



The University of Texas at Tyler  
**UNIVERSITY  
ACADEMY™**

2024-2025 UTTUA

District Comprehensive Needs Assessment & District  
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 21<sup>st</sup> 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 DISTRICT IMPROVEMENT PLAN PROCESS**

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

- **Data Gathering:** The district 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 District Improvement Plan through volunteers, recommendations, and identification of people representing various stakeholder groups. (See Continuous Improvement Plan Committee section for a listing of members). Meetings were held on March 7, 2024, March 21, 2024, March 28, 2024, and June 25, 2024. Periodic reviews and revisions will be done through formative and summative evaluations scheduled for October 22, 2024, March 25, 2025, and June 10, 2025.
- **Needs Assessment:** After meetings with decision-makers, the needs assessment is summarized and documented within the District Improvement Plan. After state assessment scores are made available, the needs assessment is further refined to include this data. See Comprehensive Needs Assessment/District Improvement Plan Meeting Addendum for a detailed review of the processes utilized.

- District Plan: The District Improvement Plan is developed based on the strengths and weaknesses identified in the needs assessment. In the late spring/early summer, the District Improvement Plan is written.

### **DISTRIBUTION**

- 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 office of each campus upon request.
- School-Parent Compact: An electronic copy will be included in the enrollment documents this school year. A hard copy of the campus School-Parent compact are also available at the office of each campus upon request. 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.

### **STATE COMPENSATORY EDUCATION**

#### State of Texas At-Risk Student Eligibility Criteria:

A student under 21 years of age and who:

- Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
- 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.
- 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).
- 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
- Is pregnant or is a parent
- Has been placed in an AEP during the preceding or current school year
- Has been expelled during the preceding or current school year
- Is currently on parole, probation, deferred prosecution, or other conditional release
- Was previously reported through PEIMS to have dropped out of school
- Is a student of limited English proficiency
- Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS

- Is homeless
- 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
- Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code
- Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC 39.0548.

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- 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 amount of SCE funds allocated for allowable supplemental resources and staff: \$437,129.00

Total FTEs funded through SCE at this District: 2.5

Actual dollar amounts budgeted for SCE activities or strategies, showing a full budget for at least 55% of the SCE allotment (direct program costs): \$240,421.00

Cumulative summary of the program and entire budget: SCE funds are utilized to serve students who meet at least one of the 15 at-risk criteria to close the academic achievement gap. Funds will be utilized to support the cost of programs that build skills related to managing emotions, establishing, and maintaining positive relations, and making responsible decisions through the use of a licensed counselor who will work directly with students as well as the implementation of Leader in Me through Core 2 Training and Lighthouse 2 training for staff. The SCE funds will also be utilized to pay costs for services provided by an instructional coach employed to raise success in the state assessment at a campus in which educationally disadvantaged students are enrolled.

The process we use to identify students at-risk is: The PEIMS Coordinator obtains STAAR results from DMAC, the ERI results from the Instructional Coach, ESL status from the Testing/Academic Coordinator, grades from report cards each semester, TREX records, and parent disclosures.

The process we use to exit students from the SCE program who no longer qualify is: The PEIMS Coordinator reviews the students that are coded as at-risk from the prior year each Fall to identify students who do not meet the at-risk eligibility criteria and remove the at-risk coding.

STAAR	Math % Met Standard				Reading/ELA % Met Standard				Science % Met Standard				Social Studies % Met Standard			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Students At-Risk	29%	32%	26%	23%	39%	56%	46%	47%	43%	48%	43%	43%	37%	68%	37%	34%
Students Not At-Risk	66%	81%	72%	66%	81%	91%	84%	85%	82%	84%	76%	77%	81%	87	78	83%

	Drop Out Data			Completion Data		
	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
Students At-Risk	0%	0%	0%	100% (13)	100% (10)	100% (4)
Students Not At-Risk	0%	0%	0%	100% (42)	100% (36)	100% (44)

The comprehensive, intensive, accelerated instruction program at this district provides accelerated instruction focused on the student’s individual needs identified through data through intervention periods within the school day and after school.

### **HOMELESS CHILDREN AND YOUTH**

In order to provide homeless children and youth support in enrollment, attendance and support for success, the district begins by training the Admins on each campus on the data collection process for enrollment each year. As part of the yearly enrollment process, each family is required to complete a residency questionnaire. As the forms are completed, they are sent to the PEIMS Coordinator to review. Based on the information provided in the residency questionnaire, students are identified who may qualify as being homeless children and youth. The PEIMS coordinator reaches out to the family if there is any additional information needed. Once students are identified as being homeless children and youth, they are coded in our system as homeless children and youth and are also coded as ECD, which qualifies them for a free breakfast each day. Additionally, the directors work with the homeless children and youth as well as their families to determine if additional support is needed for the student to be successful. As the campus directors identify needs, they contact the federal programs director to secure funds to meet those needs from the Title I Homeless Reservation or from the ARP Homeless II grant. Additionally, due to the small number of students identified as homeless in our district and the limited support needed in previous years, the minimum \$100 allocation for the homeless reservation is made from the Title 1 budget.

