



The University of Texas Elementary School

Campus Improvement Plan

2017-2018

Mission

To develop students into lifelong learners through rigorous, research-based curricula, individualized instruction, high expectations, and a nurturing environment that includes parental and community involvement; to provide opportunities for professional development and outreach for The University of Texas at Austin's academic units; and to serve as a model of an exemplary educational program for diverse learners.

The University of Texas Elementary School Management Board

The Sponsoring Entity and Charter Holder of The University of Texas Elementary School is The University of Texas at Austin. The Board of Regents of the University of Texas System is the Governing Body for UTES. Responsibility for oversight and supervision of the charter school has been delegated from the President to Vice President of the Division of Diversity and Community Engagement.

Members of the Management Board

Ed Sharpe – Chair
Kathy Armenta – Member
Brian Bryant – Member
Anthony Brown – Member
Carlos Cervantes – Member
Ed Emmer – Member
Regina-Leslie Estrada – Member
Cynthia Franklin – Member
Jennifer Golech – Member
Suzon Kemp – Member
Bill Lasher – Member
Gregory Perrin – Member
Pamela Powell – Member
Roxanne Schroeder-Arce – Member
Victor Saenz – Member
Melissa M. Chavez, Ph.D., Superintendent – Non-Voting

About the Management Board:

The Management Board of The University of Texas Elementary School is appointed by the President of The University of Texas. The Board's role is to advise and make recommendations to the Vice President of the Division of Diversity and Community Engagement on matters related to the management, operation, and accountability of UTES that include but are not limited to:

- Implementation and evaluation of long and short term policy and programs of UTES to assure its continuous improvement and educational excellence;
- The annual operating and capital budgets;
- Recruitment and selection of Superintendent candidates; recommendation of finalists to the Vice President;
- Generation of Management Board nominees; recommendations of new Board appointees to the President;
- Monthly monitoring of budgets to identify and explore significant variances;
- Contracts, Student Information Guide, and the Student Code of Conduct;
- The annual external audit of UTES financial statements;
- Review and make recommendations concerning the annual report submitted to the President of The University of Texas at Austin;
- Review parental grievances that the Superintendent is unable to resolve at the school level; and

- Review and/or make recommendations concerning any other reports or items required by state or federal law.
- All members of the Board are expected to attend monthly Membership Board meetings. All members of the Board are required to participate in training as required by Chap. 100, Sec. 100.1102 of the Commissioner's Rules.

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 the future in the social, economic, and education 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

- Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals
- Strategic Priority #2: Build a Foundation in Reading and Math
- Strategic Priority #3: Connect High School to Career and College
- Strategic Priority #4: Improve Low Performing Schools

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: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Campus Information

Superintendent: Dr. Melissa Chavez

Executive Principal: Dr. Nicole Whetstone

Financial manager: Mrs. Jenny Davis

Human Resource Manager: Mr. Bob Micks

Title One Coordinator: Mr. Bob Micks

Address: 2200 East 6th Street, Austin, TX 78702

Phone: 512- 495-3300

Date: September 27, 2017

Campus Level Improvement Plan Committee

NAME	POSITION	DATE	SIGNATURE
NICOLE WHETSTONE	PRINCIPAL		
LILY DOMINGUEZ	SCHOOL COUNSELOR		
NOURA WAKIM	TEACHER		
LUCY MCCOY	TEACHER		
MEGAN ROJO	CAMPUS INTERVENTIONIST		
NICHOLAS HALL	TEACHER		
JENNIFER MONTOYA	CLASSIFIED STAFF		
JENNY DAVIS	DIRECTOR OF FINANCE		
	PARENT		
	PARENT		
	PARENT		
	PARENT		

