2024-2025 UTTUA
Campus Continuous Improvement Plan

STATEMENT OF PURPOSE

The UT Tyler University Academy is a public university charter laboratory STEM Academy authorized to provide K-12 educational programming.

VISION STATEMENT

The UT Tyler University Academy seeks to be a national model for STEM education innovation as a STEM Academy and University Laboratory School.

INSTITUTIONAL MISSION

The UT Tyler University Academy prepares students to be STEM College Ready with a focus on 21st Century skills.

INSTITUTIONAL GOALS

I. UTTUA will be a model STEM Academy preparing students for the 21st Century.
II. UTTUA will be a model for blended learning and project-based instruction so that learning is rigorous and relevant.
III. UTTUA will be a model for individualized, collaborative, accelerated learning that prepares students to be STEM College ready.
IV. UTTUA will be a model for STEM Education and the implementation of Project Lead the Way in Texas at all grade levels.
V. UTTUA will be a model for university laboratory schools to prepare the STEM Teacher workforce, in-service and pre-service.
VI. UTTUA will be a research and development laboratory to identify and verify best-practices in STEM Education.

COMPREHENSIVE NEEDS ASSESSMENT AND CAMPUS IMPROVEMENT PLAN PROCESS

UT Tyler University Academy at Palestine engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment and Campus Improvement plan.

- Data Gathering: The Campus collects data from a variety of sources, located in the Comprehensive Needs Assessment Data document, to identify strengths and weaknesses.
- Meetings: Members are selected to serve on the Campus Improvement Plan through volunteers, recommendations, and identification of people representing various stakeholder groups. (See page 5 for a listing of members). Meetings were held on January 24, 2024, April 24, 2024, and June 25, 2024. Periodic reviews and revisions will be done through formative and summative evaluations tentatively scheduled for Oct/Nov 2025, January 2025, and April/May 2025.
- Needs Assessment: After meetings with decision-makers, the needs assessment is summarized and documented within the Campus Improvement Plan. After state assessment scores are made available, the needs assessment is further refined to include this data. See page 30 for a detailed review of the processes utilized.
- Campus Plan: The Campus Improvement Plan is developed based on the strengths and weaknesses identified in the needs assessment. In the late spring/early summer, the Campus Improvement Plan is written.

DISTRIBUTION

- **Campus Improvement Plan:** The Campus improvement plan is posted on the website in both English and Spanish at https://www.uttua.org/district-information/improvement-plans. The plan is reviewed with parents and families at the beginning of the year and presented to the School Board prior to the beginning of the school year. If the Campus Improvement Plan is not satisfactory to parents, the school will submit any parent comments on the plan when the school makes the plan available to the LEA. Hard copies are also available at the campus upon request.
- District Improvement Plan: The DIP is posted on the website in both English and Spanish at https://www.uttua.org/district-information/improvement-plans. Hard copies are also available at the office of each campus upon request.
- District Parent and Family Engagement Policy: The PFE policy is posted in both English and Spanish on the website at https://www.uttua.org/district-information/school-board. Hard copies are also available at the campus upon request.
- Campus Parent and Family Engagement Plan: The campus Parent and Family Engagement Plan is located in the Campus Improvement Plan, and is developed with and agreed on with parents.
- Title 1, Part A Plan: The Title I, Part A Plan will be included in the Campus Improvement Plan.

- School-Parent Compact: A hard copy of the campus School-Parent compact is distributed to families each year, and is also available on the campus website. The School-Parent Compact is revised annually with assistance of parents. Elementary campuses: the compact will be discussed during parent-teacher conferences (minimum of one per year).
- Translations: These documents are provided in English and Spanish. Should another language be needed, please contact the campus office for assistance.

POVERTY CRITERIA

UT Tyler University Academy determines Title I eligibility by utilizing the self-reporting of Supplemental Nutrition Assistance (SNAP), Temporary Assistance to Needy Families (TANF), and household income.

SCHOOLWIDE PROGRAMS

UT Tyler University Academy at Palestine is the only Title 1 campus within the district. The Title 1 program helps children served under Title I, Part A to meet the challenging State academic standards by providing after-school enrichment opportunities for students, professional development to teachers to increase student achievement, targeted interventions for students through the use of intervention staff, student school supplies, and community outreach to support connections between the school, home, and community.

UT Tyler University Academy at Palestine will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers by reviewing teacher certifications, teacher evaluations, state assessment data, and through the comprehensive needs assessment.

School Board Members

Dr. Michael Odell	Dr. Gina Doepker
Dr. Dominick Fazarro	Dr. Joanna Neel

Mr. Eric Semlear	Dr. Yanira Oliveras
Mr. Alan Buckland	Faculty Advisor: Dr. Wes Hickey

Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Shelly Parsons, Interim Campus Director
Jenny Calk, Instructional Coach	Tim Kennedy, High School Teacher
Craig Allen, Community Member	**Shweta Patel, Business Representative**
Rishad Mims, Community Member	Sandra Hester, Special Edu. Teacher
Lisa Tang, Community Member	Angela Lynch, Palestine Parent
Ashley Ford, Paraprofessional	Lety Navarro, Paraprofessional

UT Tyler University Academy
Campus Goals

Goal 1: At UT Tyler University Academy at Palestine, all students will meet, or master, state standards through a STEM lens while maintaining progress to become University ready.

