



United Independent School District

District Improvement Plan 2020-2021

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Vision

WE ARE UNITED in providing meaningful learning experiences that will empower students to thrive in the 21st century to enhance the 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.

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, an 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.

2020-2021 Campuses and Enrollment

Date compiled from IRIS and TYLER SIS Report (Active Enrollment Summary) as of 10.28.19

Academic	# of Campuses	Number Enrollment
ELEMENTARY	29	19625
6TH CAMPUS	1	577
MIDDLE	10	9300
9TH CAMPUS	4	3300
HIGH	4	10038
*STEP/JJAEP	2	159
*Residential Facilities	3	45
Total	53	43044

2020-2021 Students by Ethnicity Ethnicity Number of Students

	Hispanic/Latino	Not Hispanic/Latino
American Indian/Alaskan Native	148	10
Asian	59	137
Black African American	123	61
Pacific Islander/Native Hawaiian	9	11
White	42295	263
Two or more races	58	13

2020-2021 Students by Program

Economically Disadvantaged	32137
Title I	42236
Migrant	93

LEP	14206
M1 - First Year LEP Exits	2047
M2 - Second Year LEP Exits	2220
M3 - Third Year LEP Exits	2187
M4 - Fourth Year LEP Exits	2020
Bilingual	11440
Special Education	4478
Section 504	3608
Section 504 with Dyslexia	1126
Dyslexia Only	1397
Gifted/Talented	6036
Advanced Placement	4257

2018-19 Attendance/Dropout/Completion Rate/College Readiness Data

2017-18 Attendance Rate	95.8%
Dropout (7-8)	0.3%
Dropout (9-12)	0.9%
Class of 2018 4 Yr. Graduation Rate 9th-12th	95.9%
Class of 2017 Advanced Dual Credit 9th-12th	56.0%
RHSP/DAP Graduates (Longitudinal)	90.3%
AP Participation	19.3%
AP Results (Examinations $\geq$ Criterion)	59.4%

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 Engagement
4. Human Capital
5. Operational Effectiveness and Efficiency

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.

In the spring of 2020 the Texas Education Agency waived all STARR requirements because of the COVID-19 pandemic. The latest accountability rating and grade for UISD remains a 94 which is an overall "A".

In addition to the 2018-2019 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.

These last assessment scores indicate UISD campuses surpassing expectations through the leadership of our campus administrators and keen commitment from dedicated teachers and staff. UISD had 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 than 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 for that school year.

United ISD enrolled and educated 43,212 students that 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 2020-2021 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 COVID-19 pandemic and the changes in the state accountability system, as well as 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 ensuring the curriculum plan is one that is conducive for distance learning.

Our Academic Coordinators will provide virtual PLCs to support teachers and provide 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

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 eleven 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 L.P.A.C./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 I.S.D. offers the Early Transition Model at the elementary level and a strand of DUAL Two-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 I.S.D. offers the ESL Pull-out program at the secondary level.
- 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 I.S.D. 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 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 I.S.D. began implementing a federally funded dual language education program.

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 (T.E.K.S.) 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.

Gifted and Talented/Advanced Academics (GT/AA)

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 develop 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 9th - 12th 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 their 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 School 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 programs offer 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.

The 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 2020-2021 school year, the Early College High School at Lyndon B. Johnson High School continues into its 6th year admitting 150 students into the cohort of 2024. 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 2020-2021 school year, United ISD continues with its 4th 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 an 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 where 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 where UISD offers 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 use of DMAC Solutions, a data base that supports campus users in providing the proper interventions to students based on their needs. Since 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 is under the School Improvement Department.

The School Improvement department oversees the following:

- The summer school program
- The district collaborative teachers are at the following campuses 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
- Rtl budget allocations to all campuses
- Comprehensive, Targeted and Additional Targeted Support 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.

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 intentionally plans, organizes, and implements a comprehensive school counseling program aligned to the Texas Model that assists all students in their personal, social, academic, and career development. Professional School Counselors (PSC's) collaborate with stakeholders to meet the individual needs of each student by implementing supports aiding in student growth which further cultivates their development into global citizens. 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 they can reach their fullest potential and become 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, counselors 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 2020-2021 school year, the school guidance scope and sequence is being updated to include social emotional learning (SEL) components and meet state requirements for the program.

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. During the 2019-2020 school year all counselors were provided with a Staff Development training on Trauma Informed Practices to meet Senate Bill 11 mandate. All counselors provided turn key training to all professionals on their campuses. In addition all middle, high school and Residential Facility Counselors were issued a laptop through the Career & Technology Education Department to meet their College and Career Readiness component of each student.

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. However, 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 Testing Department serves as a liaison between the state and the campuses throughout the district.

The UISD Student Assessment Department assists the Instructional Accountability 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) at the middle and high school levels and Checkpoints at the elementary level.

The UISD Student Assessment Department is responsible for all of the multifaceted areas that every state (and local) assessment entails. In addition, it is responsible for making certain that the district is current, with the various accountability standards; and, the variable requirements that are simultaneously changing within each one. The Student 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, the following will be taking place during the 2020-2021 year: professional development and support on reading programs utilized by special education along with establishing a system for monitoring the use of the programs, on-going professional development on assistive technology/accommodations/google accessibility tools which will also prepare students/teachers for the implementation of virtual accommodations in the event of remote learning/school closure, and the UISD Special Education Department Guide for remote learning/school closures will be updated to ensure continuity, implementation of IEPs and effective delivery of services for students in special education.

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 options for appropriate placement:

- In-class support within the general education setting, or
- Co-teaching model within the general education setting, when appropriate
- Resource Classroom
- Specialized Units
- Homebound Services
- Residential Placement

The following are some of the related services/support available to our students in special education:

- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Psychological Services
- Adaptive Physical Education
- Services from Teachers for the Visually Impaired
- Consultative Services from Teacher for the Auditory Impaired

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

- Pre-school Program for Children with Disabilities (PPCD / ECSE) – 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 (2 total)
8. Educational Diagnosticians (35 total - (2) positions for 2020 -2021 only through Special Education Fiscal Support Funding - Initial Evaluations only)
9. Speech Language Pathologists (16 total); Speech Language Pathologist Assistants (12)
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. Home bound Teachers (4 total)

14. Adaptive Physical Education Teachers (6 total)

The United ISD Special Education Program currently serves approximately 4740 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 and it is especially changing the way we instruct our students through the use of interactive boards, computers, mobile devices, and wireless networks.

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 grade levels in the 20-21 school year

The MLD programs consist of:

- 14,000 Apple iPads
- 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.

There are many technology applications campuses use daily such as Google Classroom, 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, Google Classroom and other on-line systems, United ISD teachers and students have access to valuable real-time tools available to them from anywhere online. These tools include real-time on-line collaboration with students and teachers, and parents. Additionally, within the UISD system, 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 Google Classroom 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. This also includes 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 has installed surveillance cameras and access controls systems at all schools.

Beginning with the 20-21 school year:

- 7,800 iPads to be purchased for the EC, PK, KG and 1st-grade students for the UISD's one-to-one program
- 12,800 Chromebooks to be purchased for 2nd – 12th-grade students for the UISD's one-to-one program
- 2,500 Mobile Hotspots to be purchased for those students that do not have Internet access at home
- 20 Schools Buses to be outfitted with mobile WI-FI to be placed in strategic locations to allow students to connect to the Internet
- Installation of outdoor Access Points in all schools to allow students to connect to the Internet.
- Network campus upgrades at various schools, contingent upon Erate funding

- 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.
- Implement Cyber Security Risk Program with regular testing.
- Develop/enhance a central on-line application catalog for students and teachers to use for on-line learning.

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

Curriculum and Instruction (C&I) Monday Cabinet Meetings

District Education Improvement Council (DEIC)

District Language Proficiency Assessment Committee (LPAC) District Technology Committee

Results Driven Accountability (RDA), District Leadership Team (DLT), Special Education Café's

School Health Advisory Council (SHAC) Superintendent Principal Advisory Committee Superintendent Student Advisory Committee District RtI Committee

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 2020-21 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 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 (PLCs) and district professional development days, after-school learning, and summer professional learning. In addition, several of the compliance mandatory training modules will be used from Safe Schools. The Safe Schools Learning Management System will provide employees access to the training modules, deadline completion and a tracking system for district and campus administrators to use.

Training opportunities are provided and 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, Screencast and Vbrick offering various topics such as the curriculum updates every six weeks or as requested by the campus blended with instructional technology. 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. To create strong highly effective instructional leaders, the district offers aspiring academies that consists of learning sessions, leadership practicum and coaching focused on effective instructional practices, data driven instruction and school culture to grow and develop instructional leaders. The aspiring cohorts consists of new principals, new assistant principals, aspiring principals, aspiring assistant principals, aspiring counselors, and the new librarian academies for the 2020-21 academic year.

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. Destiny is the management system used which puts each campus library's catalog and digital resources at their stakeholders fingertips. 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.

2020-21 District Educational Improvement Committee Members

D.E.I.C Representatives

2018-2019

2019-2020

2020-2021

Campus/Dept.	Name	Name	Name
HIGH SCHOOL TEACHERS			
AHS	Eduardo Bustos	Eduardo Bustos	Eduardo Bustos
LBJ	Liben Fisher	Angela Erazo	Angela Erazo
UHS	David Perez	David Perez	Laura Roycroft
USHS	Irene Cantu	Irene Cantu	Irene Cantu
STEP	Gabriella Gallegos	Gabriella Gallegos	Gabriella Gallegos
MIDDLE SCHOOL TEACHERS			
AGMS	Ricardo Guardiola	Ricardo Guardiola	Ricardo Guardiola
CMS	Aldo Vazquez	Clara Sandoval	Clara Sandoval
EHMS			Lori Leyendecker
LBVMS	Fabian Garza	Fabian Garza	Fabian Garza
LOMS	Guadalupe Ayala	Ambar Garza	Ambar Garza
RPMS	Diana Perales	Diana Perales	Karla Garza
SGMS	Olga Zacate	Elda Guerra	Elda Guerra
TMS	Christy Navarro	Lori Leyendecker	Erika Gonzalez
UMS	Cipriana Gaytan	David Martinez	David Martinez
USMS	Priscila Nunez	Priscila Nunez	Erika Cienfuegos
WMS	Emmanuel Alejandro	Emmanuel Alejandro	Vicente Navarro
ELEMENTARY SCHOOL TEACHERS			
ARNDT	Maria Tovar	Griselda Romero	Griselda Romero
BORCHERS	Sherrie Garibay	Sherrie Garibay	Sherrie Garibay
CENTENO	Jessica Galindo	Shalay Tobias	Beatriz Galindo
CLARK	Cristina Sandoval	Patricia Paredes	Patricia Paredes
COL. SANTOS	Yvonne Casso	Yvonne Casso	Yvonne Casso
CUELLAR	Maria Irma Aguilar	Maria Irma Aguilar	Sophia Scruggs Vazquez
DELLANO	Martha Alcaraz	Joe Compean	Joe Compean
FASKEN	Eva Rodriguez	Eva Rodriguez	Eva Rodriguez/Belinda Posadas
FINLEY	Erica Martinez	Ana Illescas/ Paola Gomez	Ana Illescas/ Paola Gomez
FREEDOM	Marisol Garcia	Kimberly Lucio	Claudia Esparza
GARCIA	Monica Reyna	Monica Reyna	Raquel Guzman
GUTIERREZ	Katherine Miller	Katherine Miller	Katherine Miller
JLE	Marco Moore	Keri Sanchez	Keri Sanchez
KAZEN	Martha Perales	Martha Perales	Martha Perales
KENNEDY ZAPATA	Gabby Navarro	Gabby Navarro	Gabriela C. Navarro
KILLAM	Karen Trevino	Karen Trevino	Katherine Hsu
MALAKOFF	Leslie Lacour	Leslie Lacour	Melissa Garza
MULLER	Elsie Martinez	Elsie Martinez	Elsie Martinez
NEWMAN	Olga Ortiz	Sonia Alvarado	Sonia Alvarado
NYE	Kristelle Faz	Kristelle Faz	Jessica Benavides
PEREZ	Teresa Contreras	Teresa Contreras	Javier Rodriguez

