



The University of Texas Elementary School

Little Longhorns

**The University of Texas Elementary School
District Improvement Plan
2023-2024**

Date of Board Approval: October 24, 2023

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, ... 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 principal 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)*

UT Elementary School Mission Statement

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.

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.

Members of the Management Board

William Lasher – Chair
Kathy Armenta – Member
Debra Cantu -Member
Shasta Buchanan – Member
Felipe Estrada – Member
Alexandra Eusebi-Member
Jessica Loreda – Member
J.E. Johnson-Member
James Kallison-Member
Starla Simmons – Member
Sharon Vaughn- Member
Kathryn Tackett - Member
Mark J. Williams – Member
Sarah Woulfin -Member-
Melissa M. Chavez, Associate Vice President – Non-Voting
Nicole Whetstone, Superintendent-Non-Voting

DISTRICT INFORMATION

Superintendent: Dr. Nicole Whetstone

Principal: Ms. Lara Wilder

Financial Manager: Mrs. Jenny Davis

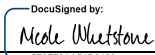
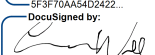
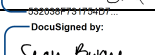
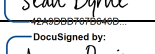
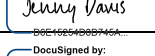
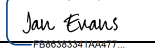
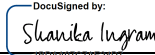

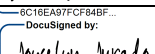
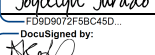

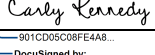
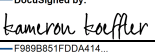

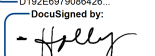
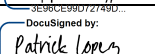
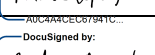

Human Resource Manager: Mr. Bob Micks

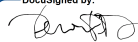
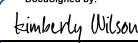
Title One Coordinator: Mr. Bob Micks

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

Phone: 512- 495-3300

District Improvement Plan Committee

Name	Position	Signature
Dr. Nicole Whetstone	Superintendent	 DocuSigned by: Nicole Whetstone
Lara Wilder	Principal	 DocuSigned by: Lara Wilder
Sean Byrne	Prekindergarten Teacher	 DocuSigned by: Sean Byrne
Jenny Davis	Director of Finance	 DocuSigned by: Jenny Davis
Jan Evans	UTES Librarian	 DocuSigned by: Jan Evans
Shanika Ingram	Special Education Program Facilitator	 DocuSigned by: Shanika Ingram
Dr. Andrea Holman	Parent Representative	 DocuSigned by: Dr. Andrea Holman
Joycelyn Jurado	Parent Representative	 DocuSigned by: Joycelyn Jurado
Anna Kehl	Parent Representative	 DocuSigned by: Anna Kehl
Carly Kennedy	Math Interventionist	 DocuSigned by: Carly Kennedy
Kameron Koeffler	STEAM Teacher	 DocuSigned by: Kameron Koeffler
Mary Lee	Physical Education Teacher	 DocuSigned by: Mary Lee
Holly Lopez	Parent Representative	 DocuSigned by: Holly Lopez
Patrick Lopez	Parent Representative	 DocuSigned by: Patrick Lopez
Andrea Menchaca	District Social Emotional Learning Coordinator	 DocuSigned by: Andrea Menchaca
Lucy McCoy	Instructional Coach	 DocuSigned by: Lucy McCoy
Jennifer Montoya	UT Charter School Executive Assistant	 DocuSigned by: Jennifer Montoya
Dr. Shanae T. Riley	Community Member	 DocuSigned by: Dr. Shanae T. Riley

Dr. Veronica Ruiz	Parent Representative	DocuSigned by:  11110CF5BD714F6...
Kimberly Wilson	UTES Chef	DocuSigned by:  6325C81563D846C...

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.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]:

- After examining the data, our district does not have an equity gap as compared to the state average.
- We are a district of one campus. It has however been difficult to retain teachers in our charter school because they do not have an opportunity to move up in the field to make more money within our district. These teachers will move to an ISD to get a district level position.
- Strategies for maintaining teachers
 - Funding set aside for professional development for instructional leadership.
 - Provide stipends for National Board certification.