Goal #2: At UT Tyler University Academy, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district.

Goal 3: At UT Tyler University Academy at Palestine, partnerships between the school, home, and community will be promoted to ensure a quality educational experience.

Goal 4: At UT Tyler University Academy at Palestine, the district will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

Goal 5: At the UT Tyler University at Palestine, the district will provide state of the art university lab facilities to support K-12 grade learning focusing on STEM education and university readiness.

Comprehensive Needs Assessment

Demographics

Demographics Summary

When looking at our teacher-student ratio, our K-7 ratios are slightly higher than the state average, but in our STAAR tested grades we continuously outperform the state who has a lower teacher-to-student ratio. When looking at the teacher/student ratio in grades 7-12 we have a slightly lower average than the state, yet we continue to outperform the state on STAAR assessments. Our student-teacher ratio is not a significant determining factor in our assessment scores.

Within our sub-population category, our economically disadvantaged students are much higher than the district, but less than the state. We have a low population of ESL/EB students, but compared to the state we have a pretty high percentage of dyslexia and special education students on our campus.

It is interesting to note that when looking at the at-risk student population, our students on the Palestine campus have the highest number of at-risk students in regard to the total number of students at 36.8%. How can we be strategic in addressing these numbers? When looking at our student population, we have a majority of students who are white, so we should consider plans for recruitment in order to diversify our population.

Our enrollment has stayed steady over the last three years and is beginning to increase, but there is a need to increase the retention of our high school students because that is where we tend to see a drop in enrollment.

Demographics Strengths

1. A good representation of female students 53% enrolled in STEM school.
2. Enrollment numbers have stayed consistent over the past three year
3. Staff demographics are strong with over 50% of our teachers holding a Master's Degree and 43% of our teachers with 11-20 years of experience.

Problem Statements Identifying Demographic Needs:

1. There is a pressing need to increase enrollment among the male demographic.
2. There is a need to decrease the percentage of at risk students by providing targeted intervention, particularly in math and science.
3. There is a need to increase the retention of our high school student population.
4. There is a need to decrease the number of students at risk.
5. There is a need to support our Title 1 families with supplies and enrichment opportunities.

Technology

Technology Summary

Technology provides student and staff devices, online accounts, online and in-person support, maintains a working Wi-Fi network and monitors filters. These services provide increased engagement and availability of technology resources in the classroom. Support in implementation is constantly needed to ensure the availability and useability of technology in the classroom. A continuous need for Campus to increase the bandwidth and possible mobile testing Chromebook carts for 8-12 secure testing. Overall, HS and MS, and upper elementary staff and students utilize technology in all aspects of learning. At the beginning of the year, 3rd-grade students need additional support for students to learn Schoology. The Campus plans to provide training in August for teachers in elementary over Schoology, so that they may start using the platform more in K-2 to help this transition. The Campus will employ district help in providing SMARTBoard training sessions early in the school year to meet our new teachers that need to be up to date.

Technology Strengths
1. Technology Bandwidth improvement is in progress.
2. Continued growth on successful technology deployment and implementation in the classroom.
3. Excellent Technology Support of program implementation.

Problem Statements Identifying Technology Needs:
1. There is a need as more resources are moving to and growing in online presence there is an increased need for additional network capacity.
2. The absence of an effective system to monitor and maintain student and teacher devices underscores the imperative to establish a program dedicated to the proactive surveillance and physical tracking of devices, aiming to preemptively address maintenance issues and ensure the efficient management of technological resources within the educational environment.
3. There is a need to update or upgrade science computers for more engaging, real world applications

Student Academic Achievement

Student Academic Achievement Summary

Based on the data, our math content area is a focus for improvement as well as science. Our special education sub-population, ECD, and EB groups are progressing in both subjects, but higher percentage rates in RLA. Campus does not have any dropouts reported. Overall, our attendance has decreased by 3% with an increase in chronic absenteeism. To support the academic achievement of students in math, the district is Implementing IXL/ST Math and providing professional learning to 3-8 math teachers throughout the school year with two pull-out days as well as the first-semester bi-weekly professional development sessions via zoom for an hour. In ELAR, the campus implements summer reading, as well as implementation of Lexia throughout the school year. In 8th-grade Social Studies, there has been a continued need to require extra support in classroom material and curriculum resources. This data showcases that our work towards supporting all sub pops during intervention using online software programs that meet each student's functional level coupled with face-to-face small group instruction builds a solid foundation for each content area. The implementation of an RTI process, HB1416 tutorials, Targeted small groups interventions, and parent meetings with Emergent Bilingual families have also supported the student achievement on our campus STAAR data for the 2023-2024 school year was used to focus on Student Academic Achievement.