D.E.I.C Representatives
2018-2019 2019-2020 2020-2021

Campus/Dept.	Name	Name	Name
PRADA	Francisco Higareda	Francisco Higareda	Francisco Higareda
ROOSEVELT	Aurora Infante	Erika Rendon	Erika Rendon
RUIZ	Gabriela Maldonado	Gabriela Maldonado	Gabriela Maldonado
SALINAS	Wendy Sosa	Wendy Sosa	Norma Sandoval
SAN ISIDRO	Patricia Ruiz	Patricia Ruiz	Rocio Robledo
TRAUTMANN	Sandra Baker	Sandra Martinez	Sandra Martinez
VETERANS	Nora Villarreal	Nora Villarreal	Nora Villarreal
ZAFFIRINI	Hilda R. Saldivar	Hilda R. Saldivar	Hilda R. Saldivar
Campus/Dept.	Name	Name	Name
COMMUNITY/PARENT/BUSINESS			
COMMUNITY/BUSINESS		Javier Moctezuma	Javier Moctezuma
COMMUNITY/BUSINESS		Susan Foster	Susan Foster
PARENT		Mayra Heredia	Mayra Heredia
PARENT			
NON-TEACHING PROFESSIONALS			
USHS	Hector Gutierrez	Cristobal Casso	Cristobal Casso
LBJ	Veronica A. Garza	Lee Gignac	Alba Morales
AGMS	Laura Herrera	Laura Herrera	Nereida Ramon
LBVMS	Edmundo Garcia	Edmundo Garcia	Edmundo Garcia
C&I CTE Dept	Diana Ortiz	Diana Ortiz	Diana Ortiz
C&I CTE Dept	Samuel Sanchez	Samuel Sanchez	Samuel Sanchez
DISTRICT LEVEL			
Athletics	Roxanne Robledo	Roxanne Robledo	Roxanne Robledo
Bilingual	Zaida Gonzalez	Maria Arambula	Maria Arambula
Federal	Dr. Alicia Carrillo	Rebecca Coss-Morales	Rebecca Coss-Morales
Sp Ed	Claudia Dovalina-Guzman	Claudia Dovalina-Guzman	Claudia Dovalina-Guzman

2020-2021 Needs Assessment District Committees

Context & Organization	Culture & Climate	Curriculum Instruction & Assessment Elementary	Curriculum Instruction & Assessment Middle	Curriculum Instruction & Assessment High
Gloria S. Rendon Committee Chair	Annette Perez Committee Chair	Cynthia Rodriguez Committee Chair	David R. Canales Committee Chair	Dolores Barrera Committee Chair
Ana Martinez	Joe Almazan	Mucia Flores	Beth Porter	Celia Taboada
Dr. Myrtha Villarreal	Roberto Ortiz	Amabilia Gonzalez	Carlos Valdez	Mario Rosales
Laura De Los Santos	Monica Arriaga	Gabriela Perez	Clare G. Flores	Alberto Aleman
Juanita Zepeda	Leticia Garcia	Zaida Gonzalez	Claudia Dovalina-Guzman	Adriana Ramirez
David Perez	Ricardo Guardiola	Andrea Sanchez	Clotilde Gamez	Armando Salazar
Guadalupe Ayala	Irene Rosales	Thelma Martinez	Ernesto Sandoval	Maria Arambula
Yolanda Sciaraffa	Captain Arredondo	Francisco Gutierrez	Jessica C. Salazar	Cynthia Ramirez
Diana Korrodi	Ofelia Dominguez	Brenda Cadena	UMS Para Professional: Jonathan Lozano	Melissa Ramirez
Mayra Heredia	Annette Winch	Becky Rodriguez	Maria H. Arambula-Ruiz	Angelica Sanchez
Cynthia Caballero	Ruby Cantu	Maria Arambula	Martha Alvarez	Roberto Cruz
Michelle Cantu	Scarlet Garcia	Melissa Ramirez	Melissa Chapa Ramirez	Leticia Menchaca
Kimberly Vasquez		CSBS Para Professional:L Yolanda Raines	Pamela Arredondo	CMS Para Professional: Evelyn Ruiz
			Rosana Arizola	Ricardo Mendez

Demographics	Family & Community Involvement	Finance	Teacher Quality	Technology
Mike Garza/Carlos Garcia Committee Chair	Rebecca Morales/Sara Hernandez 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	Angela Molina	Melba Gutierrez	Chris Casanova
Keri Sanchez	Michelle Cantu	Jaime Garza	Mayra Ramirez	Rene Cruz
Joe Compean	David Martinez	Sylvia Ruiz	Dr. Adriana Vela	Judith Garcia
Karen Trevino	Claudia Sanchez	Laura Gonzalez-Vasquez	Javier Moctezuma	Luz Serna
Kristina Chapa	Sandra Cortez	Vanessa Saldana	Yvonne Casso	Agapito Palizo
Martha Perales	Elizabeth Raymond	Ana Illescas	Marissa Perez	Clara Sandoval
Emmanuel Alejandro	Kimberly Lucio	Alfredo Palapa	Eduardo Bustos	Teresa Contreras
Patricia Lanas	Patricia Ruiz	Gerardo Rodriguez	Priscilla Nunez	Wendy Sosa
Sonia Alvarado	Leslie Martinez	Javier Vera	Salud Hernandez	Martin Guerrero: LBJH Student
Kayla Martinez: LBJH Student	Adriana Barajas: UMS Parent	Melissa Shinn	Dorothy Gonzalez	
	Nancy Garcia: LBJH Parent			
	Karen Morales: Facilitator			
	Roxanne Villagomez: ASA Coordinator			

Comprehensive Needs Assessment Summary

Needs Assessment Overview

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. Training in technology across the grades for staff and parents
2. Department support
3. Reading and writing training
4. SE teachers need professional development on the implementation of the Reading Horizons program
5. SE teachers need continued professional development on LETRS (Language Essentials for Teachers of Reading and Spelling)
6. Monitor academic progress in K-2nd grade (NEW LAP Form)
7. LEXIA Program
8. Improve plan to provide services for students in special education in the event of school closure.
9. How to implement virtual accommodations in the event of school closure
10. Review the EL Plan for Success
11. Enhance EL writing skills
12. Implement LPAC Oaths for all committee members
13. Review the District's Bilingual Programs (Early Exit Transition, DUAL, and ESL Pull Out)
14. Expand STEM through Project Lead the Way at identified campuses.
15. Expand STEM through Project Lead the Way at identified campuses.
16. Enhancing instructional practices through technology.
17. Digital Student Literacy Programs
18. Expand use of Newsela.
19. Replace Istation with MAP (Measuring Achievement and Growth)
20. Dyslexia Certification
21. Technology support
22. Professional Development

Strategies

1. Weekly virtual training on Google platform, virtual lesson planning, and delivery, and online programs
2. Weekly virtual PLCs on scope and sequence support
3. Reading Academies support infusing writing and hybrid resources
4. Conduct professional development for special education teachers on the implementation of the Reading Horizons program in Elementary to address/monitor struggling readers/students identified with dyslexia.
5. Conduct follow-up professional development on the LETRS (Language Essentials for Teachers of Reading and Spelling) for elementary special education teachers.
6. Implement and train PK-2nd grade teachers with the NEW L.A.P. form (Literacy & Academic Performance) to track students academic progress.
7. Purchase the LEXIA program in order to provide 100 site licenses for Elem. schools.
8. Conduct professional development for Elementary Special Education teachers on virtual implementation of accommodations in the event of school closure.

9. Continue to review, revise and update the UISD Special Education Department Action Plan Guide for School Closures to ensure continuity, implementation of IEPs and effective delivery of services for students in special education.
10. Update and place in IRIS the EL Plan for Success form and review the effectiveness of initiatives, strategies, and programs available for student success.
11. Implement and train teachers of ELs from 1st-12th with Phase I ELITE P.L.U.S. for Writing to enhance the EL students Writing.
12. Implement the NEW LPAC Oaths (LPAC Administrator, LPAC Clerk, LPAC Committee, Transition Team Committee, and Campus Principal) to align with guidance from TAC Chpt. 89.
13. Monitor and provide campus support with the District's Bilingual Programs (Early Exit Transition, DUAL, and ESL Pull Out).
14. STREAM curriculum will be expanded through PLTW to the identified LBJ feeder campuses.
15. Provide Training and Support for Online & Virtual Instructional Platforms and on the integration of technology into Core/EOC Scope & Sequence
16. Instructional Technology integration Cadres to enhance instructional practices
17. Train and support teachers on digital student literacy programs and Music theory and practice for digital learning and instruction
18. Provide training for Newsela for all grades.
19. MAP Diagnostic Assessment will replace IStation for BOY MOY, EOY progress monitoring of math and reading in all grades.
20. Certification for Dyslexia/Resource Teachers for CALT training with Texas Scottish Rite's Take Flight Dyslexia program to address the needs of identified dyslexia students
21. Support district and campus technology integrated instruction through CIT Staff and Instructional Technology Trainers (initiative 34)
22. Provide training on "A Framework for Understanding Poverty" and identify district TOT to become certified trainers (initiative 35)

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
- Historical (2017, 2018, 2019) STAAR 3rd-5th grade Reading Data for the SE Group
- Historical (2017, 2018, 2019) STAAR 4th grade Writing Data for the SE Group
- 2019-2020 CBA and Benchmark Data for the SE Group (ALL Content Areas)
- 2019 Results Driven Accountability Report
- 2019-2020 Targeted Improvement Plan for Special Education (Writing 4th/7th & EOC Eng I&II)
- TEA Instructional Continuity Planning Guidance
- TEA COVID-19 Support: Special Education

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

Needs

1. Incorporate and emphasize more virtual instructional technology methods to support online learning.
2. Diagnostic Testing at the beginning of the school year to determine student regression
3. Incorporate assistive technology programs to assist special needs students in writing
4. Utilize the Power-Up or Rewards program to assist special needs students in reading.
5. How to implement virtual accommodations in the event of school closure
6. Improve plan to provide services for students in special education in the event of school closure
7. Establish more STEM Academies at the middle school level.
8. Incorporate more STEM activities that incorporate Project Based Learning, Coding, and Robotics.
9. Incorporate TSI preparation for 8th grade College and Career Readiness students.
10. Online and virtual platforms
11. Enhancing instructional practices through technology
12. Enhance MS ESL/ELAR scopes
13. Technology support
14. Review the EL Plan for Success
15. Enhance EL students Writing skills
16. Implement LPAC Oaths for all committee members
17. Review the District's Bilingual Programs (Early Exit Transition, DUAL, and ESL Pull Out)
18. Professional Dev. for Fine Arts virtual instruction
19. Professional Development

Strategies

1. Support teachers' technology abilities and verify their technology needs to maintain good online instructional learning.
2. Provide diagnostic tests to all middle school students at the beginning of the school year to determine the instructional regression since the COVID-19 episode.
3. Have assistive technology programs or tools available to the special needs students to help develop their writing skills.

