



The University of Texas at Austin
UT Charter School System
College of Education

UT Elementary School District Improvement Plan 2024-2025

District Mission

To develop students into lifelong learners through rigorous, research-based curricula, individualized instruction, high expectations, and a nurturing environment that includes parental and community involvement; to provide opportunities for professional development and outreach for The University of Texas at Austin's academic units; and to serve as a model of an exemplary educational program for diverse learners.

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)*

Date of Board Approval: October 29, 2024

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 the Dean of the College of Education.

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 Dean of the College of Education on matters related to the management, operation, and accountability of UTES that include but are not limited to:

- Implementation and evaluation of long and short term policy and programs of UTES to assure its continuous improvement and educational excellence;
- The annual operating and capital budgets;
- Recruitment and selection of Superintendent candidates; recommendation of finalists to the Vice President;
- Generation of Management Board nominees; recommendations of new Board appointees to the President;
- Monthly monitoring of budgets to identify and explore significant variances;
- Contracts, Student Information Guide, and the Student Code of Conduct;
- The annual external audit of UTES financial statements;
- Review and make recommendations concerning the annual report submitted to the President of The University of Texas at Austin;
- Review parental grievances that the Superintendent is unable to resolve at the school level.

Members of the Management Board

William Lasher, Ph.D.- Chair
Kathy Armenta, LCSW, ACSW – Member
Debra Cantu, Ph.D. – Member
Alexandra Eusebi, Ph.D. – Member
J.E. Johnson – Member
James Kallison, Ph.D. – Member
Jolie Kinyamahanga – Member
Eddie Lopez – Member
Yulanda McCarty-Harris, Ed.D., J.D. – Member
Starla Simmons, MSSW – Member
Jennifer Smith, Ph.D. – Member
Katie Tackett, Ph.D. – Member
Mark J. Williams – Member
Sarah Woulfin, Ph.D. – Member
Jeremy Chen – Member, Non-Voting
Jebin Justin – Member, Non-Voting
Nicole Whetstone, Ph.D. Superintendent – Non-Voting
Melissa M. Chavez, Ph.D., Executive Director – Non-Voting

DISTRICT INFORMATION

Superintendent: Dr. Nicole Whetstone

Principal: Ms. Lara Wilder

Financial Manager: Mrs. Jenny Davis

Human Resource Manager: Mr. Bob Micks

Title One Coordinator: Mr. Bob Micks

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





Phone: 512- 495-3300



The University of Texas Elementary School

Little Longhorns

My Community Commitment from Pre-K to Ph.D.

UTES	AS A STUDENT I WILL...	AS A PARENT, I WILL...	AS A TEACHER, I WILL...	AS AN ADMINISTRATOR, I WILL...
UNITY Collaboration and communication	Speak up for my needs and the needs of my community	Support the needs of my student and the school community	Foster a collaborative community within the classroom	Collaborate with the community to meet its needs
TENACITY Resilience and optimism	Approach challenges and mistakes with optimism	Encourage students to embrace challenges and mistakes	Challenge students and recognize effort during the learning process	Ensure that the school climate encourages growth and resilience
EXCELLENCE Achievement and growth	Strive to be the best version of myself	Provide opportunities for students to practice skills	Implement data-driven instruction that is challenging and engaging	Uphold high standards for curriculum and instruction and provide development as needed
SAFETY Health and climate	Follow the Code of Conduct and make healthy choices	Help my student familiarize themselves with the Code of Conduct and make healthy choices	Foster a safe and inclusive classroom that empowers students	Maintain a safe and inclusive school environment that promotes mental and physical well-being
	 _____	 _____	 _____	 _____

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:

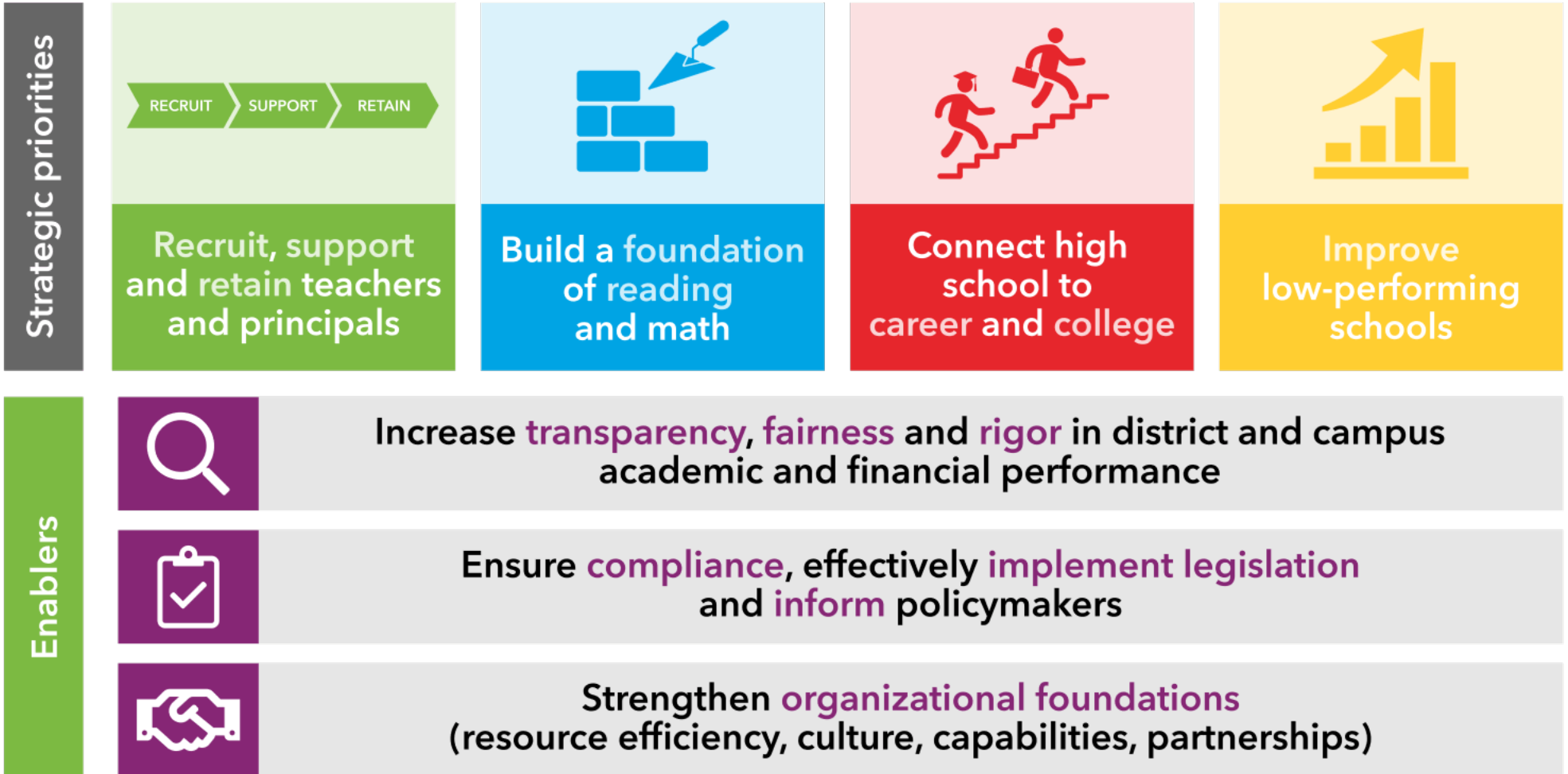
1-Recruit, support, retain teachers & principals

2-Build a foundation of reading and math

3-Connect high school to career and college

4-Improve low performing schools

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

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*

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.

