, walkthroughs, purchase requisitions, summer scope and sequence	Executive Director for School Improvement, Summer School Principals, Principals and Teachers.
7	1 A2	State Assessment	Instruction, Curriculum and Assessment	Monitoring Student Progress	Academic Performance	Istation for PK-5th; Assessments and follow up activities provided	CNA	Aug 2019	May 2020	Istation reports	Elementary Principals, Elementary Executive Director, Elementary Director Coordinators
8	1 A, C	State Assessment	Instruction, Curriculum and Assessment	Monitoring Student Progress	Academic Performance	The Middle School Instructional Coordinators will continue to infuse ACT, SAT, TSI, Math, Reading, Writing Examples in the middle school scopes so that the teachers can correlate STAAR questioning with other norm reference samples	CNA	Aug 2019	May 2020	Scopes, Walkthroughs	Middle School Coordinators

	Perf. Obj	Area Targeted	Major Systems	Components	Critical Success Factors: Accountability only	Strategies, Initiatives, and Redesign	SWC	Start Date	Projected Completion Date	Evidence of Implementation	Resources Required and Person Responsible
9	1 A-I	State Assessment	Instruction, Curriculum and Assessment	Monitoring Student Progress	Academic Performance, Learning Time	The Middle School Science and Math Coordinators will continue to integrate STEM opportunities, and utilize Region One GEAR UP to encourage, expose, and prepare students for post-secondary opportunities at AGMS, RPMS, USMS, LOMS, LBVMS, and SGMS.	CNA	Aug 2019	June 2020	Scopes; lesson plans, Trips, Conferences, Parent Session Agendas	Middle School Coordinators, Princpals, GEAR Up Facilitators, GEAR Up Funding, Teachers
10	1 A-I	State Assessment	Instruction, Curriculum and Assessment	Monitoring Student Progress	Academic Performance, Human Capital Resource	Middle School instructional teacher aides will participate in selected professional development training to gain best teaching practices and strategies to assist the students they serve.	CNA	Aug 2019	May 2020	Professional Development Agendas, Walkthroughs	Middle School Principals, Academic Coordinator, and Teachers
11	1 A-I	State Assessment	Instruction, Curriculum and Assessment	Monitoring Student Progress	Academic Performance	Middle School Curriculum and Instructional Coordinators will continue to serve the at-risk students and provide additional support for campus teachers of need.	CNA	July 2019	June 2020	Campus Sign- In Sheets, Campus Support Forms	Title One Funding, Executive Director of Middle School Instruction
12	1 A-I	State Assessment	Instruction, Curriculum and Assessment	Monitoring Student Progress	Academic Performance	The residential teachers and support staff will continue to serve the at-risk students at the three residential facilities.	CNA	July 2019	June 2020	Teaching and Support Staff Assignments	Tittle 2 D Funding- Coordinator, Support Staff, Teachers
13	4A	Recruitment	Human Resources	High Quality Pool of Educators	Staffing positions to be staffed consistently	Schedule and attend local and State job fairs. Target specific area of personnel needs during university visits.	CNA	Ongoing Aug. 2019	Ongoing June 2020	Documentation on file, Expenditures	Human Resources Administration
14	4A	State Assessment	Instruction	Resource Allocation	Teacher Quality	Offer competitive salaries including Benefits. Stipends for specific assignments and Certification reimbursement.	SAHQT	Aug 2019	June 2020	Application Database	Human Resources Administration
15	4A	Recruitment	Human Resources	Training, Modeling and Mentoring; Professional Development	New/Current Teachers	Mentoring commitment by the District. Year one and two for new teachers to the district. Free of Charge trainings for Bilingual/ESL Certification Reimbursement upon successful completion of Bilingual/ESL Certification (Reimbursement).	CNA	Aug 2019	June 2020	File documentation of planned scheduled meetings, Sign-in Sheets	Human Resources Administration
16	4A	Completion	Human Resources	Training, Modeling and Mentoring; Professional Development	Teacher Quality	Provide trainings for all approved Teacher Substitutes with UISD.	CNA	Aug 2019	May 2020	Human Resources/Staff Development Agendas of Scheduled trainings on file	Assistant Superintendent for Human Resources/HR Administrators
17	4A	Completion	Human Resources	Training, Modeling and Mentoring; Professional Development	Teacher Quality	Teacher Substitutes who have not received CPI training shall not be allowed to substitute/assist in Special Education classroom settings until such training is attained.	CNA	Aug 2019	May 2020	Human Resources/Staff Development Agendas of Scheduled trainings on file	Assistant Superintendent for Human Resources/HR Administrators

