



The University of Texas Elementary School

Little Longhorns

The University of Texas Elementary School
District Improvement Plan
2020-2021

Date of School Board Approval: November 17, 2020

**2020-2021 UTES District Improvement Plan
Board Approval Date: November 17, 2020**

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
Felipe Estrada – Member
Alexandra Eusebi-Member
Sherry Field-Member
Cynthia Franklin – Member
Scott Gray – Member
Peniel Joseph-Member
James Kallison-Member
Bill Lasher – Member
Roxanne Schroeder-Arce – Member
Victor Saenz – Member
Mark J. Williams - 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	DocuSigned by: Nicole Whetstone
Noura Wakim	Teacher-Intervention	DocuSigned by: Noura Wakim
Nicholas Hall	Teacher-5 th Grade	DocuSigned by: Nicholas Hall
Emelinda Baillo	Special Education Teacher	DocuSigned by: Emelinda Baillo
Jessica Loreda	UTES Classified Staff	DocuSigned by: Jessica Loreda
Jenny Davis	UTES Financial Manager	DocuSigned by: Jenny Davis
Kameron Koeffler	Teacher-5 th Grade	DocuSigned by: Kameron Koeffler
Lucy McCoy	Teacher-2 nd Grade	DocuSigned by: Lucy McCoy
JoAnna Trejo	UTES Instructional Assistant	DocuSigned by: JoAnna Trejo
Timmie Bui	Parent Representative	DocuSigned by: Timmie Bui
Anna Kehl	Parent Representative	DocuSigned by: Anna Kehl
Alejandra Polcik	Parent Representative	DocuSigned by: Alejandra Polcik
Sarah Collins	Parent Representative	DocuSigned by: Sarah Collins
Shana Chung	YMCA Community Member	DocuSigned by: Shana Chung
Dr. Shanae T. Riley	Business Representative	DocuSigned by: Dr. Shanae T. Riley

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 literacy 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 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			Writing % Met Standard			Science % 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. Overall passing rate across all subject areas increased from 78% to 84%. Writing scores increased from 51% to 80% in the school year 2019. Due to COVID-19 there were no state assessment scores for 2020. Comparative data shows that average benchmark scores for the beginning of the year were steady.

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	\$51,913
IDEA B, Formula	\$42,019
IDEA B, Preschool	\$2,157
Title I, Part A	\$65,676
Title II, Part A	\$8,226
Title IV, Part A	\$10,000
National School Lunch Program	\$100,000
State	
Program/Funding Source	Amount of Funding
Regular Program SFF	\$2,150,094
Special Education Allotment	\$295,865
Dyslexia Allotment	\$11,547
State Compensatory Education	\$252,202
Bilingual Education	\$26,187
Early Education Allotment	\$78,216
School Safety Allotment	\$2,546
Local	
Program/Funding Source	Amount of Funding
Café Visitors	\$8,000
Tuition	\$62,467
Rent for Administrative Space	\$50,000
UT Austin	\$451,522
Endowments	\$18,080

District Key Results:

- Increase the remote and in person attendance rate to 98% by engaging with students every day.
- 100% of our teachers will score proficient or better in Domain 2 by providing remote and in person instruction that is clear, well organized, sequential, reflects best practice, is aligned with standards, and is appropriate for diverse learners.
- 100% of our teachers will participate in professional development tied to best practices in virtual and remote learning.
- 100% of students will show measurable growth every nine weeks in virtual and in person settings.