Student Academic Achievement Strengths
1. The RTI process is in place to monitor individual student progress on a regular schedule.
2. The Campus is graduating all of the seniors with no drop-outs reported.
3. Implementation of NWEA MAPS for more cohesive longitudinal data points for a student's overall success at UTTUA.
4. One-to-one takes away some of the barriers for the economically disadvantaged student.
5. Implementation of a district-wide summer reading program to decrease the effect of the summer slide.
6. Implementation of grade level, vertical content, and horizontal content level PLCs to support academic achievement.
7. UTTUA instructional model meets the needs of all students through PBL, PrBL, BL, and dual credit.
8. UTTUA has multiple online platforms that provide instruction to students at their functional level.
9. A Learning Management System provides clear communication to students and parents on the student's academic progress.

Problem Statements Identifying Student Academic Achievement Needs:
1. There is a need to decrease the number of at risk students we have on campus by providing continuous targeted interventions in math and science.
2. There is a need to update resources and technology equipment/programs to provide a more engaging, hands-on learning experience.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As a university charter school, UTTUA is committed to implementing research-based instructional strategies. The charter utilizes Project-Based Learning (PBL) and Problem Based Learning (PrBL) models while focusing on personalized instruction to develop students with 21st Century skills who are university-ready upon graduation. The University Academy follows the T-STEM Academy Blueprint and is a demonstration site for Project Lead the Way (PLTW). The schools have developed STEM Pathways (Engineering and Biomedical Science) which all students follow, preparing them for rigorous coursework in STEM majors at the university level and ultimately, STEM-related careers. As a public charter school, UTTUA implements the Texas Essential Knowledge and Skills and the district created scope and sequences for each content area K-12. The district provides many resources per content area, however, teachers are responsible for creating their own student-centered lessons, including PBL, PrBL, and designing their own personalized learning instructional models. Teachers are given frequent feedback through the district coaching model. The district utilizes benchmarks twice a year (fall and spring), Pre- and Post-Assessments, NWEA MAPS, and CDAs. Students are given the opportunity to enroll in dual credit courses starting their freshman year and are able to receive up to 42 credit hours of dual credit course work.

Curriculum, Instruction, and Assessment Strengths

The instructional model is a strength due to the student-centered model that focuses on 21st-century skills, including problem-solving and real-world applications while meeting students exactly where they are. Student progress monitoring for 2023-2024 is a strength in the fact that students' needs are met based on their functional level and the curriculum team along with teachers are able to adequately track if individual students are on track for meeting progress for the year. The multiple types of assessments students are given from STAAR like assessments to even more rigorous assessments, to projects/problems, to exact time software assessments is a strength in the fact that students are able to showcase their knowledge in multiple ways and teachers are better able to assess where students strengths/weaknesses lie. The instructional model along with the assessments are strengthened by the district coaching model which provides ongoing professional development, real-time feedback, and support in planning and implementing the curriculum while ensuring the instructional model is being implemented with fidelity.

Problem Statements Identifying Curriculum, Instruction and Assessment Needs:
1. There is need to train and support our new teachers on the PBL model as well as expand our PLTW student offerings or options
2. There is a need to create more consistency in the rigor cross-content from campus to campus and classroom to classroom.
3. There is a need to streamline resources for teachers and simplify the curriculum documents for teacher use and implementation.

School Culture and Climate

School Culture and Climate Summary

Programs that support students at their functional level using personalized learning are upheld. As a team, we select a high-quality curriculum and track student data and progress through student progress measuring sheets. Training is offered through PD and PLCs throughout the school year. Targeted data plans are created for early intervention for at-risk students by transfer of the student progress measuring sheets. After benchmarks are taken there are specific plans each teacher puts in place to address weaknesses in standards and often support staff is brought in to help with small group instruction. Overall, the students feel that the environment is supportive to learning and promotes student achievement. The overall perception from student and teacher surveys is very positive. It is evident from the student surveys that students generally have a good rapport with their teachers on campus. Students participate in Fantastic Friday Celebrations, utilize a suggestion box, and have a Lighthouse team on campus to help organize student incentives and fun events. Staff offer tutorials and enrichment opportunities to all students throughout the week and on Empower Fridays to help support students. District expectations in regards to academics are that students will be provided a high-quality education taught through PBL, PrBL, BL, and Dual Credit. Students' individual learning needs will be addressed through differentiated learning and a variety of learning opportunities. It is expected that high expectations are held for students on campus to promote a safe and supportive learning environment. In the event that a student is not following expectations, consequences aligned to the behavior will be implemented and instruction with the student on expected behaviors will be implemented.

School Culture and Climate Strengths

1. Overall perception from student/teacher surveys is positive.
2. Planned ways to support campus cultures through recognitions, celebrations, etc.
3. A limited number of discipline referrals on our campus.
4. Students have a good rapport with their teachers.
5. Students feel that they are supported academically on our campus and their teacher cares about them.