	Perf. Obj	Area Targeted	Major Systems	Components	Critical Success Factors: Accountability only	Strategies, Initiatives, and Redesign	SWC	Start Date	Projected Completion Date	Evidence of Implementation	Resources Required and Person Responsible
18	5A	Data Systems	Student Support	Auditing Process, Accountability Process	Data Quality	Perform an audit of the district's transactions and test compliance with major federal programs in accordance with the Single Audit Act and General Auditing Procedures.	CI	Aug 2019	June 2020	Meetings with external auditors Final meeting held with top officials to discuss audit findings	Comptroller; Accounting staff; Internal audit staff; Purchasing staff; Tax Office
19	5A	Data Systems	Student Support	Auditing Process, Accountability Process	Data Quality	Audit is presented to the Board Business Committee by the audit firm. Board action item to Approve the audit is submitted.	CI	Aug 2019	June 2020	Copies of audit are made available to the Board. Approved audit made part of Board minutes. Copies sent to TEA	Asst. Supt. for Bus/Finance, Comptroller
20	5A	Data Systems	Data Systems	Auditing Process, Accountability Process	Data Quality	Conduct audits to provide an independent appraisal of the audited areas' operations and control activities but not limited to level of compliance with school policies and procedures, state and federal laws and government regulations.	CI	Aug 2019	June 2020	Audit results shared with administrator/ superintendent. Audit report submitted to Board of Trustees along management's response on corrective actions.	Internal Auditor and Internal Audit staff
21	5A	Data Systems	Student Support	Auditing Process, Accountability Process	Data Quality	Ensure bond funds are spent in accordance with the District's bond construction program.	CI	Aug 2019	June 2020	Monthly Bond Oversight committee meetings report progress of bond projects.	Associate Supt. for Student Support Services; Asst. Supt for Facilities & Construction; Asst. Supt. for Bus./Fin.
22	5A	Data Systems	Data Systems	Auditing Process, Accountability Process	Quality Data	Review and compare FIRST results from prior fiscal years and compare with district financial records and PEIMS submissions. Review FY 2019 financial and staff information along with preliminary FIRST indicators to project final FIRST rating.	CI	Aug 2019	June 2020	All (20) indicators are reviewed and compared to district records. Prior year FIRST rating presented to Board of Trustees public hearing.	Asst. Supt. for Bus/Fin; Comptroller; Human Resources Dept.; MIS Dept.
23	5A	Data Systems	Student Support	Technology Integration	Data Quality	Continue to implement and support the Interactive Flat Panel Technology plan. Monies allocated from 2013 Bond.	CI	Aug 2019	June 2020	RFP Implementation Plan, POs, Interactive Flat Panels.	Asst. Supt. for Bus/Fin; CIT Director Executive Director of Information Technology, Purchasing Staff
24	5A	Data Systems	Student Support	Accountability Process	Academic Performance, Data Quality	Continue to implement and assess the District's Mobile Learning Device (MLD) initiative to determine the effectiveness of mobile learning devices in the classroom instructional outcomes.	CI	Aug 2019	June 2020	Updated MLD plan presented to and approved by the Board of Trustees; Board minutes	Associate Supt. for C&I; Ex. Dir. For HS, MS & Elem.; CIT Director and staff; Ex Dir./Dir Technology; Asst. Supt. for Bus/Fin; Comptroller

	Perf. Obj	Area Targeted	Major Systems	Components	Critical Success Factors: Accountability only	Strategies, Initiatives, and Redesign	SWC	Start Date	Projected Completion Date	Evidence of Implementation	Resources Required and Person Responsible
25	5A	Data Systems	Student Support	Accountability	Data Quality	Ensure funds to continue and expand the district's technological initiatives to align and support the District's Technology Plan and that the district's faculty and professional staff promote new and innovative initiatives especially those that promote a paperless environment.	CI	Ongoing Aug. 2019	Ongoing June 2020	Scopes; lesson plans; ERO sign in sheets	Principal's; Teachers; CIT; IT
26	5A	Completion	Data Systems, Student Support,	Data Quality	Family/Community Support	Continue to provide information and data of the district's progress and accomplishments	CNA	Aug 2019	May 2020	Reports, Surveys	Coordinator for Planning Dept.
27	1A	Dyslexia	Curriculum & Instruction	Monitoring Student Progress, Active Learning	Academic Performance, Learning Time, Teacher Quality	Continue to Implement and monitor Language Foundations Program for Dyselxia Students by training new teachers to the program and providing all necessary materials and resources to maintain the program.	CNA	Aug 2019	Ongoing	Dyslexia Teacher submittal of schedules, lesson plans, walkthoughs	Executive Director for School Improvement, Dyslexia Director, Dyslexia Coordinator, Dyslexia Teachers, Campus Principals
28	1A	Dyslexia	Curriculum & Instruction	Monitoring student progress	Academic Performance	Dyslexia emphasis on supporting the early identification of students with reading weakness in order to provide appropriate interventions to a previously under-identified population	CNA	Aug 2019	Ongoing	Istation Reports, RAPS 360 Reports, RTI	Executive Director for School Improvement, Dyslexia Director, Dyslexia Coordinator, Dyslexia Teachers, Campus Principals
29	2A-C	Completion	Discipline, Instruction, Culture and Climate	School Climate, Student Support	Discipline, Curriculum and Instruction	Conduct Social Emotional Opportunities; Lessons for students specifically on Social Skills addressing aggression and coping	CIP	July 2019	June 2020	Date of session & Student Sign- In sheets	Dir. of Guidance & Counseling P. E. Coaches, Lib., Principals Counselors
30	J 5	Completion	Student Support	Student Learning	Student Success	Providing students with Labor Market and Career information through the Texas Workforce Commission	CNA	Aug 2019	June 2020	Informational booklets will be provided through Elem: Guidance Classes Middle/High: informational areas	Director of Guidance and Counseling and School Counselors
31	1 A-D	Gifted and Talented Program	Curriculum and Instruction	Differentiation to meet needs	School Climate, Student Leadership Community Involvement	Implement Learn, Grow, Eat and Go Junior Master Gardener Program.	CIP	Sept. 2019	May 2020	Campus/Community Events, Student Projects	Principal, GT Teachers, GT/AA Dept.
32	5A	Completion	School Orgaanization	Collaboration	School Safety	Enhance detailed procedures to be utilized in various emergency situations at the campuses.	CNA	Aug. 2019	May 2020	Practice drill logs	Assoc. Superintendent, UISD police, Campus Administration
33	5A	Completion	School Orgaanization	Collaboration	School Safety	The District will display Standard Response Protocol posters/flyers in classrooms, hallways and other areas. These posters will be very specific as to terminology to be utilized in emergency/critical situations.	CNA	Aug. 2019	May 2020	Posters	Assoc. Superintendent,Campus Administration
34	5A	Completion	Data System, Student Support, Family & Community Support	Use of Technology	Learning Time, Family/Community Support	Enrollment Analysis (Decrease in Enrollment) Focus on data system, Data Analysis, pulling from resources to determine decreases in enrollment	CNA	Sept. 2019	May 2020	Reports, Surveys	Coordinator for Planning Dept.

