



The University of Texas Elementary School

Little Longhorns

**The University of Texas Elementary School
District Improvement Plan
*2022-2023***

Date of Board Approval: October 25, 2022

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

Sherry Field – Chair

Kathy Armenta – Member

Debra Cantu -Member

Shasta Buchanan – Member

Felipe Estrada – Member

Alexandra Eusebi-Member

Cynthia Franklin – Member

Jessica Loreda – Member

J.E. Johnson-Member

James Kallison-Member

Bill Lasher – Member

Starla Simmons – Member

Sharon Vaughn- Member

Mark J. Williams - Member

Melissa M. Chavez, Ph.D., Associate Vice President – Non-Voting

Nicole Whetstone, Ph.D., Superintendent-Non-Voting

DISTRICT INFORMATION

Superintendent: Dr. Nicole Whetstone

Principal: Mrs. Lily Dominguez

Financial Manager: Mrs. Jenny Davis

Human Resource Manager: Mr. Bob Micks

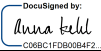
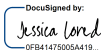

Title One Coordinator: Mr. Bob Micks

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

Phone: 512- 495-3300

District Improvement Plan Committee

Name	Position	Signature
Nicole Whetstone	Superintendent	 DocuSigned by: Nicole Whetstone 4C7F70A8469240...
Lily Dominguez	Principal	 DocuSigned by: Lily Dominguez 4F7676380A1A748E...
Rafael Gomez	Assistant Principal	 DocuSigned by: Rafael Gomez 8AEBEACACBF4400...
Katie Scott	School Social Worker	 DocuSigned by: Katie Scott 2E580381C7A84D8...
Kerry Aguillon	School Nurse	 DocuSigned by: Kerry Aguillon E6DC24E0725E4D0...
Noura Wakim	Teacher-Intervention	 DocuSigned by: Noura Wakim 9EEB02C00BD472...
Sean Byrne	Teacher-PreK	 DocuSigned by: Sean Byrne 47460E07678E48D...
Janet Evans	School Librarian	 DocuSigned by: Janet Evans F8805028700677...
Maria Figueroa	Teacher-Dyslexia	 DocuSigned by: Maria Figueroa 2A635192E9D369...
Jenny Davis	UTES Financial Manager	 DocuSigned by: Jenny Davis 246C46E408D74E4...
Kameron Koeffler	Teacher-5 th Grade	 DocuSigned by: Kameron Koeffler F989B851FDDA414...
Mary Lee	Physical Education Teacher	 DocuSigned by: Mary Lee D99C02099A9792...
Kimberly Wilson	UTES Chef	 DocuSigned by: Kimberly Wilson A105C24124368C...
Simone Villalva	Special Education Teacher	 DocuSigned by: Francesca Villalva 4C73876C3A6E42D...
Jennie Noonan	Teacher-Kindergarten	 DocuSigned by: Jennie Noonan 58F0080074468...
Andrea Holman	Parent Representative	 DocuSigned by: Andrea C. Holman

Anna Kehl	Parent Representative	 DocuSigned by: Anna Kehl C06BC1FDB0084F2...
Jessica Loredo	Parent Representative	 DocuSigned by: Jessica Loredo 0F84147505A419
Julia Chapman	YMCA Community Member	 DocuSigned by: Julia Chapman 412AEF88287412

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: 2.5

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

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

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

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

State Compensatory Education

STAAR	Math % Met Standard					Reading/ELA % Met Standard					Writing % Met Standard					Science % Met Standard			
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2018	2019	2020	2021	2022
Students At-Risk	87	77	Waived	38	56	64	87	Waived	46	71	31	67	Waived	55	57	75	Waived	53	67
Students Not At-Risk	95	91		62	84	88	92		69	89	60	88		76	75	81		72	90

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

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

Upon evaluation of the effectiveness of this program, the committee finds that the students' academic achievement increased for the 2021-2022 School Year. Prior year overall results were 68% across all subjects and increased to 78%. State assessment improvement for students at risk increased 18% in Math, 25% in Reading and 14% in Science.

