

**Meadowland Charter School  
District Improvement Plan  
Charter Academic Plan  
2015-2018**

**Updated CIP Presented On January 19, 2016  
Date of School Board Approval**

# Mission Statement

The Meadowland Charter School will provide a safe, structured, and consistent environment, including a seamless connection to a therapeutic component. It is our goal for all students to benefit from the structured setting so that they can be successful both academically and socially.

## Legal References

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

# Campus Improvement Planning and Decision Making Committee

Name	Position <small>(Parent, Business, Community, Teacher, etc.)</small>	Signature
Donald Mills	District Administration	
James Chavis	Professional	
Evan Tupa	Non-Certified Professional	
Delayna Ashley	Campus Administration	
Jerry Zapata	Community, UTSA	
Esther Schellhorn	HS Teacher	
Kay Lynch	ES/MS Teacher	
Laurie Ritter	Parent	

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## Title I, Part A Schoolwide Components

1. Comprehensive Needs Assessment-*page 15*
2. Scientifically-based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards-*Included-page 13 & 16*
3. Instruction by highly qualified teachers- *page 14*
4. High quality and ongoing professional development for teachers, administrations, paraprofessionals and others- *-page 14*
5. Strategies to attract high-quality highly qualified teachers- *page 15*
6. Strategies to increase parent involvement –*page 17*
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs-*Not Included; no early childhood program in accordance with our approved charter with the TEA.*
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program- *page 14*
9. Effective, timely additional assistance for students that experience difficulty mastering state standards- *page 13 & 16*
10. Coordination and integration of Federal, State, and local services and programs- *page 13, 15, 17*

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

## State Compensatory Education

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

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

Total FTEs funded through SCE at this District/Campus: *While there is not enough funding from SCE to fully fund an FTE, the campus and district utilizes what funds are available to offset the cost of two employees who both work directly with SCE programs. One is the high school counselor to assist with ensuring students programs are aligned and maximized to accelerate their academic work to get back on track of graduation. The other person is the attendance clerk/office manager who assists in tracking attendance and working with all program pieces.*

The process we use to identify students at-risk is: *Ensuring that their registration form is coded before first day of attendance in alignment with one of the state approved eligibility codes and back up documentation attached prior to it entered into PEIMS.*

The process we use to exit students from the SCE program who no longer qualify is: *Graduation and transcript completion.*

***At MLCS School State Compensatory Funds are used to support Title I initiatives.***

## State Compensatory Education

STAAR	Math % Met Standard	Reading/ELA % Met Standard	Writing % Met Standard	Science % Met Standard	Social Studies % Met Standard
	2015	2015	2015	2015	2015
Students At-Risk	67%	75%	*	80%	60%
Students Not At-Risk	*	*	*	*	*

	Drop Out Data		Completion Data	
	2012-2013	2013-2014	2012-2013	2013-2014
Students At-Risk	3.7	2.1	73.3	100
Students Not At-Risk	*	*	*	*

\*small number not recorded

The comprehensive, intensive, accelerated instruction program at this district/campus consists of after school program, summer school/acceleration, and Saturday school. We also make use of ratio reduction to maximize the attention students can receive. The school wide use of Restorative Practices is also a benefit of reducing students dropping out, time of task and out of classroom/instruction time.

Upon evaluation of the effectiveness of this program the committee finds that *our program is successful in its implementation because our dropout rate continues to decrease and our graduation rate continues to climb. Another factor is the course completion and credit acquisition of students has steadied or improved over the last three years.*



## Federal, State and Local Funding Sources

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

This schoolwide program will consolidate funds in the following way: Since we are a single campus district, all Title and Title connected grants will be consolidated to maximize the program through limited or small amounts of funds. Title I, Part A, Title I 1003(a), Title II, Part D, and REAP.

Federal	
Program/Funding Source	Amount of Funding
REAP	\$14,266.00
State	
Program/Funding Source	Amount of Funding
Title I, Part A	\$84,503
Title I 1003 (a)	\$153,808
Title II, Part D	\$9,010
Local	
Program/Funding Source	Amount of Funding
420	\$1,422,851

**Comprehensive Needs Assessment (CNA)**

**Data Sources Reviewed:** STAAR/EOC/TAKS results; Texas Academic Performance Reports; TELPAS results; curriculum-based assessments; formative assessments/benchmarks; BASI, I Station, Think Through Math, READ 180 reports; Tutoring reports; graduation rate; Texas Primary Reading Inventory; performance based Monitoring; Eduphoria data reports; individual education plans; PEIMS six-weeks Administration reports; attendance data; Aggregated/ disaggregated discipline referral data; community survey results.