	Perf. Obj	Area Targeted	Major Systems	Components	Critical Success Factors: Accountability only	Strategies, Initiatives, and Redesign	SWC	Start Date	Projected Completion Date	Evidence of Implementation	Resources Required and Person Responsible
35	5A	Completion	Data System, Student Support, Family & Community Support	Use of Technology, Student, Family & Community Support	Enrollment Analysis (increase enrollment)	Continue to send out information and data of the district progress and accomplishments.	FPE	Sept. 2019	May 2020	Videos, Postcards	Director of ITV, Director of Communications/Coordinators for Planning Dept.
36	1A, E	Completion	Curriculum & Instruction and Assessment	Student Progress Rigor and Relevance Monitoring	Reading, English classes & HS Social Studies	Teachers Integrate Critical Reading skills through the use of novels in ELA and Social Studies courses	CNA	Aug. 2019	May 2020	Walk-throughs and Staff Developments	High School Principal & Assistant Principals, ELA & Social Studies Teachers, Executive Director
37	1J	Completion	Student Achievement	Rigor and Relevance, Monitoring Student Progress	Academic Performance	MS College- Continue to promote community partnerships and parental involvement through the use of technology and Career Readiness TSI Prep in reading and mathematics	CNA	Aug. 2019	May 2020	Scope and Sequence, TSI testing, Master Schedule	Director of CTE, CTE Coordinator, CTE Teachers MS Principals, Assistant Principals and CTE department heads
38	1	Completion	Student Achievement	Use of Technology, Student, Family & Community Support	Family Community Engagement Support	Continue to promote community partnerships and parental involvement through the use of technology	CNA	Aug. 2019	May 2020	Agendas, Sign ins	Federal & State Programs, Executive Director, Federal Programs Coordinator, Principals, Parent Engagement Contact at Campus
39	3A	Completion	Parent & Community Representations	Parent Engagement/Specific/Timely Feedback	Family Community Engagement Support	Send the Title I Parent Survey as a text to parents so they can complete the survey through their email, remind 101, messenger, district web page, Facebook and Instagram. Provide every campus Principal the results of Title I Online Survey (Evaluation).	FPE	Aug 2019	May 2020	Survey results	Federal & State Programs, Executive Director, Federal Programs Coordinator, Principals, Parent Engagement Contact at Campus
40	3A	Completion	Parent & Community Representations	Parent Engagement/Specific/Timely Feedback	Family Community Engagement Support	Work with LC to provide course offering to parents that include Continuing Education, Conversational English, Digital Literacy and possible Technical Skills Training	FPE	Aug 2019	May 2020	Sign - In Sheets Parent Evaluations	Federal & State Programs, Executive Director, Federal Programs Coordinator, Principals, Parent Engagement Contact at Campus, LC Continuing Ed. Coordinator
41	1A-E	State Assessments	Curriculum & Instruction and Assessment	Student Learning	Quality Data, Teacher Quality	To purchase and utilize mobile devices for Collaborative teachers to assure access to data analysis for all campuses serviced by Collaborative teachers.	CNA	June 2019	June 2020	STAAR data for campuses serviced by Collaborative Teachers	Executive Director for School Improvement
42	1	Completion	Student Achievement	Student Learning	Student Success	K-12th Health Education addresses physical health concerns and mental health concerns to ensure the integration of physical health education and mental health education through various means of resources. These resources address: emotional wellness, substance abuse, positive relationships, decision making, CPR and First Aid.	CNA	Aug. 2019	June 2020	Scope and Sequence	Athletic Director and Asst. Directors

Appendix: A

Several United ISD policies are currently in place to address district and campus planning and decision-making processes. These policies ensure statutory compliance found in Chapter 11, Subchapter F, of the Texas Education Code. District policies include: BQ (Legal and Local), BQA (Legal and Local) and BQB (Legal and Local

Appendix: B
Use of District Funding

	Title I, A	Title I, C	Title II, A	Title III	Title IV	IDEA Pt B	IDEA B Preschool	CTE	PK	Title I, Pt D2
6100 Payroll Costs	$13,560,087	$94,544	$1,234,865	$1,369,664	$53,000	$5,292,018	$0	$151,000	$5,132,137	$34,349
6200 Contracted Services	$361,409	$14,176	$129,990	$1,000	$286,804	$1,369,750	$5,000	$20,000	$0	$75,415
6300 Supplies & Materials	$1,869,638	$18,751	$191,770	$0	$578,229	$80,000	$26,152	$312,962	$1,800	$29,204
6400 Other Operating Costs	$226,160	$18,762	$128,072	$2,000	$189,903	$40,000	$0	$25,000	$0	$18,016
6600 Capital Outlay	$76,961	$0.00	$0	$0	$75,000	$0	$0	$58,500	$0	$0
Total Program Budget	$16,094,255	$146,233	$1,684,697	$1,372,664	$1,182,936	$6,781,768	$31,152	$567,462	$5,133,937	$156,984