This district's comprehensive, intensive, accelerated instruction program consists of before and after school tutorials and accelerated instruction for at-risk students, 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 2023-2024 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)]

Comprehensive Needs Assessment

Demographics

Demographics Strengths

UT Elementary has an ethnically diverse student population. Over 85% of the campus is from an ethnically diverse community.

Demographics Needs

Professional development is important for teachers who teach students from culturally diverse backgrounds.

Demographics Summary

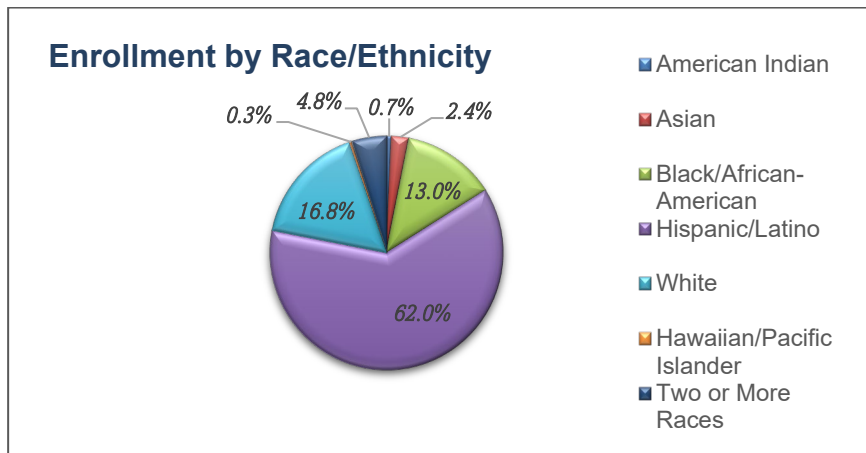
UT Elementary is a diverse school located in East Austin. Student enrollment is concentrated in 7 priority zip codes, with most students residing in 78702 which has historically been an underserved community. Sixty percent of students qualify for free and reduced lunch.

District Data Report September 20, 2024

The University of Texas Elementary School's Mission is three-fold:

(1) Develop students into lifelong learners through rigorous, research-based curricula individualized instruction, high expectations, and a nurturing environment that includes parental and community involvement; (2) Provide opportunities for professional development and outreach for The University of Texas at Austin's academic units; and (3) Serve as a model of an exemplary educational program for diverse learners.

Mission Part (1) 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.



There are **307** students currently enrolled at UTES in the Pre-kindergarten through the 5th grade. The pie chart shows the student composition for UTES for the 2023-2024 school year. Over ninety-five percent of our campus is composed of families of color.

Compared to the Austin ISD overall student composition: 55% Hispanic, 30% White, 6.6% Black, 4.5%, Asian, 3.8%-Other

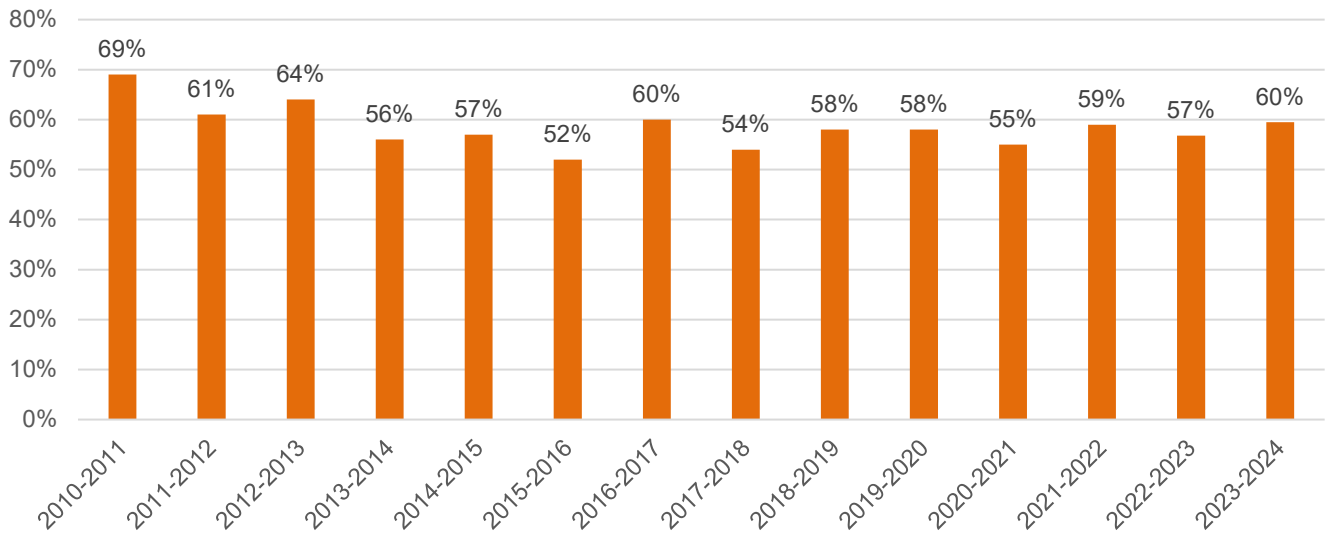
The University of Texas Elementary School's (UTES) Management Board has prioritized increasing the percentage of low Socioeconomic Status (SES) students who attend UTES and has put into place four key practices to be followed each school year.

These practices are:

- **Practice 1:** Define the Acceptable Percentage of low SES for UTES as 60%
- **Practice 2:** Marketing Campaign for Targeted Demographics
- **Practice 3:** The Management Board will Review the Service Area ZIP Codes Each Year
- **Practice 4:** Review Automatic Admission of Staff Children Each Year

In addition, UTES is a Title I school district. "Title I" is the federal program that provides funding to local school districts to improve the academic achievement of economically disadvantaged students. It is part of the Elementary and Secondary Education Act first passed in 1965. "Disadvantaged" students are those who come from low-income families, are in foster homes, or are neglected or delinquent, or who live in families receiving temporary assistance from state governments. Schools must apply and qualify for this funding. If more than 40% of the students in a school qualify as disadvantaged, the school is allowed to run "school wide" programs that serve all students, not just the students designated as disadvantaged. UTES special programs include summer school, tutoring before and after school, and a tier 3 approach to intervention known as Response to Intervention.