## **FEDERAL AND STATE PROGRAMS BUDGET ALLOCATION**

The district coordinates with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community.

Title I, Part A provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

Title II, Part A is focused on increasing student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III, Part A aims to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English.

Title IV, Part A increases the capacity of state education agencies, local educational agencies (LEAs), campuses, and communities to meet the following three goals: provide all students access to a well-rounded education, improve school conditions for student learning (safe and healthy students), and improve the use of technology to improve the academic outcomes and digital literacy of students.

<b>Title I</b> <b>\$113,766</b> <b>*Strategies reflected in Palestine CIP</b>	<b>Title II</b> <b>\$25,203</b>	<b>Title III</b> <b>\$3,483</b>	<b>Title IV</b> <b>\$10,000</b>	<b>IDEA B</b> <b>\$148,364</b>
Payroll <ul style="list-style-type: none"> <li>\$83,927- Two School Aides and Mental Health Counselor position</li> </ul> Supplies and Materials <ul style="list-style-type: none"> <li>\$29,839- School Supplies for Students and after school program</li> </ul>	Payroll <ul style="list-style-type: none"> <li>\$25,203- Stipends for providing Professional Development</li> </ul>	Shared Services Agreement <ul style="list-style-type: none"> <li>\$3,483 to Region VII</li> </ul>	Payroll <ul style="list-style-type: none"> <li>Instructional Technology Coach</li> </ul>	Payroll <ul style="list-style-type: none"> <li>\$148,364- 2 Diagnostician Positions, and two Speech positions</li> </ul>

**Commented [1]:** These are estimated amounts. Go over amount and what it will be used for.

<b>Special Education Allotment</b> <b>\$436,321</b>	<b>Dyslexia Allotment</b> <b>\$49,896</b>	<b>State Compensatory Allotment</b> <b>\$240,421</b>	<b>Bilingual Educational Allotment</b> <b>\$13,146</b>
Salaries <ul style="list-style-type: none"> <li>\$233,801 Special Education Support Staff</li> </ul> Contracted Services <ul style="list-style-type: none"> <li>\$167,020 Contracted Personnel and Programs</li> </ul> Supplies <ul style="list-style-type: none"> <li>\$35,500 Supplies for Special Education Students</li> </ul>	Salaries <ul style="list-style-type: none"> <li>\$49,896 Personnel who Serve Dyslexia Students</li> </ul>	Salaries <ul style="list-style-type: none"> <li>\$221,022 Instructional Coaches &amp; Licensed Counselor</li> </ul> Contracted Services <ul style="list-style-type: none"> <li>\$10,157 Leader in Me</li> </ul> Supplies <ul style="list-style-type: none"> <li>\$9,242 Reading Academies</li> </ul>	Salaries <ul style="list-style-type: none"> <li>\$9,133.50</li> </ul> Contracted Services <ul style="list-style-type: none"> <li>\$4,012.50 ESL program</li> </ul>

**Commented [2]:** updated this to contracted services instead of salaries

<b>Career &amp; Technology Allotment \$286,110</b>	<b>Early Education Allotment \$74,690</b>	<b>Gifted &amp; Talented Allotment \$48,184</b>	<b>CCMR Outcomes Bonus \$64,000</b>	<b>School Safety Allotment \$10,843</b>
Supplies <ul style="list-style-type: none"> <li>\$21,900 PLTW Supplies and Professional Development</li> </ul> Salaries <ul style="list-style-type: none"> <li>\$264,210 CTC Teachers and Academic Counselor</li> </ul>	Supplies <ul style="list-style-type: none"> <li>\$74,690 K-2 Classroom Supplies</li> </ul>	Contracted Services <ul style="list-style-type: none"> <li>\$48,184 Academic Coaching</li> </ul>	Contracted Services <ul style="list-style-type: none"> <li>\$64,000 Contracted Service</li> </ul>	Salaries <ul style="list-style-type: none"> <li>\$10,843 Campus Officers</li> </ul>

UT Tyler University Academy prioritizes Title II, Part A and Title IV funds for use at campuses serving the highest percentages of low-income students and schools identified for school improvement under Section 1111 (if applicable).

Project Lead The Way (PLTW) provides transformative learning experiences for PreK-12 students through an engaging, hands-on classroom environment. The PLTW courses empower students to develop in-demand knowledge and skills they need to thrive. The pathways offered are computer science, engineering, and biomedical science.