	State Compensatory	General (11 & 99)	Bilingual	Special Education	Career & Technology	Athletics	High School Allotment	After School Adv	GT
6100 Payroll Costs	$16,691,252	$285,121,617	$2,008,563	$38,438,863	$10,725,351	$6,188,203	$202,681	$1,571,521	$369,216
6200	$22,915	$22,020,747	$12,799	$953,531	$137,850	$283,200	$925,100	$24,500	$0
6300	$1,630,542	$22,765,459	$716,833	$506,593	$316,903	$771,396	$436,692	$110,740	$209,689
6400	$62,164	$4,845,296	$97,185	$220,140	$255,441	$1,184,117	$84,269	$54,518	$20,897
6600	$6,406	$2,571,121	$16,459	$59,853	$20,443	$15,500	$44,886	$25,000	$300
6500 debt service	$0	$7,180,568	$0	$0	$0	$0	$0	$0	$0
Total Program Budget	$18,413,279	$344,504,808	$2,851,839	$40,178,980	$11,455,988	$8,442,416	$1,693,628	$1,786,279	$600,102

Source: United ISD Accounting Department

Total: $463,079,407

Appendix: C

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed one or more of the state assessments(TAKS/STAAR/EOC), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: United ISD	Priority for Service (PFS) Action Plan	Filled Out By: Sara Hernandez Migrant Education Coordinator
Region: 1	School Year: 2019-2020	Date: August 5, 2019

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s)	**Objective(s)**
1) Using migrant students data vs, PFS migrants, migrant- funded teachers, tutors and other staff will plan implement effective instructional strategies. 2) Migrant-funded staff, working with campus staff, will schedule all campus interventions for each PFS students at the beginning of every day before any other students are served. 3) Migrant-funded interventions for PFS migrants will be monitored on a weekly or bi-monthly basis in order to align with students need determinations and resources coordination.	1) To increase PFS state assessment scores by 5% or more each year 2) To assure 100% of PFS students will graduate on-time 3) To assure that 100% of PFS secondary access to four-year or two-year college scholarships, technology prep schools, armed force or other workforce-oriented options

Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Monitor the progress of MEP students who are on PFS.			
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Sept. 2019 to May 2020	Federal Programs Coordinator NGS Specialist	Read & Delivery Rcpts, PFS Student Files
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 2019	Federal Programs Coordinator	Completed document on file
Additional Activities Train migrant-funded staff on utilization of plan/documentation	Sept. 2019 to May 2020	Federal Programs Coordinator	PFS student files

Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
During the academic calendar, the Title I, Part C Staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Sept. 2019 to May 2020	Federal Programs Coordinator NGS Specialist Migrant-funded staff	Meeting agendas Sign-in sheets PFS student files Campus coordination logs
During the academic calendar, the Title I, Part C Staff will provide parents of PFS information on the Priority for Service criteria.	Sept. 2019 to May 2020	Federal Programs Coordinator Migrant-funded staff	Home visit forms Student files
During the academic calendar, the district's Title I, Part C Staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Sept. 2019 to May 2020	Federal Programs Coordinator Migrant-funded staff	Home visit forms Student files
Additional Activities Presentations to campus staff regarding migrant and priority for service student needs and available services	Sept. 2019 to May 2020	Federal Programs Coordinator Migrant-funded staff	Agendas Sign-in sheets
Provide services to PFS migrant students.			
The district's Title I, Part C Staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Sept. 2019 to May 2020	Federal Programs Coordinator Migrant-funded staff	Coordination logs Student files
The district's Title I, Part C Staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Sept. 2019 to May 2020	Federal Programs Coordinator Migrant-funded staff	Coordination logs Student files Home visit forms
The district's Title I, Part C Staff will determine what federal, state, or local programs serve PFS students.	Sept. 2019 to May 2020	Federal Programs Coordinator Migrant-funded staff	Student files Coordination logs
Additional Activities			

UISD Federal Programs Office – Migrant Education Program (MEP)
Priority for Service Action Plan
2019-2020
Objectives for the Priority For Service Migrant Students

Narrative

The Migrant Education Program (MEP) Staff prints out a Priority for Service report monthly and distributes to campus principals and campus counselors. The Federal Programs Coordinator monitors the student profiles for the PFS students, working hand-in-hand with the campus counselors, to insure that the student is receiving the help needed to succeed and to meet the individual student needs.

The Federal Programs Coordinator and the NGS Specialist will continue monitoring the Priority for Service students through school contact with designated campus staff, RTI Coordinators and ELL Coordinators. MEP staff will continue to work with Odyssey ware for credit recovery and Distance Learning classes to ensure that PFS students are not penalized because of curriculum fragmentation. Credit by Exam opportunities offered by other institutions (University of Texas High School Program) will continue to be offered to PFS migrant students. Laptops purchased by the Migrant Department for PFS students are available for check by students on an as-needed basis to support their academic needs. STEAM workshops for Elementary/Middle/ and High school migrant students will continue to be provided as per 2019-2020 ESSA Consolidated Federal Grant Application form PS3103 - Title I, Part C Migrant Education Program Description.

Workshops for college readiness for high school students and a life management skills retreat for middle and high school migrant students will be available. Additionally, Rice University Math Camps | Richard Tapia Center for Excellence & Equity programs are available to PFS migrant students and migrant students during the summer for credit recovery. The Federal Programs Coordinator and the and MEP staff will maintain constant communication on a one-to-one basis with PFS students to make sure that students are kept informed about any updates in regards to college acceptance testing and other services that would be beneficial to these students. MEP district program staff also assist students complete their FAFSA (Financial Aid) applications online as well as to complete any scholarships available to Migrant Students. The Federal Programs Coordinator works on a yearly basis with local agencies, such as Motivational, Educational Training (M.E.T), and Texas A&M International University (TAMIU) to provide opportunities and services to students and their families including vocational training.