Poverty Criteria [Sec. 1112(b)(4)]:

The University of Texas Elementary School determines Title I eligibility and rank/serve order through the most recent census data and at-risk percentage.

School wide Programs [Sec. 1112(b)(5)]:

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.

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
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code. Or, regardless of the student’s age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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: 2.5

The process we use to identify students at-risk is:

For grades K-5 the camps reviews DIBELS, Beginning of the Year benchmark data to determine which student meet Response to Intervention Criteria of more than 1 grade below or repeating a grade level. Student progress on DIBLES, curriculum-based assessments in math are reviewed every 9 weeks in RTI meetings.

The process we use to exit students from the SCE program who no longer qualify is:

Students who progress to grade level performance in their area of need are exited from receiving additional Tier 3 support from campus interventionist.

State Compensatory Education

STAAR	Math % Met Standard						Reading/ELA % Met Standard						Science % Met Standard				
	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Students At-Risk	87	77	Waived	38	56	46	64	87	Waived	46	71	56	75	Waived	53	67	40
Students Not At-Risk	95	91		62	84	84	88	92		69	89	94	81		72	90	90

	Drop Out Data				Completion Data			
	2018-2019	2019-2020	2020-2021	2021-2022	2018-2019	2019-2020	2020-2021	2021-2022
Students At-Risk	0	0	0	0	n/a	n/a	n/a	n/a
Students Not At-Risk	0	0	0	0	n/a	n/a	n/a	n/a

As part of this district's comprehensive, intensive, accelerated instruction program, students at risk receive after school and accelerated instruction, summer extension programs, guidance and counseling services. Professional development is provided to campus staff in areas such as research-based instruction and trauma-informed classroom management.

Upon evaluation of the effectiveness of this program, the committee finds that the students' academic achievement decreased for the 2022-2023 School Year. Prior year overall results were 78% across all subjects and decreased to 73%. Upon review of data, it was determined that the newest format of the STAAR exam and staff turnover resulted in lower state test scores.

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 school wide program will consolidate funds in the following way: Title I, Part A only [ESSA Sec. 1114(b)(7)(B)]

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 school wide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b) (7) (B)]

Federal	
Program/Funding Source	Amount of Funding
ESSER	\$185,837
Texas COVID Learning Acceleration Supports	\$211,769
IDEA B, Formula and Preschool	\$47,296
Title I, Part A	\$74,316
Title II, Part A	\$9,899
Title IV, Part A	\$10,000
National School Lunch Program	\$149,000
School Safety Standards	\$200,000
Program/Funding Source	
Regular Program SFF	\$2,107,390
Special Education Allotment	\$353,884
Dyslexia Allotment	\$11,088
State Compensatory Education	\$254,170
Bilingual Education	\$17,119
Early Education Allotment	\$64,903
School Safety Allotment	\$17,716
Instructional Materials Allotment	\$40,000
Program/Funding Source	
Café Visitors	\$2,000
Tuition	\$36,250
Rent for Administrative Space	\$50,000
UT Austin	\$301,522
Endowments	\$26,498

District Key Results:

- ❖ 100% of our students will increase their academic performance in reading and math by 5% every nine weeks as measured by campus assessments.
- ❖ 100% of our teachers will score proficient or better in all domains based on the Texas Teacher Evaluation and Support System.
- ❖ 100% of our classrooms will implement the 6Rs: Relational, Relevant, Repetitive, Rewarding, Rhythmic and Respectful of the Neurosequential Model of Education as measured through teacher observations.
- ❖ Increase attendance rate to 98%.

Campus Performance Goals

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

Performance Goal 2: From 2023 to 2024 STAAR student scores will increase by 5 percentage points in reading and math for emergent bilingual students, economically disadvantaged, and students who receive special education services.

Performance Goal 3: Recruit, support, and retain high performing teachers.

Performance Goal 4: All students will be educated in safe and supportive learning environments that are conducive to learning.