Campus Level Improvement Plan Committee

NAME	POSITION	DATE	SIGNATURE
NICOLE WHETSTONE	PRINCIPAL	9/27/17	N. Whetstone
LILY DOMINGUEZ	SCHOOL COUNSELOR	9/27/17	Lily Dominguez
NOURA WAKIM	TEACHER	9/27/17	Nour Wakim
LUCY MCCOY	TEACHER	9/27/17	Lucy McCoy
MEGAN ROJO	CAMPUS INTERVENTIONIST	9/27/17	Megan Rojo
NICHOLAS HALL	TEACHER	9/27/17	Nicholas Hall
JENNIFER MONTOYA	CLASSIFIED STAFF	9/27/17	Jennifer Montoya
JENNY DAVIS	DIRECTOR OF FINANCE	9/27/17	Jenny Davis
Josefina Casati	PARENT	9/27/17	Josefina Casati
Alejandra Polcia	PARENT	9/27/17	Alejandra Polcia
Terrence Stith	PARENT	9/27/17	Terrence Stith
	PARENT		
	PARENT		

District Key Results:

- 100% of our students will show academic growth every six weeks
- Increase attendance rate to 97%
- Achieve an 85% teacher and principal retention rate
- Increase annual fundraising dollars by 10% in the first 10 months of the year

Campus Performance Goals

- ❖ **Performance Goal 1:** All students will build a strong foundation in Reading, Language Arts and Mathematics.
- ❖ **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- ❖ **Performance Goal 3:** Recruit, support, and retain teachers and principals.
- ❖ **Performance Goal 4:** All students will be educated in a learning environment that is safe and conducive to learning.
- ❖ **Performance Goal 5:** All parents are provided opportunities to be involved and make decisions.
- ❖ **Performance Goal 6:** Maximize funds to provide exceptional educational opportunities for all students.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2017-2018

5/30/2017-Data Review Team Members: UTES Staff: Ms. Kennedy, Ms. Tanco, Ms. Vazquez, Ms. Manglesdorf, Ms. Oakes, Mr. Koeffler, Ms. Wakim, Ms. Green, Ms. Calvin, Ms. Vore, Ms. Evans, Ms. Figueroa, Ms. Jones, Ms. Rojo, Ms. Roark, Ms. Dominguez, Coach Knipe, Ms. Garcia, Ms. King

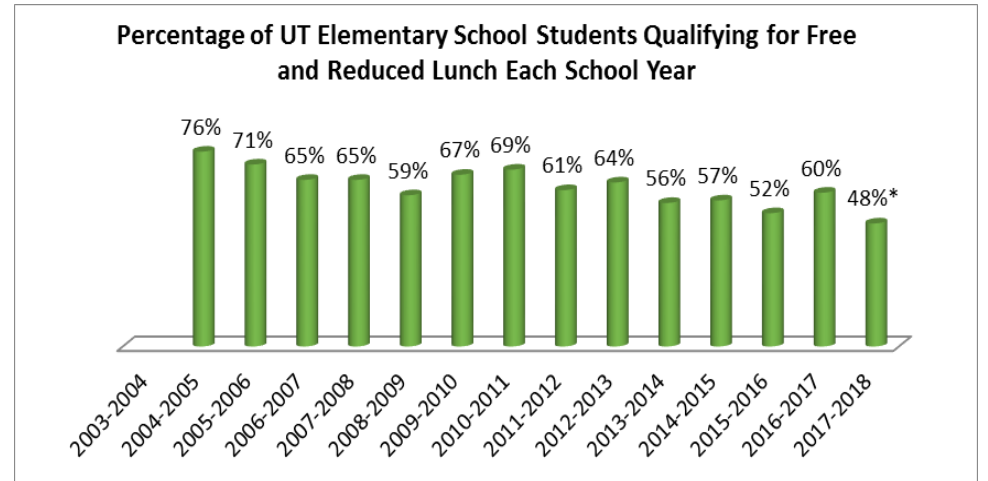
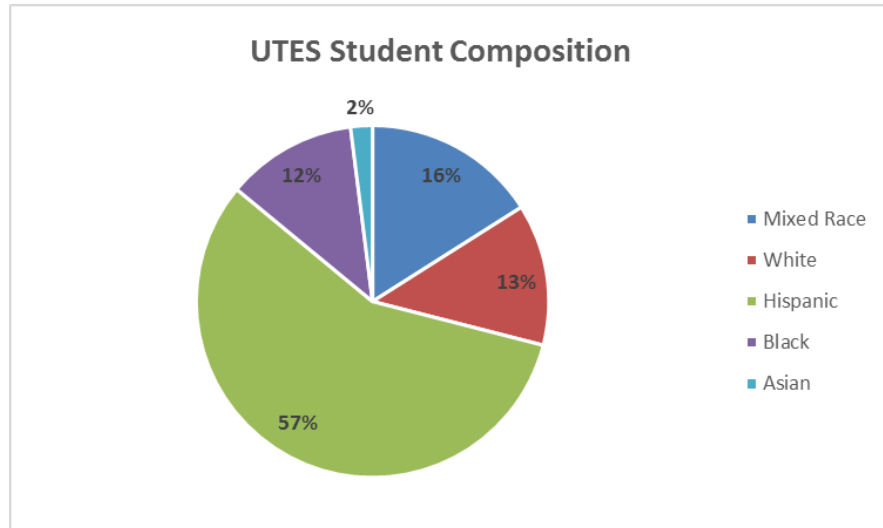
9/27/2017-Data Review Team Members: UTES Staff: Dr. Whetstone, Ms. Wakim, Ms. Rojo, Ms. Dominguez, Ms. Davis, Mr. Hall, Ms. McCoy, Ms. Montoya, Parent/Community Members: Ms. Casati, Ms. Polcik, Mr. Stith

