

A+ Unlimited Potential

A+ Unlimited Potential “ University

2023-2024 Campus Improvement Plan

Mission Statement

Our scholars dedicate themselves to a lifelong pursuit of learning and personal growth.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: All students (at risk, Title I, SpEd, EL, Hispanic, African American, White, Economically Disadvantaged) will attain academic success through an intentional, well-planned, data driven, and rigorous teaching model; at a minimum showing growth or progress in all academic areas.	13
Goal 2: A+ UP will recruit, develop and retain compassionate, highly effective and innovative teachers.	23
Goal 3: All A+ UP personnel will promote effective parental and community engagement and partnership in accomplishing the charter school's goals. Plan reviewed with community August 1, 6 PM, and August 15, 8:30 AM.	25
Goal 4: A+UP will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.	26
Campus Funding Summary	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

A+UP is an open-enrollment charter school situated in the Midtown neighborhood of Houston. Fifty percent of its population is drawn from the immediate community, including Houston's Third Ward neighborhood, an historically African American community located in south-central Houston. The other 50% of A+UP's population is drawn from across Harris County. Overall, the student population reflects the diversity of the Houston area.

Demographics Strengths

A+UP has a truly diverse student population, with significant percentages in each major ethnic group. The student population is 56 % African-American, 38% Hispanic, 4% Anglo, and 2% other with 51% male and 49% female and a low socioeconomic status of 75%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 50% of students experience significant learning challenges.

Problem Statement 2: 50% of students require on-level or above level learning plans to achieve their personal growth targets.

Student Learning

Student Learning Summary

The instructional program at A+UP is designed to be an on-level curriculum while accommodating student learning needs according to their identified needs and performance levels. Students are grouped according to their MAP and STAAR scores and provided individualized instruction to accelerate their growth.

Student Learning Strengths

A+UP scholars showed growth in Reading and Social Studies content areas.

A majority of scholars exceeded their projected growth goals (high average or high growth on MAP tests) in math and reading

100% of 8th grade algebra students passed their high school algebra end-of-course exam

All scholars set and monitored strategic personal (W.O.O.P.) goals and reflected this growth to coaches and families.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 34% of 6th grade students showed below average growth on MAP Reading assessment and 48% demonstrated below average growth on MAP Math. 43% of 6th graders did not meet grade level standard on STAAR Math and 29% did not meet in Reading. **Root Cause:** Learning gaps in foundational math; lack of pre-requisite skills; lack of academic or appropriate grade-level classroom behavior, under-identified SPED students, lack of development of endurance notably in Reading/Writing, lack of systems for assimilation to school culture

Problem Statement 2 (Prioritized): African American student performance trailed all ethnic subpopulations on all STAAR content tests. Only 1 African American student achieved Masters level performance on STAAR Math (excluding Algebra students) and only 3 eight graders achieved Masters in STAAR Science and Social Studies **Root Cause:** Lack of fidelity in implementation of TBRI (Trust-based Relational Intervention) trauma-informed model; lack of consistency in restorative practices of discipline; lack of student training and communicated systems for students to de-escalate/disagree effectively

Problem Statement 3 (Prioritized): Math performance (excluding Algebra students) trailed all other STAAR tested content areas across grade levels and subpopulations. 38% of students showed below average growth on MAP Math assessment. Only 6 Special Education students on the whole campus passed STAAR Math. **Root Cause:** Lack of fidelity in curriculum implementation, lack of established classroom management procedures; under-utilization of "We Do," guided practice portion of lesson cycle; lack of professional capacity/skill in differentiation and intervention; Lack of foundational mathematics skills; lack of foundational reading skills to access content

Problem Statement 4 (Prioritized): Special Education students' performance trailed other subpopulations in Math and Reading. 82% of SPED 7th graders and 67% of 8th graders did not meet grade level standard in Math. 45% of SPED 7th graders did not meet grade level standard on STAAR Reading compared to 8% of their general education peers. **Root Cause:** Lack of SPED support for students who do not demonstrate the highest needs; lack of teacher training to support specific learning needs; lack of "on-ramps" for students with special needs to the rigor of state assessments; lack of consistency in utilization of designated supports

School Processes & Programs

School Processes & Programs Summary

A+UP continues to implement an aligned and engaging curriculum and materials for its scholars. Strategies from Doug Lemov's *Teach Like a Champion* are imbedded in the instructional program. All scholars have the opportunity to engage with learning coaches in small group and one-on-one meetings. Scholars participate in daily, personalized small groups for all to close gaps in Math and Reading. The school uses a variety of instructional platforms to deliver Tier One instruction in math, reading and social studies. That instruction is supported and augmented through engaging activities provided by the Learning Coaches.