4. Provide software reading programs to the special needs students to support their reading development.
5. Conduct professional development for Middle School Special Education teachers on virtual implementation of accommodations in the event of school closure. (initiative 8)
6. Continue to review, revise and update the UISD Special Education Department Action Plan Guide for School Closures to ensure continuity, implementation of IEPs and effective delivery of services for students in special education. (initiative 9)
7. Provide STEM academies at GWMS, TMS, UMS, RPMS, LOMS, and LBVMS to selected students so that they may have exposure to STEM-related modules at every grade level.
8. Provide more STEM activities for students that incorporate Project Based Learning , Coding and Robotics at every campus.
9. Provide Cambridge TSI Reading and Writing skills for 8th grade College and Career Readiness Students.
10. Provide Training and Support for Online & Virtual Instructional Platforms and on the integration of technology into Core/EOC Scope & Sequence. (initiative 15)
11. Instructional Technology integration Cadres to enhance instructional practices. (initiative 16)
12. Initiate MS CADRES to update Scope & Sequence for ESL/ELAR. (initiative 30)
13. Support district and campus technology integrated instruction through CIT Staff and Instructional Technology Trainers (initiative 34)
14. Update and place on IRIS the EL Plan for Success form and review the effectiveness of initiatives, strategies, and programs available for student success. (initiative 10)
15. Implement and train teachers of ELs from 1st-12th with Phase I ELITE P.L.U.S. for Writing to enhance the EL students Writing. (initiative 11)
16. Implement the NEW LPAC Oaths (LPAC Administrator, LPAC Clerk, LPAC Committee, Transition Team Committee, and Campus Principal) to align with guidance from TAC Chpt. 89. (initiative 12)
17. Monitor and provide campus support with the District's Bilingual Programs (Early Exit Transition, DUAL, and ESL Pull Out). (initiative 13)
18. Professional development for Middle and High School Instrumental/Choral Music Teachers on virtual instruction implementation in the event of school closure.(initiative 25)
19. Provide training on "A Framework for Understanding Poverty" and identify district TOT to become certified trainers (initiative 35)

Data Sources

- Historical STAAR Scores
- CBA and Spiral Assessment Scores
- Benchmark Assessment Data
- Online Assessment Data for SPED
- Reading Lexiles Scores
- District TAPR Data
- College Readiness Data
- TELPAS Scores
- District's Equity Committee Recommendations
- Historical (2017, 2018, 2019) STAAR 6th-8th grade Reading Data for the SE Group
- Historical (2017, 2018, 2019) STAAR 7th grade Writing Data for the SE Group
- 2019-2020 CBA and Benchmark Data for the SE Group (ALL Content Areas)
- 2019 Results Driven Accountability Report
- 2019-2020 Targeted Improvement Plan for Special Education (Writing 4th/7th & EOC Eng I&II)
- TEA Instructional Continuity Planning Guidance
- TEA COVID-19 Support: Special Education

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

Needs

1. Increase scores in core areas
2. Develop HS Scopes for ESL/Foreign Language
3. Improve EL HS students graduation rate
4. Improve student performance on TELPAS assessment in the four domains to meet reclassification criteria for all HS EL student
5. Leadership Skills/Character Building in students
6. Technology support
7. Understanding the Framework of Poverty
8. How to implement virtual accommodations in the event of school closure
9. Improve plan to provide services for students in special education in the event of school closure
10. Technology Enhancements
11. Review the EL Plan for Success
12. Enhance EL students Writing skills
13. Review the District's Bilingual Programs (Early Exit Transition, DUAL, and ESL Pull Out)

14. Implement LPAC Oaths for all committee members
15. Professional Dev. for Fine Arts virtual instruction
16. Online and virtual platforms
17. Professional Development

Strategies

1. Increase scores in core-areas through Marcia Tate, "brain-based" teaching training
2. Initiate High School CADRES to prepare New Scope & Sequence for ESL and Foreign Language adoptions.
3. Monitor High School EL students (12th grade) to ensure they are on target for graduation utilizing the HS student TYLER and IRIS profile.
4. Bilingual target data reviews will be conducted to improve student performance on TELPAS assessment in the four domains to meet reclassification criteria for all HS EL students
5. Leadership Skills/Character Building in students through PE and Athletics courses
6. Support district and campus technology integrated instruction through CIT Staff and Instructional Technology Trainers (initiative 34)
7. Provide training on "A Framework for Understanding Poverty" and identify district TOT to become certified trainers (Ruby Payne) (initiative 35)
8. Conduct professional development for High School Special Education teachers on virtual implementation of accommodations in the event of school closure. (initiative 8)
9. Continue to review, revise and update the UISD Special Education Department Action Plan Guide for School Closures to ensure continuity, implementation of IEPs and effective delivery of services for students in special education. (initiative 9)
10. Instructional Technology integration Cadres to enhance instructional practices.(initiative 16)
11. Update and place on IRIS the EL Plan for Success form and review the effectiveness of initiatives, strategies, and programs available for student success. (initiative 10)
12. Implement and train teachers of ELs from 1st-12th with Phase I ELITE P.L.U.S. for Writing to enhance the EL students Writing. (initiative 11)
13. Monitor and provide campus support with the District's Bilingual Programs (Early Exit Transition, DUAL, and ESL Pull Out). (initiative 13)
14. Implement the NEW LPAC Oaths (LPAC Administrator, LPAC Clerk, LPAC Committee, Transition Team Committee, and Campus Principal) to align with guidance from TAC Chpt. 89. (initiative 12)
15. Professional development for Middle and High School Instrumental/Choral Music Teachers on virtual instruction implementation in the event of school closure. (initiative 25)
16. Provide Training and Support for Online & Virtual Instructional Platforms and on the integration of technology into Core/EOC Scope & Sequence. (initiative 15)

17. Provide training on "A Framework for Understanding Poverty" and identify district TOT to become certified trainers (initiative 35)

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
- Historical (2017, 2018, 2019) STAAR EOC Eng I and Eng II Data for the SE Group
- 2019-2020 CBA and Benchmark Data for the SE Group (ALL Content Areas)
- 2019 Results Driven Accountability Report
- 2019-2020 Targeted Improvement Plan for Special Education (Writing 4th/7th & EOC Eng I&II)
- TEA Instructional Continuity Planning Guidance
- TEA COVID-19 Support: Special Education

School Culture and Climate

Needs

1. Public Service Announcement or pre-recorded sessions on (SOS) to promote PK attendance.
 2. PEP Program for MS and HS
 3. Continue with tele-counseling and pre-recorded sessions on a variety of topics.
 4. Training for all UISD staff to identify at-risk students and provide support to all students on a variety of topics (i.e. gangs/bullying/Suicide/Mental Health Awareness, Behavioral Threat Assessments, Navigate/Safety Audits, Tyler Intervention Support Module, etc).
 5. Purchase evidence-based counseling materials for all counselors
 6. Pre-recorded videos with information on topics of interest or benefit to parents available on the website.
 7. Training and support for all students and staff.
 8. To increase awareness of the time spent on the areas of the Texas Model for Comprehensive Counseling Program for a given time frame.
 9. Document interventions provided to students (by Facilitators).
- *Strategy can be provided during a school closure

Strategies

1. Create Public Service Announcements or pre-recorded sessions 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.)
2. 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, home instruction, technology, and tutoring services.
3. Provide tele-counseling and pre-recorded sessions for students in need of counseling (anxiety, eating disorders, mild depression, suicide, mental health, etc.)
4. Professional development training- via pre-recorded videos- for staff to identify at-risk students as well as support and educate students on gangs/bullying/suicide/mental health, behavioral threat assessments, navigate/safety audits, Tyler Intervention Support Module, etc.
5. Purchase books/workbooks for counselors
6. Health Services - training/services for students, staff and parents to educate on prevention tips to address containing the spread of infectious diseases.
- **During a school closure, UISD can continue to implement above strategies using remote learning, Social Media, and various software/applications.
7. LSSPs and Behavior Specialists to offer more training and support for all students and staff.
8. Provide training for the counselors on the use of the Counselor Activity Database and how to provide reports for their activities in a given timeframe.
9. Utilize Tyler 360 to document interventions provided to students (by Facilitators).

Data Sources

- Demographics by campus and UISD
- 2014-2018 Attendance Rates
- 19-20 Attendance Report
- Campus Attendance History
- Trend Analysis # of PEIMS Reason Codes for 4 years
- UISD's 2019 Accountability Ratings
- Committee Professional Dialogue based on our work/personal experience from diverse backgrounds in elementary, middle, and high school. For example, counselors, teachers, principals, directors of counseling, discipline management, support staff
- PEP PROGRAM ANNUAL STATISTICS

Student Achievement

Overall Summary

Student Achievement Needs and Strategies can be found under Curriculum and Instruction

Data Sources

- UISD's 2019 Accountability Ratings
- Region and State Comparison Data
- Graduation Rates
- 2019 Demographic Information
- 2019 Accountability Subset Performance on STAAR
- 2019 Accountability Summary Report by feeder
- Student Progress Reports
- 2019-20 UISD Enrollment
- 2015-19 Attendance History
- 2019-20 Attendance Report
- Discipline Student Incidents Codes and Descriptions

Family & Community Involvement

Needs

1. In School Education site for meetings; Schedule Professional Development for team members on Parenting Sessions
2. Virtual meetings/trainings for Parents
3. More resources for parents
4. Incentives for parents who complete the course
5. Title I Parent Engagement documentation compliance

Strategies

1. Parent Engagement modules to be offered at the campus level on a monthly basis to create parent capacity to improve student achievement. Trained professional staff that have access to materials for the Parent Leadership course.
2. Meetings can be done at school or done through virtual trainings (Google Meets or Zoom)
3. Provide resources for parents to help students with school work
4. Provide parents with certificates of completion of parenting courses; parent's who accumulate a set number of school volunteer hours will get a UISD yard sign to acknowledge their dedication and commitment to their child's school.
5. Online subscription will be used to allow administrators to maintain Title I Parent Engagement documentation compliance.

Data Sources

- Title I Parent Survey Count 2019- 2020 English 6,516 Spanish 2,160

Parent Learning Summit Counts-Federal Programs 2019-2020: 2,291 Parents attended; 2018-2019 : 2,398 Parents attended; 2017-2018: 2,092 Parents attended

- Parent Volunteer Application –Admissions/Attendance/Drop Office 2019-2020:2,616 Parent Volunteers 2018-2019: 2,050 Parent Volunteers; 2017-2018: 2,016 Parent Volunteers
- United Council of Parents UCOP Counts 2019-2020: 211 Parents attended 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 Teacher Substitutes to interact and attend to student needs in a SPED setting including COVID-19 measures
4. Improve interactions of all Para-Professional Employees of the district with students, coworkers and parents.
5. Deliver, track and report on compliance training

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 especially during this time of COVID-19 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 trainings for Para-Professional Employees of the District.
5. Provide a web-based training management system to allow administrators to easily deliver, track and report on compliance training to comply annually with state and federal legislative mandates.

Data Sources

- 2019-20 Recruitment efforts
- Assessment Data
- 2019-20 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

- Promote, educate and execute the need to be counted in the US Census 2020

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 2019-20 School Year Enrollment Data
- District's Equity Committee Recommendations

Technology

Needs

1. Implement an One-to-One Chromebook or iPad Initiative at all grade levels
2. Integrate Tyler SIS with Google Classroom and Professional Development for Staff in Mobile and Cloud Technologies
3. Online and Virtual Instructional Platforms
4. Application Catalog (Teacher/Student application portal)
5. Add network access to all exterior locations at all campuses, upgrade network at various schools, implement a MI-FI check out process for students and provide WI-FI in remote areas by the use of school buses
6. Cell Phone Boosting
7. Cyber Security

Strategies

1. 7,800 iPads to be purchased for the EC, PK, KG and 1st grade students for the UISD's one-to-one program and 12,800 Chromebooks to be purchased for 2nd – 12th grade students for the UISD's one-to-one program
2. Implement and develop a Student/Teacher application portal to allow for remote access to UISD applications
3. Provide Training and Support for Online & Virtual Instructional Platforms and on the integration of technology into Core/EOC Scope & Sequence
4. Develop/enhance an application catalog for students and teachers to use for online learning.
5. 2,500 Mobile Hotspots to be purchased for those students that do not have Internet access at home and provide WI-FI access from UISD school buses (20); Installation of outdoor Access Points in all schools to allow students to connect to the Internet Network campus upgrades at various schools, contingent upon Erate funding
6. 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
7. Implement Cyber Security Risk Program with regular testing

Data Sources

Technology Infrastructure, Networks, etc.
Technology Hardware and Software Inventory
Classroom Technology Needs by Area, Class, Department, etc.