Revised 8/5/19

Appendix: D
2018-19 ESSA Title II Part A: Teacher Qualifications

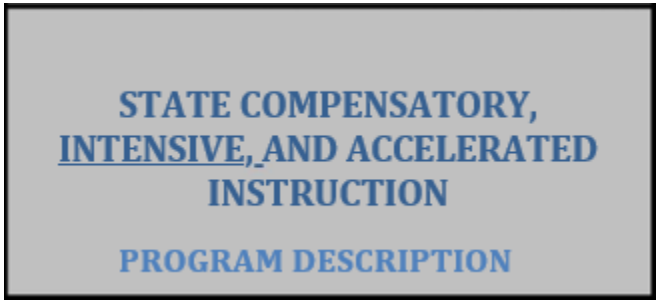
UISD # of Teachers	Certification	Endorsements	Teaching Assignments	Years of Experience
Elementary	18	18	1st-5th	84
Middle	0	0	0	0
High	0	0	0	0

Source: UISD Dept. of Human Resources

Title II funds are used to reduce the class size of selected grades in selected campuses.

The United ISD continues to maintain a competitive Teacher Pay Scale, continues to offer Priority I and II school stipends and retention incentives for teachers in our Southernmost campuses. In addition, the district offers Mentor, Critical Shortage Areas, ESL/Bilingual, Math, Science, Special Education, and Advanced Degree stipends. The district maintains and updates the district website with current Human Resources initiatives such as job fairs and salary schedules. Employment vacancies and applications are available via remote site or the Human Resources office.

Appendix: E



UNITED INDEPENDENT SCHOOL DISTRICT Office of Federal and State Compensatory Programs
2019-2020

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the drop out rate of these students.

The goal of state compensatory education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students (Section 29.081, Texas Education Code and 77(R) SB702 Enrolled - Bill Text).

The Texas Education Code requires each school district (including charter schools) to have a district and campus improvement plan. The state compensatory education program must be described in the campus improvement plan if the program is implemented at the campus level or be described in the district improvement plan if the state compensatory education program is implemented district wide.

Law requires the district/campus improvement plan and is the primary record supporting expenditures attributed to the state compensatory education program.

In determining the appropriate accelerated, intensive compensatory programs and/or services, districts must use student performance data from the STAAR/STAAR EOC and other appropriate assessment instruments and achievement tests administered under Subchapter B, Chapter 39 of the Texas Education Code. The district must design the state compensatory education program based on the identified needs of students at risk of dropping out of school.

In addressing the needs of students at risk of dropping out of school, the district and/or campus improvement plan, as appropriate, must include the following:

- Total amount of state compensatory education funds allocated for resources and staff
- Comprehensive needs assessment
- Identified strategies
- Supplemental financial resources for state compensatory education
- Supplemental FTEs for state compensatory education
- Measurable performance objectives

- Timelines for monitoring strategies
- Formative and summative evaluation criteria

State compensatory education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

I. Describe how the students' needs (needs assessment) are identified.

- STAAR/STAAR EOC data will be disaggregated and analyzed
- Student demographic information will be analyzed
- Attendance data will be analyzed
- Promotion/Retention/Dropout data will be analyzed
- Professional Development needs identified through teacher surveys and interview

II. Please indicate (v) from list below the programs and/or services to be provided with SCE funds. The District is not limited to only these programs and/or services.

√	**PROGRAMS/SERVICES**		**# of FTES**
900	District wide	$977,500.00	0
699	Summer School	$300,000.00	0
004/006	S.T.E.P. Academy & JJAEP	$2,304,096.09	35
001-055	Secondary Campuses	$8,725,130.15	129
103-135	Elementary Campuses	$3,745,660.73	126
804-882	Departments	$2,360,892.42	37
	TOTAL ALLOCATION FOR 2019-2020	$18,413,279.39	327

DISTRICT BUDGET PAYROLL 6100

Total Budgeted: $16,691,252 (356 FTEs) (Includes Extra duty pay for tutorials)

Assignments of staff funded with SCE funds

JUSTIFICATION: State Compensatory Education funded personnel serve students in at-risk situations by providing academic interventions, attendance monitoring, and program coordination that improves the regular education program. These services support students in at-risk situations so they can succeed in school.

DISTRICT BUDGET PURCHASED AND CONTRACTED SERVICES 6200 Total Budgeted: $22,914

Consultant services for staff development, technology leases, and site licenses.

JUSTIFICATION: The goal of the United District is to keep students in school and provide them with quality instructional services. Teachers receive quality professional development and training in an advance technology program that enhances the delivery of instruction for students who are at risk of dropping out of school.

DISTRICT BUDGET SUPPLIES AND MATERIALS 6300 Total Budgeted: $1,630,542

- STAAR/STAAR EOC/TAKS resource materials for STAAR/STAAR EOC/TAKS remediation
- Tutorial Supplies and Materials
- Extended Day and Week Supplies and Materials
- Alternative Education Program
- General Instructional Supplies and Materials
- Professional Development Supplies and Materials

JUSTIFICATION: Supplies and materials are purchased for instructional use with students in at-risk situations as identified in the goals and objectives listed in the district and campus improvement plans. Supplies are also purchased to enhance staff development activities district-wide.

DISTRICT BUDGET OTHER OPERATING EXPENSES 6400 Total Budgeted: $62,164

JUSTIFICATION: An allowance is paid to staff that travel out of district to attend conferences and workshops that will enhance the delivery of instruction. In district travel is also paid to district-wide staff and staff that have teaching responsibilities at several campuses.

DISTRICT BUDGET CAPITAL OUTLAY 6600 Total Budgeted: $6,406 Capital outlay includes classroom equipment, technology hardware, etc.

JUSTIFICATION: All classroom equipment and technology hardware are acquired for the purpose of enhancing and improving the delivery of instruction.

III. Describe how programs and/or services will be evaluated.

- Increase the percent passing STAAR/STAAR EOC
- Annual staff development reports
- Review of Quarterly and Annual Dropout Reports
- Periodic review of Daily Attendance Reports
- Annual review of students meeting exiting criteria

Note: District improvement plan must reflect activities, strategies, and/or initiatives identified above.

