



The University of Texas Elementary School

Little Longhorns

The University of Texas Elementary School

Campus Improvement Plan

2018-2019

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
Carlos Cervantes – Member
Ed Emmer – Member
Regina-Leslie Estrada – Member
Cynthia Franklin – Member
Madra Mays – 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

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 19, 2018

Campus Improvement Plan Committee

NAME	POSITION	DATE	SIGNATURE
NICOLE WHETSTONE, PH.D.	PRINCIPAL	9-19-18	<i>N. Whetstone</i>
NOURA WAKIM	TEACHER	9-19-18	<i>Nour Wakim</i>
NICHOLAS HALL	TEACHER	9/19/18	<i>Nicholas Hall</i>
JENNIFER MONTOYA	CLASSIFIED STAFF	9/19/18	<i>Jennifer Montoya</i>
JENNY DAVIS	FINANCIAL MANAGER	9/19/18	<i>Jenny Davis</i>
ELLEN MANGELSDORF	TEACHER	9/19/18	<i>Ellen Mangelsdorf</i>
KAMERON KOEFFLER	TEACHER	9/19/18	<i>Kameron Koeffler</i>
LUCY MCCOY	TEACHER	9/19/18	<i>Lucy McCoy</i>
Lily Dominguez	PARENT	9/19/18	<i>Lily Dominguez</i>
Terrence Stith	PARENT	9/19/18	<i>Terrence Stith</i>
SCOTT GRAY	PARENT	9/19	<i>Scott Gray</i>
	PARENT		

Campus Key Results:

- 100% of our students will show academic growth every six weeks.
- Increase attendance rate to 98%.
- 100% of our teachers will be identified as proficient in TTESS Instruction Domain 2

Campus Performance Goals

- ❖ **Performance Goal 1:** All students will build a strong foundation in Reading/Language Arts, Mathematics, Science and Social Studies.
- ❖ **Performance Goal 2:** All English Language Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading, writing and mathematics.
- ❖ **Performance Goal 3:** Recruit, support, and retain high performing staff.
- ❖ **Performance Goal 4:** All students will be educated in learning environments that are safe, inclusive, drug-free, and conducive to learning.
- ❖ **Performance Goal 5:** All parents/guardians/stakeholders are provided opportunities to be involved.
- ❖ **Performance Goal 6:** Maintain fiscal responsibility by providing exceptional educational opportunities for all students.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2018-2019

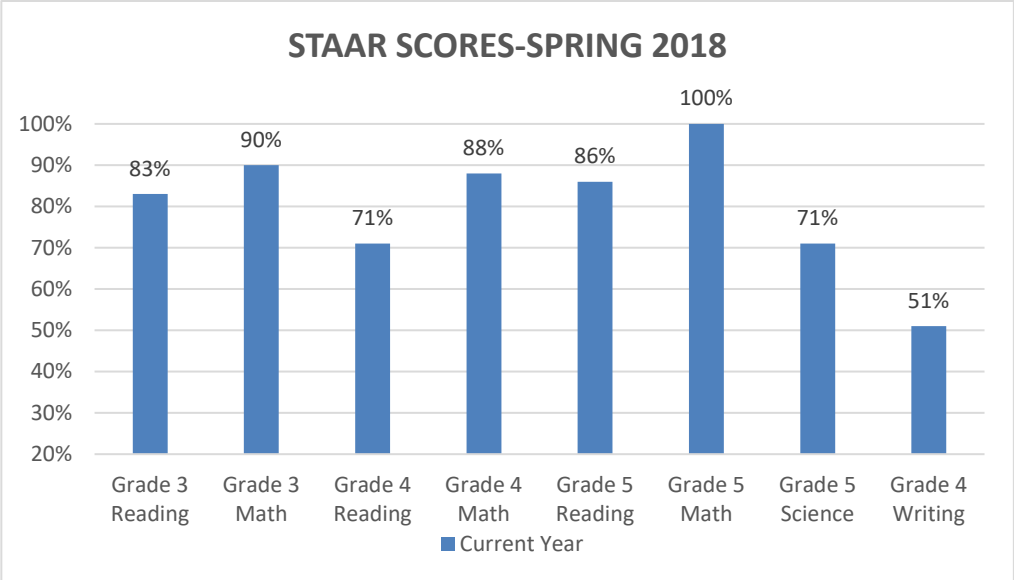
Team Members: Nicole Whetstone, Melissa Garcia, Jenny Davis, Scott Gray, Terrence Stitth, Alejandra Polcik, Lucy McCoy, Kameron Koeffler, Nicholas Hall, Ellen Mangelsdorf, Noura Wakim, Lily Dominguez, Tori Sheard

Dates: UTES Staff-9/11/2018, Education Council-9/19/2018

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

School Data:

Enrollment	295	
<i>Enrollment by Ethnicity</i>	<i>African American</i>	<i>11.90%</i>
	<i>Asian</i>	<i>2%</i>
	<i>Hispanic</i>	<i>66.40%</i>
	<i>American Indian</i>	<i>0.30%</i>
	<i>Pacific Islander</i>	<i>0%</i>
	<i>Two or More Races</i>	<i>3.70%</i>
	<i>White</i>	<i>15.60%</i>
Economically Disadvantaged	53.60%	
English Language Learners	25.80%	
Students Receiving Special Education	6.80%	



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-needs 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, Mathematics, Science and Social Studies.