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	\$232,811
Texas COVID Learning Acceleration Supports	\$273,045
IDEA B, Formula	\$42,071
IDEA B, Preschool	\$1,453
Title I, Part A	\$68,160
Title II, Part A	\$8,106
Title IV, Part A	\$10,000
National School Lunch Program	\$165,000
State	
Program/Funding Source	Amount of Funding
Regular Program SFF	\$2,049,527
Special Education Allotment	\$266,791
Dyslexia Allotment	\$11,549
State Compensatory Education	\$279,201
Bilingual Education	\$20,523
Early Education Allotment	\$64,507
School Safety Allotment	\$2,512
Local	
Program/Funding Source	Amount of Funding
Café Visitors	\$2,000
Tuition	\$35,000
Rent for Administrative Space	\$50,000
UT Austin	\$301,382
Endowments	\$26,948

District Key Results:

- Increase attendance rate to 98%.
- 100% of our classrooms will be trauma-sensitive using trauma-invested strategies and teaching positive character traits.
- 100% of our teachers will score proficient or better in Domain 2 by providing 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 learning communities and professional development tied to best practices in the classroom setting.
- 100% of our students will meet their expected growth target every six weeks.

Campus Performance Goals

- ❖ **Performance Goal 1:** All students will build a strong foundation and show measurable growth in reading/language arts and mathematics.
- ❖ **Performance Goal 2:** The percentage of students receiving special services (Emergent Bilingual, Special Education, Dyslexia) who are reading at or above grade level will increase by five percentage points on the STAAR 3-5 Reading test.
- ❖ **Performance Goal 3:** Recruit, support, and retain high performing teachers.
- ❖ **Performance Goal 4:** All students will be educated in safe and supportive learning environments that are conducive to learning.
- ❖ **Performance Goal 5:** All parents/guardians/stakeholders are provided opportunities to be involved and make decisions.
- ❖ **Performance Goal 6:** Maintain fiscal responsibility by providing exceptional educational opportunities for all students.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2021-2022

Team Members: Nicole Whetstone, Lily Dominguez, Rafael Gomez, Jenny Davis, Katie Scott, Kerry Aguillon, Noura Wakim, Sean Byrne, Janet Evans, Maria Figueroa, Kameron Koeffler, Mary Lee, Kimberly Wilson, Simone Villalva, Jennie Noonan, Andrea Holman, Anna Kehl, Jessica Loreda

Dates: Principal Meeting: 7/25/2022; Leadership Team-9/20/2022; Education Council-9/21/2022

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>Asian</i>	<i>1.7%</i>
	<i>African American</i>	<i>16%</i>
	<i>Hispanic</i>	<i>65.2%</i>
	<i>2 or More Races</i>	<i>3.8%</i>
	<i>White</i>	<i>13%</i>
Economically Disadvantaged		<i>59%</i>
English Language Learners	31	<i>10.6%</i>
Students Receiving Special Education	45	<i>15.5%</i>
Students Receiving 504	18	<i>6.2%</i>

Areas Reviewed	Summary of Strengths	Summary of Needs
Academic Achievement	State assessment scores were 3% higher than the state average.	Teachers need specific training in interventions for students experiencing learning loss.
Staff Quality	Teachers w/advanced degrees and multiple certifications.	Reduce turnover rate; SEL materials for adults
School Climate / Health and Safety	Safety plans have been established and an MEOP has been developed. SEL Coordinator has been hired to support campuses with SEL implementation. School social worker has been hired to work with both staff and students.	Improved communication with parents surrounding COVID-19 infection rates and campus safety protocols.
Parent and Community Engagement	Open houses; Principal Chats awards/celebrations; monthly newsletters	Engage businesses with the school; brochures for campuses; increase donor stewardship
District Campus Commitments	District operations are efficient; ESSR funds; T-CLAS Grant	Additional resources to support technology; Updated SEL materials for students and staff

State Assessment Results			
Grade Subject	Current Year	Prior Year	Difference
Grade 3 Reading	89%	60%	29%
Grade 4 Reading	73%	78%	-5%
Grade 5 Reading	84%	68%	16%
Grade 3 Math	80%	49%	31%
Grade 4 Math	52%	81%	-29%
Grade 5 Math	86%	56%	30%
Grade 5 Science	82%	72%	10%

Results Disaggregated by Demographics		
	Current Year	Prior Year
Asian	100%	100%
Black	83%	40%
ECD	69%	45%
EM	60%	47%
Hispanic	71%	61%
Sped	42%	24%
Two or More Races	100%	87%
White	93%	91%