Appendix: F

District Policy on Freedom from Discrimination,
Harassment and Retaliation

As required by state law, the district has adopted policy regarding freedom from discrimination, harassment, and retaliation. This includes but is not limited to sexual harassment, dating violence, and bullying. Specifically, district policies FFH (Legal), and FFH (Local) address these matters under the broader category of Student Welfare and FFI (Local) addresses bullying under the broader category of Student Welfare and Freedom From Bullying.

The preamble to district policy FFH (Local) states:

"The District prohibits discrimination, including harassment, against any student on the basis of race,

color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the

complaint process is a violation of District policy and is prohibited."

The FFH series of policies define various types of discrimination, harassment, and bullying. These policies also describe district procedures for reporting and acting on instances. These policies are available at:

http://pol.tasb.org/Policy/Search/1210?filter=discrimination

There are several district programs designed around prevention and interventions, such as Dating Violence Curriculum at the 8th grade level.

District Policy on Student Welfare

Child Abuse and Neglect

As required by state law, the Board has adopted policy regarding child abuse anti victimization programs in the elementary and secondary schools. Specifically, district policy FFG (Legal) addresses this matter under the broader category of Student Welfare, Child Abuse and Neglect. The policy describes procedures for reporting possible child abuse and neglect. This policy is available at:

http://pol.tasb.org/Policy/Search/1210?filter=FFG

District Policy on Student Welfare
Crisis Intervention

As required by state law, the Board has adopted a policy concerning early mental health intervention and suicide prevention programs for implementation in public elementary, junior high, middle, and high schools within the general education setting. Specifically, district policy FFB (Legal) addressed this matter under the category of Student Welfare, Crisis Intervention. The policy and any necessary procedures adopted are included in the annual student handbook and the District Improvement Plan under Education Code 11.252. The policy is available at: http://pol.tasb.org/Policy/Search/1210?filter=FFB20%Legal

Appendix: G

District Policy on
School Health Advisory Council

As required by state law, the district has established a local school health advisory council (SHAC). Specifically, district policy BDF (Legal) addresses this matter and states that this board is to assist the district in ensuring that local community values are reflected in the district's health education instruction. (TEC 28.004a) The local SHAC meets four times a year as required. (TEC 28.004d-1) This policy is available at:

http://pol.tasb.org/Policy/Search/1210?filter=BDF

Appendix: H

Pregnancy Related Services

Pregnancy Related Services (PRS) are Support Services including Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally, and physically and stay in school.

Support Services are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may receive are counseling, health services provided by the school nurse, transportation, parenting instruction, child care, case management and service coordination.

Compensatory Education Home Instruction (CEHI) is face-to-face academic instruction by a certified teacher of the district offered to the student in the home or hospital bedside. The number of weekly instructional hours varies according to student needs and is reflected in the district's attendance accounting system.

Depending on the circumstance, this type of service may be provided through one of the following options:

1) Prenatal Confinement: If the student cannot attend school on campus due to a valid medical necessity, it must be supported with documentation from a licensed medical practitioner licensed to practice in the United States.

2) During prenatal confinement, a medical release must be obtained from the licensed medical practitioner to return to campus for any reason (including standardized tests). There is no limit to the number of events or the length of each event.

3) Postpartum Confinement: A student who has delivered a live, aborted or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of delivery for up to six consecutive weeks at home or at a hospital. A medical note indicating the need for confinement to be eligible for CEHI is not required.

4) Extended Postpartum Confinement: Four additional weeks of CEHI may be provided to a student when a valid medical necessity of the mother or child exists as documented (specifying the length of the extended confinement) by a licensed medical practitioner licensed to practice in the United States

5) Break-in-Service Confinement: This service allows a student to divide up to 10 weeks of postpartum confinement CEHI into two periods in instances in which the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is released from the hospital. When the student returns to school between the two CEHI periods, the student will not be coded as PRS. A medical note indicating the need for extended postpartum confinement to be eligible for or receive break-in-service CEHI beyond the sixth week of postpartum confinement is not required.

PRS and Special Education Services (SPED) are provided to a special education student who becomes pregnant. Both PRS staff and the Special Education ARD committee will work collaboratively to address the instructional arrangement/setting. The student must receive homebound services regardless of the anticipated period of confinement (even if fewer than 4 consecutive weeks). The period of homebound postpartum services may exceed 10 weeks if deemed necessary by the ARD committee. However, the 2 additional hours of support services provided through PRS such as counseling, support to instructional services, and parenting instruction are limited to 10 weeks.

Compensatory Education Funds are used to subsidize 4 Compensatory Education Home Instruction Teachers, 1 Program Coordinator, 1 Case Manager, and a Program Secretary for the Pregnancy Related Services program.

Appendix: I

Critical Success Factors:	Strategies, Initiatives, and Redesign	Start Date	Projected Completion Date	Evidence of Implementation	Resources Required and Persons Responsible
Quality Data	Identify students for the Gifted and Talented program with a variety of instruments and procedures to measure diverse talents, abilities, and intelligence. Assess students in languages they understand or with non-verbal assessments.	September 2019	May 2020	Number of students tested	GT Coordinator, Advanced Academics Director Principals, Assistant Principals, Counselors
Family-Community Support	Ensure that parents of GT students are informed of all gifted and talented services and opportunities via various media.	August 2019	June 2020	Written notifications Webpages	GT Coordinator, Advanced Academics Director Principals, Assistant Principals, Counselors
Academic Performance	Provide a continuum of learning experiences that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP).	August 2019	June 2020	Student Projects, Campus Showcase of Student Projects, Science Fair results	GT Coordinator, Advanced Academics Director Principals, Assistant Principals, Counselors
Teacher Quality	Provide, on a regular basis, opportunities for professional development in the area of gifted/talented education for teachers who provide instruction and services that are a part of the district's defined gifted/talented services.	Fall 2019	Spring 2020	ERO System, Attendance Sheets, Certificates of Completion, Classroom Observations	GT Coordinator, Advanced Academics Director Principals, Assistant Principals
Family-Community Support	Provide opportunities for family and community input and engagement through Gifted and Talented Program district and school meetings, events, and surveys.	July 2020	August 2020	Online/Written Survey Results	GT Coordinator Advanced Academics Director Principals, Assistant Principals, Counselors