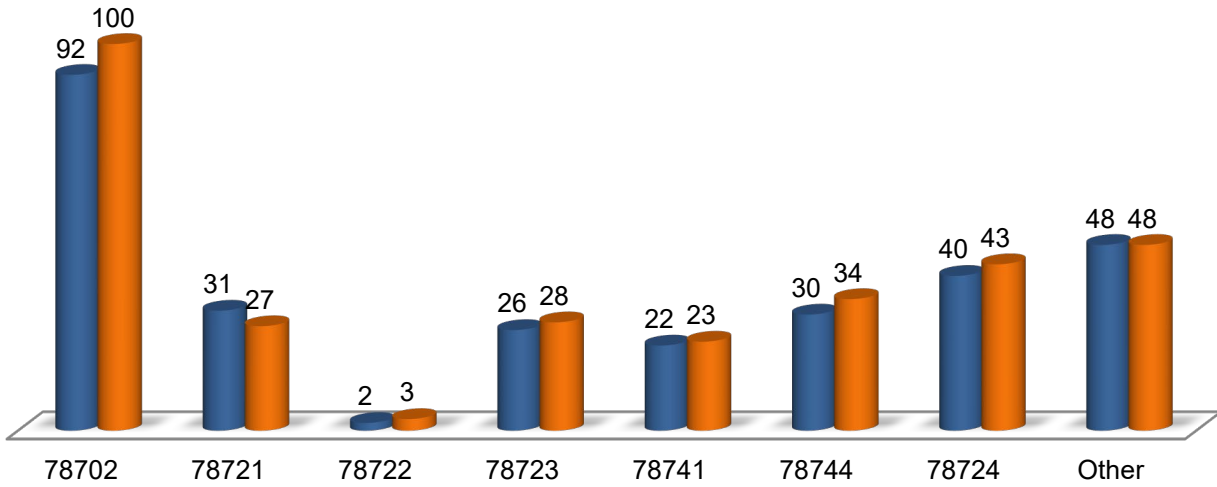
Percent of Students Qualifying for Free or Reduced Lunch



Outlined in the school’s Charter, The University of Texas Elementary School (UTES) serves students who live in the seven zip codes approved by the Management Board and Texas Education Agency. The chart below depicts the seven zip codes, and the number of students who reside in those zip codes who were enrolled in the school as of September 20, 2024.

Number of UTES Students Who Reside in the Seven ZIP Codes

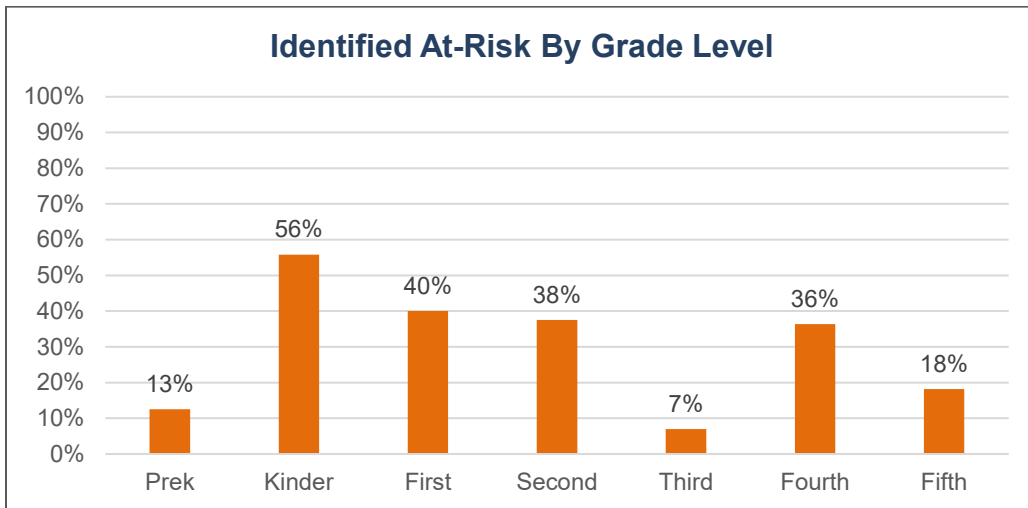
■ 2023-2024 ■ 2024-2025



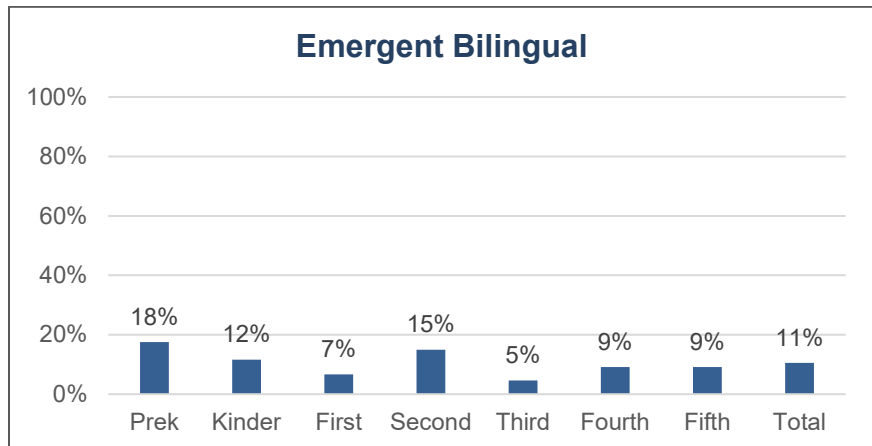
SPECIAL POPULATIONS

For the 2023-2024 school year, 30% of students were identified as At Risk. The Texas Education Agency defines a student at risk of dropping out of school with the following criteria for elementary school students:

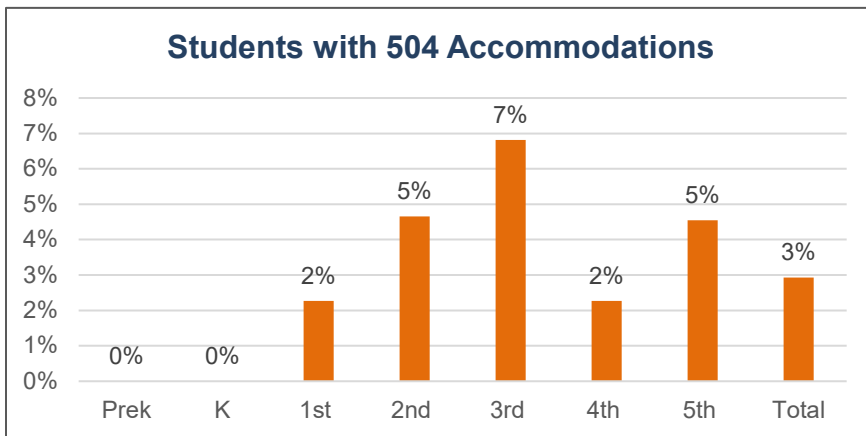
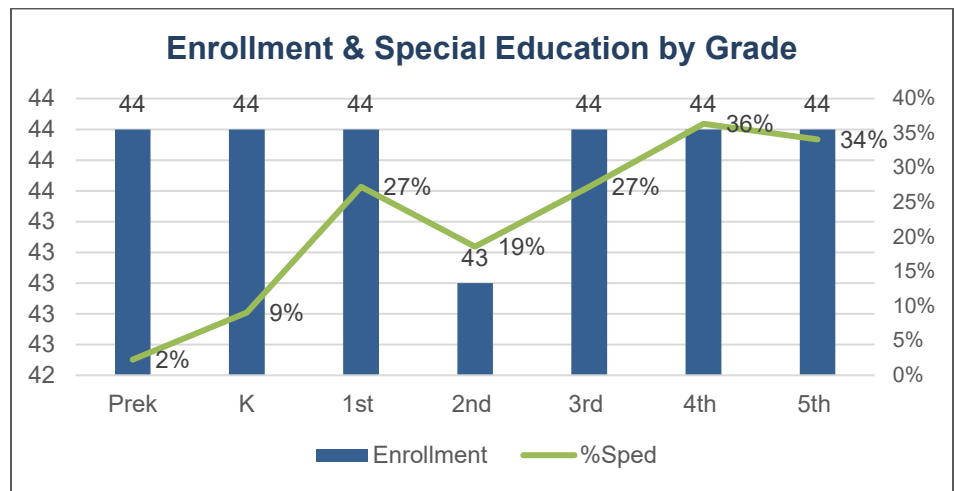
- 1) in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
- 2) not advanced from one grade level to the next for one or more school years
- 3) did not perform satisfactorily on the state assessment
- 4) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year
- 5) has been expelled during the preceding or current school year
- 6) a student with limited English proficiency
- 7) in the custody or care of the Department of Protective and Regulatory Services
- 8) homeless
- 9) 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.