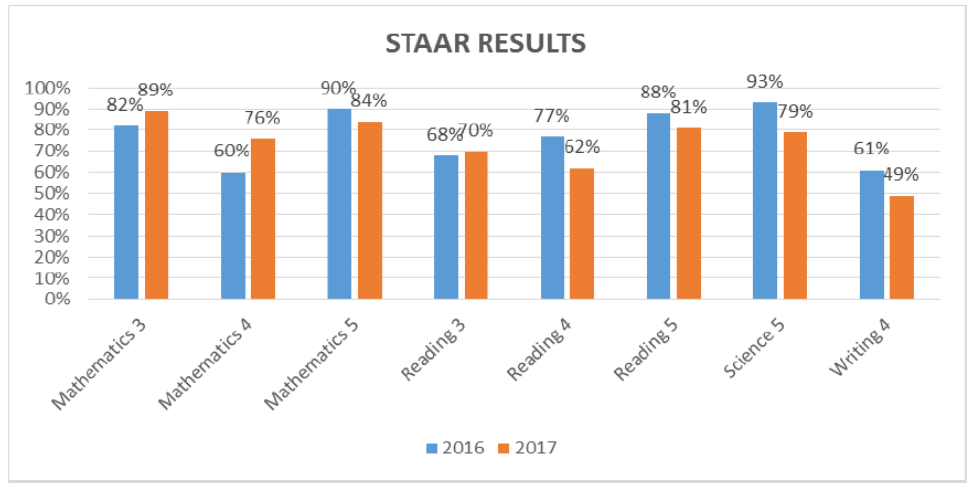
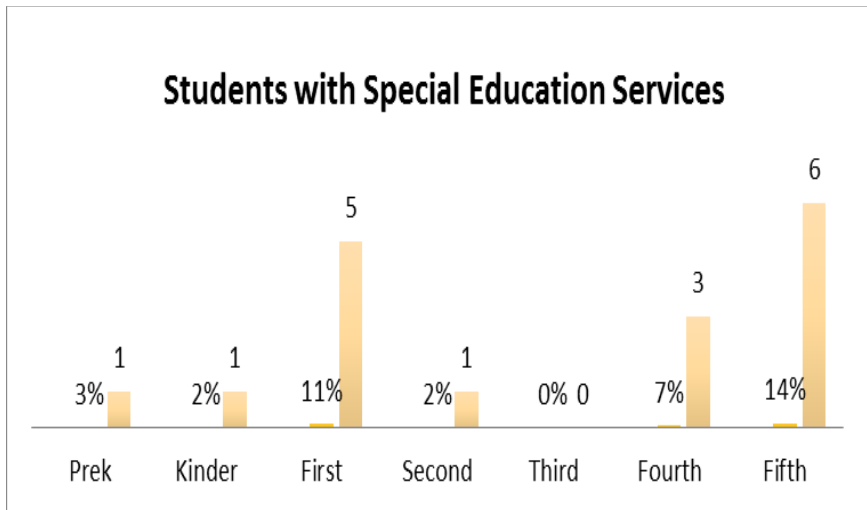
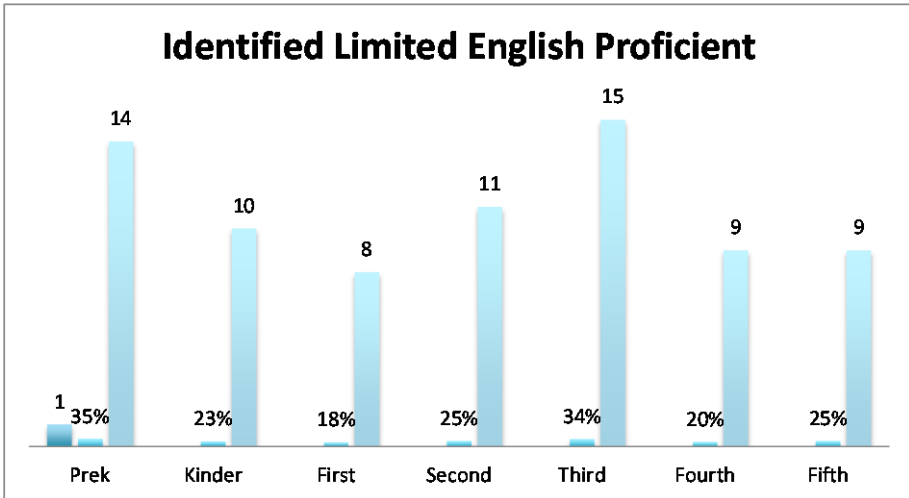
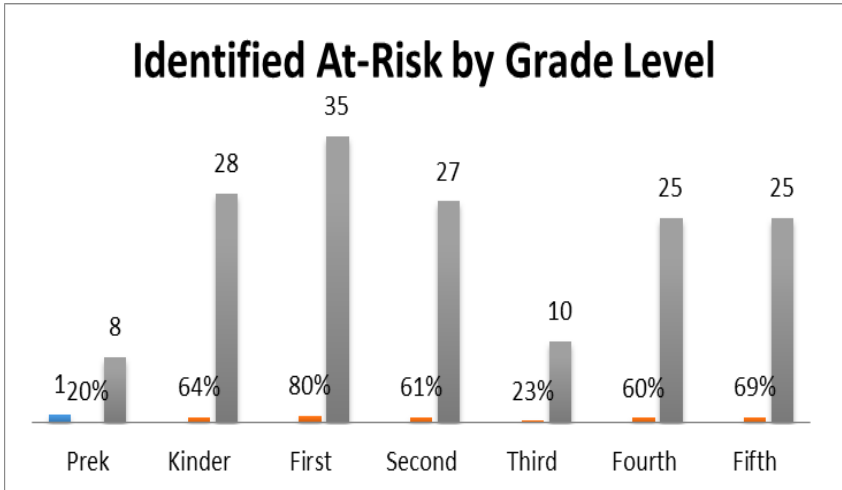
Data Reviewed: Attendance Data, Enrollment and Demographic Data, Assessment Data – TARP, STAAR, DIBELS, Survey Data – parents, teachers, staff, Highly Qualified Teacher Data, Program Evaluation for State Compensatory Education Program, Professional Development Evaluations, Teacher Retention and Attrition Data