Appendix: J

United Independent School District Title I, Carl D. Perkins Career and Technical Education Act Grant 2019-2020

Budget Allocation: $582,919

Career & Technical Education Program Purpose:

The purpose of the program is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in CTE programs.

Career and Program Goals:

United ISD must demonstrate that they are fulfilling the following nine requirements with Perkins funds or a combination of Perkins and other funds. To meet this requirement, the CTE department:

1. Integrates academics with CTE programs using a coherent sequence of courses by:
a. Implementing College and Career Initiatives.
b. Providing professional development to both CTE and academic curriculum teachers in implementing coherent sequences of CTE programs.
c. Implementing programs based on rigorous academic CTE courses.
d. Providing programs of study based on career clusters with a focus on rigorous academic and appropriate CTE courses.
e. Utilizing web pages for all teachers to share lessons that integrate academic and technical skills.
f. Allowing opportunities for academic and CTE teachers to collaboratively develop lesson plans that allow students to demonstrate skills (both academic and technical) in contextual hands-on activities.

2. Links CTE at the secondary and postsecondary levels by:
a. Providing programs of study that link secondary and postsecondary education.
b. Providing opportunities for qualified CTE teachers to teach courses for Advanced Technical Credit and/or become adjunct instructors for the local community college.
c. Providing opportunities to enroll in courses that lead to dual credit or articulated credit.
d. Encouraging CTE students to participate in the Foundation High School Program with Endorsements.
e. Utilizing career exploration software to research postsecondary requirements for their personal career goals.

3. Provides students with strong experience in and understanding of all aspects of an industry by:
a. Offering career preparation learning opportunities for our students.
b. Offering instructional partnerships with business and industry to provide relevant experiences for students.
c. Conducting business and industry partnership meetings regularly thus providing input to ensure that students receive strong experience in and understanding of all aspects of their industries.
d. Providing opportunities for students to achieve industry licensures and certifications.
.

4. Develops, improves, or expands the use of technology in CTE programs by:
a. Ensuring that the technology and software in classrooms are equivalent to the technology used by business and industry.
b. Encouraging students to receive industry licensures and certifications utilizing various technological applications.
c. Ensuring that CTE teachers are provided with technological tools to enhance instruction.
d. Offering web-based instructional opportunities to students.
e. Offering students software to explore career options and postsecondary educational requirements.

5. Provides professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrating CTE programs by:
a. Requiring teachers to engage in professional learning to integrate academic and technical skills, to share best practices, and to improve instruction for students.
b. Providing teachers, faculty, administrators, and career guidance and academic counselors to participate in professional learning to integrate CTE and academic curriculum.
c. Providing CTE teachers the opportunity to attend state professional development conferences for their instructional areas.
d. Offering professional development in academic/CTE integration, articulated credit, industry certifications, technology trends and products, service to special populations, nontraditional fields, and industry/job market trends.
e. Encouraging Members of business and industry to provide professional development to staff about workplace requirements.

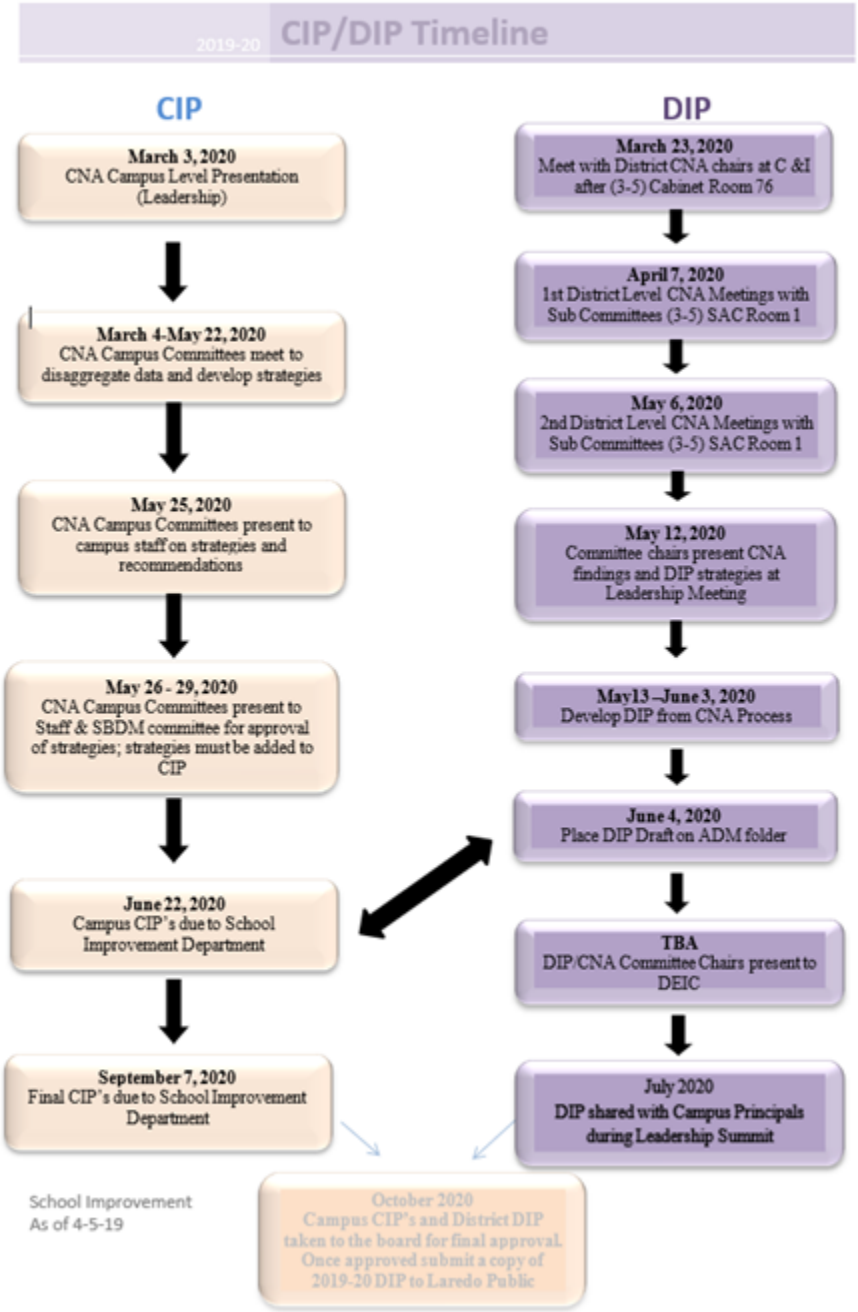
6. Develops and implements evaluations of the CTE programs carried out with funds, including an assessment of how the needs of special populations are being met by:
a. Evaluating the CTE programs annually, and providing equitable program access to special populations is a component of the evaluation.