Currently, 11% (31 students) meet the state's eligibility criteria for a student who is Emergent Bilingual. UT Elementary School provides services through an ESL (English as a Second Language) program from Prekindergarten to the 5th grade.

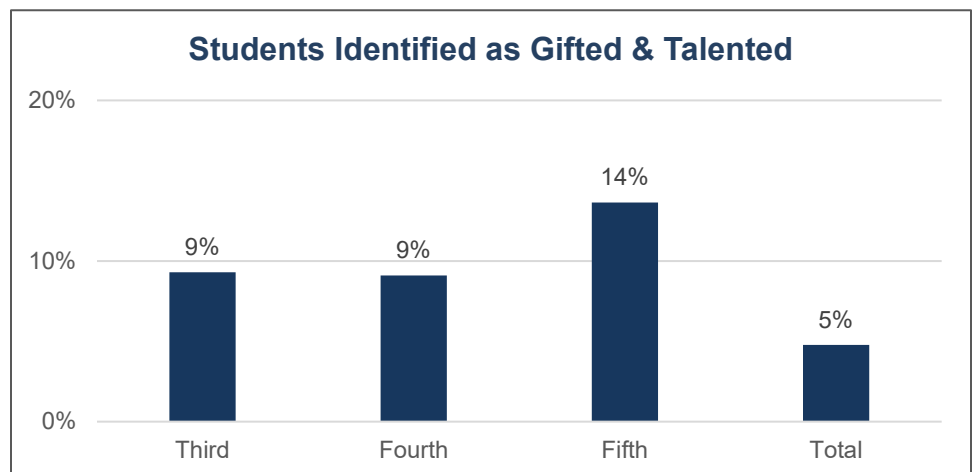


Approximately **22%** of students enrolled (68 students) meet eligibility for special education services. The range of disabilities includes students with Autism, learning disabilities, and speech and language disorders. UTES collaborates with the UT Speech and Language Department to serve students with speech and language disorders.



Nine students (3%) qualify for services under Section 504. Under §504, a student is considered to have a disability if they have a physical or mental impairment that substantially limits one or more major life activities. The range of impairments include Dyslexia, Attention Deficit and Hyperactivity Disorder, depression and various types of chronic illnesses and serious food allergies.

The University of Texas Elementary School identifies and serves students who are gifted and talented. Currently, 14 students (5%) have met eligibility as GT. School wide screenings in the 2nd grade comprised of a Verbal Battery, the Quantitative Battery, and the Nonverbal Battery.



Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Strengths:

Collaborative Professional Learning Communities (PLCs): The University of Texas Elementary already has a strong foundation of collaboration among staff through PLCs.

Commitment to Student Success: Teachers and staff demonstrate a strong commitment to ensuring that every student succeeds.

Supportive Leadership: Leadership at the school is committed to instructional improvement and student achievement. This support will be critical in sustaining efforts around feedback cycles, lesson plan alignment, and data-driven decision-making.

Student Achievement Weaknesses

Inconsistent Use of Feedback: While observation and feedback cycles are present, the consistency and quality of feedback may vary. Teachers may not always receive actionable, specific feedback that can immediately impact instructional practices.

Lesson Plan Alignment: Lesson plans may not always be fully aligned across grade levels or content areas, leading to gaps in curriculum coverage or differing expectations for students in the same grade. This can impact coherence and student achievement.

Time Constraints: Time for regular and meaningful observations, feedback cycles, and PLC meetings may be limited due to packed schedules, which could hinder the depth of reflection and planning needed for effective instructional improvement.

MTSS Implementation: While there is an MTSS committee in place, it is a new system at UTES and needs refinement.

Student Achievement Needs

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

Consistent, Actionable Feedback: Teachers need a more structured and consistent observation and feedback system that provides timely, specific, and actionable feedback focused on improving instructional practices. Feedback should be aligned with instructional goals and student achievement targets.

Aligned Lesson Planning: Teachers require support in creating and maintaining vertically and horizontally aligned lesson plans across grade levels and subjects. This will ensure consistency in instructional delivery and provide a seamless progression of learning for students.

Formative Assessment Training: To enhance the effective use of formative assessments, teachers may need additional professional development on creating and interpreting assessments that align with learning goals and directly inform instruction.

Structured PLCs and MTSS Committees: The PLCs and MTSS committees need to be structured with clear agendas, goals, and follow-up actions. Providing time and support for these teams to analyze data, plan interventions, and assess the effectiveness of instructional strategies is essential.

Time for Collaboration: Teachers need dedicated time for meaningful collaboration through PLCs and committee work. This time must be protected to allow teachers to focus on planning, reflection, and implementation of best practices.

Student Achievement Summary

The University of Texas Elementary is poised to make significant strides in improving instruction and student achievement through observation and feedback cycles, aligned lesson planning, and a data-driven focus on formative assessments. The school benefits from strong collaborative PLCs and a dedicated teaching staff, but there are areas that need strengthening. Providing consistent, actionable feedback to teachers, ensuring lesson plans are fully aligned, and enhancing the effectiveness of formative assessments are key to driving improvement. The MTSS committees and PLCs can play a pivotal role, but they require structured time and support to be fully effective. Addressing these needs will lead to a more cohesive instructional approach, increased student achievement, and stronger support for all learners.



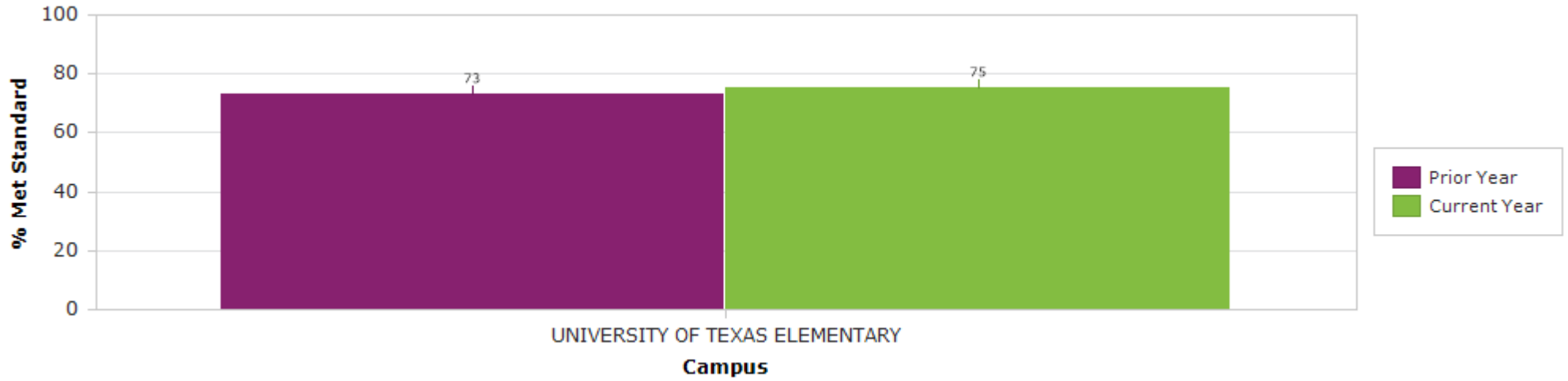
STAAR Campus Drilldown for UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Source: Admin Year:

Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration

Drilldown Filter: UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Campus	Prior Year	Current Year
UNIVERSITY OF TEXAS ELEMENTARY	73%	75%