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<p>From snapshot of October 30, 2015</p> <p>Grade 1-0-00%</p> <p>Grade 2-1-.99%</p> <p>Grade 3-5-4.95%</p> <p>Grade 4-7-6.93%</p> <p>Grade 5-8-7.92%</p> <p>Grade 6-13-12.87%</p> <p>Grade 7-9-8.91%</p> <p>Grade 8-13-12.87%</p> <p>Grade 9-15-14.85%</p> <p>Grade 10-13-12.87%</p> <p>Grade 11-9-8.91%</p> <p>Grade 12-8-7.92%</p> <p>Male-61-60.40%</p> <p>Female-40-39.60%</p> <p>EcoDis-88-87.13%</p> <p>At Risk-96-95.05%</p> <p>Title I, Part A Schoolwide-101-100%</p> <p>SpEd-37-36.63%</p> <p>CTE-28-27.72%</p> <p>Black/A.A.-7-6.93%</p> <p>Hispanic/Latino-55-54.46%</p> <p>White-37-36.63%</p>	<p>RF coded students continue to need additional support and help with all academic areas but particularly math.</p> <p>We continue to see a need to infuse more Social-Emotional Learning into our curriculum.</p> <p>We need to continue to investigate a variety of master schedules to meet the unique and diverse needs of our student population.</p> <p>We have to keep in mind the cultural aspects of our school for all stakeholders to maintain a high amount of energy and buy in.</p>	<p>Balance campus culture/climate.</p> <p>Continuous improvement of curriculum and instruction.</p> <p>Limiting social fatigue for all stakeholders.</p> <p>Providing emotional support for all students.</p>

**Comprehensive Needs Assessment (CNA)**

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<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Student Achievement</b>	<p>Based on TAPR 2015: All Students</p> <p>Ethnicity: 58% (H), 85% (W)</p> <p>Economically Disadvantaged: 65%</p> <p>Special Program Groups: Small Number Analysis due to population size in tested categories (No Immigrant, LEP, or ESL at this time)</p> <p>70% Mobility Rate</p> <p>82% attendance rate</p> <p>2% Drop Out Rate</p> <p>95% Graduation Rate</p> <p>83% RHSP/DAP</p>	<p>All Students: Better tracking of all students with regard to snapshot even considering SB306 students.</p> <p>Ethnicity: Preparation to ensure the AA, Eco Dis and Sped numbers are tracked and prepared for acceleration to meet academic standards.</p> <p>Economically Disadvantaged: Academic achievement gap in performance is closing but still significant.</p> <p>Gender: There is some percentage point difference in the performance of females to males.</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)</p> <p>At-Risk: There are gaps in some subject areas and large gaps between accountability subsets and non-accountability subsets regarding student population.</p>	<p>In reviewing the needs assessment and available data, there were noticeable differences in our non-residential students and our residential student performance areas. The academic gaps do exist for a number of reasons, most out of our control.</p> <p>Continue use of consultants to be a second set of eyes and ears regarding development and improvement of system wide processes and procedures for all indexes.</p> <p>Continue to improve enrollment and data collection processes.</p> <p>Continue to support administrative team within MLCS and with the charter holder via professional development, leadership training, and development.</p> <p>Continue support and training in federal program areas eg: special education, bilingual, 504.</p>

### Comprehensive Needs Assessment (CNA)

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<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>School Culture and Climate</b>	Focus on age and grade appropriate Student Activities Balance of faculty/staff and students	Increase in number of clubs and after school activities eg. Student Council, Chess Club	Continue to monitor morale/culture to ensure stability, incentives, team building. Find faculty club/program sponsors for sustainability and possible stipend.
<b>Staff Quality / Professional Development</b>	UTSA through the Center for Accelerated schools has provided ongoing professional development in general educational areas. Dual certified staff.	More content specific training for faculty.	Mid and End of year stipends. Retention bonus. Incentives and requirements for going to content specific trainings.
<b>Curriculum, Instruction, Assessment</b>	Regular quarterly assessments provide valuable data to drive instructional practices. Scheduled data digs provided necessary time to analyze data.	Developing a curriculum that addresses both the social-emotional and educational needs of the students. More tutoring.	Continuing curriculum development based on content areas. Additional software programs Multi-level materials Use of external providers eg: UTSA.
<b>Family and Community Involvement</b>	Close relationship with the RTC where a high percentage of students reside. Increased use of digital communication tools. Increased activities with local organizations.	More involvement in the action planning of student PGPs and Transition Planning.	Minimal funds for special events and activities.
<b>School Context and Organization</b>	Use of organizational health (OHI). Outside consultants brought in to do local needs assessments. Regular scheduled staff meetings allow open communication. Bi annual survey provides information on school perception	Culture is high and stable according to data.	Continue high standards of collegiality and support to faculty/staff from all stakeholders. Offer ongoing incentives and special reward days.

