# The University of Texas Elementary School
# District Improvement Plan
# 2019-2020

October 22, 2019
*Date of School Board Approval*

# Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee.  (Section 11.251 of the Texas Education Code)*

- *Each school year, the 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)*

# UTES 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**

Ed Sharpe – Chair
Kathy Armenta – 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

***DISTRICT INFORMATION***

*Superintendent: Dr. Melissa Chavez*
*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*

# District/Campus Improvement Planning and Decision Making Committee

| Name | Position (Parent, Business, Community, Teacher, etc.) | Signature |
|---|---|---|
| Nicole Whetstone, Ph.D | Principal | |
| Noura Wakim | Teacher-Intervention | |
| Nicholas Hall | Teacher-5th Grade | |
| Emelinda Baillo | Special Education Teacher | |
| Jessica Loredo | UTES Classified Staff | |
| Jenny Davis | UTES Financial Manager | |
| Hannah Torres | Teacher-3rd Grade | |
| Kameron Koeffler | Teacher-4th Grade | |
| Lucy McCoy | Teacher-2nd Grade | |
| JoAnna Trejo | UTES Instructional Assistant | |
| Shanika Ingram | Parent Representative | |
| Alejandra Polcik | Parent Representative | |
| Scott Gray | Parent Representative | |
| Loeta Allen | Parent Representative | |
| Marisol Prins | Community Member-YMCA | |
| Dr. Shanae T. Riley | Business Representative | |

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

# 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.
- 2018-2019-UTES maintained a retention rate of 85%.

**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

# 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*

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 DIBELS, curriculum based assessments in math are reviewed every 6 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<br>% Met Standard | | | Reading/ELA<br>% Met Standard | | | Writing<br>% Met Standard | | | Science<br>% Met Standard | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2017** | **2018** | **2019** | **2017** | **2018** | **2019** | **2017** | **2018** | **2019** | **2017** | **2018** | **2019** |
| **Students At-Risk** | 74% | 87% | 77% | 68% | 64% | 87% | 33% | 31% | 67% | 75% | 57% | 75% |
| **Students Not At-Risk** | 85% | 95% | 91% | 70% | 88% | 92% | 55% | 60% | 88% | 81% | 75% | 81% |

| | Drop Out Data | | Completion Data | |
|---|---|---|---|---|
| | **2016-2017** | **2017-2018** | **2016-2017** | **2017-2018** |
| **Students At-Risk** | 0 | 0 | n/a | n/a |
| **Students Not At-Risk** | 0 | 0 | n/a | n/a |

*The comprehensive, intensive, accelerated instruction program at this district/campus consists of before and after school tutorials and accelerated instruction for student's at-risk, summer programs, guidance and counseling services, trauma-informed classroom professional development.*

*Upon evaluation of the effectiveness of this program, the committee finds that the students' academic achievement is increasing in all subjects. There was a drop in grade 3 math. However, overall passing rate across all subject areas increased from 78% to 84%. Writing scores increased from 51% to 80%.*

*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)]*

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# 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** |
| IDEA B, Formula | $41,036 |
| IDEA B, Preschool | $1,985 |
| Title I, Part A | $92,197 |
| Title II, Part A | $8,031 |
| Title IV, Part A | $10,000 |
| National School Lunch Program | $100,000 |
| **State** | |
| **Program/Funding Source** | **Amount of Funding** |
| Regular Program SFF | $2,134,663 |
| Special Education Allotment | $268,479 |
| Dyslexia Allotment | $11,536 |
| State Compensatory Education | $263,029 |
| Bilingual Education | $34,268 |
| **Local** | |
| **Program/Funding Source** | **Amount of Funding** |
| Café Visitors | $8,000 |
| Tuition | $62,467 |
| Rent for Administrative Space | $50,000 |
| UT Austin | $301,522 |
| Endowments | $18,080 |

**District Key Results:**

- ❖ By the end of the 1st six weeks, 100% of educators will use "Talk Read, Talk Write" strategies in their classroom every day.
- ❖ 100% of our students will show academic growth every six weeks.
- ❖ Increase attendance rate to 98%.
- ❖ 100% of our classrooms will be trauma-sensitive.
- ❖ 100% of our teachers will be identified as proficient in all dimensions of T-TESS 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 Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiencyor better in reading, writing, science 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.