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

Performance Goal 6: Maintain fiscal responsibility by providing exceptional educational opportunities for all students.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2022-2023

Team Members: Nicole Whetstone, Jenny Davis, Laura Wilder, Lucy McCoy, Sean Byrne, Janet Evans, Kameron Koeffler, Mary Lee, Kimberly Wilson, Andrea Holman, Anna Kehl, Shanika Ingram, Joycelyn Jurado, Carly Kennedy, Holly Lopez, Patrick Lopez, Veronica Ruiz, Jennifer Montoya

Dates: Principal Meeting: 7/25/2023; Education Council-9/20/2023

Data Reviewed: Attendance Data, Enrollment Data, Assessment Data – STAAR, TELPAS, Survey Data – parents, teachers, staff, Continuous Improvement Plans, Program Evaluation for State Compensatory Education Program, Professional Development Evaluations, Teacher Retention and Attrition Data, Teacher Evaluations, Budget

School Data:

<u>Total Enrollment</u>	294	
<i>Enrollment by Ethnicity</i>		
	<i>Asian</i>	<i>1.9%</i>
	<i>African American</i>	<i>16.5%</i>
	<i>Hispanic</i>	<i>64.3%</i>
	<i>Two or More Races</i>	<i>3.6%</i>
	<i>White</i>	<i>13.2%</i>
Economically Disadvantaged		<i>55%</i>
Emergent Bilingual		<i>12.5%</i>
Students Receiving Special Education		<i>22.7%</i>
Students Receiving 504		<i>6.2%</i>

Areas Reviewed	Summary of Strengths	Summary of Needs
Academic Achievement	Stanford 10 Achievement Results show that students are on	State assessment scores were overall lower. Particularly in math. Teachers need specific training in interventions for students who are economically disadvantaged in special programs. Increase knowledge of student expectations in which students scored the lowest. Additional support and information to families regarding math strategies. Increase incentives to increase attendance rate.
Staff Quality	Teachers w/advanced degrees and multiple certifications.	Reduce turnover rate; SEL materials/supports for adults
School Climate / Health and Safety	Safety plans have been established and an MEOP has been developed. SEL Coordinator has established program which includes social work interns to support SEL programming.	Compliance with School Safety requirements including budget for armed officer.
Family and Community Engagement	Open houses; Principal Chats awards/celebrations; monthly newsletters; volunteer opportunities	Engage businesses with the school; brochures for campuses; increase donor stewardship; focused support to new families/parents with a “buddy” family; provide more information to new families on campus wide traditions/celebrations
District Campus Commitments	District operations are efficient; ESSR funds; T-CLAS Grant	Additional resources to support technology; Updated SEL materials for students and staff

State Assessment Results			
Grade Subject	2023	2022	Difference
Grade 3 Reading	78%	89%	-11%
Grade 4 Reading	87%	73%	14%
Grade 5 Reading	77%	84%	-7%
Grade 3 Math	63%	80%	-17%
Grade 4 Math	69%	81%	-12%
Grade 5 Math	75%	86%	-11%
Grade 5 Science	63%	82%	-19%

STAAR Results Disaggregated by Demographics		
Demographic	2023	2022
Asian	100%	100%
Black	70%	83%
Economically Disadvantaged	66%	69%
Emergent Bilingual	63%	60%
Hispanic	67%	71%
Sped	42%	42%
Two or More Races	100%	100%
White	97%	93%

SAT 10-4th Grade		
Race/Ethnicity	Language-Expression & Use <i>Grade Level Equivalents</i>	Math Problem Solving <i>Grade Level Equivalents</i>
Hispanic or Latino	5.2	5.4
Black or African American	5.8	5.28
Two or More Races	10	9.3
White	7.4	10
Overall	5.5	5.6
SAT 10-5th Grade		
Race/Ethnicity	Language-Expression & Use	Math Problem Solving
Hispanic or Latino	6.8	5.4
Black or African American	6.2	5.5
White	9.6	9.9
Overall	6.3	6.2