A+UP continues to attract high-quality new and aspiring teachers. It also attracts degreed but uncertified assistant teachers who are dedicated and integral to the success of the school. A+UP is investing in talent acquisition and development through competitive pay increase, robust benefit packages, and effective recruitment noting hallmarks of A+UP professional culture.

In order to build capacity in the instructional coaches (teachers), A+UP has developed a coaching cycle for use in the school that has been effective.

A+UP maintains a lean organizational structure to focus maximum resources at the classroom level.

Since its inception, A+UP has worked to maintain a 1-1 ratio of student-based devices. Each student is provided a Chromebook for her/his schoolwork. The school uses technology for 50% of its Tier One instruction and for 50% of its Tier Two interventions.

School Processes & Programs Strengths

Daily, personalized small groups for all scholars were effective to close gaps in Math+ and Reading+ intervention classes.

All stakeholders reflect effectiveness of A+UP hallmark small group and one-on-one interventions.

A+UP has aligned its structure to its vision—with empowered school leaders.

Every student has a one-to-one device.

Additionally, instructional staff utilize a network of apps to track student performance and coordinate interventions for students.

Safe Kids and Deledao programs have been effective tools to coach scholars on appropriate use of technology.

Demographically, the school staff is quite diverse by ethnicity and experience, aligning well with the student population.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Differentiation needed to serve breadth of student needs in A+UP's fully inclusive classrooms is not evident consistently in 50% of classrooms. **Root Cause:** Teachers have minimal experience with differentiation in a diverse population.

Problem Statement 2: Collaboration between instructional staff sometimes results in confusion as to who is responsible for specific tasks. **Root Cause:** Organizational structure is flat and lean.

Problem Statement 3: Staff is unable to consistently assist student with solving technology issues. **Root Cause:** There is no dedicated technical support person on campus.

Problem Statement 4: There was a turnover rate of 33% in instructional staff after the 2022-23 school year. **Root Cause:** Emotional stress of supporting a high needs population; pressure of meeting state assessment standards with a population demonstrating significant learning and behavioral deficits

Perceptions

Perceptions Summary

A+UP has developed a positive and unique culture for the students and parents who have chosen to attend this excellent charter school. School leaders have worked to actively engage with parents and the community through a PTO and other activities designed to teach parents how to help their students succeed.

One unique aspect of A+UP's culture is the use of the acronym **O-SPICES** to describe its virtues for scholars and faculty.

Ownership—We learn how our behaviors create our outcomes—both good and bad.

Self-Control—We can control our behaviors because we have choice.

Perseverance—We keep working through challenges to achieve our goals.

Integrity—We do what's right, even when no one is looking.

Curiosity—We want to understand our world and ourselves, so we ask questions.

Empowerment—We know that we can create change in our lives and our community.

Social Intelligence—We know how to behave in different situations and how to talk with others.

Perceptions Strengths

Attendance of school-wide events both online and in person has increased over previous year.

Participation in the parent group has doubled over the previous year with notable increase in participation from parents of younger grade (6th and 7th students).

Parents overwhelmingly reflect satisfaction with the school and almost universally recommend to others.

The **O-SPICES** virtues are celebrated regularly by staff and students through shout-outs and awards and used as vehicles for adjusting feedback when behaviors do not typify campus character.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only about 35% of parents are actively engaged in supporting the school and its efforts with their children.

Problem Statement 2: The majority of interaction where the O-SPICES virtues are celebrated is initiated by coaches and directed to scholars. **Root Cause:** Scholars have not yet internalized the virtues to the point they can deliver unprompted peer feedback.

Problem Statement 3: Scholars noted a lack of meaningful connection to peers and coursework in a student survey.