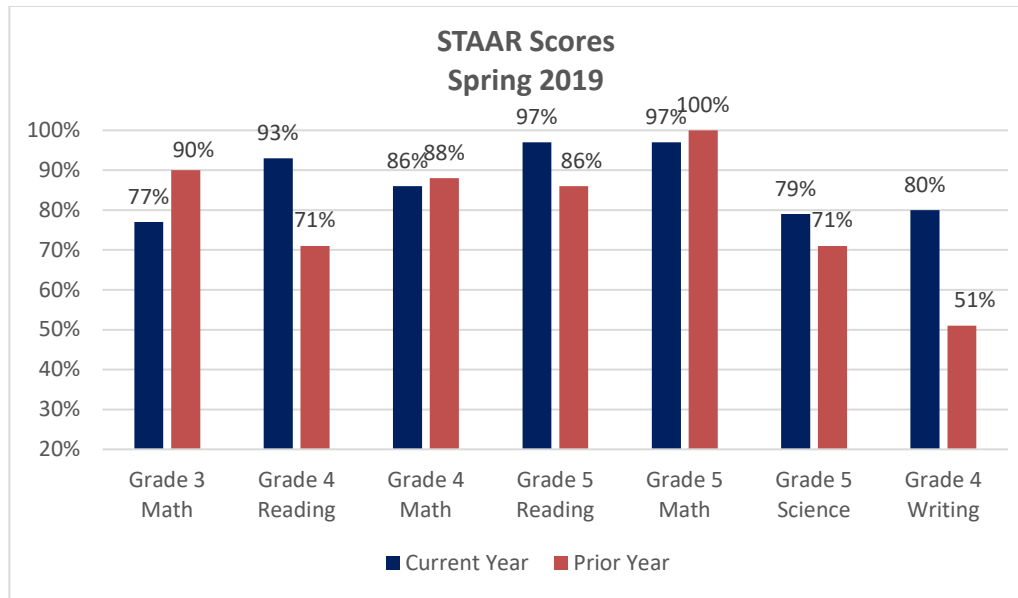# COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2019-2020

**Team Members**: Nicole Whetstone, Melissa Garcia, Jenny Davis, Scott Gray, Alejandra Polcik, Lucy McCoy, Kameron Koeffler, Nicholas Hall, Hannah Torres, Noura Wakim, Shanika Ingram, Marisol Prins, Dr. Shanae Riley, JoAnna Trejo, Jessica Loredo, Loeta Allen

**Dates**: UTES Staff-8/01/2019; Education Council-9/18/2019

**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 | 296 | |
| *Enrollment by Ethnicity* | *African American* | *8.8%* |
| | *Asian* | *2.3%* |
| | *Hispanic* | *67.5%* |
| | *American Indian* | *0.2%* |
| | *Pacific Islander* | *0%* |
| | *Two or More Races* | *4.4%* |
| | *White* | *16.8%* |
| Economically Disadvantaged | 59% | |
| English Language Learners | 16% | |
| Students Receiving Special Education | 15% | |
| Students Receiving 504 | 6% | |

## STAAR Scores
## Spring 2019



Legend: ■ Current Year  ■ Prior Year

Data by category (Current Year, Prior Year):
- Grade 3 Math: 77%, 90%
- Grade 4 Reading: 93%, 71%
- Grade 4 Math: 86%, 88%
- Grade 5 Reading: 97%, 86%
- Grade 5 Math: 97%, 100%
- Grade 5 Science: 79%, 71%
- Grade 4 Writing: 80%, 51%

## STAAR Demographics by Subject for All Grades
### for UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Year: 2019    Language(s): English, Spanish    Test Version(s): STAAR    Score Code(s): S
Calculation Option: Meets Gr Lvl Std    Retests: Second Administration included if available    Source: Admin    Min Demo Size:

| Subpopulation | Reading/ELA | | | Mathematics | | | Science | | | Writing | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Tested | Meets | Meets% | Tested | Meets | Meets% | Tested | Meets | Meets% | Tested | Meets | Meets% |
| All Students | 125 | 71 | 57 | 125 | 68 | 54 | 38 | 19 | 50 | 44 | 17 | 39 |