UTES PARENT SURVEY RESULTS

Area	Excellent	Above Average	Average	Below Average
<i>School climate</i>	44.2%	29.8%	22.1%	3.8%
<i>Safety/security</i>	50.4%	27.5%	19.9%	2.3%
<i>Technology</i>	48.9%	28.2%	22.9%	0
<i>School wide communication</i>	58.3%	27.3%	13.6%	.8%
<i>Parent-teacher communication</i>	50.8%	23.5%	21.2%	4.6%
<i>Front Office staff communication-service</i>	55.7%	25.2%	16%	3%
<i>Physical Education</i>	54%	22%	22%	2.3%
<i>Spanish</i>	49%	21%	24.2%	5%
<i>STEAM</i>	59%	23%	18%	0%
<i>Orchestra</i>	45%	20%	16%	1%

Year	Attendance Rate
2016-2017	97%
2017-2018	96.8%
2018-2019	96.47%
2019-2020	97%
2020-2021	97%
2021-2022	93%
2022-2023	94%

Needs Assessment Priorities

Problem Statement #1: Low performance in math and reading compared to previous school years. The lack of growth for students who were “Approaches” and “Meets” level on the STAAR.
Root Cause(s): Learning loss due to the pandemic. Change in staffing. Change in test format.
Quantitative Data: District Key Results, diagnostic benchmarks, DIBELS, curriculum-based assessments, Demographic Attendance
Identified Need(s): Increase opportunity for high quality instruction.
Performance Goal (tied to the 4 Strategic Priorities): All students will show academic progress in reading and math every nine weeks.
Objective: Increase Academic Achievement in all content areas by showing measurable progress
Possible Strategies: Additional training for student engagement; designated intervention time in Master schedule, more in depth training for data analysis of software programs to drive instruction. Provide additional reading intervention training.
Other: 100% of teachers receive training in providing effective classroom instruction.

Problem Statement #2: There is an achievement gap for emergent bilingual students, economically disadvantaged, and students who receive special education services.
Root Cause(s): Increase teacher proficiency in instruction for students in special programs that are economically disadvantaged.
Quantitative Data: STAAR, DIBELS, Benchmark Data
Identified Need(s): Increase opportunities for teachers to attend professional development on ELPS. Increase intervention resources.
Performance Goal (tied to the 4 Strategic Priorities): Improve performance of Emergent Bilingual and students with disabilities in all academic areas.
Objective: Emergent bilingual and students with disabilities will make academic gains in all core content areas and English proficiency.
Possible Strategies: Increase professional development, create master schedule that maximizes instructional time.

Problem Statement #3: Funds needed to provide exceptional educational opportunities are diminished.
Root Cause(s): State and federal funding meets minimum budgetary needs. Additional funds are needed for margin of excellence programs.
Quantitative Data: Budget, Attendance Rate
Identified Need(s): Increase attendance rate. Additional fundraising opportunities
Performance Goal (tied to the 4 Strategic Priorities): Increase attendance rate to 98%. Increase fundraising dollars.
Objective: Have every student in every class every day. Increase funds available for margin of excellence programs. (STEAM, Music, Spanish)
Possible Strategies: Collaborate with Annual Giving Committee to increase stakeholder engagement and hold ASK event.

Problem Statement #4: Need to retain staff and recruit staff.
Root Cause(s): Staff turnover due to small school size, limited district level opportunities.
Quantitative Data: Retention data; Staff Surveys
Identified Need(s): Recruit experienced teachers, Add stipend for National Board Certification. Continue participation in the Teacher Incentive Allotment; Increase fidelity of mentoring program for new staff.
Performance Goal (tied to the 4 Strategic Priorities): District will attain 85% staff retention rate.
Objective: To recruit and retain experienced teachers and instructional assistants
Possible Strategies: Assign & develop teacher supports and leads
Other: Provide coaching through T-TESS feedback; individualized professional development plans; merit pay; leadership opportunities; stipends for additional tutoring

Write out 3-5 SMART (Specific, Measurable, attainable, results-focused, and time-bound) goals based on the SWOT Analysis:

Strategy 1: 100% students will build a strong foundation and show measurable growth in reading/language arts and mathematics as evidenced by growth on benchmark data and STAAR scores by May 2024.
Strategy 2: 100% of our classrooms will be trauma-sensitive using trauma-invested strategies and teaching positive character traits monthly.
Strategy 3: 100% of our teachers will score proficient or better in all domains based on the Texas Teacher Evaluation and Support System
Strategy 4: 100% of our teachers will participate in professional learning communities and professional development tied to best practices in the classroom setting by May 2024.
Strategy 5: 100% of our students will meet their expected growth target every nine weeks.