Priority Problem Statements

Problem Statement 1: 34% of 6th grade students showed below average growth on MAP Reading assessment and 48% demonstrated below average growth on MAP Math. 43% of 6th graders did not meet grade level standard on STAAR Math and 29% did not meet in Reading.

Root Cause 1: Learning gaps in foundational math; lack of pre-requisite skills; lack of academic or appropriate grade-level classroom behavior, under-identified SPED students, lack of development of endurance notably in Reading/Writing, lack of systems for assimilation to school culture

Problem Statement 1 Areas: Student Learning

Problem Statement 2: African American student performance trailed all ethnic subpopulations on all STAAR content tests. Only 1 African American student achieved Masters level performance on STAAR Math (excluding Algebra students) and only 3 eighth graders achieved Masters in STAAR Science and Social Studies

Root Cause 2: Lack of fidelity in implementation of TBRI (Trust-based Relational Intervention) trauma-informed model; lack of consistency in restorative practices of discipline; lack of student training and communicated systems for students to de-escalate/disagree effectively

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Math performance (excluding Algebra students) trailed all other STAAR tested content areas across grade levels and subpopulations. 38% of students showed below average growth on MAP Math assessment. Only 6 Special Education students on the whole campus passed STAAR Math.

Root Cause 3: Lack of fidelity in curriculum implementation, lack of established classroom management procedures; under-utilization of "We Do," guided practice portion of lesson cycle; lack of professional capacity/skill in differentiation and intervention; Lack of foundational mathematics skills; lack of foundational reading skills to access content

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Special Education students' performance trailed other subpopulations in Math and Reading. 82% of SPED 7th graders and 67% of 8th graders did not meet grade level standard in Math. 45% of SPED 7th graders did not meet grade level standard on STAAR Reading compared to 8% of their general education peers.

Root Cause 4: Lack of SPED support for students who do not demonstrate the highest needs; lack of teacher training to support specific learning needs; lack of "on-ramps" for students with special needs to the rigor of state assessments; lack of consistency in utilization of designated supports

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: All students (at risk, Title I, SpEd, EL, Hispanic, African American, White, Economically Disadvantaged) will attain academic success through an intentional, well-planned, data driven, and rigorous teaching model; at a minimum showing growth or progress in all academic areas.

Performance Objective 1: By June 2024, the percentage of students who achieve "meets" and "masters" on STAAR math and reading will increase by 8 percentage points.

High Priority





HB3 Goal

Evaluation Data Sources: 2024 STAAR math and reading results
EOY NWEA MAP math and reading results