Professional Development/Teacher Preparation Needs in Technology

Technology Policies and Procedures
Technology Plan
Assessment of Technology Skills for Students, Staff and Other Stakeholders
Covid19 School Closure

School Context and Organization

Needs

1. Provide training for the counselors on the use of the Counselor Activity Database and how to provide reports for their activities in a given time frame.
2. 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.
3. Reunification processes
4. Mult-Hazard Operations Manual
5. Calendar options
6. Establish a threat assessment team at each campus.
7. Improving communications
8. Navigate

Strategies

1. Evaluate the amount of time a counselor spends on the areas of the Texas Model for Comprehensive School Counseling Programs as well as other duties.
2. Enhance BTA training at the campus level.
3. Enhance reunification model.
4. Revise the Multi-Hazard Operations Manual to include School Reopening and Closures caused by emergency/pandemic situations
5. Develop calendar options with intersessions in the event of future school/work closures
6. Train staff on NaviGate Threat Assessment component to properly document student issues and potential threats
7. Lesson Learned sessions during leadership meetings to improve communication in unexpected situations.
8. The District will practice and use Navigate in collaboration with the different departments and law enforcement agencies to enhance the Standard Response Protocol.

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. Ensure qualified staff is receiving proper training to comply with all accounting and auditing standards including federal and state laws to safeguard the District's finances.
2. Ensure transparency with the public regarding the District's \$408M Bond Construction Program.
3. Collaborate with C&I staff and district leaders to identify and address instructional and student needs especially those involving remote learning.
4. Collaborate with C&I staff and district leaders to identify administrative assistance for small elementary campuses (i.e. <800 student population).

Strategies

1. Provide proper training for qualified staff in all matters of district finances.
2. Provide transparency to the public through the bond oversight committee and the district's website on the district's \$408 M Bond Construction Program.
3. Meet with district's instructional and campus leaders to identify instructional and student needs especially those involving remote learning.
4. Meet with district leaders to address small elementary campus personnel needs.

Data Sources

- FY 2020 CNA objectives-status update
- School year 2020 DIP strategies and incentives and how the District funded them.
- ESSA CNA Data Packet

Student Performance Data

Reading

2018-19 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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

Writing

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

English I

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											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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

2018-19 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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

Science

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

Biology

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

Social Studies

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

U.S History

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

UISD Integrated Academic Accountability System District Improvement Plan 2020-21

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 85%.

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 meeting TELPAS/TELPAS Alt. Attainment and Progress from 46% to 49%.

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.

1. To increase the percentage of 4th and 7th Grade students in Special Education passing STAAR Writing at approaches from 33.5% to 52%.

2. To increase the percentage of High School students in Special Education passing STAAR End of Course English I and II at approaches from 35.5% to 50%.

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 2020 administration shall increase by 1% from 48% to 49%.

2. Participation rates on the PSAT/NMSQT Fall 2020 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 40% to 41% by 2021.

4. The percentage of 12th-grade students scoring 1010 or better on the total score of the SAT will increase from 27% to 28% by 2021.

5. The number of students assessed with AP exams will increase by 3% (53 students) from 1758 students to 1811 students for spring 2020 testing.
6. The number of AP exams meeting criterion (scores of 3 or higher) will increase from 47% to 48% for spring 2020 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 19-20 enrollment of 759 students by 1% (8 students) to 767.
2. English 1301: Increase District 19-20 enrollment of 723 students by 2% (15 students) to 738.
3. English 1302: Increase District 19-20 enrollment of 732 students by 1% (7) to 739.
4. College Math: Increase District 19-20 enrollment of 586 students by 2% (12) to 598.
5. Art 1301: Increase District 19-20 enrollment of 185 students by 1% (2) to 187.
6. COSC 1301: Increase District 19-20 enrollment of 177 students by 1% (2) to 179.
7. HIST 1301: Increase District 19-20 enrollment of 576 students by 1% (6) to 582.

College, Career and Military Readiness for the Class of 2020:

J. Increase the percent of the Class of 2020 Students for 2021 accountability, meeting CCMR from 80% to 81%.

1. Increase the percent of Class of 2020 graduates meeting the Texas Success Initiative Criteria for ELA/Reading and Math from 37% to 40%.
2. Increase the percent of Class of 2020 graduates meeting criterion score on an AP exam in any subject from 25% to 33%.
3. Increase the percent of Class of 2020 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 2020 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:

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

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
1	Completion	Curriculum and Assessment	Student Learning Targeted Professional Development	Teacher quality Academic Performance	ELAR/SS, Math, Science	Virtual training to better service during COVID shelter-in-place on Google platform, virtual lesson planning and delivery, and online programs as they tie into the scope for teachers and parents.	1 CNA 2 CIP	June 2020-May 2021	sign-ins		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Pk-5th		Elementary Executive Director, Director, Staff Development Director, Coordinators, Principals		Human Capital		Teacher Survey feedback Parent Survey feedback		End-of-year progress monitoring of implementation		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
2	Completion	Curriculum and Assessment	Student Learning Targeted Professional Development	ELAR/SS, Math, Science	Weekly virtual PLCs on scope and sequence support for teachers in the event of school closures.	Weekly virtual PLCs on scope and sequence support for teachers in the event of school closures.	2 CIP	August 2020-May 2021	sign-ins		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Pk-5th		Elementary Executive Director, Director, Coordinators		Elementary Department		Survey feedback		Scope submissions		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
3	Completion	Curriculum and Assessment	Monitoring, Student Progress Rigor and Relevance	Academic Performance Teacher Quality Learning Time	Reading and Writing	Reading Academies preparation and support infusing writing using a virtual platform in the event of school closures.	1 CNA 2 CIP	August 10,2020-May 2021	Sign-ins Teacher RA registrations		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Kinder-5th		Elementary Executive Director, Director, Coordinators, Staff Development Director		Elementary Department Professional Development Dept Region 1		Monthly progress monitoring of teacher participation		Completion of reading academies		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
4	Special Education	Curriculum and Assessment	Student Learning Targeted Professional Development	Academic Performance	Reading	Professional development for special education teachers on Reading Horizons program in Elementary to address struggling readers/students identified with dyslexia and establish a system to monitor the implementation.	1 CNA	August 2020-May 2021	ERO Sign -ins, Class Rosters, Walk throughs		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Kinder - 3rd Students in Special Education		Executive Director/Directors of Special Education,Executive/Director of Elementary Education, Campus Administration, Special Education Coordinators, Teachers Professional Development Dept		Dyslexia Grant / Special Education Department		Six Weeks Text Levels, CBA, Benchmark Data		EOY Text Levels, STAAR Reading Results (3rd)		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
5	Special Education	Curriculum and Assessment	Student Learning Targeted Professional Development	Academic Performance	Reading	Follow-up professional development on the LETRS (Language Essentials for Teachers of Reading and Spelling) for elementary special education teachers.	1 CNA	August 2020-May 2021	ERO Sign -ins, Walk throughs		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Kinder - 3rd Students in Special Education		Executive Director/Directors of Special Education,Executive/Director of Elementary Education, Campus Administration, Special Education Coordinators, Teachers		Dyslexia Grant / Special Education Department		Six Weeks Text Levels, CBA, Benchmark Data, BOY Teacher Survey		EOY Text Levels, STAAR Reading Results (3rd), EOY Teacher Survey		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
6	Completion	Curriculum, Instruction, Student Support	Monitoring of Student Progress	Academic Performance	Reading	Implement and train PK-2nd grade teachers with the NEW L.A.P. form (Literacy & Academic Performance) to track students academic progress.	2 CIP	August 2020-May 2021	ERO, Sign in sheets, IRIS LAP file report	

	Population	Person(s) Responsible	Resources Budget/Human	Evaluation Formative	Summative Evaluation	Status Report
	PK-2nd grade students	Director for Bilingual Education, Bilingual Compliance Coordinators, LAPICS, Executive Director for Instructional Accountability & Professional Development Director	Bilingual Education Department	District local assessments	Literacy Level results, LAS Links results, TELPAS assessment results	

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
7	Completion	Curriculum, Instruction	Monitoring of Student Progress	Academic Performance	Reading	Purchase the LEXIA program and provide 100 site licenses for each Elementary school to provide Reading intervention for identified at-risk students.	2 CIP	August 2020-May 2021	Purchase order, Program reports		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	2nd grade at-risk students		Director of Bilingual Education, LAPICS, Elementary Principals		Federal Programs Dept.-Title IV		District local assessments		State assessments		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
8	Special Education	Curriculum and Assessment, Virtual /Remote Learning	Student Learning Targeted Professional Development	Academic Performance	Special Education	Professional development for Elementary, Middle and High School Special Education teachers on virtual implementation of accommodations in the event of school closure.	1 CNA	August 2020-May 2021	ERO Sign -ins, Walk throughs		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	EC-12th Students in Special Education		Executive Director/Directors of Special Education, Executive/Director of Elementary/Middle/High School Education, Staff Development, Campus Administration, Special Education Coordinators, Teachers		Special Education Department		BOY Teacher Survey		EOY Teacher Survey		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
9	Special Education	Curriculum and Assessment, Virtual/Remote Learning	Collaborative Planning, Family and Community Engagement, Student Learning	Academic Performance, Family and Community Engagement	Special Education	Review, revise and update the UISD Special Education Department Guide for Remote Learning/School Closures to ensure continuity, implementation of IEPs and effective delivery of services for students in special education in the event of school closure.	1 CNA	August 2020-May 2021	Emails, Agendas, ERO Sign-Ins, Revised Action Plan/Guide		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	EC-12th Students in Special Education		Executive Director/Directors of Special Education, Executive/Director of Elementary/Middle/High School Education, Campus Administration, Special Education Coordinators, Special Education Staff		Special Education Department		Teacher/Special Ed. Staff/Parent Survey Feedback		Updates to the UISD Special Education Department Action Plan Guide for School Closures		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
10	Completion	Curriculum, Instruction, Student Support	Monitoring of Student Progress	Academic Performance	ELL	Update and place on IRIS the EL Plan for Success form and review the effectiveness of initiatives, strategies, and programs available for student success.	2 CIP	August 2020-May 2021	ERO, Sign in sheets, IRIS form		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	PK-12th grade Bilingual students		Director of Bilingual Education, Bilingual Compliance Coordinators, Executive Director for Instructional Accountability		Bilingual Education Department		District local assessments		State assessment results		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
11	Completion	Curriculum, Instruction	Differentiation to meet needs, Targeted Professional Development	Academic Performance	Writing	Implement and train teachers of ELs from 1st-12th with Phase I ELITE P.L.U.S. for Writing to enhance the EL students Writing.	2 CIP	August 2020-May 2021	ERO, Sign in sheets, IRIS form	

	Population	Person(s) Responsible	Resources Budget/Human	Evaluation Formative	Summative Evaluation	Status Report
	1st-12th grade students	Director of Bilingual Education, Director of Professional Development, LAPICS	Bilingual Education Department	District local assessments	State assessment results	