Performance Goal 1: All students will build a strong foundation in reading/language arts and mathematics. State assessment scores in reading and math will overall increase by 5% for students in grades 3-5.

Objective(s):

1. Show measurable learning in all core academic areas including math, language arts, science, and social studies.
2. Show measurable growth in all demographic population and at-risk categories.
3. Every student assessed at least every nine weeks
4. Review classroom data with teachers.
5. Monitor use of instructional strategies.

Summative Evaluation: STAAR Reading & Math Scores

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Implement researched-based math and reading instruction programs with fidelity.	Campus Administration Teachers	Coordinated local, state, federal funds	Continuous	Lesson plans T-TESS Online data reports	Increase in STAAR scores	STAAR Results, Key Result data	1 and 2
Use reading/math diagnostic programs to assess individual student reading abilities, guide instruction and measure growth.	Teachers	District-Approved Interventions	Every nine weeks	Data Reports Classroom Observations Lesson plans	Increase in STAAR scores and Measurable growth in district benchmarks and DIBELS scores.	STAAR Results Key Result data	1, 2, and 3
Provide intervention opportunities in math and reading which includes a master schedule that supports the implementation of tiered academic interventions.	Campus Administration Teachers Campus Interventionist	District-Approved Interventions	Yearly and Continuous	Data Reports Lesson plans Master schedule	STAAR scores and Measurable growth in district benchmarks.	STAAR Results Key Result data	1, 2, 3, and 9

Increase the use of supplemental instructional materials as outlined in AIP, IEP plans. Monitor the evidence in classrooms.	Campus Administration Teachers, Instructional aides Extended Learning Coordinator	District- Approved Interventions ESSR Funds	Yearly and Continuous	Lesson Plans and IEPs Online reports AIP Plans Tutoring Schedule	Increased academic achievement for students with special services.	STAAR Results Key Result data	1, 2, 3, and 9
Professional Learning Communities will be implemented campus-wide related to math and literacy curriculum.	Campus Administration Teachers	Time PLC Resources- Administrative Support-	September 2023- May 2024	Meeting notes Agendas	Increased academic achievement.	Key Result Data STAAR Results	1,2,3

Performance Goal 2: From 2023 to 2024 STAAR student scores will increase by 5 percentage points in reading and math for emergent bilingual students, economically disadvantaged, and students who receive special education services.

- Objective(s):**
1. Show one grade level skill growth on their DIBELS data.
 2. Ensure 100% of teachers implement required English Language Proficiency Standards and Sheltered Instruction Strategies.
 3. 100% of teachers will implement brain based instructional strategies following the district approved reading curriculum.

Summative Evaluation: 100% of teachers will implement differentiated supports for all students to ensure language proficiency growth and reading comprehension.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Provide resources within the curriculum that support diverse learners with a focus on students receiving special services.	Campus Administration	Differentiated Curriculum Professional Development	Ongoing-throughout the school year	Classroom Observations Assessment Data	Student achievement data Improved progress reports	STAAR Results Classroom assessment data	1,8 and 9
Provide resources and support to teachers that work with students identified with Dyslexia.	Campus Administration, Special Programs Department Dyslexia Specialist Instructional Coaches	Professional Development Lexia Wilson Reading Program	Ongoing-throughout the school year	Classroom Observations Assessment Data	Student achievement data	STAAR Results Classroom assessment data	1,8 and 9
Teachers will participate in professional development to support Emergent Bilingual students.	Campus Administration, Instructional Coaches Teachers	Time Funds Sheltered Instruction Observation Protocol	Ongoing	Certificate Sign-in Sheet	Grades Improved Data Results	STAAR Results TELPAS Results	4
100% of Teachers will implement language supports and accommodations to ensure growth for students at risk and not performing on	Campus Administration, Instructional Coaches Teachers	Time Funds Sheltered Instruction Observation Protocol	Ongoing	Classroom Observations Assessment Data	Student achievement data	STAAR Results TELPAS Results	4

grade level.							
District Diagnostic will be given to all Emergent Bilingual and students receiving special services with time for intervention.	Teachers Campus Administration	Local assessment training and materials	Ongoing	Data	Improved Academic Performance	DATA Results	1,2,3 and 9

Performance Goal 3: Recruit, support, and retain high performing staff.