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 proficiency or 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: 2020-2021

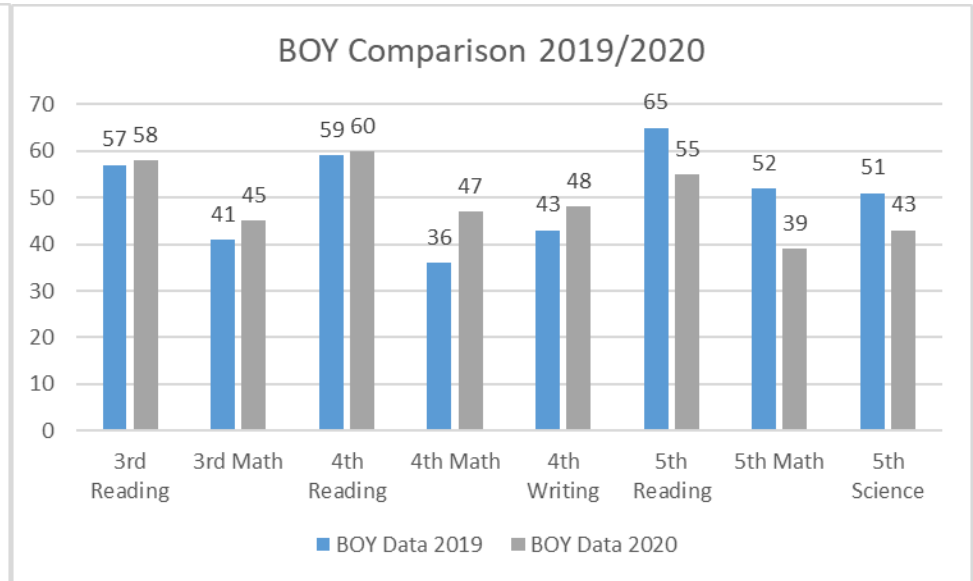
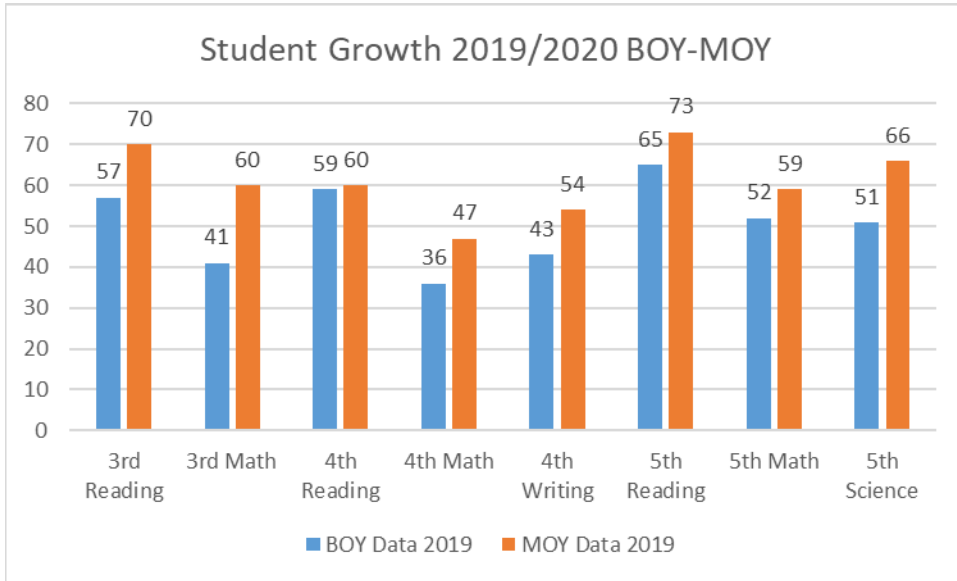
Team Members: Nicole Whetstone, Melissa Garcia, Jenny Davis, Timmie Bui, Alejandra Polcik, Lucy McCoy, Kameron Koeffler, Nicholas Hall, Noura Wakim, , Sarah Collins, Dr. Shanae Riley, JoAnna Trejo, Emelinda Baillo, Shana Chung

Dates: Education Council-9/23/2020; Leadership Team;9/22/2020;UTES Staff 9/29/2020

Data Reviewed: Attendance Data, Enrollment and Mobility Data, Assessment Data – STAAR, TELPAS, 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	290	
<i>Enrollment by Ethnicity</i>	<i>African American</i>	<i>13.2%</i>
	<i>Asian</i>	<i>1.0%</i>
	<i>Hispanic</i>	<i>63%</i>
	<i>Two or More Races</i>	<i>5.2%</i>
	<i>White</i>	<i>17.6%</i>
Economically Disadvantaged	59%	
English Language Learners	14%	
Students Receiving Special Education	16%	
Students Receiving 504	7%	