Demographic Summary — % Meets by SubPop (All Students):
- Reading/ELA: 57
- Mathematics: 54
- Science: 50
- Writing: 39
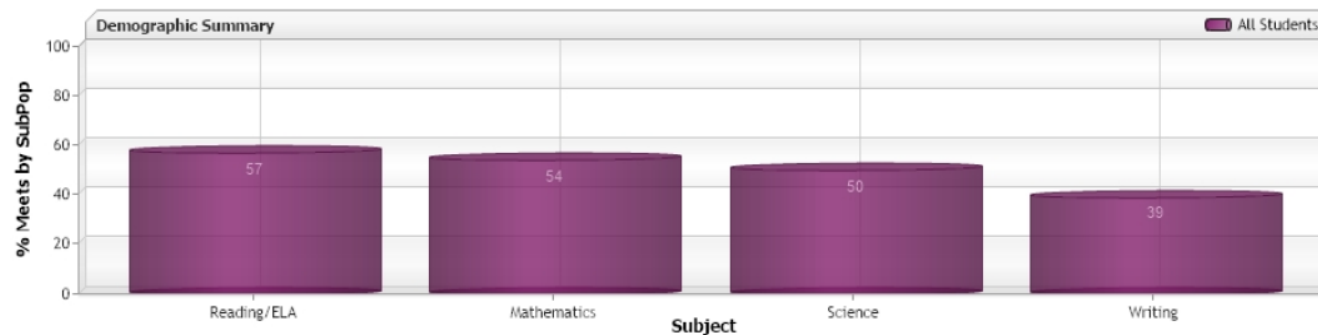
## UTES Parent Survey Highlights

| Statement | 2019 |
|---|---|
| Overall, how satisfied are you with your children's education at UTES? | 71% Extremely Satisfied<br>24% Moderately Satisfied<br>4% Neither Satisfied nor Dissatisfied |
| School Climate | 58%-Excellent<br>26%-Above Average<br>12%-Average |
| Safety/Security | 52%-Excellent<br>23% Above Average<br>18% Average |
| School wide communication | 55%-Excellent<br>20%-Above Average<br>18% Average |
| Parent-Teacher communication | 63%-Excellent<br>17%-Above Average<br>14%-Average |
| Program Ratings | PE-59%-Excellent<br>Wellness-58%-Excellent<br>Spanish-44% Excellent<br>STEAM-58% Excellent |

### Data
- Response Rate-27%; which represented 108 students
- Data disaggregated per grade level
- Most respondents had students in PreK and 1st Grade

### GLOWS
- Great place for students to learn.
- Positive front office communication/service
- Kindergarten, 1st Grade, Prekindergarten & 4th Grade-high scores in instruction in all areas.
- SEL instruction/support

### GROWS
- Science Instruction-general
- Parking
- Get more parents involved
- High numbers in Prekindergarten
- More parent coffees
- Bring back Art
- Revamp Spanish
- Variety of menu items in Cafe
- More security

### Actionable Items
- Increase parent coffees
- Review Spanish curriculum
- Increase classroom observations/PD in Science
- Consider additional staffing in PreK
- Review Café menu and options

# Needs Assessment Priorities

| Problem Statement #1: Low performance in grade 3 math and grade 5 science. Need to increase percentage of students in Meets category in all STAAR tested areas. |
| --- |
| Root Cause(s): Increase fidelity of math instructional block in grade 3. Support science instruction across campus. |
| Quantitative Data: STAAR, Benchmark Data |
| Identified Need(s): Increase opportunity for high quality instruction through RTI |
| 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: Increase performance for ELs |
| --- |
| Root Cause(s): Increase teacher proficiency in instruction for second language learners. |
| Quantitative Data:  STAAR, DIBELS, Benchmark Data |
| Identified Need(s): Increase opportunities for teachers to attend professional development in ELPS. Increase intervention resources. |
| Performance Goal (tied to the 4 Strategic Priorities): Improve performance of EL in all academic areas. |
| Objective: English learners will make academic gains in all core content areas. |
| 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. University increased fees associated with them. |
| 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%. |
| 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 campus tours and hold ASK event. |

| **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 implementation of Response to Intervention.

**Summative Evaluation:** 100% of students will continue and upward trend in reading and math by at least 10% from the previous school year.

| 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, 2019 | Walk through Lesson plans T-TESS | Increase in STAAR scores and Curriculum based assessments | STAAR Results Beginning, Middle of Year Benchmark Scores | 1, 2, and 3 |
| Implement researched-based math and reading programs with fidelity. | All current staff | Coordinated local, state, federal funds | Continuous | Lesson plans T-TESS online reports | Increase in STAAR scores and Curriculum based assessments | STAAR Results Beginning, Middle of Year Benchmark Scores | 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 and Curriculum based assessments | STAAR Results Beginning, Middle of Year Benchmark Scores | 1, 2, and 3 |
| Increase intervention opportunities in math and reading to provide supplemental support to students who are at-risk. Create master schedule that supports the implementation of tier 3 instruction. | Principals and school Staff | District-Approved Interventions | Yearly and Continuous | Data Reports Lesson plans master schedule | Increase in STAAR scores and Curriculum based assessments | STAAR Results Beginning, Middle of Year Benchmark Scores Curriculum Based | 1, 2, 3, and 9 |

| Implementation 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 Beginning, Middle of Year Benchmark Scores Curriculum Based Assessments | 1, 2, 3, and 9 |
|---|---|---|---|---|---|---|---|

| **Performance Goal 2:** All English 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 EL students.
2. Show an increase in the reading level for EL students as measured by TELPAS.
3. Ensure 100% of the teachers and administrators participate in ELPS training and specific strategies for working with ELs.