Objective(s):

1. Continue implementation of the Teacher Incentive Allotment.
2. Continue development and implementation of a professional development plan tied to the observation and feedback cycle.
3. Create working conditions that develop and maintain highly performing teachers.

Summative Evaluation: Campus administration will provide monthly professional development based on campus need to implement district initiatives and SEL to ensure positive teacher retention.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Continue implementation of the Teacher Incentive Allotment.	Superintendent	Budget Time	September 2023-May 2024 <i>Data upload October 2023</i>	Data capture T-TESS data Student growth data	Improved positive teacher retention rate	Teacher designations approved by TEA and Texas Tech	4
Enhance mentor program to acclimate novice teachers to district and campus policies and procedures by providing highly effective campus mentors.	Superintendent Campus Administration	Budget Time Professional Development for mentors	August 2023-May 2024	Survey data, Professional Development Sign In sheets	Improved positive teacher retention rate	T-TESS data Staff Survey Data	4
Provide teachers with advanced degree and merit-based salary increases in addition to national board certification support. Implement rubric for clarity of merit-based salary increase.	Superintendent Assistant Superintendent of Operations Campus Administration	PD Budget Salary Study	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide access to training opportunities in trauma invested strategies and the Neurosequential Model of Therapeutics.	Campus Administration SEL Coordinator	Time ESSR Funds	September 2023-May 2024	PD Certificates	Improved instruction, Less discipline referrals, Decrease in class disruptions	Teacher Evaluations , Student discipline information	4

Implement rigorous calibration of the teacher evaluation system using the Texas Teacher Evaluation Support System to ensure effective feedback for teacher growth and improvement.	Superintendent Campus Administration	Time Calibration Training and protocols.	September 2023-May 2024	Classroom observations Calibration protocol	Improved Student Academic Performance	Teacher Evaluations	4
Improve instructional capacity of teacher/teacher leaders by providing differentiated, choice-based professional learning opportunities facilitated by practitioners.	Superintendent, Instructional Coaches, Curriculum Specialist	Time Professional Development Budget, ESSR Funds	August 2023- May 2024.	PD Certificates Professional development plans	Improved student academic performance.	Teacher Evaluations	4
Implement financial incentives for teachers who attend professional development sessions and disseminate information to their colleagues.	Superintendent, Instructional Coaches, Curriculum Specialist	Time Professional Development Budget, ESSR Funds	August 2022- May, 2024	PD Certificates, Sign- In Sheets	Improved teacher retention. Increase in student achievement	Teacher retention data, State assessment results.	1,4

Performance Goal 4: All students will be educated in a safe and supportive learning environment beneficial to learning.

Objective(s):

1. Support staff through positive behavior support and integration of SEL practices in the curriculum.
2. Assess and monitor the Social and Emotional Skills of all students at UT Elementary, through the use of a strengths and evidence-based tool (DESSA-mini & DESSA)
3. Increase school safety satisfaction on surveys.
4. Improve school culture and climate.