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

UTES PARENT SURVEY RESULTS

Area	Excellent	Above Average	Average	Below Average
<i>School climate</i>	63.16%	17.54%	17.54%	1.75%
<i>Safety/security</i>	63.16%	21.05%	15.79%	0.00%
<i>Technology</i>	57.14%	28.57%	14.29%	0.00%
<i>School wide communication</i>	61.40%	21.05%	17.54%	0.00%
<i>Parent-teacher communication</i>	66.67%	14.04%	15.79%	3.51%
<i>Front Office staff communication-service</i>	61.40%	24.56%	14.04%	0.00%

UTES STAFF SURVEY RESULTS

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My accomplishments are recognized by my supervisor	23%	46%	23%	8%	0%
I am supported by my on-site supervisor	50%	33%	8%	8%	0%
My on-site supervisor is easily accessible and responsive.	62%	23%	8%	8%	0%
Overall, my campus is a good place to work and learn.	46%	46%	0%	8%	0%

Programs	Excellent	Above Average	Average	Below Average
PE	68.4%	15.8%	15.8%	0%
Spanish	57.8%	15.8%	17.5%	8.7%
STEAM	67.8%	17.8%	14.2%	0%
Orchestra*	40%	16.3%	14.5%	1.8%

Needs Assessment Priorities

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

Problem Statement #2: Achievement gap between emergent bilingual students comorbid with economically disadvantaged designation.
Root Cause(s): Increase teacher proficiency in instruction for emergent bilingual students.
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 Emergent Bilingual students in all academic areas.
Objective: Emergent bilingual students will make academic gains in all core content areas and increase English proficiency.
Possible Strategies: Increase professional development, create master schedule that maximizes instructional time.

Problem Statement #3: Funds needed to provide exceptional educational opportunities are diminished.
Root Cause(s): State and federal funding meets minimum budgetary needs. Additional funds are needed for margin of excellence programs. 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%. Increase fundraising dollars.
Objective: Have every student in every class every day. Increase funds available for margin of excellence programs. (STEAM, Music, Spanish)
Possible Strategies: Collaborate with Annual Giving Committee to increase stakeholder engagement and hold ASK event.

Problem Statement #4: Need to retain staff and recruit staff.
Root Cause(s): Staff turnover due to small school size, limited district level opportunities.
Quantitative Data: Retention data
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 instructional assistants
Possible Strategies: Assign & develop teacher supports and leads
Other: Provide coaching through T-TESS feedback; individualized professional development plans; merit pay; leadership opportunities; stipends for additional tutoring

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

Strategy 1: 100% students will build a strong foundation and show measurable growth in reading/language arts and mathematics as evidenced by growth on monthly progress monitoring data and STAAR scores by May 2023.
Strategy 2: 100% of our classrooms will be trauma-sensitive using trauma-invested strategies and teaching positive character traits monthly.
Strategy 3: 100% of our teachers will score proficient or better in Domain 2 by providing instruction that is clear, well organized, sequential, reflects best practice, is aligned with standards, and is appropriate for diverse learners by May 2023.
Strategy 4: 100% of our teachers will participate in professional learning communities and professional development tied to best practices in the classroom setting by May 2023.
Strategy 5: 100% of our students will meet their expected growth target every nine weeks.

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

Objective(s):

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

Summative Evaluation: STAAR Reading & Math

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Utilize High-Quality Instructional Materials (HQIM) through the Texas COVID Recovery Instructional Materials Grant. Instructional materials will be implemented as intended, including following the scope and sequence.	Campus Administration Teachers Melissa Garcia- Coordinator Campus Administration	Time Grant Coordinator TCLAS Grant Funds	Ongoing through the school year.	Professional Development Sessions	Increase in STAAR scores	STAAR Results & T-TESS, Key Result data	1, 2, and 3
Implement researched-based math and reading instruction programs with fidelity.	Campus Administration Teachers	Coordinated local, state, federal funds	Continuous	Lesson plans T-TESS Online data reports	Increase in STAAR scores	STAAR Results, Key Result data	1 and 2
Use reading/math diagnostic programs to assess individual student reading abilities, guide instruction and measure growth.	Teachers	District-Approved Interventions	Every nine weeks	Data Reports & Walk through Lesson plans	Increase in STAAR scores and Measurable growth in district benchmarks and DIBELS scores.	STAAR Results Key Result data	1, 2, and 3
Provide intervention opportunities in math and reading which includes a master schedule that supports the implementation of tiered academic interventions.	Campus Administration Teachers Campus Interventionist	District-Approved Interventions	Yearly and Continuous	Data Reports Lesson plans Master schedule	STAAR scores and Measurable growth in district benchmarks.	STAAR Results Key Result data	1, 2, 3, and 9