CAMPUS DATA

Current Enrollment: 294

Enrollment 2016-2017: 304





*5th Grade Percentages include 3rd Administration Scores

Needs Assessment

Problem Statement #1: Decreased performance in writing, reading and science.
Root Cause(s): High mobility, teachers with multiple content
Quantitative Data: STAAR Scores, DIBELS, BOY, MOY, Demographic, Attendance Data
Identified Need(s): Increase opportunity for high quality instruction through improved tier 1 instruction in reading, writing and science.
Performance Goal (tied to the 4 Strategic Priorities): All students will show academic progress in reading and math every six weeks.
Objective: Increase Academic Achievement in all content areas by showing progress
Possible Strategies: Designated intervention time in Master schedule. Purchase additional intervention programs. Provide additional reading intervention training.

Problem Statement #2: Need to retain staff and recruit staff-Increase opportunities for teachers to attend professional development.
Root Cause(s): staff turnover due to poor work performance, lack of required certifications
Quantitative Data: STAAR Scores, DIBELS, BOY, MOY, Demographic, Attendance Data
Identified Need(s): Recruit experienced teachers, Add stipend for National Board Certification. District incentive program
Performance Goal (tied to the 4 Strategic Priorities): District will attain 85% staff retention rate.
Objective: To recruit and retain experienced teachers and principals
Possible Strategies: Assign & develop teacher supports and leads
Other: Provide coaching through T-TESS feedback

Problem Statement #3: Funds needed to provide exceptional educational opportunities are diminished.
Root Cause(s): State funds do not provide charter schools with facilities funding. University increased fees associated with them.
Quantitative Data: STAAR Scores, DIBELS, BOY, MOY, Demographic, Attendance Data
Identified Need(s): Increase attendance rate. Additional fund raising opportunities
Performance Goal (tied to the 4 Strategic Priorities): Increase attendance rate to 98%. District development team will increase the development goal by 10% within the first 10 months
Objective: Have every student in every class every day. Increase funds available for education
Possible Strategies: Create individual plans for students with chronic absenteeism. Work closely with development team to add donation opportunities.

Title I, Part A

School-wide Components:

1. A comprehensive needs assessment of the entire district/school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Performance Goal 1: All students will build a strong foundation in reading/language arts and mathematics.

Objective(s):

1. Show growth in all core academic areas in math, reading, science, and writing.
2. Show growth in all demographics as well as at-risk categories.
3. Implement with fidelity a response to intervention model (RTI) aligned to research based interventions and assessments.
4. Every student evaluated at a minimum of every six weeks

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Provide instructional materials aligned with curriculum planning guides and campus resources including consumables.	Campus Administration	Instructional budget	Ongoing	Data Reports & Walk through Lesson plans	Increase in STAAR Scores, Individual student growth	DIBELS, STAAR Results, Classroom Assessments	1, 2 and 3
Implement the TEKS Resource System curriculum.	All current staff	TEKS Resource System Online	August 1, 2017	Walk through Lesson plans T-TESS	Increase in STAAR scores	STAAR Results	1, 2, and 3
Infuse technology into math and reading areas to increase student engagement.	Campus Administration, Interventionist	Coordinated local, state, federal funds	Ongoing	Lesson plans T-TESS online reports	Increase in STAAR scores	STAAR Results	1 and 2
Use district approved reading and math diagnostic and intervention program to assess individual student reading abilities, guide instruction and measure growth.	Campus Administration, Interventionist	Benchmark timeline, DIBELS, DMAC test generator	Every six weeks	Data Reports & Walk through Lesson plans	Increase in STAAR scores	STAAR Results	1, 2, and 3
Campus will continue RtI meetings with classroom teachers, support staff and Administration using a standard agenda every six weeks – Tasks will include review of student progress & documentation on Service Plans (1-page doc. to follow student services & progress from year to year at UTES)	Campus Administration, Interventionist, teachers	Campus administration, interventionist, teachers	Every six weeks	Data Reports & Walk through Lesson plans	Increase in STAAR scores	STAAR Results	1,2 and 3
Provide tiered intervention program to address students requiring additional support for tier 3 reading, dyslexia and math intervention.	Campus Administration, Interventionist	Funds to hire Interventionist in Reading and Math.	August 2017-May 2018	Data Reports & Lesson plans online reports Intervention groups	Increase in STAAR scores	STAAR Results	1, 2, and 3