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
12	Completion	Data Systems	Alignment	Quality Data	ELL	Implement the NEW LPAC Oaths (LPAC Administrator, LPAC Clerk, LPAC Committee, Transition Team Committee, and Campus Principal) to align with guidance from TAC Chpt. 89.	2 CIP	August 2020-May 2021	BOY LPAC meeting, ERO, Sign in sheets, District Bilingual Handbook		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	PK-12th grade Bilingual Students		Director of Bilingual Education, Bil. Compliance Coordinators, Executive Director of Instructional Accountability		Bilingual Education Department		BOY LPAC Minutes		EOY LPAC Minutes		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
13	Completion	Curriculum, Instruction, Student Support	Alignment	Academic Performance	ELL	Monitor and provide campus support with the District's Bilingual Programs (Early Exit Transition, DUAL, and ESL Pull Out).	2 CIP	August 2020-May 2021	Bilingual Dept. walkthroughs, PD training, Sign in sheets,Review of LPAC Minutes, Audits of Bilingual folders		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	PK-12th grade Bilingual Students		Director of Bilingual Education, Bil. Compliance Coordinators, LAPICS, LPAC Campus Administrator		Bilingual Education Department		BOY LAS Links Assessment		EOY LAS Links assessment, TELPAS assessment results		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
14	Completion	STEM Curriculum	Student Learning	Academic Performance	STEM	Provide Project Lead The Way Modules to "identified campuses"	1 CNA	June 2020-May 2021	Lesson plans, Scope Submissions		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	1st grade-5th grade		Elementary Executive Director, Science Coordinators, Principal, Teachers		Title 4		Project Based Assessments		Grades, assessment scores		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
15	Instructional Technology	Curriculum & Instruction	Student Learning, Targeted Professional Development for teachers and campus support staff	Academic Performance	All Core/EOC Content Areas grades 3-11	Provide Training and Support for Online & Virtual Instructional Platforms and on the integration of technology into Core/EOC Scope & Sequence	1 CNA	July 2020 - June 2021	ERO Sign In Sheets	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	All Students EC-12		Instructional Technology Director	Local and Federal Title IV Budgets		CIT Dept Surveys	CIT Dept Surveys			
Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
16	Instructional Technology	Curriculum & Instruction	Support technology integrated instruction & student learning	Student Academic Performance	All Core/EOC Content Areas grades 3-11	Instructional Technology integration Cadres to enhance instructional practices	1 CNA	July 2020 - June 2021	NCS Sign-In Sheets	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	All Core/EOC Content Areas grades 3-11		Instructional Technology Director	Federal Budget - Title IV		CIT Department Teacher/Admin Survey	CIT Department Teacher/Admin Survey			
Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
17	Instructional Technology	Curriculum & Instruction	Enhance instruction through the use of academic literacy & music theory, writing and research skill programs to support all students	Student Academic Literacy and Music Theory Performance	Middle and High School Students	Train and support teachers on digital student literacy programs and Music theory and practice for digital learning and instruction	1 CNA 2 CIP	August 2020 - July 2021	Program Usage Reports	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	Kinder -5th Pk- reading only		Elementary Principals & teachers	Federal Budget Title I		MAP assessment results	HB 3 Progress Monitoring Results			
Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
18	Completion	Curriculum and Instruction	Student Learning	Academic Performance	ELAR	Provide staff development and daily support for NEWSLA for all teachers in grades k-5th.	1 CNA 2 CIP	September 2020	ERO registration	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	Elementary Teachers		Elementary Coordinators and teachers	Federal Programs		ERO Teacher surveys	Newsela usage reports			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
19	Completion	Curriculum and Instruction	Student Learning	Academic Performance	Reading and Math	Provide a diagnostic assessment (MAPS) for all students in grades pk-5th in reading and math	1 CNA 2 CIP	August 2020	Assessment results		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Elementary students		Elementary Principals and teachers		Federal Programs		BOY, MOY, EOY assessments		Diagnostic results		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
20	Dyslexia	Curriculum and Instruction	Student Learning/ Professional Developmnet	Academic Performance	Reading	Certification for Dyslexia/Resource Teachers for CALT training with Texas Scottish Rite's Take Flight Dyslexia program to address the needs of identified dyslexia students	1 CNA 2 CIP	June 2020	ERO sign ins Class walkthroughs		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Dyslexia Students		Executive Director for School Improvement, Dyslexia Director, Dyslexia Coordinator, Dyslexia Teachers, Campus Principals		Dyslexia Grant/ Section 504/Dyslexia Department		Progress Monitoring Reports		Diagnostic Reports		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
21	Completion	Curriculum and Instruction	Student Learning, Targeted Professional Development	Academic Performance ,Teacher Quality	All Content	Support teachers' virtual technology abilities and verify their technology needs to maintain good online instructional learning.	1 CNA	August 2020-October 2020	Staff Development Feedback and Administrative Reports		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Teachers		Middle School Executive Director, Campus Administration, C&I Coordinators, CIT Facilitators, Campus Teachers & Staf Development Dept		CIT Human Resources & Staff Development Department		Campus Administrative,Professional Development Department and CIT Feedback		Fluidity of Virtual Learning Platform		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
22	Completion	Curriculum and Instruction	Student Learning	Academic Performance	All Content	Diagnostic Testing at the beginning of the school year to determine student regression	1 CNA	August 2020-September 2020	Fall Diagnostic Reports	

	Population	Person(s) Responsible	Resources Budget/Human	Evaluation Formative	Summative Evaluation	Status Report
	All	Middle School Executive Director, Campus Administration, C&I Coordinators, Teachers	Monthly progress monitoring of teacher participation	Diagnostic Scores	STAAR Assessment Results	

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
23	Completion	Curriculum and Instruction	Student Learning	Academic Performance	Writing	Incorporate assistive technology programs to assist special-needs students in writing	1 CNA	August 2020-May 2021	ARD and IEP Documentation		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Special Needs Students		Middle School Executive Director, Campus Administration, Director of Special Education, Teachers		Human Capital by utilizing existing apps and extensions through Google		Students Formative Assessment and Daily Scores		STAAR Assessment Results		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
24	Completion	Curriculum and Instruction	Student Learning	Academic Performance	Reading	Utilize the Power-Up or Rewards program to assist special-needs students in reading.	1 CNA	August 2020-May 2021	ARD and IEP Documentation		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Special Needs Students		Middle School/High School Executive Director, Campus Administration, Executive Director/Director of Special Education, Special Education Coordinators, Teachers		Special Education Budget and/or Campus Budget		Students Formative Assessment and Daily Scores		STAAR Assessment Results		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
25	Fine Arts	Curriculum, Instruction	Student Learning, Targeted Professional Development	Academic Performance	Fine Arts	Professional development for Middle and High School Instrumental/Choral Music Teachers on virtual instruction implementation in the event of school closure.	1 CNA	August 2020-May 2021	Staff Development Feedback and Administrative Reports		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	6th - 12th Instrumental/Choral Music students		Middle School/High School Executive Director, Professional Development Dept, Campus Administration, Director of Fine Arts, Campus Teachers		Human Capital		Teacher Surveys		EOY Teacher Survey		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
26	Completion	STEM Curriculum	Student Learning	Academic Performance	STEM	Provide STEM academies at GWMS, TMS, UMS, RPMS, LOMS, and LBVMS to selected students so that they may have exposure to STEM-related modules at every grade level.	1 CNA	June 2020-May 2021	Student Enrollment and Master Schedule		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Middle School 6th-8th Grade		Middle School Executive Director, Campus Administration, C&I Coordinators, Teachers, Federal Programs Executive Director		Title 4		Project Based Activities		Project Based Activities and STAAR Scores		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
27	Completion	Curriculum & Instruction	Student Learning	Academic Performance	Math and Science	Integrate STEM activities in Middle School Math and Science classes. Students will utilize Learning. Com to participate in Virtual Robotics.	1 CNA 2 CIP	August 2020-July 2021	Lesson Plans, STEM Clubs Acitivities; Student Log Ins and Participation		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Middle School Math and Science Students		C&I Math and Science Instructional Coordinators, Identified Teachers, Middle School Coordinators, Campus Principal		Title IV (Federal Programs)		STEM Activity Performance		STEM Activity Performance		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
28	Completion	Curriculum & Instruction	Student Learning	Student Academic Performance	Reading and Writing	Provide Cambridge TSI Reading and Writing Skills for 8th grade College and Career Readiness Students	1 CNA 2 CIP	August 2020 - July 2021	Student login reports, TSI assessment reports		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	8th grade students		College and Career Readiness Teachers, Middle school Principal, CTE Director		Federal Budget Title IV		Accuplacer reports		Accuplacer Reports		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
29	9th- 12th	Instruction Curriculum and Assessment	Student Progress / Rigor and Relevance Monitoring	Academic Performance Teacher Quality Learning Time	English / Reading	Integrate Critical Reading skills through Novels by having students read aloud - Dr. Marcia L. Tate presentation	1 CNA	August 2020-May 2021	May 2021	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	All		High School Principals, High School Executive Director, English/Reading Coordinator and Staff Development Department Special Education Coordinator and Bilingual Coordinator	Human Capital		Monthly progress monitoring of teacher participation	STAAR Assessment Result			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
30	Completion	Curriculum, Instruction	Collaborative Planning, Alignment	Academic Performance	ELL	Initiate High School CADRES to prepare New Scope & Sequence for ESL and Foreign Language adoptions and Middle School ELAR updates.	2 CIP	July 2020-May 2021	CADRE Job Posting, NCS forms, Sign in sheets, Scope & Sequence	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	9th-12th grade Bilingual/ESL students		Director of Bilingual Education, LAPICS, MS Principals, HS Principals, Teachers	Federal Programs Dept.-Title IV		District local assessments	State assessment results			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
31	Graduation	Student Support	Monitoring of Student Progress	Academic Performance	ELL	Monitor High School EL students (12th grade) to ensure they are on target for graduation utilizing the HS student TYLER and IRIS profile.	2 CIP	August 2020-May 2021	Student profile reports	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	12th grade Bilingual Students		Director of Bilingual Education, HS LAPICS	Bilingual Education Department		Quarterly Report Cards	Credits Earned			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
32	Completion	Curriculum and Assessment	Monitoring, Student Progress	Student Academic Performance	ELL	Bilingual target data reviews will be conducted to improve student performance on TELPAS assessment in the 4 domains to meet reclassification criteria for all HS students.	1 CNA	August 2020	ERO sign ins, Assessment results		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	HS Students		Bilingual Director, HS Bilingual Coordinators		Bilingual Education Department		Released assessments		State assessment results		
Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
33	Completion	Curriculum and Instruction	Student Learning	Leadership Effectiveness	Dropout Reduction, Graduation Rate	Leadership Skills/Character Building in Students through PE and Athletic course	1 CNA	8/2020	5/2021		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All students		Roberto Cruz, Athletic Director, Coaches		Roberto Cruz, Athletic Director, Coaches		BOY Pre Leadership Assessment		EOY Post Leadership Assessment		
Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
34	Instructional Technology	Curriculum & Instruction	Enhance Technology & Integration skills through Professional Development	Student Academic Performance	All Core/EOC Content Areas grades 3-11	Support district and campus technology integrated instruction through CIT Staff and Instructional Technology Trainers	1 CNA	July 2020 - June 2021	Registration/Event Attendance Receipts		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Instructional Technology Trainers		Instructional Technology Director		Local and Federal Budget - Title IV		CIT Department Teacher/Admin Survey		CIT Department Teacher/Admin Survey		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
35	Completion	Curriculum, Instruction	Student Learning, Targeted Professional Development	Academic Performance	All Content Areas	Provide training on "A Framework for Understanding Poverty" and identify district TOT to become certified trainers	1 CNA	August 2020-July 2021	Sign In Sheets & TOT Certified as Trainers		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Teachers		Professional Development Director, Executive Directors/Directors, Instructional Coordinators		Title 2		Session feedback from attendees		EOY session feedback from all sessions		

Goal 2:

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 3% to 2% for pregnant and/or parenting students.