Summative Evaluation: By the end of the 2023-2024 school year, 80% of students will report that UTES is a safe and supported environment.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Provide support to district staff through Positive Behavior Interventions, which connect social/emotional learning to academics.	Superintendent, SEL Coordinator Campus Administration	Time Budget Curriculum	August 2023- May 2024	Professional Development	Increased student achievement. Data from staff and student surveys.	Climate survey	10
Coach instructional staff to implement Social Emotional Learning utilizing Second Step.	Campus Administration, Teachers, SEL Coordinator	Second Step	Ongoing	Decrease in discipline referrals	Campus walkthrough	Climate Survey	2 and 10
Pilot the use of the Aperture Education System as a tool to measure social and emotional competence.	SEL Coordinator Budget Time	Aperture Education System	September 2023-May 2024	Inform areas of focus for whole classroom and small group SEL instruction.	Tier 2 and Tier 3 Groups; Discipline data; Increased sense of safety	Climate Survey	2 and 10
Incorporate character education and social and emotional learning training into the daily curriculum.	Campus administration Teachers SEL Coordinator	Second Step Lesson Plans	Ongoing – Monthly character skills	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10

Send out district staff and family surveys and collect data on school culture.	Assistant Superintendent of Operations, HR Manager, Campus administration	Time	April 2024	Data from the surveys	Increased sense of safety on campuses	Climate Survey	6
Review and revise as necessary the Multi-hazard Emergency Operations Plan.	School Safety & Security Committee	Time Resources from Texas School Safety Center	October, 2023	Safety drills conducted and documented,	Student and staff are aware of safety protocols	Students/Staff demonstrate safety protocols	6

Performance Goal 5: Families and stakeholders will be actively engaged in school community.

Objective(s):

1. Take steps to increase school and district-communication.
2. Conduct organizational health surveys.
3. Provide opportunities for families to participate in school.

Summative Evaluation: 80% of families through district surveys will strongly agree that UTES is a collaborative partner.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Hold at least 2 community events to showcase academic and social programs on campus.	Campus Administration	Time Budget	September 2023-May 2024	Agendas Campus postings	Increased family involvement.	End of Year Family Survey Results.	6
Send out District newsletter at least 8 times a year in English and Spanish.	Superintendent Office	Time	September 2023-May 2024	Surveys evaluating communication system	Increased family involvement.	EOY Survey District Communication	6
Distribute Parent Handbook, UTES Parent-Community Compact, Student Code of Conduct to all stakeholders.	Campus Administration	Time Hardcopy and Digital	September 2023	Copies of each document – receipt signatures	Increased family understanding of school procedures.	End of Year Family Survey Results.	6
Provide on- demand translation for meetings with families.	Campus Administration	Cost	Ongoing	Translations at meetings	Increased family involvement.	End of Year Family Survey Results.	6
Create workshops for families to include communication skills, anger management, special education information, homework completion tips, instructional strategies with in person and virtual options.	Campus Administration School Social Worker	Time PD Budget \$2500 ESSR Funds	September 2023-May 2024.	Agendas and sign –in sheets	Increased family involvement.	End of Year Family Survey Results.	6
Emergent Bilingual Family involvement sessions for parents/guardians to support students.	Campus Administration Special Program Staff	Time PD Budget \$2500 ESSR Funds Time	September 2023-May 2024	Agendas and sign –in sheets	Increased family involvement Improved academics for Emergent Bilingual	End of Year Family Survey Results.	6

					students.		
Organize a parent/guardian meeting to explain the State Academic Standards and how families can work with the school to improve their child's academic achievement.	Campus Administration	Time	February, 2023	Agendas & Sign-in sheets	Increased family involvement	End of Year Family Survey Results.	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 15%.

Summative Evaluation: 1) UTES will implement strategies to improve/promote student attendance. 2) Collaborate with development to support Annual Giving Committee activities to host the ASK event.

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, Field Day, and Career Day and invite new partners/donors.	Campus 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 appreciation ceremonies.	Campus Administration Development Officer Business Manager	Lists of key supports to classrooms and students, Master Calendar, Funds for certificates and flowers	January 2024-May 2024	Ceremony attendance	Increased support	Development Reports	2
Work closely with development team to create funding opportunities.	Superintendent, Campus Administration	Time	By end of Fiscal Year 2024	Development report	Increased income and donations	Development Report for acceptance or denial of grants	2
Identify and seek additional funding for campus activities by collaborating with Little Longhorn League and other community partners.	Superintendent, Campus Administration	Time	By end of Fiscal Year 2024	Funding reports Community activities	Increased exposure and opportunities to raise funds.	Development Report	2