**Comprehensive Needs Assessment (CNA)**

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<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Technology</b>	Current software and hardware. Educational resources through region 20. Use of technology to meet diverse learning needs	Continue updating hardware devices regularly. Continue looking for new educational technologies.	eRate funds.
<b>Additional Information</b>	<ul style="list-style-type: none"> <li>• We continually focus on the development of all students in all domains and areas.</li> <li>• We continually look for ways to maximize our instructional potential through differentiation.</li> <li>• We continually maximize our dollar amounts through collaboration of other resources.</li> <li>• We continually to investigate processes to improve the emotional-social learning of our students.</li> </ul>		

**Goal 1:** *By May 2016, 70% of all students will attain a minimum of one year's growth in all subjects taught.*

**Objective 1:** *By May, 2016, 70% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment or ARD expectation.*

**Summative Evaluation:** *75% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.*

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas based on state and local assessment devices	2, 9, 10	Core subject teachers Administration	Every 3 weeks	Federal funds (211) Local funds (420)	Sign in sheets Payroll Sheets	Improved six weeks grades Reduced failure rate
Provide summer school for students who are at risk of failure in core subject areas	2, 9, 10	Core subject teachers Administration	Every 3 weeks	Federal funds (211) Local funds (420)	Sign in sheets Payroll Sheets	Improved six weeks grades Reduced failure rate
Provide acceleration opportunities for students to regain missing credit from prior attempts.	2, 9, 10	High School core subject teachers Administration	Every 9 weeks	Local funds (420)	Credit Acquisition Sheets PGPs	Improve/Stable graduation rates Reduce dropout rate
At the end of the 2015-16 school year, all students exceeding standard for all tests taken will increase by 5 percentage points.	2, 9, 10	Core subject teachers Administration	Every 9 weeks	Local funds (420)	Data dig sheets	Improved passing rates Improved performance on state assessments
All students in need of additional instruction time will be tutored with scientifically based research instructional practices and resources such as Read 180, Istation, TTM, Study Island and other academic resources.	2, 9, 10	Core content teachers Tutors	After Every Benchmark	Federal funds (211) Local Funds (420)	Sign in sheets	Improved passing rate on state assessments

**Goal 2:** 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

**Objective 1:** 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

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

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide a yearly stipend of \$1,000 to teachers who are <b>recruited and retained</b> in the district following their first year of employment.	3, 5	Administration, Human Resources Dept.	May, 2016	Local Funds (420)	Signed payroll sheets	100% core academic classes taught by HQ teachers;  100% paraprofessionals meet NCLB requirements
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals in specific content area and data disaggregation	3, 4	Administration, Staff Development Dept.	End of each semester	Local Funds (420)	Sign in sheets	Increased student performance on benchmark assessments
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements at hire stage and provide specific professional development	3, 4	Administration, Human Resources Dept.	Beginning and end of each semester	Local Funds (420)	Signed job descriptions	100% core academic classes taught by HQ teachers 100% paraprofessional with instructional duties will meet NCLB requirements
By the end of 2015-16, 75% of the classrooms will consistently demonstrate student-centered instructional practices taught by HQ teachers who assist in the development, implementation and evaluation of curriculum and local assessment devices	3, 4, 8	Administration Mentor Teacher	Throughout school year professional development 9 week reviews	Local Funds (420)	Lesson plan reviews	90% of walk through forms and evaluations.

**Goal 3:** *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

**Objective 1:** *By May, 2016 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced to less than 3% as measured by PEIMS and number of discipline referrals.*

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

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.	1, 10	Administration, Counselor	First grading period Monitor: end of each grading period	Local Funds (420)	PEIMS 425 records Behavior forms	Reduction in PEIMS and discipline referrals
Conduct morning circles to reiterate the need for a positive, sustainable culture for all stakeholders.	1, 10	All stakeholders	Throughout school year	Local Funds (420)	Sign in sheets for training	Reduction in PEIMS and behavior reports



**Goal 4:** *All students will graduate from high school within 12 months of their co-hort peers.*

**Objective 1:** *By May 2016, a dropout rate of less than 3% for all students and all student groups will be maintained and achieve a completion rate of 90%.*

**Summative Evaluation:** *Dropout rate of less than 3% and a completion rate of 90%*

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	2, 9	Administration, Designated teachers	End of each semester	Local Funds (420)	PGPs	Successful completion of course work to recover credits
Provide for acceleration of credit and credit recovery (CBE) for those students needing such services to catch up with graduating co-hort.	Administration, Designated teachers	End of each semester	Local Funds (420)	PGPs	Successful completion of course work to recover credits	Administration, Designated teachers

**Goal 5:** *Parents and Community will be partners in the education of students.*

**Objective 1:** *By May 2016, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

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

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	6	Administration	Within 10 days of receipt of reports	Local Funds (420) Title I Funds (211)	Sign in sheets	Parents receive reports of assessment results
Provide and advertise a "Parent Center" where educational and parenting information can be accessed.	6, 10	Counselor, Administration	Monitor usage each 6 weeks	Local Funds (420) Title I Funds (211) Web-based resources Community agencies	Tracker on website Sign in sheets	Documentation of usage
Provide a semester newsletter digitally to parents and community members.	6	Administration	Last 5 business days of semester ending	Local Funds (420) Title I Funds (211)	Tracker on website	Documentation of usage