Problem Statements Identifying School Culture and Climate Needs:

1. There is a need to increase opportunities for students to engage in PLTW options as well as enrichment activities.
2. There is a need to increase communication of course offerings to students, emergency/crisis resources to staff.
3. There is a need to increase parent opportunities in the classroom for PBL presentations.

School Context and Organization

School Context and Organization Summary

We are a safe orderly school that allows multiple opportunities for all stakeholders to be involved. When creating schedules, one is built for the overall needs of our students, because our size does not allow for multiple schedules. The curriculum team assists in the creation of the schedule by deciding on an adequate time for each content course. Campus relies on Teacher input whenever possible and applicable through surveys and PLC meetings. The district implements assessments to identify students' academic progress. Teacher input is elicited for end-of-unit exams and CDAs. The district looks for ways for stakeholders to provide input through parent/student/teacher surveys, the ability to attend board meetings via Zoom, the opportunity to comment to the board at board meetings through a sign-up, service on campus, and district committees such as the Design Team and District Improvement Committee, and informational Zoom meetings scheduled periodically throughout the year on a variety of topics. The curriculum team and instructional technology team provide resources to assist students with academic performance. When disciplinary action is needed, the campuses utilize classroom infraction sheets for minor class issues, and classroom interventions and the campuses follow the Student Code of Conduct when evaluating the disciplinary infractions. We will proactively implement the Leader in Me program to build leadership capacity of students which in turn increases student ownership, and utilizes restorative practices. The school buildings are at max capacity, and as the organization continues to grow, there will need to be additional space for classroom instruction within the building.

School Context and Organization Strengths

1. Campus safety / we work diligently to create a schedule that maximizes our resources
2. Improve the safety and security of all students and staff.

Problem Statements Identifying School Context and Organization Needs:

1. We need a visible vision or mission statement accessible to students, staff and parents posted on our campus.
2. There is a need for more space for classroom instruction in campus buildings with a place for large gatherings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers are recruited through various avenues, including the UT Tyler Job Portal, UTTUA Website, Region 7 Employment, TASA Job Portal, as well as through job fairs, and online search engines. The charter requires a Bachelor's degree for all teachers per state law, and certification for those in the core subject areas of Math, Science, English/Language Arts, and Social Studies. The charter works to employ certified teachers in all subject areas and actively promotes enrollment in an EPP/Intern program, either through UT Tyler's programs or outside providers. The charter

boasts a competitive salary schedule that builds on experience, loyalty to the district, and promotion to Distinguished Teacher status. Teachers are provided competitive benefits, including free medical coverage for the employee and low-cost premiums for dependents. Full tuition scholarships are also provided to employees and dependent children. Employees are expected to pursue their Masters as part of their promotion plan to Distinguished Teacher. They have 8 years to complete this requirement.

Teachers are supported through an instructional coaching model. Benchmark and survey data help drive the need for continued improvement and professional development for teachers. The curriculum team evaluates student and teacher data to make recommendations for professional development to the Superintendent. Staff participates in various training including, New Hire and PBL training, Personalized Learning training, RTI training, Leader in Me training, Autism training, security/safety/emotional trauma training, and content-specific TEKS training, as well as content-specific resources and technology support training.

Staff Quality, Recruitment, and Retention Strengths
- Embedded PLCs throughout the school year with an emphasis on continued professional learning
- Continued instructional coaching model
- Benefit packages
- Promotion plan
- Continued education through the EdD program
- Campus culture play a large part in our recruitment and retention efforts

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs:
- There is a need to recruit teachers in high needs areas; Math, Science, RLA, CTE (engineering, computer science, etc.).Root Cause: Limited candidate pool in these certification areas as well in geographical location (Palestine in particular).
- There is a need to recruit qualified and experienced teachers in secondary subjects, particularly PE. Root Cause: Limited candidate pool in some subject areas and constraints in our campus schedules due to the number of sections and being K-12.

Family and Community Involvement/Engagement

Family and Community Involvement/Engagement Summary

Family and community members are able to engage with the school through STEM nights, PBLs, field trips, participation in ARD meetings and 504 meetings, Board Meetings, Design Team, written communication in the preferred language, translators in ARD Meetings, free/reduced meals, special education, and 504 services. Communication with families occurs through conferences, emails, and online assignment/grade portals. Parents also have access to Schoology family accounts for class activities and grades, notification settings, and weekly emails with grades. Students served in special education receive progress reports toward annual goals concurrent with report cards. Students served through Dyslexia also receive progress reports in dyslexia protocol instruction concurrent with report cards. The Palestine Campus is the only fully funded Title 1 Campus.

We keep documentation of all the required meetings and we will host 2 major meetings and monthly Campus engagement meetings. The University Academy School-Parent Compact is an agreement between the school, parents, and students that firmly unites us. The School-Parent Compact was developed jointly and reviewed annually with school staff, students, and parents to improve student academic achievement. As a school community, University Academy will focus its School-Parent Compact on the academic standards to support all students and help them reach mastery or beyond in reading, writing, and mathematics. Below are ways each team member will be accountable in a partnership for helping to achieve the state's high standards.