Increase the use of supplemental instructional materials as outlined in AIP, IEP plans. Monitor the evidence in classrooms.	Campus Administration Teachers, Instructional aides Extended Learning Coordinator	District-Approved Interventions ESSR Funds	Yearly and Continuous	Lesson Plans and IEPs Online reports AIP Plans Tutoring Schedule	Increased academic achievement for students with special services.	STAAR Results Key Result data	1, 2, 3, and 9
Professional Learning Communities will be implemented campus-wide related to the new math and literacy curriculum.	Campus Administration Teachers	Time PLC Resources- Administrative Support-	September 2022- May 2023.	Meeting notes Agendas	Increased academic achievement.	Key Result Data STAAR Results	1,2,3
Utilize K-5 math blended learning products, progress monitoring tools, decodable texts for early learners and dyslexia intervention tools.	Melissa Garcia-TCLAS Grant Coordinator Campus Administration Content Area Leads	Time Grant Coordinator TCLAS Grant Funds	October 2021-June 2024	Delivery of Materials Professional Development Sessions	Increased academic achievement	Key Result Data STAAR Results	1,2,3

Performance Goal 2: The percentage of students receiving special services (Emergent Bilingual, Special Education, Dyslexia) who are reading at or above grade level will increase by five percentage points on the STAAR 3-5 Reading test.

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

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

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

District Diagnostic will be given to all Emergent Bilingual students with time for intervention.	Teachers Campus Administration	Local assessment training and materials	Ongoing	Data	Improved Academic Performance	DATA Results	1,2,3 and 9
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Performance Goal 3: Recruit, support, and retain high performing staff.

Objective(s):

1. Implement the teacher incentive allotment designation (House Bill 3) which recognizes and rewards teacher performance. (Data capture year-Cohort D).
2. Continue development and implementation of a professional development plan tied to the observation and feedback cycle.
3. Create working conditions that develop and maintain highly performing teachers.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Implement the Teacher Incentive Allotment.	Superintendent	Budget Time	September 2022-May 2023 Data upload November 2022	Data capture T-TESS data Student growth data	Improved positive teacher retention rate	Teacher designations approved by TEA and Texas Tech	4
Provide teachers with advanced degree and merit-based salary increases in addition to national board certification support. Implement rubric for clarity of merit-based salary increase.	Superintendent Assistant Superintendent of Operations Campus Administration	PD Budget Salary Study	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide access to training opportunities in trauma invested strategies and the Neurosequential Model of Therapeutics.	Campus Administration SEL Coordinator School Social Worker	Time ESSR Funds	September 2022-May 2023	PD Certificates	Improved instruction, Less discipline referrals, Decrease in class disruptions	Teacher Evaluations, Student discipline information	4
Implement rigorous calibration of the teacher evaluation system using the Texas Teacher Evaluation Support System to ensure effective feedback for teacher growth and improvement.	Superintendent Campus Administration	Time Calibration Training and protocols.	September 2022-May 2023	Classroom observations Calibration protocol	Improved Student Academic Performance	Teacher Evaluations	4

Improve instructional capacity of teacher/teacher leaders by providing differentiated, choice-based professional learning opportunities facilitated by practitioners.	Superintendent, Director of Academics & PD Curriculum Specialist	Time Professional Development Budget, ESSR Funds	August 2022- May 2023.	PD Certificates Professional development plans	Improved student academic performance.	Teacher Evaluations	4
Examine the current teacher workload to determine where it can be streamlined for greater efficiency.	Superintendent Campus Administration	Time	January 2023- June, 2023	Review/edit of teacher expectations	Improved teacher retention.	Teacher retention data.	4
Implement financial incentives for teachers who attend professional development sessions and disseminate information to their colleagues.	Superintendent, Director of Academics & PD Curriculum Specialist	Time Professional Development Budget, ESSR Funds	August 2022- May, 2024	PD Certificates, Sign- In Sheets	Improved teacher retention. Increase in student achievement	Teacher retention data. State assessment results.	1,4

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

Objective(s):

1. Support staff through positive behavior support and integration of SEL practices in the curriculum.
2. Increase school safety satisfaction on surveys.
3. Improve school culture and climate.