Subject	BOY 17/18	BOY 18/19	BOY 19/20	Average BOY	BOY Data 2020
3rd Reading	54	49	57	53	58
3rd Math	45	37	41	41	45
4th Reading	54	60	59	58	60
4th Math	34	40	36	37	47
4th Writing	39	48	43	43	48
5th Reading	52	52	65	56	55
5th Math	30	40	52	41	39
5th Science	42	49	51	47	43

Needs Assessment Priorities

Problem Statement #1: Low performance in math and reading.
Root Cause(s): High mobility, teachers with multiple content, virtual setting, fewer assessment opportunities, limited student access
Quantitative Data: District Key Results, diagnostic benchmarks, DIBELS, curriculum-based assessments, Demographic Attendance Data,
Identified Need(s): Increase opportunity for high quality instruction in a virtual setting.
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 in virtual setting, designated intervention time in Master schedule, more in depth training for data analysis of software programs to drive instruction in the virtual environment. Provide additional reading intervention training.
Other: 100% of teachers receive training in providing virtual instruction.

Problem Statement #2: Achievement gap between EL students comorbid with economically disadvantaged designation and non-EL students.
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 stakeholder engagement and hold ASK event virtually.

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
Identified Need(s): Recruit experienced teachers, Add stipend for National Board Certification. District incentive program
Performance Goal (tied to the 4 Strategic Priorities): District will attain 85% staff retention rate.
Objective: To recruit and retain experienced teachers and principals
Possible Strategies: Assign & develop teacher supports and leads
Other: Provide coaching through T-TESS feedback; individualized professional development plans; merit pay; leadership opportunities

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

Strategy 1: Increase the remote and in person attendance rate to 98 % by engaging students every day.
Strategy 2: 100% of our classrooms will be trauma-sensitive using trauma-invested strategies.
Strategy 3: 100% of our teachers will score proficient or better in Domain 2 by providing remote and in person instruction that is clear, well organized, sequential, reflects best practice, is aligned with standards, and is appropriate for diverse learners.
Strategy 4: 100% of our teachers will participate in professional development tied to best practices in virtual and remote learning.
Strategy 6: 100% of our students will show measurable growth every nine weeks in virtual and in person settings.

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

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 evaluated every six weeks
4. Review classroom data with teachers
5. Monitor use of virtual instructional strategies.

Summative Evaluation: 100% of students will continue an 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 through the Asynchronous plan.	All current staff	TEKS Resource System Online	August 1, 2020	Walk throughs Lesson plans Virtual observations T-TESS	Increase in STAAR scores. Measurable growth in district benchmarks. DIBELS data.	STAAR Results & T-TESS, Key Result data	1, 2, and 3
Implement researched-based math and reading computer programs with fidelity in virtual settings through the asynchronous plan.	All current staff	Coordinated local, state, federal funds	Continuous	Lesson plans T-TESS online reports	Increase in STAAR scores. Measurable growth in district benchmarks. DIBELS data.	STAAR Results, Key Result data	1 and 2
Use reading/math diagnostic programs to assess individual student reading abilities, guide instruction and measure growth in both virtual and in person settings	Campus Administration Teachers	District-Approved Interventions	Every nine weeks	Data Reports & Walk through Lesson plans	Increase in STAAR scores. Measurable growth in district benchmarks. DIBELS data. Benchmarks	STAAR Results Key Result data	1, 2, and 3
In a virtual setting, provide intervention opportunities in math and reading, supplemental support to students who are at-risk. Include master schedule that supports the implementation of tiered academic interventions.	Campus Administration Teachers	District-Approved Interventions	Yearly and Continuous	Data Reports Lesson plans master schedule	STAAR scores. 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. Train teachers and implement virtual instruction strategies. Monitor the evidence in classrooms and virtual environment.	Campus Administration Teachers Instructional Aides	District-Approved Interventions	Yearly and continuous	Lesson Plans and IEPs Online reports Virtual observations	Increase academic achievement for students with special services.	STAAR Results Key Result data	1, 2, 3, and 9
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Performance Goal 2: All limited English proficient students will increase their Language Proficiency by one level on TELPAS Reading and Writing domains.