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3. Implement with fidelity a response to intervention model (RTI) aligned to research based interventions and assessments.
4. Every student evaluated at a minimum of every six weeks

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Increase the use of supplemental instructional materials to address students with special education services.	Campus Administration Special Education Teacher and Assistant Reading Interventionist	Coordinated local, state, federal funds	Annually and ongoing	Lesson Plans and IEPs Online reports	Increase academic achievement for students with special needs	STAAR Results IEP Progress reports	1, 2, 3, and 9
School-wide tutoring program, summer enrichment program and provide stipend for after school program coordinator responsible for communication and student safety.	Campus Administration Intervention Team Teachers	Donor Funds	October-May Summer 2018	Academic Data Tutoring Documentation Summer School Documentation After School Rosters/Schedule	Increased academic achievement.	STAAR Results, Individual student progress reports	1, 2 and 3
Provide intervention in Pre-Kindergarten-1 st grades to increase academic vocabulary.	Teachers, Primary Intervention	Coordinated local, state, federal funds	Ongoing	Academic Data	Increased academic achievement	DIBELS, CIRCLE data	1,2,7

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective(s):

1. Show a 50% increase in the passing rate for STAAR Math and Reading with ELL students.
2. Show a 50% increase in the reading level for ELL students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Increase the use of supplemental instructional materials to support ELL students.	Campus Administration, Interventionist, Teachers	Coordinated local, state, federal funds	October 2017	Lesson plans	Improved Academic Performance	STAAR Results, Curriculum based assessments	1, 2 and 3
Organize LPAC meetings in September to create individual acceleration plans for ELLs who did not pass STAAR.	ESL Coordinator Campus Administration	Time	Annually and ongoing	LPAC Documentation	Improved Academic Performance	STAAR Results	1,8 and 9
Parent involvement session for faculty and staff.	ESL Coordinator	Time	Annually	Agenda Item on the District Principal Meeting	Improved Academic Performance	STAAR Results	6
Require and document attendance at ELL trainings.	Campus Administration ESL coordinator Curriculum Director	Time	Annual PD	Agenda	Improved Academic Performance	STAAR Results	4
Compliance in ESL certification/Sheltered Instruction for new employees	ESL coordinator	Time and money for materials \$200	Annual PD	Agendas and certificates	Improved Academic Performance	STAAR Results	4
Assess ELL students using district materials and collect pertinent data to inform instruction	Principals and teachers	Local assessment training and materials	Ongoing	Data	Improved Academic Performance	DATA Results	1,2,3 and 9
Provide intervention in Pre-Kindergarten-1st grades to increase academic vocabulary for English language learners.	Teachers, Primary Interventionist	Coordinated local, state, federal funds	Ongoing	Data	Improved Academic Performance	DIBELS, CIRCLE data	1,2,3 and 9

Performance Goal 3: Recruit, support, and retain campus staff. Increase percentage of teachers reporting support by campus administration from 48% to a minimum of 85%.

Objective(s):
 1. Develop and implement a professional development plan tied to the observation and feedback cycle.
 2. Campus administration create working conditions that develop and maintain highly qualified teachers.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Provide opportunities for teachers and staff to attend training to increase knowledge of core academic areas.	Campus Administration	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Staff Awards and Recognition- Service Awards, Holiday Celebrations, Teacher Appreciation	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Option to provide a stipend for teachers who are nationally board certified.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Peer to Peer Observation Teach and Share Day	Campus Administration District Team	Substitute Pay	Ongoing Teach & Share (10/9)	Walkthroughs and lesson plans	Improved teaching – evaluation	Teacher Evaluations	4,
Funds for Substitute Coverage for Illness, Personal Days and Professional Development	Campus Administration	\$7000	Ongoing	PD certificates	Improved teacher satisfaction surveys.	Staff survey, Teacher Evaluations	4,5
Implement the Texas Teacher Evaluation and Support System (T-TESS),	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4

Performance Goal 4: All students will be educated in a learning environment that is safe and conducive to learning.