Summative Evaluation: By the end of 2022-2023 school year, 80% of students will report they are learning in a safe and supported learning environment as reported by the student survey.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Provide support to district staff through Positive Behavior Interventions, which connect social/emotional learning to academics.	Superintendent, SEL Coordinator Director of Academics & PD, Campus administration, School Social Worker	Time Budget Curriculum	August 2022-May 2023	Professional Development	Increased student achievement. Data from staff and student surveys.	Climate survey	10
Collaborate with facilities to implement Social Emotional Learning in all schools utilizing School Connect and Second Step.	Campus administration, Teachers, SEL Coordinator	School Connect Second Step	Ongoing	Decrease in discipline referrals	Campus walkthrough	Climate Survey	2 and 10
Incorporate character education and social and emotional learning training into the daily curriculum.	Campus administration Teachers, School Social Worker SEL Coordinator	Second Step Lesson Plans	Ongoing – Monthly character skills	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10
Send out district staff and family surveys and collect data on school culture.	Assistant Superintendent of Operations, HR Manager, Campus administration	Time	April 2023	Data from the surveys	Increased sense of safety on campuses	Climate Survey	6
Revise the Multi-hazard Emergency Operations Plan.	School Safety & Security Committee	Time Resources from Texas School Safety Center	August, 2022	Safety drills conducted and documented,	Student and staff are aware of safety protocols	Students/Staff demonstrate safety protocols	6

Performance Goal 5: Families and stakeholders will be actively engaged in school community.							
Objective(s):							
<ol style="list-style-type: none"> 1. Take steps to increase school and district-communication. 2. Conduct organizational health surveys. 3. Provide Opportunities for parents to participate in school. 							
Summative Evaluation: 80% of parents through district surveys will strongly agree that UTES is a collaborative partner.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Hold at least 2 community events to showcase academic and social programs on campus.	Campus Administration	Time Budget	September 2022-May 2023	Agendas Campus postings	Increased parent involvement	End of Year Family Survey Results.	6
Send out District newsletter at least 8 times a year in English and Spanish.	Superintendent Office	Time	September 2022-May 2023	Surveys evaluating communication system	Increased parent involvement	EOY Survey District Communication	6
Distribute Parent Handbook, UTES Parent-Community Compact, Student Code of Conduct to all stakeholders.	Campus Administration	Time and Copies Digital	September 2022	Copies of each document – receipt signatures	Increased parent involvement	End of Year Family Survey Results.	6
Provide on- demand translation for meetings with parent entities.	Campus Administration	Cost	Ongoing	Translations at meetings	Increased parent involvement	End of Year Family Survey Results.	6
Create workshops for parents, surrogates, and guardians to include communication skills, anger management, special education information, homework completion tips, instructional strategies with in person and virtual options.	Campus Administration School Social Worker	Time PD Budget \$2500 ESSR Funds	September 2022-May 2023.	Agendas and sign –in sheets	Increased parent involvement	End of Year Family Survey Results.	6
Emergent Bilingual Parent involvement sessions for parents/guardians to support students.	Campus Administration School Social Worker	Time PD Budget \$2500 ESSR Funds Time	September 2022-May 2023.	Agendas and sign –in sheets	Increased parent involvement Improved academics for Emergent Bilingual students.	End of Year Family Survey Results.	6
Provide a parent meeting to explain State Academic Standards on how to work with the school on improving their child’s academic achievement with in person and virtual options.	Campus Administration	Time	January, 2022	Agendas & 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 15%.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Review attendance data regularly, create individual support plans for students with frequent absences.	Campus Administration	Time	Ongoing	Meeting agendas	Increased attendance rate	ADA reports	2
Host activities/events such as Dr. Seuss' Birthday, Field Day, and Career Day and invite new partners/donors.	Administration Development Officer	Time	Ongoing	Occurrence of Scheduled Event Student & Staff Feedback	Increased exposure and opportunities for additional fundraising	Staff feedback, Development Reports	2
Continue recognition of volunteers, mentors, and donors through appreciation ceremonies.	Administration Development Officer Business Manager	Lists of key supports to classrooms and students, Master Calendar, Funds for certificates and flowers	January 2023-May 2023	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 2023	Development report	Increased income and donations	Development Report for acceptance or denial of grants	2