C. Attendance Rate Annual Performance Objective: To increase attendance rate from 95.7 % to 96.0 %

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
36	Completion	Culture/Climate & Parents/Community	Collaborative Planning	School Climate, Student Support & Family/Community Support	Curriculum and Instruction	Create Public Service Announcements or pre-recorded sessions on Suicide prevention *Strategy can be provided during a school closure	1 CNA	July 1, 2020-May 2021	PSA, Attendance Rates; Student Case Files;		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All students & parents		Admissions Director; Guidance & Counseling Director		Counseling Dept.		List of virtual PSA's being provided monthly		Total list of PSAs provided during the year.		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
37	Dropout Prevention	Pregnancy Education & Parenting (PEP)	Collaborative Planning	School Climate, Student Support & Family/Community Support	PEP, Student/Parent Support and Local & State Community Agencies	PEP - Provide programs that will decrease the dropout rate and increase the graduation/completion rate by providing assistance with resources.	2 CIP	Aug. 2020-May 2021	End of Year Program Statistics		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	PEP Participants		School Improvement Executive Director, PEP Coordinator, PEP Case Manager		SCE		9 week failure report		Graduation Rates		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
38	Completion	Culture/Climate & Parents/Community	Collaborative Planning	School Climate, Student Support & Family/Community Support	Student Safety & Support	Provide tele-counseling and pre-recorded sessions for students in need of counseling.	1 CNA	July1, 2020 - May 2021	End of Year Statistics	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	Students in need of assistance		Guidance & Counseling Director	Counseling Dept.		Visit counselor call log monthly(as done during counselor call sessions during COVID)	EOY Log of how many students were serviced through tele-counseling			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
39	Completion	Culture/Climate	Collaborative Planning	School Climate, Student Support & Family/Community Support	Social Emotional Learning	Professional development training- via pre-recorded videos- for staff to identify at-risk students as well as supporting and educating students *Strategy can be provided during a school closure	2 CIP	July 1, 2020-May 2021	ERO Log Sheets	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	All Students		Guidance & Counseling Director; Discipline Mgmt. Director; Health Services Director & Professional Development Director	Counseling Dept.		At-Risk Report	EOY At Risk Report			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
40	Completion	Culture/Climate	Collaborative Planning	School Climate, Student Support & Family/Community Support	Social Emotional Learning	Purchase SEL books/workbooks/materials for counselors *Strategy can be provided during a school closure	1 CNA	July 1, 2020-May 2021	Counselor Outreach Logs	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	ALL COUNSELORS/STUDENTS		Guidance & Counseling Director	Counseling Director		6 week Teacher Survey on quality of workbooks	EOY Teacher Survey on quality of workbooks			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
41	Health	Student, Staff & Parental Support - Health	Collaborative Planning	Student, Staff & Family/Community Support	Health Wellness	Health Services - training/services for students, staff and parents to educate on prevention tips to address containing the spread of infectious diseases.	1 CNA	July1, 2020-May 2021	Training Log		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	PARENTS, STAFF & STUDENTS		HEALTH SERVICES - DIRECTOR		Health Services Director		End of session survey report		Review all comments from each session to determine quality and effectiveness of sessions.		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
42	Completion	Student, Staff & Parental Support	Collaborative Planning	Student, Staff & Family/Community Support	Social Emotional Learning	LSSPs and Behavior Specialists to offer more training and support for all students and staff. *Strategy can be provided during a school closure	1 CNA	July1, 2020-May 2021	Training Log		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
			Special Education Exec. Director								

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
43	Completion	Student, Staff & Parental Support	Collaborative Planning	Student, Staff & Family/Community Support	Social Emotional Learning	Provide training for the counselors on the use of the Counselor Activity Database and how to provide reports for their activities in a given timeframe. *Strategy can be provided during a school closure	1 CNA	July1, 2020-May 2021	Training Log		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
			Guidance & Counseling Director								

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
44	Completion	Student, Staff & Parental Support	Collaborative Planning	Student, Staff & Family/Community Support	Student Safety & Support	Utilize Tyler 360 to document interventions provided to students (by Facilitators). *Strategy can be provided during a school closure	1 CNA	July1, 2020-May 2021	Tyler 360		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
			Discipline Management Director								

Goal 3:

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%

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
45	Completion	Family and Community Representations	Family and Community Engagement/Specific/ Timely Feedback	Family and Community Engagement Support	All Content Areas	Parenting Partners Seminars - Parent Engagement Modules offered at the campus level on a monthly basis to create parent capacity to improve student achievement. Professional Staff trained and have access to materials for the Parent Leadership course. Provide Parents with certificates of completion of parenting courses.	3 FPE	August 2020/May 2021	Flyers, Agendas, Sign-In Sheets Parent Surveys		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All		Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals, Campus Parenting Partners Team		Title I, Part A Funds Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals		Seminar Evaluation Parent Surveys		EOY Seminar Evaluation Survey Feedback		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
46	Completion	Virtual/Online Family and Community Representations	Virtual/Online Family and Community Engagement/Specific/ Timely Feedback	Family and Community Engagement Technology Support	All Content Areas	Virtual/Online Parenting Partners Seminars - Parent Engagement Modules offered at the campus level on a monthly basis to create parent capacity to improve student achievement. Virtual Trainings will be done via Google Meets Or Zoom).	3 FPE	August 2020/May 2021	Social Media/Messenger/Online/Virtual Flyers, Agendas, Sign-In Sheets Parent Surveys	

	Population	Person(s) Responsible	Resources Budget/Human	Evaluation Formative	Summative Evaluation	Status Report
	All	Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals, Campus Parenting Partners Team, Technology Department	Title I, Part A Funds Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals, Technology Department	Seminar Online/Virtual Surveys	EOY Seminar Online/Virtual Survey Feedback	

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact		
47	Completion	Family Resource Center	Family and Community Support Engagement	Family and Community Resource Center - To nurture school and home partnership.	All	To provide tools and resources for parents to help students with school initiatives such as projects, homework. to provide classes to parents on literacy, wellness, health etc.	3 FPE	Aug. 2020-May 2021	Flyers, Agendas, Sign-In Sheets Parent/teacher Surveys			
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	ALL		Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Coordinator-Drop Out Recovery - Famly Literacy, Principals		Title I, Part A Funds Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Coordinator-Drop Out Recovery - Family Literacy, Principals		Evaluation Parent and Teacher Surveys		Survey Feedback			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact		
48	Completion	UISD Parent Volunteer Signs	Family Engagement	Parent Engagement and Involvement	All	Parent's who accumulate a set number of school volunteer hours will get a UISD yard sign to acknowledge their dedication and commitment to their child's school.	3 FPE	August 2020/May 2021	Volunteer Sign In sheets at school Online record of hours volunteering and for what purpose			
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	All		Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Coordinator-Drop Out Recovery - Family Literacy, Principals		Title I, Part A Funds Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Coordinator-Drop Out Recovery - Family Literacy, Principals		Online platform, sign in sheets, Evaluation Surveys		Survey Feedback			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
49	Completion	Administrators/Parent Engagement	Instructional Leadership, Supervision and Monitoring of the Parent Engagement Statute 116	Parent Engagement	All	Online subscription will be used to allow administrators to maintain Title I Parent Engagement documentation compliance.	3 FPE	August 2020/May 2021	Web Mased Document mangement monitoring Federal Programs Data		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All		Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals		Title I, Part A Funds Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals,		Electronic documentation Title I Crate		Participation by all campuses		

Goal 4:

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.

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
50	Completion	Human Resources	Teacher Quality	Teacher Quality	Qualified Employees	Attend local and State job fairs	1 CNA	August 2020-May 2021	Human Resources - Recruitment efforts		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Teachers		Associate Superintendent for Human Resources/ HR Administrator s		Associate Superintendent for Human Resources/ HR Administrators		Attendee Feedback		Attendee Feedback		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
51	Completion	Human Resources	Instructional Leadership, Supervision and Monitoring	Teacher Quality	Qualified Employees	Provide/Schedule Review Sessions for Bil./ESL Supp. CRT utilizing virtual modes.	1 CNA	August 2020-May 2021	Human Resources records on file		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All Teachers and Staff		Associate Superintendent for Human Resources/ HR Administrators		Associate Superintendent for Human Resources/ HR Administrators		Attendee Feedback		EOY Feedback		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
52	Completion	Human Resources	Instructional Leadership, Supervision and Monitoring	Substitutes	Qualified Employees	Utilizing new COVID-19 safety measures, train all approved Teacher Substitutes through CPI every year to attend to student needs when assigned to Special Education classrooms.	1 CNA	Aug. 2020-May 2021	Human Resources - Recruitment efforts	

	Population	Person(s) Responsible	Resources Budget/Human	Evaluation Formative	Summative Evaluation	Status Report
	Teacher Substitutes	Associate Superintendent for Human Resources/ HR Administrator s	Associate Superintendent for Human Resources/ HR Administrators	Principal Feedback as required	EOY Principal Feedback	

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
53	Completion	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 through the use of media, Admn. orientation, District policy and Staff Development.	1 CNA	August 2020-May 2021	Human Resources - Recruitment efforts	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	Paraprofessional Employees		Associate Superintendent for Human Resources/ HR Administrator s	Associate Superintendent for Human Resources/ HR Administrators		Principal Feedback as required	EOY Principal Feedback			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
54	Completion	Human Capital	Teacher Quality & Human Capital Monitoring	Compliance for All Staff	All Areas	Provide a web-based training management system to allow administrators to easily deliver, track, and report on compliance training to comply annual state and federal legislative mandates.	1 CNA	August 2020-May 2021	Tracking System through Vector Solutions & ERO Sign Ins	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	All identified employees		Professional Development Director & Campus Principals, Executive Directors & Supervisors	Compliance for All Staff		ERO Sign-Ins & Tracking System	ERO Sign-In & Tracking System			

Goal 5:

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.

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
55	Completion	Data System, Student Support,, Family & Community Support	Use of Technology, Student, Family & Community Support	Learning time, Family/Community Support	Enrollment Analysis (Increase Enrollment)	Promote, educate and execute the need to be counted in the US Census 2020 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.	1 CNA 3 FPE	July 1, 2020-May 2021	PSA's, Lesson Plans, Facebook, District website, UISD parent portal, on site visits with Techmobile. (In case the district is quarantined again due to Corvd 19, our implementation plan will continue except the on-site visits with the Techmobile)		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All		Director of ITV, Director of Communication /Coordinators of Planning & Development		Texas Counts Pooled Fund		Laredo-Webb Census Complete Count (CCC) committee Enrollment Analysis Data		Regional report from the US Census 2020 EOY Enrollment Analysis Data		
Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
56	Completion	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Academic Performance	All Grade Levels	Reconfigure existing Chromebooks and iPads for One-to-One student use and purchase additional mobile learning devices to meet 1:1 implementation.	1 CNA	July 1, 2020-May 2021	Carts dismantled and POs for additional Chromebooks and distribution plan		

	Population	Person(s) Responsible	Resources Budget/Human	Evaluation Formative	Summative Evaluation	Status Report
	All Students	Executive Director of IT Director of IT Director of Curriculum Instructional Technology Computer Support Supervisor – North Computer Support Supervisor – South	\$1,000,000/ IT Staff Time	Chromebook Utilization Reports	End of Year Chromebook Utilization Reports	