7. Initiates, improves, expands, and modernizes quality CTE programs, including relevant technology by:
a. Evaluating the CTE programs each year to ensure that current industry-standard equipment is utilized.
b. Ensuring that CTE teachers are provided with technological tools to enhance instruction.
c. Offering professional development in technology and industry/job market trends.

8. Provides services and activities that are of sufficient size, scope, and quality to be effective by:
a. Implementing College and Career Initiatives.
b. Monitoring that all or most CTE students are pursuing a coherent sequence of courses.

9. Provides activities to prepare special populations for high-skill, high-aage, or high-demand occupations that will lead to self-sufficiency by:
a. Allowing CTE staff to collaborate with special education staff to provide appropriate support activities for students of special populations and to assure that the students are being served in programs to match student interest and aptitude.
b. Providing activities for special populations students to gain an understanding of high-wage, high-skill, or high-demand occupations.
c. Providing CTE teachers professional development in strategies to enhance teaching and learning for students with special needs.
d. Allowing CTE and special education staff meet regularly to plan and coordinate programs and services to meet the needs of special populations.

Appendix: K


2019-20 CIP/DIP Timeline
CIP
March 3, 2020
CNA Campus Level Presentation (Leadership)
March 4-May 22, 2020
CNA Campus Committees meet to disaggregate data and develop strategies
May 25, 2020
CNA Campus Committees present to campus staff on strategies and recommendations
May 26 - 29, 2020
CNA Campus Committees present to Staff & SBDM committee for approval of strategies; strategies must be added to CIP
June 22, 2020
Campus CIP's due to School Improvement Department
September 7, 2020
Final CIP's due to School Improvement Department
DIP
March 23, 2020
Meet with District CNA chairs at C &I after (3-5) Cabinet Room 76
April 7, 2020
1st District Level CNA Meetings with Sub Committees (3-5) SAC Room 1
May 6, 2020
2nd District Level CNA Meetings with Sub Committees (3-5) SAC Room 1
May 12, 2020
Committee chairs present CNA findings and DIP strategies at Leadership Meeting
May13 –June 3, 2020
Develop DIP from CNA Process
June 4, 2020
Place DIP Draft on ADM folder
TBA
DIP/CNA Committee Chairs present to DEIC
July 2020
DIP shared with Campus Principals during Leadership Summit
October 2020
Campus CIP's and District DIP taken to the board for final approval. Once approved submit a copy of 2019-20 DIP to Laredo Public
School Improvement
As of 4-5-19

Appendix: L

Glossary of Acronyms

startcollapse	
ACT	American College Testing
AP	Advanced Placement
BIP	Behavior Improvement Plan
CBA	Curriculum Based Assessment
CIP	Campus Improvement Plan
CNA	Comprehensive Needs Assessment
CTE	Career and Technology Education
DIP	District Improvement Plan
DMAC	Data Management for Assessment and Curriculum
DUAL	Developing Unity, Achievement and Language
EOC	End of Course
ELL	English Language Learner
ESL	English as a Second Language
FTE's	Full Time Equivalent
GOLD	Garnering On-Line Dual credit
GT	Gifted and Talented
IRIS	Instructional Reports and Information System (locally developed student information system)
LEA	Local Education Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
MEP	Migrant Education Program

NCLB	No Child Left Behind
PBMAS	Performance Based Monitoring Analysis System
PEIMS	Public Education Information Management System
PFS	Priority For Service (Migrant)
PSAT	Pre Scholastic Aptitude Test
RF	Residential Facilities
RtI	Response to Intervention
SAT	Scholastic Aptitude Test
SBEC	State Board of Education Commission
SCE	State Compensatory Education
SHAC	School Health Advisory Council
SLR	Student Level Review
SPED	Special Education
STAAR	State of Texas Assessments of Academic Readiness
STEM	Science, Technology, Engineering and Mathematics
TAIS	Texas Accountability Intervention System
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Assessment System
TPSP	Texas Performance Standards Project
UIL	University Interscholastic League