Objective(s):

1. Show one grade level skill growth in DIBELS.
2. Show one grade level skill growth on their Language Arts
3. Ensure 100% of the ESL teachers implement required English Language Proficiency Standards and Sheltered Instruction Strategies.

Summative Evaluation: 100% of ESL Teachers will implement ESL supports to ensure academic growth for students identified as limited English proficient.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Hold LPAC meetings in October to determine Language Accommodations to assist both remotely and direct instruction.	ESL Coordinator and All Principals	Time	Annually and ongoing	LPAC Documentation	Grades Data Results	STAAR Results TELPAS Results	1,8 and 9
ELL Parent involvement session for parents/guardians to support students in remote learning.	ESL Coordinator and Principal	Time Money for materials \$200	Annually	Sign-in Sheet Flyers	Improved Data Results	STAAR Results TELPAS Results	6
Required participation in ELL Support training with focus on remote learning. Complete Supporting ELLs in remote instruction.	ESL Coordinator and Curriculum Director	Time	Ongoing	Certificate Sign-in Sheet	Grades Improved Data Results	STAAR Results TELPAS Results	4
All ELA teachers will be ESL certified	Campus Administration Teachers	Time TEA Certification Training	Ongoing	Teacher Certification	Improved Academic Performance	TELPAS Results	4
District Diagnostic given to all ELLs via online with time for intervention.	Campus Administration Teachers	Local assessment training and materials	Ongoing	Data	Improved Academic Performance	DATA Results	1,2,3 and 9
Utilize District ESL Online Supports to build language proficiency	ESL Teacher(s) and Principal	Snap and Read ESL Reading Smart	Ongoing	Usage Reports	Improved Academic Performance	TELPAS Results	1,8,9
Talk Read, Talk Write will be implemented district-wide via a virtual lesson or direct lesson.	Principals and teachers	Talk Read Talk Write Book	Ongoing	Walk through in-person/virtual	Improved Data Results	STAAR and TELPAS Results	2, 6

Campus based professional development in the English Language Proficiency Standards and Writing Strategies for ELLs during vertical team meetings.	Principals, Teachers, ELA team lead	Time, EL resources, EL Toolkit	Ongoing	Observation Feedback, Sign in Sheets	Improved Academic Performance	STAAR Results Beginning, Middle of Year Benchmark Scores Curriculum Based Assessments	1.8,9
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Performance Goal 3: Recruit, support, and retain high performing teachers and staff.

Objective(s):

1. Develop a teacher incentive allotment designation (House Bill 3) which recognizes and rewards teacher performance.
2. Develop and implement a professional development plan tied to the observation and feedback cycle.
3. Principals create working conditions that develop and maintain highly performing teachers.
4. Develop a strategic teacher support initiative.

Summative Evaluation: Campus staff feedback will show a minimum of 90% positive rating, regarding the support provided by campus administration.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Form a Teacher Incentive Allotment committee to develop the district TIA plan.	Superintendent	Budget	Ongoing	TIA application sent to TEA	Improved positive teacher retention rate	Plan approved by TEA and Texas Tech	4
Provide opportunities for teachers to attend remote instruction training.	Principal	PD Budget Sub Pay	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide time during principal meetings to collaborate and share suggestions related to remote instruction.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Create a system of support for assisting teachers in preparing for certification exams.	Principal	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide teachers with advanced degree and merit-based salary increases in addition to national board certification incentives.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Staff Awards and Recognition-Service Awards, Holiday Celebrations, Teacher Appreciation	Campus Administration	\$2500	Ongoing	Certificates	Improved Academic Performance and Positive Campus Culture	Teacher Evaluations	4
Provide access to attend training opportunities in trauma informed practices.	Principal	PD Budget Ongoing book study with author	Ongoing	PD Certificates	Improved teaching - evaluation	Teacher Evaluations	4