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
57	Completion	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Academic Performance	All Grade Levels	Implement integration processes between Tyler SIS and online/virtual instructional platforms for rostering and posting assignments and grades.	1 CNA	July 1, 2020-May 2021	Teachers can add students to Google Classroom automatically and grade posting		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All Students		Executive Director of IT Director of IT Director of Curriculum Instructional Technology PEIMS Supervisor		IT Staff Time		Progress Reports - Grade Posting		Report Card - Grade Posting		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
58	Completion	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Academic Performance	All Grade Levels	Provide training to all teachers in using online and virtual teaching and learning platforms and other cloud-based technologies for delivering on-line or remote instruction	1 CNA	July 1, 2020-May 2021	Training Program and ERO		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All Teachers		Executive Director of IT Director of IT Director of Curriculum Instructional Technology Director of Staff Development		CIT Staff Time		Teacher usage of Google Classroom and other cloud based technologies		End of Year Reports - Title 1 Survey		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
59	Completion	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Academic Performance	All Grade Levels	Develop/enhance a central on-line application catalog for students and teachers to use for on-line learning	1 CNA	July 2020-May 2021	On-line Application catalog portal	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	All Students and Teachers		Executive Director of IT Director of IT Director of Curriculum Instructional Technology	\$500,000 IT/CIT Staff Time		Working on-line portal	Ability to work remotely			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
60	Completion	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Academic Performance	All Grade Levels	Provide Internet access to students in need to narrow the digital divide using mobile hot-spots or other methods mobile connectivity technologies	1 CNA	July 1, 2020-May 2021	MI-FI purchases and Distribution Plan	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	ECO Students		Executive Director of IT Director of IT Director of Curriculum Instructional Technology	4500,000 IT/CIT Staff Time		Student access reports	Student access reports			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
61	Completion	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	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	1 CNA	July 1, 2020-May 2021	Instillation of Cell Phone Boosting technology	
	Population		Person(s) Responsible	Resources Budget/Human		Evaluation Formative	Summative Evaluation		Status Report	
	High Schools		Executive Director of IT Director of IT Network Supervisor Telecom Supervisor	\$750,000/ IT Staff Time		Working Cell Phone Boosting System	Working Cell Phone Boosting System			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
62	Completion	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Culture & Climate	School Safety	Implement Cyber Security Risk Program with regular testing	1 CNA	July 1, 2020-May 2021	POs and Testing results and actions taken		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All		Executive Director of IT Director of IT Information Security Manager		\$100,000/ IT Staff Time		Test Plan Implemented		Corrective action plans taken as result of test findings		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
63	Completion	Data System	Data System	Quality Data for Informed Decision Making	Counseling	Evaluate the amount of time a counselor spends on the areas of the Texas Model for Comprehensive School Counseling Programs as well as other duties. Provide training for the counselors on the use of the Counselor Activity Database and how to provide reports for their activities in a given time frame.	1 CNA	July 1, 2020-May 2021	Counselor Activities DB Deployment	Allocation of Assigned time to Counseling	
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Counselors		Special Projects Data Developer		Staff Time		Users Feedback		Implementation		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
64	Completion	School Organization	Collaborative Planning	Safety	All Schools	Enhance training for Behavior Threat Assessment (BTA) Teams at each campus. District administrator will be scheduled to serve on a campus team. Campus teams will meet periodically. District administrator will have access to review their designated campus threats and follow up on interventions. UISD police or outside agencies will be advised as needed.	1 CNA	Day one of school year-ongoing	Navigate System tracker	

	Population	Person(s) Responsible	Resources Budget/Human	Evaluation Formative	Summative Evaluation	Status Report
	All Schools	Campus Principal, District Admn.	Campus and District Personnel	Periodic feedback	Review yearly progress feedback	

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact		
65	Completion	School Organization	Collaborative Planning	School Climate	Schools	Enhance reunification model and hold a mock drill	1 CNA	October 2020-May 2021	actual drill			
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	All Schools		Campus Principal and District Personnel		Campus and District Personnel		Periodic feedback		Review yearly progress feedback			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact		
66	Completion	School Organization	Collaborative Planning	Climate and Safety	All Schools/Departments	Revise the Multi-Hazard Operations Manual to include School Reopening and Closures caused by emergency/pandemic situations	1 CNA	June 1, 2020 - May 2021	Evident in Manual			
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	All Schools and District Depts.		District Personnel		District Personnel		Periodic feedback		Review and revise manual for improved accuracy			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact		
67	Completion	School Organization	Collaborative Planning	safety	All School/Departments	Develop calendar options with intersessions in the event of future school/work closures	1 CNA	June 1, 2020-May 2021	New calendar approved by board			
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	All Schools and District Depts.		District Personnel		District Personnel		Periodic feedback		Review and revise calendar for improved accuracy			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
68	Completion	School Organization	Collaborative Planning	safety	All School/Departments	Train staff on Navigate Threat Assessment Component to properly document student issues and potential threats.	1 CNA	Aug. 2020 - May 20201	Navigate System tracker	

	Population	Person(s) Responsible	Resources Budget/Human	Evaluation Formative	Summative Evaluation	Status Report
	All Schools and District Depts.	District Personnel	District Personnel	Periodic feedback	EOY review of Data Systems Tracker	

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact		
69	Completion	School Organization	Collaborative Planning	safety	All School/Departments	Lesson Learned sessions during leadership meetings to improve our communications plans so that accurate information is shared in a timely manner with all stakeholders.	1 CNA	Aug. 2020 - May 20201	Navigate System tracker			
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	All Schools and District Depts.		District Personnel		District Personnel		Periodic feedback		EOY review of Data Systems Tracker			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact		
70	Completion	School Organization	Collaborative Planning	safety	All School/Departments	The District will practice and use Navigate in collaboration with the different departments and law enforcement agencies to enhance the Standard Response Protocol.	1 CNA	Aug. 2020 - May 20201	Navigate System tracker			
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	All Schools and District Depts.		District Personnel		District Personnel		Periodic feedback		EOY review of Data Systems Tracker			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact		
71	Data Systems	Student Support	Auditing Process, Accountability Process	Data Quality	All Schools/Departments	The District will continue to provide proper training for qualified staff in all matters of District finances.	1 CNA	Sept 2020-Aug 2021	Independent Audit; TEA PEIMS submission; FIRST rating; Bond ratings	Audited Financial Statements; FIRST Superior Rating; Bond ratings		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	All schools and District depts.		Comptroller office staff; Purchasing staff; Internal audit staff		District personnel		Ongoing feedback from oversight agencies		EOY Audit			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
72	Data Systems	Student Support	Auditing and Accounting Processes	Data Quality	All Schools/Departments	The District will continue transparency with the public regarding the \$408M Bond program	1 CNA	Sept 2020-Aug 2021	Monthly Bond Oversight committee meetings; UISD Website bond project information updated	Monthly Bond Oversight meeting reports; Construction Progress Reports	
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All schools and District Departments		Associate Supt for Student Support Services; Assistant Supt for Construction & Facilities		District Personnel		Updated monthly Construction Progress Reports and Bond Program Financial Reports		Construction Progress Reports; Bond Program Financial Reports		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
73	Data Systems	Student Support	Auditing and Accounting Processes	Data Quality	All Schools/Departments	The District's Finance division will continue to meet with Curriculum & Instructional and Campus Leaders to identify instructional needs including those addressing remote learning.	1 CNA	Sept 2020-Aug 2021	Attendance at C&I Cabinet Meetings; Collaboration with C&I leaders on identified needs and TEA requirements	C&I Department budgets; Campus budgets	
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All schools and District Departments		Associate Supt for Student Support Services; Asst. Supt for Business & Finance; Comptroller office-budget; Ex Director for Federal Programs; Grants Administrator		District Personnel		Ongoing identification of instructional needs and new initiatives including those addressing remote learning.		C&I budgets; Campus budgets		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
74	Data Systems	Student Support		Data Quality	Elementary schools	Address personnel needs for small elementary schools	1 CNA	Sept 2020-Aug 2021	Meetings with Elementary Education Dept; Human Resources and Deputy Supt. of Operations and Adm.	Updated staffing guidelines for small elementary campuses (<800)	
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Elementary schools		Deputy Supt, Associate C&I/HR; Ex Director Elem Ed		District Personnel		Ongoing review of campus personnel reassignments		Staffing guidelines		

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

Addendum

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
1	State Assessment	Instruction, Curriculum and Assessment	Data Informed Instructional Placement	Academic Performance Learning Time	All Content Areas	Provide an effective curriculum to all students PK-12th that meet eligibility criteria for summer school including resources and instructional materials.	1 CNA	February 2021/June 2021	Summer School Presentation Power point		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	all students meeting summer school criteria		Executive Director of School Improvement; All level Executive Directors and coordinators, Special Education Coordinators		Coordinators/Title 1		Weekly Progress Reports		STAAR Data; Promotion Report		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
2	State Assessment	Instruction, Curriculum and Assessment	Targeted Professional Development	Academic Performance, Learning Time, Teacher Quality	All Content Areas	Ongoing Staff Development : Provide staff development for all grades and content	1 CNA	August 2020/June 2021	Training Strategies		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	all students		Professional Development Director, All level Executive Directors, coordinators & designated teachers		Title 1, Title 2, Title 4		ERO Evaluations		STAAR DATA & TTESS		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
3	Guidance & Counseling Department	Culture/Climate	Collaborative Planning	School Climate, Student Support	Student Safety & Support	Provide Signs of Suicide Program for student in need of counseling	1 CNA	August 2020-May 2021	End of year Report	
	Population		Person(s) Responsible		Resources Budget/Human	Evaluation Formative	Summative Evaluation		Status Report	
	All middle and high school students		Guidance & Counseling Director, Health Service Director, Middle/High Counselors		Title 1/Middle/High School Counselors	Monthly Reports	Final Reports			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact
4	Dyslexia	Curriculum & Instruction	Monitoring Student Progress, Active Learning	Academic Performance, Learning Time, Teacher Quality	Reading	Continue to Implement and monitor Language Foundations Program for Dyslexia Students by training new teachers to the program and providing all necessary materials and resources to maintain the program.	1 CNA	August 2020-June 2021	Dyslexia Teacher submittal of schedules, progress monitoring, walkthroughs	
	Population		Person(s) Responsible		Resources Budget/Human	Evaluation Formative	Summative Evaluation		Status Report	
	Dyslexia Students		Executive Director for School Improvement, Dyslexia Director, Dyslexia Coordinator, Dyslexia Teachers, Campus Principal		Section 504/Dyslexia Dept.	Progress Monitoring Reports	Diagnostic Reports			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
5	Dyslexia	Curriculum and Instruction	Monitoring student progress	Academic Performance	Reading	Dyslexia emphasis on supporting the early identification of students with reading weakness in order to provide appropriate interventions to a previously under-identified population	1 CNA	August 2020-June 2021	MAP Reports, RAPS 360 Reports, RTI		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	all students		Executive Director for School Improvement, Dyslexia Director, Dyslexia Coordinator, Dyslexia Teachers, Campus Principals		Section 504/Dyslexia Dept.		Monthly Reports		Diagnostic Reports		

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact		
6	Data System	Student Support, Data Systems	Student Support, Data Systems	Quality Data, Teacher Quality		Implementation of Success Ed. Management System. Mi Fis for Homebound Teachers	2 CIP	August 2020-June 2021	ERO Sign-In Sheets, Campus Monitoring Visits, Success Ed Compliance Reports, Section 504 Committee Reports			
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	Section 504 Students		District Section 504 and Dyslexia Coordinators, Campus Section 504 Coordinators, Principals, Dyslexia Teachers, Success Ed Trainers and Product Managers		Section 504/Dyslexia Dept.		Monthly Reports		Final Reports			

Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
7	Instructional Technology	Student Support Data Systems	Student Support Data Systems	Academic Performance	All Level Core Content	Cadre to create content-based integrated-Interactive lessons and assessments in Core Subject areas in Elem, Middle and High School	2 CIP	August 2020 - June 2021	ERO Sign-In Sheets and District Scope & Sequence		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	All Students		Director Instructional Technology		\$9,000		Checkpoints, CBA's, Benchmark and STAAR/EOC Assessments		STAAR/EOC Results		
Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
8	Instructional Technology	Student Support Data Systems	Student Support Data Systems	Academic Performance	Grades 3-5	Cadre to create content-based integrated-Interactive lessons and assessments in Subject areas in Elem	2 CIP	August 2020 - June 2021	ERO Sign-In Sheets and District Scope & Sequence		
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report
	Elementary Students		Director Instructional Technology		\$4,000		Checkpoints, CBA's, Benchmark, and STAAR/EOC Assessments		STAAR/EOC Results		
Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact	
9	Instructional Technology	Student Support Data Systems	Student Support Data Systems	Academic Performance	Grades Pk -12	Allow teachers to train/ prep on the Google Education Suite for Certification which will increase the level of skill master on G Suite	2 CIP	August 2020 - June 2021	ERO Sig in Sheets		

	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	All Teachers		Director Instructional Technology		\$1,000		Daily Instruction and assessments		EOY Teacher Survey			
Initiative Number	Area Targeted	Major Systems	Components	Critical Success Factors	Content Area/Programs	Strategies, Initiatives and Redesigns	TIA Comp School Wide	Start Date/Proj Comp	Evidence of Implementation	Evidence of Impact		
10	Middle School Students	Curriculum and Instruction & Assessment	Student Learning	Academic Performance	6th-8th Grade	Students will utilize the Grammarly software program to strengthen writing to be college ready.	1 CNA	August 2020 - June 2021	Assessment Scores			
	Population		Person(s) Responsible		Resources Budget/Human		Evaluation Formative		Summative Evaluation		Status Report	
	6th-8th Grade Students		C&I Coordinator, Principal, Teachers		Federal Monies - \$23,000 and MS General Monies - \$10,000 = \$33,000		Assignments and Assessments		STAAR Results			

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	\$13,958,302	\$59,273	\$1,434,413	\$1,269,117	\$247,775	\$6,027,592	\$0	\$151,000	\$2,632,331	\$49,610
6200 Contracted Services	\$348,496	\$27,000	\$210,188	\$1,000	\$82,000	\$910,750	\$5,000	\$22,000	\$0	\$56,000
6300 Supplies & Materials	\$1,655,031	\$7,990	\$58,000	\$0	\$817,435	\$	\$35,911	\$155,000	\$800	\$36,510
6400 Other Operating Costs	\$162,434	\$2,000	\$24,773	\$2,000	\$47,384	\$	\$0	\$5,000	\$0	\$30,313
6600 Capital Outlay	\$77,914	\$0	\$0	\$0	\$24,695	\$0	\$0	\$180,000	\$0	\$10,000
Total Program Budget	\$16,202,177	\$96,263	\$1,727,374	\$1,272,117	\$1,219,289	\$6,938,342	\$40,911	\$513,000	\$2,633,131	\$182,433

	State Compensatory	General (11 & 99)	Bilingual	Special Education	Career & Technology	Athletics	High School Allotment	After School Adv.	GT
6100 Payroll Costs	\$16,226,022,52	\$277,173,878	\$2,693,272	\$38,732,676	\$10,471,917	\$6,148,109	\$199,959	\$1,591,2441	\$468,886
6200	\$10,287	\$18,486,115	\$5,770	\$7,300	\$202,623	\$261,750	\$955,000	\$24,000	\$0
6300	\$1,340,877	\$7,121,241	\$514,497	\$382,634	\$250,691	\$793,703	\$716,505	\$105,986	\$19,736
6400	\$45,358	\$4,633,829	\$18,718	\$36,500	\$244,000	\$632,565	\$50,000	\$50,049	\$187,861
6600	\$7,410	\$371,431	\$18,691	\$	\$11,650	\$3,500	\$	\$15,000	\$
6500 debt service	\$0	\$7,807,004	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Program Budget	\$17,629,954	\$315,593,498	\$3,250,948	\$39,159,110	\$11,180,881	\$7,839,627	\$1,921,464	\$1,786,279	\$676,483

Source: United ISD Accounting Department

Total: \$429,863,281

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

Region: 1

Priority for Service (PFS) Action Plan

School Year: 2020-2021

Filled Out By: Sara Hernandez
Title: Migrant Education Coordinator

Date: August 3, 2020

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 Plan 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. 2020 to May 2021	Federal Programs Coordinator NGS Specialist	Read & Delivery Rpts, 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 2020	Federal Programs Coordinator, Campus Staff, Migrant Staff	Completed document on file
Additional Activities Priority for Service Student Action Plans are sent to counselors who then review the	Sept. 2020 to May 2021	Federal Programs Coordinator, Campus Staff, Migrant Staff	PFS student files PFS Action Plans

PFS action plans to design targeted assistance such as tutorials, or supplemental interventions.			
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. 2020 to May 2021	Federal Programs Coordinator Campus Staff 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. 2020 to May 2021	Federal Programs Coordinator Campus Staff NGS Specialist 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. 2020 to May 2021	Federal Programs Coordinator Federal Programs Staff Migrant-funded staff	Home visit forms Student files
Additional Activities During the PAC meetings (virtual for 2020-2021) face to face if possible, parents will receive information on how to access supplemental services for the students. The Migrant Education Program's website is up to date with important information that helps parents. Parents receive brochures from different schools such as CAMP, FAFSA information and other services that benefit students. Parents and students receive information for community events such as school supply drives, food bank, and other community services that assist families due to the pandemic via Remind 101 app.	Sept. 2020 to May 2021	Federal Programs Coordinator Federal Programs Staff Migrant-funded staff	Agendas Sign-in sheets

Provide services to PFS migrant students.		Federal Programs Coordinator Federal Programs Staff Campus Staff Migrant-funded staff	Sign In sheets, Flyers, Agendas
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. 2020 to May 2021	Federal Programs Coordinator Federal Programs Staff Campus Staff 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. 2020 to May 2021	Federal Programs Coordinator Federal Programs Staff 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. 2020 to May 2021	Federal Programs Coordinator Federal Programs Staff Migrant-funded staff	Student files Coordination logs

UISD Federal Programs Office – Migrant Education Program (MEP) Priority for Service Action Plan
2020-2021
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 2020 - 2021 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 8/3/20

Appendix: D

McKinney-Vento Homeless Assistance Action Plan

The McKinney-Vento Homeless Assistance Act (Subtitle B-Education for Homeless Children and Youth), reauthorized in January 2002, ensures educational rights and protections for children and youth, experiencing homelessness. Services to homeless children are required by Local Educational Agencies in the Every Student Succeeds Act, and are primarily found under the requirements of the McKinney-Vento Homeless Education Assistance Act of 2002 (Title X, Part C Every Student Succeeds Act Act) and under Title I.

Definition of Homelessness (McKinney-Vento Act 725(2); 42 U.S.C. 11435(2))

The term “homeless children and youths”	
A.	Means individuals who lack a fixed, regular, and adequate nighttime residence...; And
B.	Includes- (i) Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; or living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; (ii) Children and youths who have a primary residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings... (iii) Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

School District: United ISD

Region: One

McKinney-Vento Homeless Assistance Action Plan

Filled Out By: /Sara Hernandez

Date: 8/5/20

School Year: 2020 - 2021

***Note:** The Federal Programs Coordinator and Homeless Liaison will include the McKinney-Vento Homeless Assistance Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., " McKinney-Vento Homeless Assistance Action Plan "), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).*

Goal(s)

- 1) Using homeless student's data, Title I funded teachers, tutors and other staff will plan and implement effective instructional strategies.
- 2) The Homeless Liaison, working with campus staff, will monitor campus interventions for homeless students every six weeks in order to align with student need determinations and resources coordination. i.e. Academic Profile
- 3) The Homeless Liaison will coordinate with counselors to ensure homeless high school students have a graduation plan and are on track to graduate.

Objective(s)

- 1) To increase homeless student state assessment scores by 10% or more each year
- 2) To assure 100% of homeless students graduate on-time
- 3) To assure that 100% of homeless students have secondary access to four-year or two- year college, scholarships, technology, prep schools armed forces or other workforce-oriented options.

Required Strategies	Timeline	Person(s) Responsible/ Resources	Documentation
Monitor the progress of Homeless students			
Run report card grades (every six weeks, academic profiles and RTI information) along with to identify homeless children and youth who require Title services.	August 2020 to May 2021	Federal Programs Staff Federal Programs Coordinator/Homeless Liaison Campus Staff Title I Funds	Report Cards DMAC Academic Profile Tyler
Communicate the progress and determine needs of homeless students			
During the academic calendar, the Federal Programs Staff and/or Homeless Liaison will provide campus principals and appropriate campus staff with pertinent information on Homeless Students.	August 2020 to May 2021	Federal Programs Staff Federal Programs Coordinator/Homeless Liaison Campus Staff Title I Funds	Meeting agendas Sign-in Student files Campus coordination logs
During the academic calendar, the Federal Programs Staff and/or Homeless Liaison will make individualized contact and /or community contact to update parents on the academic progress of their children.	August 2020 to May 2021	Federal Programs Staff Federal Programs Coordinator/Homeless Liaison Campus Staff Title I Funds	Phone Logs Student files
Provide services to Homeless students			
The district's Federal Programs Staff and/or Homeless Liaison will use Academic Profile information to give priority placement to homeless students in Title I program interventions.	August 2020 to May 2021	Federal Programs Staff Federal Programs Coordinator/Homeless Liaison Campus Staff Title I Funds	Student Academic Profile Emails Phone logs
The district's Federal Programs Staff and/or Homeless Liaison staff will ensure that homeless students receive priority access to instructional services as well as social workers and community social services/agencies.	August 2020 to May 2021	Federal Programs Staff Federal Programs Coordinator/Homeless Liaison Campus Staff Title I Funds	Coordination logs Student files Home visit forms

The district's Federal Programs Staff and/or Homeless Liaison staff will ensure that homeless students are provided transportation to school of origin, tutorials and extra-curricular activities.	August 2020 to May 2021	Federal Programs Staff Federal Programs Coordinator/Homeless Liaison Campus Staff Title I Funds	Student files/SRQ Transportation Coordination logs
Additional Activities			
The district's Federal Programs Staff and/or Homeless Liaison staff will ensure that homeless students are ready for instruction and have access to a device and internet connectivity for virtual learning, uniforms and clothing for school (shoes, socks, undergarments, jacket), and receive supplemental support services.	August 2020 to May 2021	Federal Programs Staff Federal Programs Coordinator/Homeless Liaison Campus Staff Title I Funds	Student files/SRQ Coordination logs Sign-In Sheets

Federal & State Programs Office

2020 -2021

Appendix: E
2019-20 ESSA Title II Part A: Teacher Qualifications

UISD # of Teachers	Certification	Endorsements	Teaching Assignments	Years of Experience
Elementary	20	15	1st-5th	94
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: F

UNITED INDEPENDENT SCHOOL DISTRICT Office of Federal and State Compensatory Programs 2020-2021

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 2020-2021	\$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 resource materials for STAAR/STAAR EOC 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
- Periodic and Annual review of students meeting exiting At-Risk criterias

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
- Periodic and Annual review of students meeting exiting At-Risk criterias

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

*Note: The budgeted amount provided to each program/service with SCE funds reflects information from the 2019-2020 school year.

Budgeted information will be updated with 2020-2021 school year as soon as Human Resources Department provides information towards the end of September 2020.

Appendix: G

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: H

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: I

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: J

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 2020	May 2021	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 2020	June 2021	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 2020	June 2021	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 2020	Spring 2021	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 2021	Online/Written Survey Results	GT Coordinator Advanced Academics Director Principals, Assistant Principals, Counselors

Appendix: K

Appendix J
United Independent School District
Title I , Carl D. Perkins Career and Technical Education Act Grant
2020-2021

Budget Allocation: \$528,579

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.

Perkins V: CTE Program Goals:

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

1. Provide career exploration and career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
4. Support integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and
6. Develop and implement evaluations of the activities funded by Perkins.

Appendix: L
Glossary of Acronyms

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