Objective(s):

1. Reduce the number of referrals on campus.
2. Increase school safety satisfaction on surveys.
3. Improve school culture and climate.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Require staff to attend workshops through district-wide and/or campus-based meetings on safety and Social-Emotional Learning.	Campus Administration	Time	Ongoing	Agendas and surveys	Improved school climate and culture	Safety Survey Results	4 and 10
Continue to collect data to monitor removals and school discipline infractions.	Campus Administration	Time	Ongoing	Decrease in discipline referrals and classroom removals	Improved school climate and culture	Safety Survey Results	10
Implement Second Step Curriculum campus wide.	Campus Administration and teachers	Second Step Curriculum resources and PD	Ongoing	Decrease in discipline referrals and classroom removals	Improved school climate and culture	Climate Survey	2 and 10
Incorporate character education and social and emotional learning training into the daily curriculum.	Campus Administration and teachers	SEL resources	Ongoing – Monthly character traits	Improved school climate and culture	Improved school climate and culture	Climate Survey	2 and 10
Provide weekly/monthly counseling groups & lunch bunch to meet needs of students with service plans and counseling needs.	School counselor	SEL resources Expect Respect Curriculum	Ongoing	Improved school climate and student performance	Improved school climate and culture	Climate Survey	10
Send out district survey and collect data on school culture	Superintendent Principal	Time	April 2018	Data from the surveys	Increased sense of safety on campuses	Climate Survey	6

Performance Goal 5: All parents are provided opportunities to be involved and make decisions.

Objective(s):

1. Take steps to increase school and district communication
2. Conduct organizational health surveys
3. Provide Opportunities for parents to participate in school activities

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Build systems of continuous communication - Send out District newsletter 4 times a year in English and Spanish.	Superintendent	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Distribution of information on enrollment, parent handbook, newsletters in English and Spanish.	Campus Administration	Time and Copies	Ongoing	Copies of each document - receipt signatures	Increased parent involvement	Parent satisfaction survey	6
Hold open house for students to showcase school/ work projects.	Campus Administration and teachers	Time	September or October	Agendas and sign in sheets	Increased parent involvement	Parent satisfaction survey	6
Send out district survey and collect data on school culture	Superintendent Principal	Time	April 2018	Data from the surveys	Increased parent involvement	Parent satisfaction survey	6
Host Principal/Parent Coffee-1 x a month	Campus Administration	Time-Funds for refreshments	Ongoing	Agendas, calendar of parent events	Increased parent involvement	Parent satisfaction survey	6
Host community events in conjunction with Little Longhorn League. (Parent/Teacher Organization)	Campus Administration, L3, Development Officer	Time	Ongoing	Agendas, calendar of parent events	Increased parent involvement	Parent satisfaction survey	6

Performance Goal 6: Maximize funds to provide exceptional education opportunities for all students.

- Objective(s):**
1. Increase student attendance to 98%
 2. Increase annual fund raising dollars by 10%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Review attendance data regularly, create individual support plans for students with frequent absences.	Campus Administration	Time	Ongoing	Meeting agendas	Increased attendance rate	ADA reports	2
Host activities/events such as Dr. Seuss' Birthday, Olympic Days, Career Day and invite new partners/donors.	Administration Development Officer	Time	Ongoing	Occurrence of Scheduled Event Student & Staff Feedback	Increased exposure and opportunities for additional fundraising	Staff feedback, Development Reports	2
Continue recognition of volunteers, mentors, and donors through completion ceremonies.	Administration Development Officer Business Manager	Lists of key supports to classrooms and students Master Calendar Funds for certificates and flowers	Early May – Events publicized, invitations go out Late May – Events occur	Completion Ceremony attendance	Increased support	Development Reports	2
Work closely with development team to create funding opportunities.	Superintendent Administration Development Officer	Time	Within first ten months	Development report	Increased income and donations	Development Report for acceptance or denial of grants	2