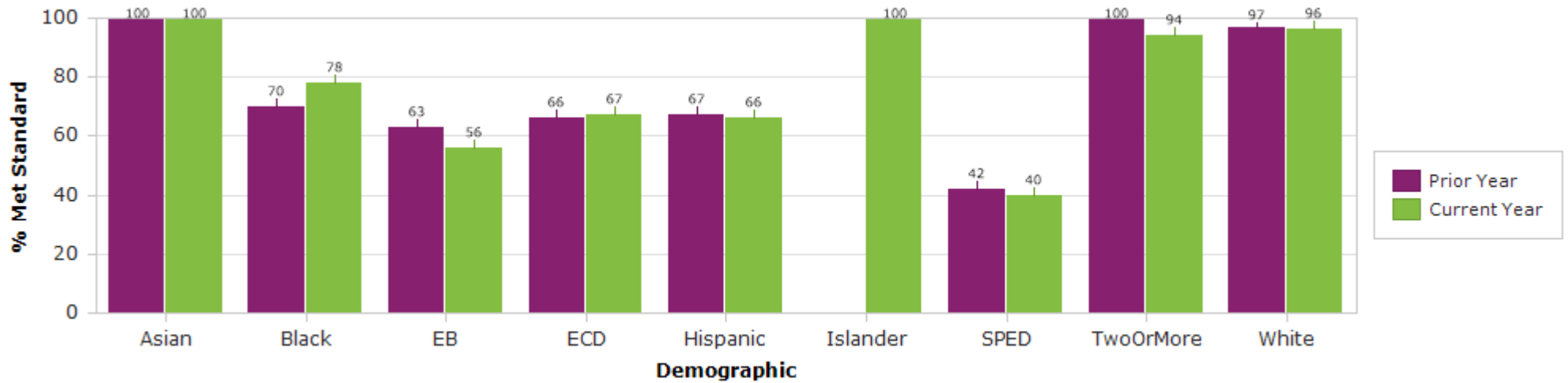
STAAR Demographic Drilldown for UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Source: Admin Year:

Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration

Drilldown Filter: UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Demographic	Prior Year	Current Year
Asian	100%	100%
Black	70%	78%
EB	63%	56%
ECD	66%	67%
Hispanic	67%	66%
Islander	0%	100%
SPED	42%	40%
TwoOrMore	100%	94%
White	97%	96%

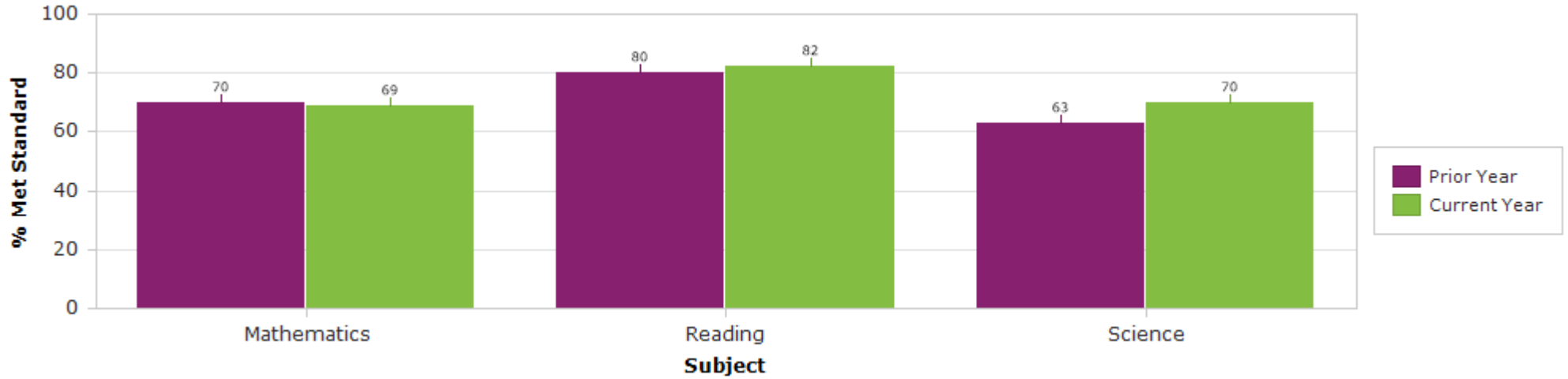




STAAR Subject Drilldown for UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Subject	Prior Year	Current Year
Mathematics	70%	69%
Reading	80%	82%
Science	63%	70%

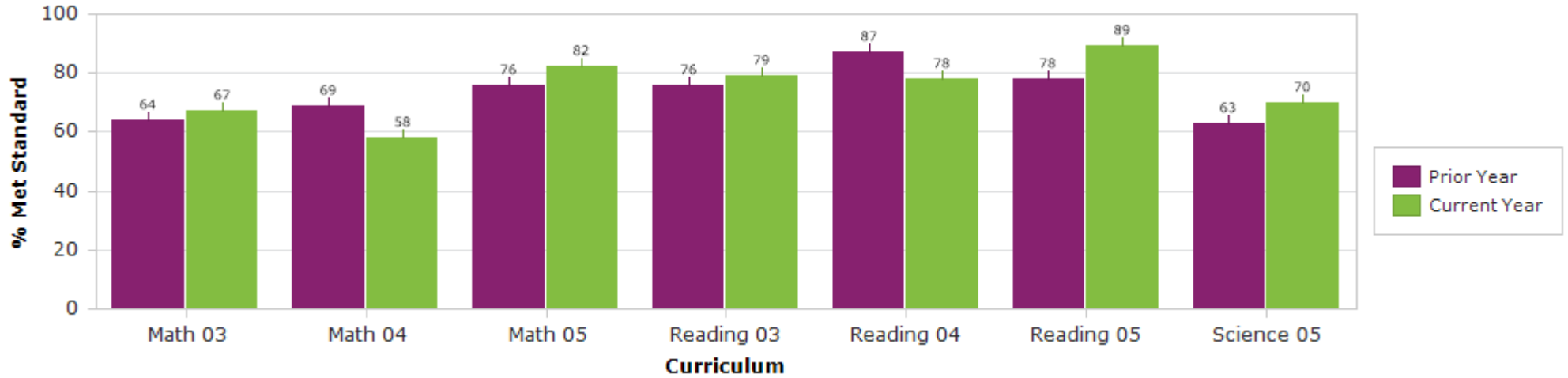




STAAR Curriculum Drilldown for UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Curriculum	Prior Year	Current Year
Mathematics 03	64%	67%
Mathematics 04	69%	58%
Mathematics 05	76%	82%
Reading 03	76%	79%
Reading 04	87%	78%
Reading 05	78%	89%
Science 05	63%	70%



Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Strong Sense of Community: The University of Texas Elementary has a strong, established sense of community that can provide a solid foundation for creating a positive school culture through a PBIS system. Students, staff, and parents are already invested in the school's success, which can aid in the implementation of campus-wide behavior expectations.

Dedicated Staff: The school's staff is committed to student success and already engaged in various efforts to support student well-being. This commitment will be vital as teachers undergo PBIS training and contribute to shaping the behavior interventions and supports.

Focus on Student-Centered Learning: The school's existing focus on holistic, student-centered learning aligns well with PBIS's approach of emphasizing positive behavior to enhance student engagement and academic success

School Culture and Climate Weaknesses

Inconsistent Behavior Management Practices: Currently, behavior management approaches may vary across classrooms, leading to confusion and inconsistency for students. This inconsistency could present challenges as the PBIS system is introduced.