Continue the teacher evaluation system of TEXAS (T-TESS) to include remote instruction.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
100% of teachers will be identified as proficient in all dimensions of T-TESS domain 2	Principal	PD Budget	Ongoing	Domain of T-TESS 2	Improved Student Academic Performance	Teacher Evaluations	4

Performance Goal 4: All students will be educated in safe and supportive learning environments that are conducive to learning.							
Objective(s):							
<ol style="list-style-type: none"> 1. Increase school safety through use of behavior threat assessments. 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
Collect data to monitor compliance with behavior threat assessment process.	School Safety Director Principals Teachers	S.B. 11, Threat Assessment tool (TxSSC)	Ongoing	Decrease in discipline referrals and classroom removals	Data tracking from Skyward	Behavior Threat Assessment Tracker	10
Implement trauma invested practices in all classrooms.	Administrators Teachers Instructional Aides	TBRI resources and professional development, book study on Fostering Resilient Learners	Ongoing	Decrease in discipline referrals	Campus walkthrough	Climate Survey	2 and 10
Implement Second Step Curriculum campus wide.	Campus Administration and teachers	Second Step Curriculum	Ongoing	Improved school climate and culture. Decrease in discipline referrals and classroom removals.	Campus walkthrough	Climate Survey	4, 8, and 10

Incorporate character education and social and emotional learning training into the daily curriculum.	Administrators Teachers Instructional Aides	SEL resources Expect Respect Curriculum	Ongoing – Monthly character traits	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10
Send out district survey and collect data on school culture	Superintendent Principal	Time	Ongoing May 2021	Data from the surveys	Increased sense of safety on campuses	Climate survey	6
Distribute student surveys at the end of school year and upon discharge	Superintendent Principal	Survey	Ongoing May 2021	Data from the surveys	Feedback from students influence campus plans	Climate survey	6
Revise the Multi-hazard Emergency Operations Plan	School Safety & Security Committee	19-20 SY MEOP, S.B. 11, resources from TxSSC	September, 2020	Safety drills conducted and documented,	Student and staff are aware of safety protocols	Students/Staff demonstrate safety protocols	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/guardians to participate in school.

Summative Evaluation: UTES will provide a minimum of 4 school wide events to provide volunteer opportunities for parents/guardians and community Stakeholders virtually.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Send out District newsletter at least 6 times a year in English and Spanish - to include a reopening plan for COVID-19 crisis.	Superintendent Office	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Parent Handbook, Student Code of Conduct, UTES Compact, Expectations for remote instruction to all stakeholders.	Principal	Time and Copies	Ongoing	Copies of each document – receipt signatures	Clear communication of school- wide expectations.	Parent survey	6
Provide on- demand translation for meetings with parent entities	Principal	Cost	Ongoing	Translations at meetings	Increased parent involvement	Parent survey	6
Hold open house for students to showcase school/ work projects remotely.	Principal	Time	1 Fall Event 1 Spring	Agendas and sign in sheets	Increased parent involvement	Parent 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 survey	6
Send out district survey and collect data on school culture (parents and students)	Superintendent Principal	Time	April, 2021	Data from the surveys	Increased parent involvement	Parent survey	6
Provide a parent meeting to explain State Academic Standards on how to work with us on improving their child's achievement.	Principal School Counselor	Time	Fall 2020	Agendas and sign-in sheets	Increased parent involvement	Parent survey	6

Provide opportunities for business and community members to participate in school events.	Campus Administration YMCA staff	Time	Ongoing	Sign-in sheets, flyers	Increased community involvement	Parent survey	6
Host community events in conjunction with Little Longhorn League. (Parent/ Teacher Organization) to include virtual events.	Campus Administration Staff	Time	Ongoing	Agendas, sign-in sheets, flyers	Increased parent/community involvement	Parent 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%.

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 virtually.

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 identify events that can be done virtually.	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	By end of Fiscal Year 2021	Development report	Increased income and donations	Development Report for acceptance or denial of grants	2