Strategy 1 Details	Reviews			
<p>Strategy 1: Math and reading teachers will create a clear and reasonable instructional roadmap that will include 6 week milestones, TEKS-aligned benchmark assessments, weekly lesson plans to pace the curriculum.</p> <p>Strategy's Expected Result/Impact: Alignment of instruction with pacing calendar; identified growth in student performance</p> <p>Staff Responsible for Monitoring: Principal, CAO, Superintendent</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Class size reduction-teacher assistant - 211 Title I, Class size reduction-teacher assistant - 420 FSP</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will use a data tracker to monitor student success data, by student and by SE. Strategy's Expected Result/Impact: Consistent tracking of student progress as related to Student Expectations. Updated interventions provided as needed. Staff Responsible for Monitoring: Data Analyst CAO</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Academic Intervention Consultant Services - 420 FSP, Data Analysis and Reports - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: School leadership will assign during and afterschool interventions using both spring 2023 STAAR scores and MAP data and utilize High Quality Instructional Materials to close academic gaps with all students (including those identified as At-Risk, Economically Disadvantaged, EL, African American, Hispanic and Special Education) from unfinished learning and to meet HB4545 compliance.</p> <p>Strategy's Expected Result/Impact: Increased numbers of students working on-and-above grade level due to effective interventions. Staff Responsible for Monitoring: Principal, CAO, Data Analyst</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Reading Intervention-online resources (No Red Ink, Lexia) - 211 Title I, HQIM-online learning resources () - TCLAS - State, High Quality After School tutors - TCLAS - ESSER 282 TC</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 4. Assign all students to a reading or math intervention class regardless of STAAR or MAP EOY performance in order to move every student at least one level on STAAR or to meet or exceed their conditional growth index (at 0 or above).</p> <p>Strategy's Expected Result/Impact: All students continue to exhibit accelerated academic growth throughout the year.</p> <p>Staff Responsible for Monitoring: Principal, CAO, Superintendent</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Teacher Assistant - 420 FSP, Instructional Coach - 211 Title I, Class-size reduction Core Teacher - 420 PIC 30</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 5. Provide targeted interventions with students scoring in lower 25% of achievement on reading and math intervention using a trained teacher or teaching assistant.</p> <p>Strategy's Expected Result/Impact: Students in lower 25% achievement groups in reading and math will show significant growth throughout the year.</p> <p>Staff Responsible for Monitoring: SpEd Dept. Chair Data Analyst</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Special Ed Director, Interventionist - 420 PIC 23 SpEd</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide targeted professional development in areas such as new Math curriculum, use of Math resources, and impactful instructional strategies.</p> <p>Strategy's Expected Result/Impact: Improved and aligned instruction throughout the year.</p> <p>Staff Responsible for Monitoring: Principal CAO Superintendent</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Class size reduction (assistant) - 420 FSP, - 420 PIC 30, - 211 Title I, - LASO</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Purchase data assessment and analysis tools such as DMAC and MAP to monitor and analyze student performance throughout the year.</p> <p>Strategy's Expected Result/Impact: Monitoring reports showing detailed information regarding student performance</p> <p>Staff Responsible for Monitoring: Principal, CAO</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 Title I, - 420 FSP</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 34% of 6th grade students showed below average growth on MAP Reading assessment and 48% demonstrated below average growth on MAP Math. 43% of 6th graders did not meet grade level standard on STAAR Math and 29% did not meet in Reading. Root Cause: Learning gaps in foundational math; lack of pre-requisite skills; lack of academic or appropriate grade-level classroom behavior, under-identified SPED students, lack of development of endurance notably in Reading/Writing, lack of systems for assimilation to school culture</p>

Student Learning

Problem Statement 3: Math performance (excluding Algebra students) trailed all other STAAR tested content areas across grade levels and subpopulations. 38% of students showed below average growth on MAP Math assessment. Only 6 Special Education students on the whole campus passed STAAR Math. **Root Cause:** Lack of fidelity in curriculum implementation, lack of established classroom management procedures; under-utilization of "We Do," guided practice portion of lesson cycle; lack of professional capacity/skill in differentiation and intervention; Lack of foundational mathematics skills; lack of foundational reading skills to access content

Problem Statement 4: Special Education students' performance trailed other subpopulations in Math and Reading. 82% of SPED 7th graders and 67% of 8th graders did not meet grade level standard in Math. 45% of SPED 7th graders did not meet grade level standard on STAAR Reading compared to 8% of their general education peers. **Root Cause:** Lack of SPED support for students who do not demonstrate the highest needs; lack of teacher training to support specific learning needs; lack of "on-ramps" for students with special needs to the rigor of state assessments; lack of consistency in utilization of designated supports

Goal 1: All students (at risk, Title I, SpEd, EL, Hispanic, African American, White, Economically Disadvantaged) will attain academic success through an intentional, well-planned, data driven, and rigorous teaching model; at a minimum showing growth or progress in all academic areas.