Limited Experience with PBIS: If the staff has limited experience with tiered behavioral support systems, there may be a learning curve that requires additional time and resources.

Resource Constraints: If the school lacks the resources to adequately support professional development or the necessary materials for PBIS, implementation may be slower or less effective.

School Culture and Climate Needs

Ongoing Coaching and Support: Teachers will require continued support and coaching throughout the PBIS implementation process to refine their practice, address challenges, and stay motivated.

Clear, School-Wide Behavior Expectations: The school needs to develop and communicate clear, consistent behavior expectations that apply across all grade levels and classrooms, ensuring that both students and staff understand them.

Comprehensive Needs Assessment

School Culture and Climate Summary

The University of Texas Elementary is well-positioned to create a positive school culture through the implementation of a campus-wide PBIS system. With a dedicated and engaged community, the school has a strong foundation to build upon. However, challenges such as inconsistent behavior management practices and limited experience with PBIS need to be addressed. To ensure success, comprehensive training and ongoing support for teachers, a clear system of behavior expectations, and effective data collection will be essential. By addressing these needs, the school can establish a sustainable, positive culture that promotes both academic achievement and social-emotional development.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Established Hiring Systems: The University of Texas Elementary has clear hiring systems in place, which help ensure that the recruitment process is consistent, equitable, and efficient. This structured approach contributes to identifying strong candidates aligned with the school's mission and values.

Teacher Incentive Allotment (TIA) Utilization: The school's use of the Teacher Incentive Allotment helps attract and retain high-quality teachers by offering competitive salaries and performance-based incentives. This can motivate teachers to remain committed to the school and perform at high levels.

Staff Quality, Recruitment and Retention Weaknesses

Recruitment Challenges for Specialized Positions: Despite a clear hiring system, the school may still face challenges in recruiting for specialized positions (e.g., special education, bilingual education). These positions often require unique skills, and the existing pool of candidates may be limited.

Retention of High-Performing Teachers: While the Teacher Incentive Allotment is beneficial, retention of top-performing teachers can still be a challenge if other factors, such as workload, professional development opportunities, or school culture, are not adequately addressed.

Mentorship Consistency: The effectiveness of the Campus Ambassador Plan may vary depending on the mentors' level of engagement and the consistency of mentoring practices across the school. If the quality of mentorship is inconsistent, new teachers may not receive the full benefit of support.

Time Constraints for Observation and Feedback: While observation and feedback cycles are in place, the time required to conduct meaningful observations and provide actionable feedback may be limited, particularly for administrators juggling multiple responsibilities.

Staff Quality, Recruitment and Retention Needs

Comprehensive Needs Assessment

Enhanced Recruitment Strategies: The school needs to develop additional recruitment strategies, such as targeted outreach and partnerships with universities, to attract candidates for specialized teaching positions. Offering recruitment incentives or showcasing the benefits of working at the school may also help.

Retention Initiatives Beyond TIA: In addition to the Teacher Incentive Allotment, the school should explore other retention strategies, such as professional development opportunities, leadership pathways, and work-life balance initiatives, to improve teacher retention.

Strengthening the Mentoring Program: The Campus Ambassador Plan needs a structured evaluation process to ensure consistency in mentorship. Offering training for mentors and providing clear guidelines can ensure that new teachers receive high-quality support.

Time for In-Depth Feedback: Teachers and administrators need more protected time for classroom observations, feedback sessions, and follow-up coaching. Allocating dedicated time blocks for these activities would allow for deeper reflection and improved instructional alignment.

Staff Quality, Recruitment and Retention Summary

The University of Texas Elementary is on the right track with its focus on improving hiring and retention through structured systems like the Teacher Incentive Allotment, mentoring through the Campus Ambassador Plan, and regular observation and feedback cycles. However, there are areas for growth, in recruitment for specialized positions, ensuring the consistency and effectiveness of mentorship, and providing adequate time for meaningful feedback. To further improve retention, the school should consider additional support initiatives beyond financial incentives and strengthen the mentoring and feedback systems to ensure all teachers receive the support they need. By addressing these needs, the school can build a stronger, more aligned teaching community that supports both teacher satisfaction and student success.

Family and Community Involvement

Family and Community Involvement Strengths

UT Elementary has consistently held opportunities for family participation in Open Houses; Principal Chats awards/celebrations, newsletters and volunteer opportunities. Attendance at school performances for music and classroom celebrations.

Family and Community Involvement Weaknesses

Increase participation among all families.

Comprehensive Needs Assessment

Family and Community Involvement Needs

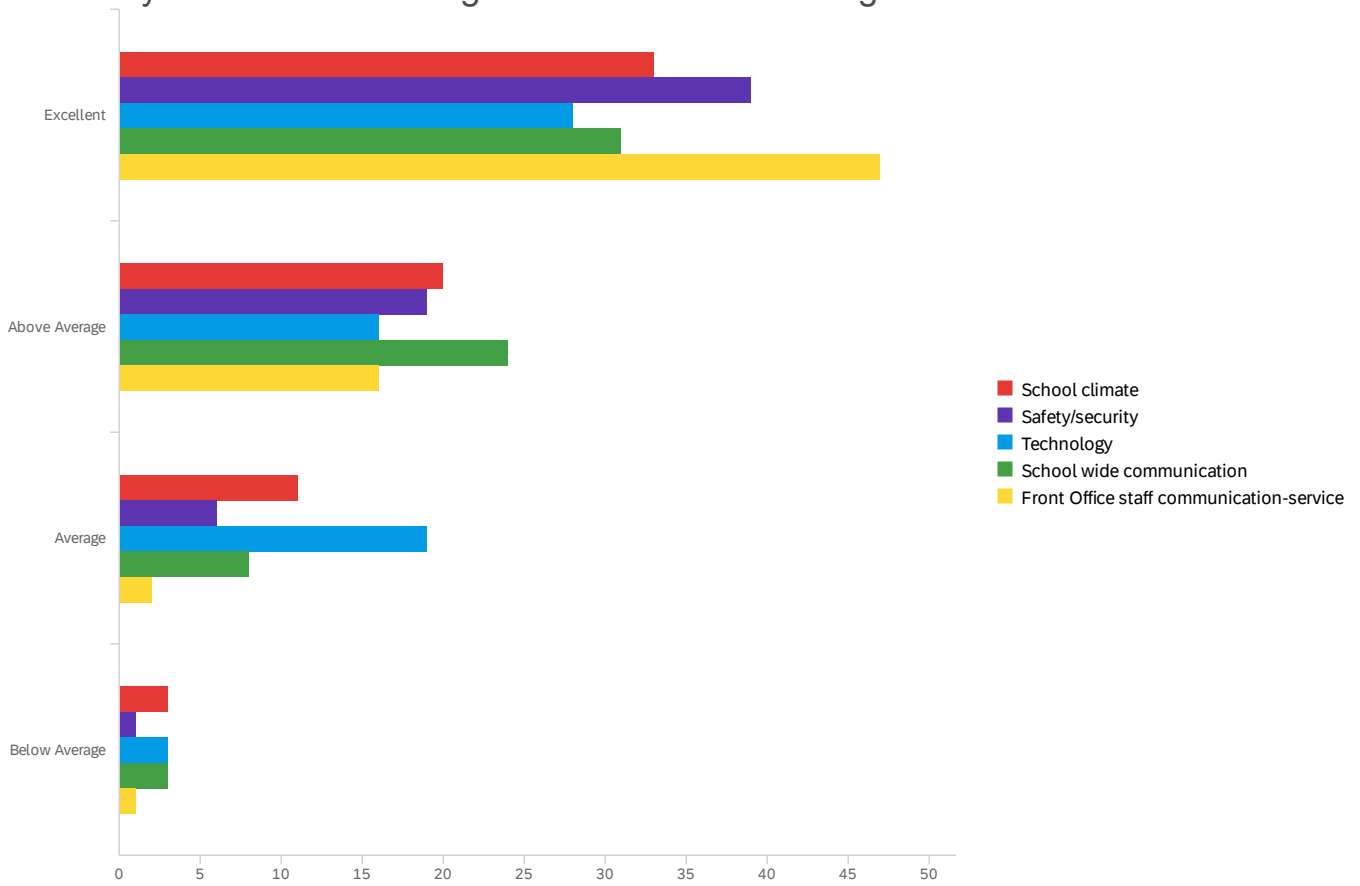
Engage businesses and UT service organizations to increase volunteer and donor opportunities.