The Curriculum Department handles MTSS (RtI) monitoring of student progress in the classroom setting. Campus Directors chair 504 committees that monitor student progress in students receiving services under 504. The Special Education department evaluates students for eligibility and maintains data for students with disabilities under IDEA. The Health Department ensures students are healthy and well enough to attend classes and that any limitations related to the State mandated health screenings are identified and proper intervention is secured.

Family and Community Involvement/Engagement Strengths
1. Strong attendance from parents in IEP/ARD/504/parent-teacher meetings.
2. Several of our staff members are fluent in Spanish and often help translate.

Problem Statements Identifying Family and Community Involvement/Engagement Needs:
1. There is a need to increase PTO participation.
2. There is a need to increase parent and community engagement with PBLs.

MP = Met Progress
IP = In Progress, Working Toward Completion
NP = No Progress

Comprehensive Needs Assessment Data Documentation

The following data were used to verify comprehensive needs assessment analysis:

Demographics
- TAPR 2023-2024
- PEIMS Data 2023-2024

Student Academic Achievement
- TAPR Report 2023-2024
- NWEA Maps Data 2023-2024
- Lexia and IXL data 2023-2024
- Benchmarks 2023-2024
- PEIMS Report 2023-2024
- Tutorial Logs
- RTI Process
- Parent Meeting Logs

Staff Quality, Recruitment and Retention
- TAPR 2023-2024
- Master Schedule 2023-2024
- Job Duties 2023-2024
- PLC Schedule 2023-2024
- Professional Development Agendas
- RTI Meeting Minutes
- Assessment Data
- Salary Schedule

Technology
- Student Progress Monitoring Spreadsheet

- Teacher Feedback
- Student/Teacher Survey
- Technology Usage Reports
- Professional Development Agenda Minutes

Family and Community Involvement/Engagement
- Surveys 2023-2024
- Design Team Notes
- PTO Meeting Minutes
- Teacher Feedback
- Parent Feedback
- Campus Event Agendas
- Parent Involvement Policy
- School/Parent Compacts

School Context and Organization
- Survey
- Master Schedule
- Skyward Data
- TAPR

School Culture and Climate
- Parent Surveys
- Teacher Surveys
- Student Surveys

- Teacher Feedback Meetings
- Discipline Reports
- Director Feedback

Curriculum, Instruction & Assessment
- STAAR Data 2023-2024
- CDAs
- Math Unit Assessments
- 2023 - 2024 Curriculum Resources
- PLC Meeting Notes
- BOY/MOY/EOY MAPS Reading and Math
- mClass
- Pre Assessments and Post assessments (STAAR) - Teacher Incentive Allotment
- Benchmarks 2023-2024
- Pre and Post STEMScopes - Teacher Incentive Allotment
- Semester Exams 2023-2024
- HB 1416

Title I $109,564

- Interventionist School Aide #1- $23,040 Stipend + $8,064.00 Fringe= $31,104
- Interventionist School Aide #2- $23,040 Stipend + $8,064.00 Fringe= $31,104
- School Supplies - $15,000
- Region 7 Title I Contract Services- $3,385.00
- Social Studies Curriculum - $7,000.00
- PLTW Science laptops with latest version of Revit = $20,000

Payroll
- $62,208 Interventionist Professional and Contracted Services
- $3,385 In house Afterschool Care, Region 7 Services, and Materials
- $22,000 School Supplies for Students, Academic Curriculum Resources, Online Learning Platforms, and Professional Development Supplies
- $20,000 Updated PLTW Science Laptops

Campus Goal #1: At UT Tyler University Academy, all students will meet or master state standards while maintaining progress to become University ready.

Performance Objective A: Embedded Staff Development will support 100% of students in each subgroup reaching approaching, as measured on STAAR Test.

Performance Objective B: Embedded Staff Development will support 60% of students in each subgroup reaching Met, as measured on STAAR Test.

Performance Objective C: Embedded Staff Development will support 30% of students in each subgroup reaching Masters, as measured on STAAR Test.

Performance Objective D: Embedded Staff Development will support 100% of students meeting the Progress Measure, as evaluated on STAAR Test.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	MOY Eval	EOY Eval
Provide a challenging curriculum for identified students to reinforce skills needed to achieve Masters on STAAR through accelerated interventions.	All Students	Director of CIA, Teachers	August-June	State Funds, Instructional Materials Allotment	STAAR data	Increase in number of students performing at Masters			
Offer extended programs for afterschool tutorials and educational extensions.	All	After-School Staff ($)	August-June	Local Funds, Title 1 Funds, ESSER Funds	Daily sign-in sheets	Increase academic performance			
Provide small groups, 1:1 targeted intervention to at risk students.	All	Interventionist Staff	August - June	Title 1 Funds	STAAR data	Increase academic performance			
Analyze the student progress monitoring spreadsheets to identify students needing additional support.	All	Director of CIA, Director, Teachers, Coaches	August-June	State Funds	District data collected and disaggregated	Increase STAAR performance			