Objective(s):

1. Show growth in all core academic areas including math, language arts, science, and social studies.
2. Show growth in all demographic population and at-risk categories.
3. Review student data with classroom teachers and support development of an RTI model.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Consistently implement the TEKS Resource System curriculum	All current staff	TEKS Resource System Online	August 1, 2018	Walk through Lesson plans T-TESS	Increase in STAAR scores	STAAR Results	1, 2, and 3
Implement researched-based math and reading computer programs with fidelity.	All current staff	Coordinated local, state, federal funds	Continuous	Lesson plans T-TESS online reports	Increase in STAAR scores	STAAR Results	1 and 2
Use district approved reading/math diagnostic programs to assess individual student reading abilities, guide instruction and measure growth.	Principal and staff	District-Approved Interventions	Every six weeks	Data Reports & Walk through Lesson plans	Increase in STAAR scores	STAAR Results	1, 2, and 3
Increase intervention opportunities in math and reading, which will provide supplemental support to students who are at-risk. Create master schedule that supports the implementation of tiered academic interventions.	Principals and school Staff	District-Approved Interventions	Yearly and Continuous	Data Reports Lesson plans master schedule	STAAR scores	STAAR Results	1, 2, 3, and 9
Increase the use of supplemental instructional materials as outlined in IAP, IEP plans.	Principals, teachers, and instructional aides	District-Approved Interventions	Yearly and continuous	Lesson Plans and IEPs Online reports	Increase academic achievement for students with special needs	STAAR Results	1, 2, 3, and 9

Performance Goal 2: All English Language Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading, writing and mathematics.							
Objective(s): 1. Show growth in Reading and Writing with ELL students. 2. Show an increase in the reading level for ELL students as measured by TELPAS. 3. Ensure 100% of the teachers and administrators participate in ELPS training and specific strategies for working with ELLs.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Organize LPAC meetings in September to create individual acceleration plans for ELLs.	ESL Coordinator and All Principals	Time	Annually and ongoing	LPAC Documentation	Data Results	STAAR Results	1,8 and 9
Parent involvement session for parents/guardians and stakeholders	ESL Coordinator	Time	Annually	Agendas-Sign In Sheets	Improved Data Results	STAAR Results	6
Require and document attendance at sheltered instruction and ELPS trainings.	ESL coordinator Curriculum Director	Time	Yearly PD	Agenda	Improved Data Results	STAAR Results	4
Compliance in certification for new employees.	ESL coordinator	Time and money for materials \$200.	Yearly PD	Agendas and certificates	Improved Data Results	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 specific feedback to teachers regarding instructional strategies for ELLs in reading, speaking and writing.	Campus administration	Time-T-TESS protocols	Ongoing	Observation Feedback	Improved Academic Performance	DATA Results	1, 8, 9

Performance Goal 3: Recruit, support, and retain high performing teachers and campus administration. Campus staff feedback will show a minimum of 85% positive rating, regarding the support provided by campus administration.

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 performing teachers.
3. Develop a strategic teacher support initiative.

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.	Principal	PD Budget Substitute Teacher Pay	Ongoing	PD certificates	Improved Academic Performance and Positive Campus Culture	Teacher Evaluations	4
Staff Awards and Recognition- Service Awards, Holiday Celebrations, Teacher Appreciation	Campus Administration	PD Budget	Ongoing	PD certificates	Improved Academic Performance and Positive Campus Culture	Teacher Evaluations	4
Provide teachers with advanced degree and merit-based salary increases.	Superintendent	Budget	Ongoing	PD certificates	Improved Academic Performance and Positive Campus Culture	Teacher Evaluations	4
Provide access to attend training opportunities on Social Emotional Learning and Trauma Informed Classrooms.	Principal	Substitute Pay PD Budget	Ongoing	PD Certificates	Improved Academic Performance and Positive Campus Culture	Teacher Evaluations	4
Continue the Teacher Evaluation System of Texas (T-TESS)	Superintendent	PD Budget	Ongoing	PD certificates	Improved Academic Performance	Teacher Evaluations	4
Option to provide a stipend for teachers who are nationally board certified.	Principal	PD Budget	Ongoing	National Board Certified Teachers	Improved Academic Performance	Teacher Evaluations	4

Performance Goal 4: All students will be educated in learning environments that are safe, inclusive, drug-free, 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 2019	Data from the surveys	Increased sense of safety on campuses	Climate Survey	6

Performance Goal 5: All parents/guardians/stakeholders 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 inschool.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Send out District newsletter 3 times a year in English and Spanish.	Superintendent Office	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Parent Handbook, Student Code of Conduct to all stakeholders.	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	All staff	Time	Spring 2019	Agendas and sign in sheets	Increased parent involvement	Parent satisfaction survey	6
Workshops for parents, surrogates, and guardians to include communication skills, anger management, special education, homework completion tips, instructional strategies.	All Staff	Time PD Budget \$500	Ongoing	Agendas and sign -in sheets	Increased parent involvement	Parent satisfaction survey	6
Send out district survey and collect data on school culture	Campus Administration	Time	April, 2019	Data from the surveys	Increased parent involvement	Parent satisfaction survey	6
Provide a parent meeting to explain State Academic Standards on how to work with us on improving their child's achievement.	Campus Administration	Time	February, 2019	Agendas and sign-in sheets	Increased parent involvement	Parent satisfaction survey	6
Host community events in conjunction with Little Longhorn League. (Parent/Teacher Organization)	Campus Administration	Time	Ongoing	Agendas and sign-in sheets	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, and 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