**Summative Evaluation:** By the end of the 1st six weeks, 100% of educators will use "Talk Read, Talk Write" strategies in their classroom every day

| 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 ELs. | ESL Coordinator and Campus Administrators | Time | Annually and ongoing | LPAC Documentation | Data Results | STAAR Results Beginning, Middle of Year Benchmark Scores Curriculum Based Assessments | 1,8 and 9 |
| Parent involvement session for parents/guardians and stakeholders. | ESL Coordinator and Campus Administrators | Time | Annually | Agendas-Sign In Sheets | Improved Data Results | Improved student performance, feedback from campus surveys | 6 |
| Require and document attendance at sheltered instruction and ELPS trainings. | ESL Coordinator and Campus Administrators | Time | Yearly PD | Classroom observations, Lesson Plans, Sign-in Sheets, Region 13 Certificates | Improved Data Results | STAAR Results Beginning, Middle of Year Benchmark Scores Curriculum Based Assessments | 4 |
| Assess EL using district materials and collect pertinent data to inform instruction. | Principals and teachers | Local assessment training and materials | Ongoing | Data | Improved Academic Performance | STAAR Results Beginning, Middle of Year Benchmark Scores Curriculum Based Assessments | 1,2,3 and 9 |

2019 -2020 District Improvement Plan

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Provide specific feedback to teachers regarding instructional strategies for ELs in reading, speaking and writing. | Campus administration | Time-T-TESS protocols | Ongoing | Observation Feedback | Improved Academic Performance | STAAR Results Beginning, Middle of Year Benchmark Scores Curriculum Based Assessments | 1, 8, 9 |

**Performance Goal 3:** Recruit, support, and retain high performing teachers and campus administration. Campus staff feedback will show a minimum of 90% 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 foster working environment that develops and maintains highly performing teachers.

**Summative Evaluation**: Campus administrators will facilitate monthly professional development based on campus need to implement district initiatives and provide teacher support 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 #) |
|---|---|---|---|---|---|---|---|
| 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 | Summative Evaluation | Improved Academic Performance and Positive Campus Culture | Teacher Evaluations Decrease in Office Referrals | 4 |
| Continue implementation of the Teacher Evaluation System of Texas (T-TESS) with fidelity. | Campus Administration | PD Budget | Ongoing | Classroom Observations, 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.

**Summative Evaluation:** 80% of stakeholders (parents, students, teachers) through district surveys will strongly agree that their school is a safe and supportive learning environment.

| 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, Social-Emotional Learning, and trauma informed classrooms. | 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 PBIS Team | 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 | Principal | Time | April 2020 | Data from the surveys | Increased sense of safety on campuses | Climate Survey | 6 |

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| **Performance Goal 5:** All parents/guardians/stakeholders are provided opportunities to be involved and make decisions. |
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| Objective(s):<br>   1.  Take steps to increase school and district communication.<br>   2.  Conduct organizational health surveys.<br>   3.  Provide Opportunities for parents to participate in school. |
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| **Summative Evaluation:** UTES will provide a minimum of 4 school wide events to provide volunteer opportunities for parents/guardians and community stakeholders. |
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| **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 |
| Distribute Parent Handbook, Student Code of Conduct and UTES Compact to all stakeholders. | Campus Administration | Time and Copies | Ongoing | Copies of each document – receipt signatures | Clear communication of school-wide expectations. | Parent satisfaction survey | 6 |
| Send weekly email outlining upcoming events and opportunities for parent/ guardian participation. | Campus Administration | Time | Weekly | Email | Increased parent involvement | Parent satisfaction survey | 6 |
| Hold open house for students to showcase school/ work projects. | All staff | Time | Spring 2020 | Agendas and sign in sheets | Increased parent involvement | Parent satisfaction survey | 6 |
| Workshops for parents and guardians to include communication skills, special education, homework completion tips, instructional strategies for ELs. | 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, 2020 | Data from the surveys | Increased parent involvement | Parent satisfaction survey | 6 |

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|---|---|---|---|---|---|---|---|
| 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, 2020 | 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, Staff | Time | Ongoing | Agendas and sign-in sheets | Increased parent involvement | Parent satisfaction survey | 6 |

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**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%.

**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. | 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, Campus Administration | Time | Within first ten months | Development report | Increased income and donations | Development Report for acceptance or denial of grants | 2 |