Family and Community Involvement Summary

UT Elementary has a culturally diverse student population. There are many opportunities for families to participate in campus-wide activities such as Open House, Little Longhorn League fundraising activities, and Principal Chats. However, there may need to be more opportunities for families to learn more about how to support their student's academic achievement.

Parent/Family Survey

How would you rate the following items at UTES? - Rating



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	School climate	1.00	4.00	1.76	0.88	0.78	67
2	Safety/security	1.00	4.00	1.52	0.73	0.53	65
3	Technology	1.00	4.00	1.95	0.94	0.89	66
4	School wide communication	1.00	4.00	1.74	0.84	0.71	66
5	Front Office staff communication-service	1.00	4.00	1.35	0.62	0.38	66

#	Field	Excellent	Above Average	Average	Below Average	Total
1	School climate	49.25% 33	29.85% 20	16.42% 11	4.48% 3	67
2	Safety/security	60.00% 39	29.23% 19	9.23% 6	1.54% 1	65
3	Technology	42.42% 28	24.24% 16	28.79% 19	4.55% 3	66

#	Field	Excellent		Above Average		Average		Below Average		Total
4	School wide communication	46.97%	31	36.36%	24	12.12%	8	4.55%	3	66
5	Front Office staff communication-service	71.21%	47	24.24%	16	3.03%	2	1.52%	1	66

Showing rows 1 - 5 of 5

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 schoolwide 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	\$44,985
IDEA B, Preschool	\$2,245
Title I, Part A	\$74,510
Title II, Part A	\$8,918
Title IV, Part A	\$10,000
National School Lunch Program	\$149,000
State	
Program/Funding Source	Amount of Funding
Regular Program SFF	\$2,082,988
Special Education Allotment	\$428,469
Dyslexia	\$11,088
State Compensatory Education	\$257,796
Bilingual Education	\$14,640
Early Education Allotment	\$72,201
Gifted and Talented	\$5,439
Teacher Incentive Allotment	\$166,652
School Safety Allotment	\$17,602
Instructional Materials Allotment	\$40,000
SAFE CYCLE II Grant	\$150,000
School Safety and Security Grant	\$74,827
Local	
Program/Funding Source	Amount of Funding
Endowments	\$26,489
Rent	\$50,000
UT Austin	\$301,522
Capital Project – Phase II Donations	\$64,657
Visualize Graduation Payments	\$21,245

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 1. (Staffing) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Objective 1. (Recruitment) Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will establish a hiring team, interview questions for each position, and a well-maintained hiring system to ensure the best candidates are selected. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Campus Leadership Team, Instructional Administrator, Principal	January-2025	(O)Time	Criteria: Interview committee members Interview questions Human Resources hiring system

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 1. (Staffing) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Objective 2. (Teacher Incentive Allotment) Continue implementation of the Teacher Incentive Allotment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the Teacher Incentive Allotment. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2.1)	Instructional Administrator, Principal, Superintendent	August 2024-May 2025	(O)Time, (S)Local Funds	Criteria: TIA Submission and/approval data. Increase in TIA designated teachers.
2. Refine data collection for the Teacher Incentive Allotment. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Superintendent	August 2024-May 2025	(O)Time	Criteria: Annual data submission will meet TIA technical standards.
3. Assure data fidelity by implementing TTESS calibrations. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Instructional Administrator, Principal	August 2024-May 2025	(O)Time	Criteria: Teacher observations Calibration documents

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 1. (Staffing) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Objective 3. (Professional Development and Coaching) Maintain a professional development plan tied to the observation and feedback cycle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders use established tools and processes to conduct observations and implement professional development tailored to teacher needs. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Campus Leadership Team, Instructional Administrator, Principal	2024-2025 Academic SY	(O)Time	Criteria: Instructional leaders will use Coaching Cycle Status spreadsheet to monitor and track observations and a walkthrough form to share specific feedback.

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 1. (Staffing) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Objective 4. (Campus Ambassadors) Create and maintain a campus mentor program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide mentoring and support to new staff members through a Campus Ambassador program. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Instructional Administrator, Principal	August 2024	(O)Time, (S)Local Funds	Criteria: List of assigned mentors.
2. Prepare a mentor checklist to assist mentors in meeting with their mentees. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Campus Leadership Team, Instructional Administrator, Principal	August 2024	(O)Time	Criteria: Completed mentor lists at the end of the year.

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 2. (Positive School Culture) Campus systems support positive school culture through explicit behavioral expectations, school-wide culture routines, proactive and responsive student support services, and involved families and communities.

Objective 1. (Well Supported Teachers) Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During weekly PLC sessions, instructional leaders will provide professional learning on best instructional and management practices and provide feedback and support on implementing campus systems. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Instructional Administrator, Principal	2024-2025 school year	(O)Time, (S)State Compensatory Education	Criteria: PLC documents Classroom observations Student achievement data

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 2. (Positive School Culture) Campus systems support positive school culture through explicit behavioral expectations, school-wide culture routines, proactive and responsive student support services, and involved families and communities.

Objective 2. (Positive Behavioral Interventions and Supports (PBIS)) Maintain a School-Wide Positive Behavioral Interventions and Supports (PBIS) Plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a clear purpose and goals for implementing PBIS on campus. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Leadership Team, Instructional Administrator, PBIS Committee, Principal	October 2024	(O)Time, (S)School Safety Allotment	Criteria: Visible purpose and goals of the PBIS Committee Student discipline data
2. Define and communicate clear, positive behavioral expectations for all students using the UT Elementary Regulation Matrix. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.1,3.2,3.3,3.4)	Campus Leadership Team, Instructional Administrator, Principal	September 2024	(O)Time, (S)School Safety Allotment	Criteria: Campus- Wide Regulation Matrix implemented by all staff and shared with community. Student discipline data Campus climate survey data
3. Reinforce PBIS systems by explicitly teaching desired student behaviors and implementing a campus-wide reward system to acknowledge and celebrate when these behaviors are observed. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All) (ESF: 3.1,3.2)	All Staff	2024- 2025 school year	(O)Time, (S)Local Funds	Criteria: Behavioral expectation lessons created by PBIS team. Students are rewarded with Bevo bucks when the desired behaviors are observed. Weekly reward systems for student through the campus Bevo Bucks store.

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 3. (Effective Instruction) All students will build a strong foundation in reading/language arts and mathematics. State assessment scores for the 2025 STAAR in reading and math will overall increase by 5% for students in grades 3-5 from the 2024 school year.