Administer STAAR released tests as Benchmarks, semester exams, and district progress monitoring assessments.	All	Director of CIA, Teachers	September November, January & February	State Funds	Data in DMAC	Increase performance on STAAR Assessments			
Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ESL, Economically Disadvantaged, and At-Risk Students.	At-Risk Students	SPED Coordinator, Director, Teachers	August-June	Comp Ed, Dyslexia, IDEA B, Special Ed Allotment, Bilingual, Early Ed Allotment, local and State Funds	Documentation of services provided	Increase academic performance			
Provide students the opportunity to participate in Dual Credit classes with higher education institutes.	9-12	Career Counselors	August-June	State Funds	Enrollment	Participation data			
Aligned curriculum documents	Teacher/Coaches/Director	Coaches/Director of CIA	Math YAGs	Curriculum development

Curriculum budget | Coaching conversations and observational data. | STAAR results/Observation data | | | |

NWEA Maps Assessment	Teachers/Coaches/Directors/Director of CIA	Teachers/Coaches	BOY/MOY/EOY assessment windows	Assessment portal Curriculum budget	Curriculum District Data sheet	Progress percentages from BOY to EOY			
Intentional K-2 best practices support/PLTW Launch	Teachers	Coaches/PLTW Launch trainer	PLCs/Oct. PD	Curriculum budget PLTW Launch Master Teacher training	Observational data	Summative Teacher evaluations PLTW Launch recognition			

Campus Goal #2: At UT Tyler University Academy, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district.

Performance Objective A: The campus will provide ongoing principles and effective practices for school safety and security, measured annually on the safety audit.

Performance Objective B: The campus will maintain a continuous cycle of improvement through review and evaluation of the safe and orderly environment policy and procedures established, measured annually on the safety audit.

Performance Objective C: The campus will ensure the safety of all students, faculty, and staff by completing 100% of Campus Drills as measured in the year safety end report.

Performance Objective D: The campus will provide a healthy environment for all students, faculty and staff aligned with county and state COVID-19 Guidelines.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	MOY Eval	EOY Eval
Create a positive, inclusive school culture.	All students	District Leadership, Campus Leadership, Campus Staff Title 1 Coordinator	August through June	Professional Development; Leader In Me; Local Funds; Off-campus resources that support students' interests; Award/ Recognition Opportunities Title 1 institute	MOY/EOY Surveys showing positive, inclusive school culture; Decrease in the number of students who withdraw.	MOY/EOY Surveys showing positive, inclusive school culture; Decrease in the number of students who withdraw.			
Provide Bullying Recognition/Prevention training to students, staff, and parents.	All	Superintendent, Director, Teachers	August-June	State Funds	Sign-in sheet	Decrease in bullying incidents documented			

Review Emergency Response Plans: • Fire Drill • Reverse Evacuation • Severe Weather • Lockdown	All	Superintendent, Director, Teachers	August	State Funds	Sign-in sheet	Increase drill efficiency			
Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents			
Monthly Safety Audit	All students	Director of Special Programs and Leadership; Campus Officer	Monthly August through May	Audit Checklist	Data collected from the monthly audit.	Improve the safety protocol on campus and decrease the number of safety concerns noted in monthly audits.			
Providing social and emotional support to students through various district resources.	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August-June	State Funds	Student surveys	Decrease in bullying incidents reported.			

Campus Goal #3: At UT Tyler University Academy, partnerships between the school, home, and community will be promoted to ensure a quality educational experience.

Performance Objective A: 100% of parents will be encouraged to participate in activities throughout the school year.

Performance Objective B: 100% of stakeholders will utilize student management systems to support effective communication between school and home.

Performance Objective C: 100% of students will meet the Foundation High School Program supporting presentation of diplomas as measured on transcripts.

Performance Objective D: 90% of students will receive the Performance Acknowledgement in dual credit on their high school transcript to support college completion.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	MOY Eval	EOY Eval
Host parent meetings/conferences for campus throughout the year to support student success.	All	Director, Title 1 Coordinator, Teachers	August-June	State Funds, Title 1	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation			
Provide a parent orientation to all new parents.	All	Directors, Title 1 Coordinator	August-June	State Funds	Sign-in sheet/Attendee list	Parent participation			
Have a diverse opportunity for parents to serve on various committees.	All	Superintendent, Director	August-June	State Funds	Sign-in sheets/Attendee list, Letters	Parents involved in district decisions			
Invite parents and field experts to participate in Project Based Learning (PBL) presentation days.	All	Director, Teachers	August-June	State Funds	Schedule of presentations	Understanding of PBL process and content			

Provide and utilize an online system to support effective communication between the school and home so parents can have access to grades and assignments.	All	Director, Teachers, IT Department	August-June	State Funds	Online system reports	Parents feel prepared to assist their child			
Utilize parent/student/teacher compact.	All	Director, Title 1 Coordinator & Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments			
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board			
Assist parents completing FAFSA for senior students.	12th grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation			
Advisory-Career Academics/College Activities	6th-12th grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded by UT Tyler	Observations	Observations			
Post-Secondary Tours	9th grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data			

Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	12th grade	Career Counselor	September	CTE Funds	Registration	Participant evaluations			
Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.	All	Directors, Teachers	August-July	State Funds	Schedule of trainings and sign-in sheets/ attendee list	Increase parent involvement			
Maintain up-to-date information on the district website and social media platforms.	All	Superintendent, Director, IT Department	August-July	State Funds	Up-dates made by IT Support	Website is up-to-date with current information			
Ongoing communication between the school and home.	All	Superintendent, Director, IT Department	August-July	State Funds	Schedule of calls/recordings and copy of email	System report analyzing connections made			
Implement Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August-June	State Funds, Title II Funds	Student enrollment	End of course exams			
TSIA student support	Teachers and Students	Teacher/ Director/ Coaches	August-May	TSIA Matrix TSIA Math driven homework	Increase in percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.			

Campus Goal #4: At UT Tyler University Academy, will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

Performance Objective A: 100% of teachers in core academic subjects will be highly qualified, as measured through annual federal reports.
Performance Objective B: 90% of staff will be retained annually, as measured on the annual district report card.
Performance Objective C: 100% of all students will meet the progress measure on STAAR Assessment.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	MOY Eval	EOY Eval
Provide incentives to attract highly qualified staff: • Health insurance provided • Free college tuition for employees • Competitive salary • Loyalty Bonus • Promotion Plan	Teachers	Superintendent, Director of CIA Director	August-July	State Funds	Highly qualified staff assigned to core academic areas	Highly Qualified Report			
Provide teachers with the opportunity to earn a Master's Degree and/or Doctorate Degree from The University of Texas at Tyler with up to six credit hours per semester for free excluding books and fees.	Teachers	The University of Texas at Tyler	August-July	Funded by UT Tyler Employee scholarship program	Teachers enrolled in master's program	Teachers who have Master's Degree			

Provide staff development in a variety of methods to meet State Requirements: • Confidentiality • Science Safety Update • Bloodborne Pathogens • Child Abuse/Neglect • Trauma-Informed Training • Suicide Prevention • CPR/AED • Other	Staff	Superintendent, Director	August	No cost, State Funds, UT Tyler, MIZ, BL Grants, Dyslexia, ESL, Sped, Early Ed Allotment Funds	Sign-in sheets/Attendee list, Completed registration	Meet state requirements, Certificates of Completion			
Provide teachers support through a personalized coaching model to support the school instructional model: • PBL/PrBL • Blended Learning • State Standards	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State, MIZ Grant, and Blended Learning Grant Funds	Sign-in sheets/Attendee list	Implementation of instructional model; MIZ Grant with personalized learning			
Teacher observations evaluations completed.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas			
Provide opportunity for teachers to be promoted to Distinguished Teacher.	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Portfolios submitted for review	Teachers promoted to Distinguished Teacher			

Provide staff training on technology equipment, programs available for instruction, and technology coaching.	Teachers	IT Department; Instructional Coaches	August-July	State Funds	Sign-in sheets/Attendee list	Increase integration of technology			
Provide staff training on culture and Title 1 strategies based on needs	Staff	Director	June	Title 1 Funds	Sign - In sheets / Attendance list and artifacts	Increase academic performance			
Provide Title 1 paraprofessionals with required training to ensure they are highly qualified.	Para-professionals	Directors	August-July	Local Funds, Title 1	Training certificate	Certificates of completion			
Provide teachers training in an online data system to analyze student performance on STAAR, CDAs, Benchmarks, and discipline.	Teachers	Director of CIA, Instructional Coaches, Region VII Consultants	August-July	State Funds	Sign-in sheets/Attendee list, Student data spreadsheets	Increase academic performance			
Ongoing PLCs in the schedule	Teachers	Directors/Coaches	August 2022	District created resources	Agenda check-ins by coach and director	EOY Teacher Survey			

Campus Goal #5: At the UT Tyler University Academy, the campus will provide a state-of-the-art university lab facility to support K-12 grade learning focusing on STEM education and university readiness.

Performance Objective A: 100% of student teachers will have the opportunity to complete clinicals at the University Academy and observe project and problem-based learning instruction taught in a K-12 grade setting.

Performance Objective B: 100% of teachers will obtain a master's degree within 8 years of employment, as measured by awarded degrees.