Performance Objective 2: By June 2024, the percentage of Special Education students who achieve "meets" and "masters" on STAAR reading and math will increase by 5 percentage points.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR reading and math results
EOY NWEA MAP reading and math results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted professional development for all core academic teachers in effective implementation of IEP goals and accommodations</p> <p>Strategy's Expected Result/Impact: Improved academic performance in reading and math as measured by in-class progress measures and MAP assessments. Inclusion of accommodations and instructional strategies for SpEd students in daily lesson plans.</p> <p>Staff Responsible for Monitoring: CAO Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Special Ed Director, Interventionist - 420 PIC 23 SpEd, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide incentives for instructional staff to obtain a SpEd certification.</p> <p>Strategy's Expected Result/Impact: Increased number of Special Education certified teachers on campus</p> <p>Staff Responsible for Monitoring: Superintendent Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - 420 FSP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide consistent and effective staffing in reading classes for students in danger of not meeting state standards.</p> <p>Strategy's Expected Result/Impact: Consistent and effective reading instruction throughout the school year.</p> <p>Staff Responsible for Monitoring: CAO Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Core Subject Teacher - 420 FSP, Instructional Intervention - 211 Title I, Class-size reduction Teacher - 420 PIC 30</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 4: Special Education students' performance trailed other subpopulations in Math and Reading. 82% of SPED 7th graders and 67% of 8th graders did not meet grade level standard in Math. 45% of SPED 7th graders did not meet grade level standard on STAAR Reading compared to 8% of their general education peers. **Root Cause:** Lack of SPED support for students who do not demonstrate the highest needs; lack of teacher training to support specific learning needs; lack of "on-ramps" for students with special needs to the rigor of state assessments; lack of consistency in utilization of designated supports

Goal 1: All students (at risk, Title I, SpEd, EL, Hispanic, African American, White, Economically Disadvantaged) will attain academic success through an intentional, well-planned, data driven, and rigorous teaching model; at a minimum showing growth or progress in all academic areas.





Performance Objective 3: By June 2024, the percentage of African American students who achieve "meets" and "masters" on STAAR reading and math will increase by 5 percentage points.

High Priority

HB3 Goal

Evaluation Data Sources: 2023 STAAR math and reading results
 EOY NWEA MAP math and reading results
 STAAR Interim Progress Measures

Strategy 1 Details	Reviews			
<p>Strategy 1: Core content teachers will disaggregate interim performance data results by subpopulation to ensure progression of African American students is commensurate with other ethnic groups and assign/adjust small group interventions to address identified gaps</p> <p>Strategy's Expected Result/Impact: More timely interventions for struggling students Early intervention for foundational skills</p> <p>Staff Responsible for Monitoring: CAO Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Academic Intervention Consultant Services - 420 FSP, Data Analysis and Reports - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:





Student Learning

Problem Statement 2: African American student performance trailed all ethnic subpopulations on all STAAR content tests. Only 1 African American student achieved Masters level performance on STAAR Math (excluding Algebra students) and only 3 eight graders achieved Masters in STAAR Science and Social Studies **Root Cause:** Lack of fidelity in implementation of TBRI (Trust-based Relational Intervention) trauma-informed model; lack of consistency in restorative practices of discipline; lack of student training and communicated systems for students to de-escalate/disagree effectively

Goal 2: A+ UP will recruit, develop and retain compassionate, highly effective and innovative teachers.

Performance Objective 1: By August of 2024, A+ UP will retain 85% of its instructional staff.

Evaluation Data Sources: Number of teachers coaches returning for the 24-25 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide on-going training and professional development in the various topics including effective use of data for planning, strategies for differentiation and assessment development.</p> <p>Strategy's Expected Result/Impact: Teachers express feeling supported and encouraged in their professional growth.</p> <p>Staff Responsible for Monitoring: Superintendent Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 420 FSP, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Math performance (excluding Algebra students) trailed all other STAAR tested content areas across grade levels and subpopulations. 38% of students showed below average growth on MAP Math assessment. Only 6 Special Education students on the whole campus passed STAAR Math. Root Cause: Lack of fidelity in curriculum implementation, lack of established classroom management procedures; under-utilization of "We Do," guided practice portion of lesson cycle; lack of professional capacity/skill in differentiation and intervention; Lack of foundational mathematics skills; lack of foundational reading skills to access content</p>

Goal 2: A+ UP will recruit, develop and retain compassionate, highly effective and innovative teachers.

Performance Objective 2: A+UP will recruit 90% professional staff to effectively start high school campus (grades 9 & 10) by July 1, 2024





Evaluation Data Sources: Staffing reports through Charter School Success

Strategy 1 Details	Reviews			
<p>Strategy 1: A+UP will utilize multiple recruitment streams including social media, Region 4 Service Center, and online hiring platforms like Indeed to increase its reach and pool of qualified applicants</p> <p>Strategy's Expected Result/Impact: Larger number of high-quality applicants for open positions</p> <p>Staff Responsible for Monitoring: Superintendent CAO Principal</p> <p>Funding Sources: - 420 FSP</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All A+ UP personnel will promote effective parental and community engagement and partnership in accomplishing the charter school's goals. Plan reviewed with community August 1, 6 PM, and August 15, 8:30 AM.