Objective 1. (Professional Learning Communities) Instructional leaders will use weekly PLC time to provide professional learning, analyze data and support teachers in campus instructional practices and school-wide systems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus leaders provide teachers with protected time for in-depth conversations about formative student data, including the specific needs of our special population students, and explore possible adjustments to instructional delivery that support differentiated learning and ensure equitable access to the curriculum for all students. (Title I SW Elements: 2.5,3.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3)	Instructional Administrator, Principal	24-25 Academic SY	(O)Time, (S)State Compensatory Education	Criteria: PLC presentations and PLC agendas geared to formative student data analysis.

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 3. (Effective Instruction) All students will build a strong foundation in reading/language arts and mathematics. State assessment scores for the 2025 STAAR in reading and math will overall increase by 5% for students in grades 3-5 from the 2024 school year.

Objective 2. (Aligned Lesson Plans) Teachers will complete objective driven lessons plans with daily formative assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will submit weekly TEKS-aligned lesson plans with detailed objectives, success criteria, activities, and daily formative assessments. Instructional leaders will support teachers in lesson planning by completing weekly lesson plan trackers and providing specific feedback to teachers when support is needed. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.2)	All Staff, Instructional Administrator, Principal	2024-2025 Academic SY	(O)Time, (S)Regular Program SFF	Criteria: 24-25 UTES Lesson Plan Tracker completed weekly on Fridays.

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 3. (Effective Instruction) All students will build a strong foundation in reading/language arts and mathematics. State assessment scores for the 2025 STAAR in reading and math will overall increase by 5% for students in grades 3-5 from the 2024 school year.

Objective 3. (Observation and Feedback Cycles) Campus instructional leaders will conduct bi-weekly classroom observations and provide timely feedback sessions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders will use the T-TESS rubric to provide bi-weekly observation and feedback cycles to campus teachers. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.2)	Instructional Administrator, Principal	2024-2025 school year	(O)Time, (S)State Compensatory	Criteria: Instructional leaders will use Coaching Cycle Status spreadsheet to monitor and track observations and a walkthrough form to share specific feedback.

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 3. (Effective Instruction) All students will build a strong foundation in reading/language arts and mathematics. State assessment scores for the 2025 STAAR in reading and math will overall increase by 5% for students in grades 3-5 from the 2024 school year.

Objective 4. (Focused Professional Learning) Campus leadership will tailor professional development initiatives using insights gathered from student assessment data and classroom observation findings

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will maintain an instructional playbook that aligns with research-based best practices and T-TESS. The playbook will include strategies to support and scaffold the learning of our special population students and will be used in campus-wide professional development to ensure all students receive appropriate and effective instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Campus Leadership Team, Instructional Administrator, Principal	2024-2025 school year	(O)Time, (S)Local Funds	Criteria: Campus playbook and completed campus professional learning. Classroom observation data.

UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

Goal 4. (Family and Community Engagement) Families and stakeholders will be actively engaged in school community.

Objective 1. (Campus Communication) Increase positive school and district communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Keep parents/guardians informed about school activities with a weekly newsletter. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Instructional Administrator, Principal	August 2024-May 2025	(O)Time	Criteria: Weekly newsletters Annual survey will reflect that families are well informed of school activities.
2. Organize a parent/guardian meeting to explain the State Academic Standards and how families can work with the school to improve their child's academic achievement. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Instructional Administrator, Principal	January-March 2025	(F)Title I, (O)Time	Criteria: Attendance Agenda Documents from training Annual survey results will report an increase in the understanding of student achievement.




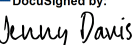
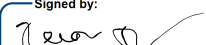
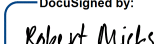
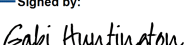


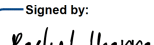
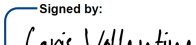
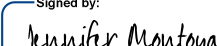
UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL

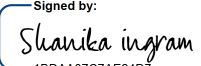
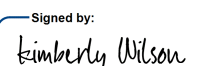
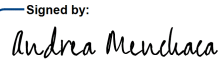

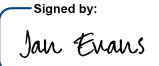
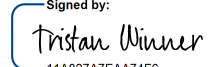
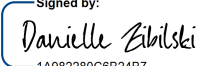
Goal 4. (Family and Community Engagement) Families and stakeholders will be actively engaged in school community.

Objective 2. (Family Involvement) Provide opportunities for families and community members to actively participate in school events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 2 community events to showcase academic and social programs on campus. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	All Staff	August 2024-May 2025	(O)Time, (S)Local Funds	Criteria: Campus event participation data. Annual survey will report families feel a part of the community.
2. Schedule an informational session for parents/guardians of emergent bilingual students to offer support for their educational development. (Title I SW Elements: 2.1) (Target Group: EB) (Strategic Priorities: 2) (ESF: 3.3,3.4)	Instructional Administrator, Principal	September 2024-May 2025	(O)Time, (S)Bilingual Education	Criteria: Session advertisements Emergent Biligual family participation.
3. Schedule in-person meetings between families, campus administration, and the Social Work Director to share campus information and gather family feedback. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Instructional Administrator, Principal	August 2024-May 2025	(F)Title I, (O)Time	Criteria: Attendance data Meeting agendas Annual family survey results

**District Improvement Plan Meeting
Meeting Date: September 25, 2024**

Name	Role	Signature
Dr. Nicole Whetstone	Superintendent	DocuSigned by:  <small>5F3E70AA54D2422</small>
Lara Wilder	Principal	Signed by:  <small>532038F731754D7...</small>
Lucy McCoy	Instructional Administrator	Signed by:  <small>E559B49E667A419...</small>
Jenny Davis	Director of Finance	DocuSigned by:  <small>D6E15254D8D745A...</small>
Dr. Veronica Ruiz	Director of Academics & Professional Development	Signed by:  <small>11419CF5BD714F6...</small>
Bob Micks	Title 1 Coordinator	DocuSigned by:  <small>841B1E31D0C04EC...</small>
Gabi Huntington	Special Education Teacher	Signed by:  <small>B60D4147970F4AA...</small>
Anna Kehl	Parent Representative	DocuSigned by:  <small>B372ACEB083B49B...</small>
Jennie Noonan	2 nd Grade Teacher	Signed by:  <small>36F08DD8749483...</small>
Rachel Ibarra	School Nurse	Signed by:  <small>8F138DE98C13460...</small>
Caris Vollentine	Operations Specialist	Signed by:  <small>3A4A6523A426406...</small>
Jennifer Montoya	Executive Assistant-Classified Staff	Signed by:  <small>C3D23221E04042A</small>

<p>Shanika Ingram</p>	<p>Parent Representative</p>	<p>Signed by:  <small>1BDAA07C7AE24D7...</small></p>
<p>Kimberly Wilson</p>	<p>Chef</p>	<p>Signed by:  <small>6325C61563D846C...</small></p>
<p>Andrea Menchaca</p>	<p>School Social Worker</p>	<p>Signed by:  <small>5BCA58CBF7384B7...</small></p>
<p>Sean Byrne</p>	<p>PreK Teacher</p>	<p>Signed by:  <small>42A0DBD767B646D...</small></p>
<p>Jan Evans</p>	<p>Librarian</p>	<p>Signed by:  <small>FB86383341AA477...</small></p>
<p>Tristan Winner</p>	<p>Community Representative</p>	<p>Signed by:  <small>11A827A7EAA74F6...</small></p>
<p>Danielle Zibilski</p>	<p>PE Teacher</p>	<p>Signed by:  <small>1A882280C8B24B7...</small></p>