Performance Objective C: All research conducted by University Academy staff will be documented through the portfolio and compiled into an annual report that is reported to the College of Education.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	MOY Eval	EOY Eval
Facilities will provide a design to support Project and PBL, STEM activities, and PLTW activities, as measured by observation and student presentations.	All	Superintendent, Directors, Teachers, UT Tyler	August-July	State Funds, CTE Allotment Funds	Student presentations	Student/Staff survey			
Continue building relationships with UT Tyler University by partnering for research, case studies, lab experiences, and opportunity to participate in counseling/teacher preparation programs	Students	Superintendent, Directors, Teachers, UT Tyler Education Department	August-July	State, CTE allotment Funds, UT Tyler Funds	Schedule of calendar events	Increased involvement and professor partnerships			
Get fiber network connections for campus.	All Faculty/ Staff/ Students	IT Department, Accounting	Waiting on the provider infrastructure	IT Budget	Each campus will have their own fiber connection in place.	Each campus will have their own fiber connection in place.			
Provide student school supplies for k-12 families	All Students	Director & Title 1 coordinator	August to May	Title 1 funds	Students having needed supplies	Increase academic performance			

Update PLTW laptops for science students	Students	IT Department, Curriculum, Director	August to June	Title 1 Funds	Students having updated technology equipment	Increase academic performance			

UT Tyler University Academy at Palestine Plan Title I, Part A

The UT Tyler University Academy (UTTUA) has one campus that qualifies for Title I, Part A targeted assistance which is the UTTUA at Palestine campus.

UT Tyler University Academy at Palestine will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.

- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Individuals with Disabilities Act (IDEA)
- Rehabilitation Act of 1973
- McKinney-Vento Homeless Assistance Act
- ESSER II & III
- SCE

Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.

UT Tyler University Academy at Palestine strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, career and technical education, health, and physical education. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.

UT Tyler University Academy at Palestine has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, MAPS data, and CDAs. Interventions are discussed,

implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus director.

The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKs-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students.

UT Tyler University Academy at Palestine seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a K-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.

Annually, during the spring and summer of each year, UT Tyler University Academy holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.

The LEA has a parent and family engagement policy which can be found at Module 400.05 (Parent and Community Policy). These policies are available on the district website uttua.org and are referenced in the student handbook which is acknowledged by all parents including those qualifying for Title I services each school year. The school board reviews and adopts policies on a rotating basis as needed. The UTTUA at Palestine campus design team evaluates the effectiveness of the campus parent family engagement plan each year, and makes recommendations to the school board as needed.

Eligible children are identified by UTTUA at Palestine as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. The 2023 - 2024 criteria used to designate a student as one who qualifies for Title I services is as follows:

● Student qualifies for free breakfast based on the 2023-2024 socioeconomic Form
● Student is homeless according to 42 USC 11302

The UTTUA at Palestine campus utilizes an "Parent compact " to meet the requirements of the School-Parent Compact which outlines how parents, the entire school staff, and student will share the responsibility for improved student academic achievement and the means by which the school parents will build and development a partnership to help children achieve the state's high standards.

For the 2024-2025 school year the UTTUA at Palestine campus will use the Title I, Part A funds to support students of identified families by providing an after-school program and summer program on campus, provide intervention within the school day, and provide needed school supplies, technology updates and resource materials. Please see the UTTUA at Palestine Parent Agreement for details about the program including time of service, transportation, and activities provided.

Each year during the back to school professional development the UTTUA at Palestine campus educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Each year the UTTUA at Palestine campus holds two annual Title I parent meetings on different days and times to inform parents of the school's participation in Title I, explain the requirements, and discuss the rights of parents to be involved. Additionally, the school will review the curriculum utilized at the school, forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards, and how parents families will have opportunities, when requested, for regular meetings to provide feedback and participate, as appropriate, in decisions relating to the education of their student.. The plan is available to parents, the public, and the information contained in such a plan is in an easy to understand format.

At the beginning of each school year the LEA provides parents information via email on how the school's students' achievement on the State's academic assessments compared to students served by the local educational agency and the State.

UT Tyler University Academy at Palestine reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, UT Tyler University Academy has instituted trauma-informed practices to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.

Meetings Addendum

Meeting Title: CNA Meeting #1
UT Tyler University Academy at Palestine
 Date: January 24, 2024
Time: 3:00 pm
Meeting Location: Campus

Individuals Present: Parsons, Fischer, Ford, Harris, Navarro, Velasquez, Davison, Hester, Kappler, Jones, Keller, Swinney, West, Odom, Birdwell, Moreno, Edwards, Barraza, Paris, Avery, White, Richmond, Calk
Reviewed multiple data sources across a variety of focus areas. The information gained will help guide our campus improvement plan and use of federal funds for the next school year.

Meeting Title: CNA Meeting #2
UT Tyler University Academy at Palestine
 Date: April 24, 2024
Time: 3:00 pm
Meeting Location: Campus

Individuals Present: Parsons, White, Buckland, Calk, Birdwell, Navarro, Castillo, West, Gomez, Odom, Jones, Kappler, Moreno, Keller, Richmond, Edwards, Kennedy, Barraza, Fischer
Worked on problem statements and root cause analysis that could be identified from the focus area and ranked categories in order of importance.

Meeting Title: CIP Yearly Planning

UT Tyler University Academy at Palestine
 Date: July 2, 2024
Time: 11:00 am
Meeting Location: Campus

Individuals Present: Parsons, Buckland, Calk, Castillo, Navarro
Planned school culture and worked on calendar events for the 23/24 school year.