Performance Objective 1: By May of 2023, percentage of parents who actively participate in Parent and Family Engagement (Title I) activities will increase from 30% to 35%.





Evaluation Data Sources: Number of parents who attend Title I Parent and Family Engagement Activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Host Annual Title I Parent meeting on two different dates and at two different times: Option 1 - August 17, 2023 at 6 PM Option 2 - September 21, 2023 at 8:30 AM</p> <p>Strategy's Expected Result/Impact: Parents demonstrate an understanding of the Title I program on the A+UP campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer a variety of opportunities in multiple formats for parents and families to learn how to help their students be academically successful including events such as: Literacy Night, Science Night, STAAR Night and Math Night.</p> <p>Strategy's Expected Result/Impact: Parents report feeling more engaged in their students' academic progress.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: A+UP will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.

Performance Objective 1: By May 2024, 100% of students will actively engage in peer-to-peer feedback related to the A+UP virtues of O-SPICES.





Evaluation Data Sources: Teacher observations
Teacher and student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize SEL curriculum resources to build students' self-awareness and awareness of others through Coaching Group classes.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline incidents with marked decrease in repeated conflict between same scholars.</p> <p>Staff Responsible for Monitoring: Principal Coaching Group Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 420 FSP</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: A+UP will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.

Performance Objective 2: By May 2024, 70% of students will report meaningful connections with peers and coursework.





Evaluation Data Sources: End of year Student survey.
Anecdotal reports from teachers, administrators, parents

Strategy 1 Details	Reviews			
<p>Strategy 1: Build "house" system for student connection through cohorts in Coaching Group classes. Strategy's Expected Result/Impact: Decreased discipline incidences and increased engagement. Staff Responsible for Monitoring: Principal Coaching Group Teacher</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 420 FSP</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: A+UP will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.

Performance Objective 3: By May 2024, A+UP will either be in compliance or will have plans in place to be in compliance with all TEA Safe Schools requirements.

Evaluation Data Sources: Self-report and audits by state
 Compliance reports
 Stakeholder surveys

Strategy 1 Details	Reviews			
Strategy 1: Utilize 3rd party vendors and security experts to ensure safety plans are feasible financially and operationally. Strategy's Expected Result/Impact: Increased safety Increased "felt safety" reported by all stakeholders Staff Responsible for Monitoring: Superintendent Principal Funding Sources: - 420 FSP, - School Safety Standards, - SAFE	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Class size reduction-teacher assistant		\$0.00
1	1	2	Data Analysis and Reports		\$0.00
1	1	3	Reading Intervention-online resources (No Red Ink, Lexia)		\$0.00
1	1	4	Instructional Coach		\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	2	3	Instructional Intervention		\$0.00
1	3	1	Data Analysis and Reports		\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
420 FSP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Class size reduction-teacher assistant		\$0.00
1	1	2	Academic Intervention Consultant Services		\$0.00
1	1	4	Teacher Assistant		\$0.00
1	1	6	Class size reduction (assistant)		\$0.00
1	1	7			\$0.00
1	2	2			\$0.00
1	2	3	Core Subject Teacher		\$0.00
1	3	1	Academic Intervention Consultant Services		\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
4	1	1			\$0.00

420 FSP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
420 PIC 23 SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Special Ed Director, Interventionist		\$0.00
1	2	1	Special Ed Director, Interventionist		\$0.00
Sub-Total					\$0.00
420 PIC 30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Class-size reduction Core Teacher		\$0.00
1	1	6			\$0.00
1	2	3	Class-size reduction Teacher		\$0.00
Sub-Total					\$0.00
TCLAS - ESSER 282 TC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	High Quality After School tutors		\$0.00
Sub-Total					\$0.00
TCLAS - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	HQIM-online learning resources ()		\$0.00
Sub-Total					\$0.00
LASO					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
Sub-Total					\$0.00
School Safety Standards					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
Sub-Total					\$0.00

SAFE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
Sub-Total					\$0.00