**School Board Members**

Dr. Michael Odell	Dr. Gina Doecker
Dr. Dominick Fazarro	Dr. Joanna Neel
Mr. Eric Semlear	Dr. Yarina Oliveras
Mr. Alan Buckland	Faculty Advisor: Dr. Wes Hickey

**Continuous Improvement Plan Committee**

Dr. Jo Ann Simmons, Superintendent	Dr. Aimee Dennis, Executive Director of Operations
Dr. Jaelyn Pedersen, Executive Director of Curriculum	Nikki Hart, District Testing & Academic Coordinator
Linda Butler, PEIMS & SIS Coordinator	Sammi Broussard, Special Education Coordinator
Cori Mackey, District Nurse	Sarah Evans, Director of Technology
Keren Acuna, Senior Mental Health Counselor	Kathy Parker, Student Success Coordinator
Amanda Kaiser, Administrative Coordinator	Christian Chesnut, Finance Manager
Jeff Kennemer, Community Partner	Michael Odell, University Professor/ Community Member
Samantha Rector, District Math Specialist	Edward Broussard, City Manager for Tyler
Laura Hilbig, Technology Instructional Coach	Jennifer Rasberry, District Reading Language Arts Specialist
Kris Fischer, District PBL and Science Specialist	Rachel Hawkins, Longview Director
Patricia Davis, Longview Assistant Director	Shelly Parsons, Palestine Interim Director
Kelly Dyer, Tyler Director	Tracey Breeden, Longview Teacher
Lisa Bronsema, Longview Parent	Jennifer Stenhouse, Longview Paraprofessional
Baylee Mauer, Longview Student	Jenny Calk, Palestine Teacher
Sandra Hester, Palestine Teacher	Lety Navarro, Palestine Paraprofessional
Yosh Patel, Palestine Student	Angela Lynch, Palestine Parent
Donna Phillips, Tyler Teacher	Shyanne Byrd, Tyler Paraprofessional
Melissa Hilbig, Tyler Student	Allyson Aragon, Tyler Parent

# UT Tyler University Academy

## District Goals

**Commented [3]:** These have been approved by the board.

**Goal 1:** At UT Tyler University Academy, all students will meet or master the challenging state academic 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.

**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 district will provide ongoing principles and effective practices for school safety and security, measured annually on the safety audit.
- Performance Objective B: The district 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 district will ensure the safety of all students, faculty, and staff by completing 100% of Campus Drills as measured in the year end safety report.

**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.

**Goal 4:** At UT Tyler University Academy, the district 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.

**Goal 5:** At the UT Tyler University Academy, the district will provide a state-of-the-art university lab facility to support K-12 grade learning focus 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.

# Comprehensive Needs Assessment

## Demographics

### **Demographics Summary**

The enrollment from 2021-22 to 2022-23 school year was 2%, but the enrollment from the 2022-23 to 2023-24 school year had a 16% increase. Looking at enrollment per grade level from 22-23 to 23-24, we have had a decrease in enrollment for 6th-8th grade and 10th- 11th grade, but all the other grade levels have increased. The majority of our students are White, followed by Hispanic, then African American.

Looking at the sub-pops, emergent bilinguals have doubled from the previous year. Our ECD has maintained the same percentage at the district level. We have 13% military connected and 8% Dyslexic. Our students are fairly split between male and female. The majority of our special populations are White, followed by Hispanic and lastly African American. Our At-Risk follows the same trend of White, followed by Hispanic and African American. These align with the district demographics. We have a low percentage of migrant students in the district. Our staff demographics are at 86% being female and 14% being male. 89% of our teachers are White, 9% Hispanic, and 6% African American, 1% Native American, 0.7% Asian, and 2% Multi-race.

We have 32% of our staff with Bachelors, 41% with a Masters, and 4% with a Doctorate degree. The average years of experience for the staff is about 7%. The ECD percentage has increased from the previous year, except for Tyler campus which had a 0.25% decrease. 95% of our students speak English, 3% speak Spanish, and 1% speak Vietnamese.

The current maximum teacher to student ratio is 1:20 for Kinder-2nd, 3rd-5th is 1:22, and 6th-12th is 1:25. For the upcoming school year, the teacher to student ratio will be 1:20 for Kinder-2nd, 3-5th will be 1:24, and 6th-12th will be 1:26. Campus enrollment is currently at:

#### Longview:

Kinder- 39	1st- 37	2nd- 38	3rd- 44	4th- 42	5th- 22	6th- 25
7th- 25	8th- 25	9th- 20	10th- 19	11th- 20	12th- 24	

#### Tyler:

Kinder- 34	1st- 25	2nd- 34	3rd- 41	4th- 43	5th- 42	6th- 23
7th- 23	8th- 25	9th- 25	10th- 24	11th- 21	12th- 19	

#### Palestine:

Kinder- 20	1st- 20	2nd- 20	3rd- 17	4th- 21	5th- 22	6th- 20
7th- 20	8th- 23	9th- 17	10th- 10	11th- 9	12th- 12	

**Demographics Strengths**

1. Majority of our staff members hold higher degrees.
2. Enrollment increased 16%, which means an increase in revenue for the district.
3. Special population demographics mirror our district demographics.

**Problem Statements Identifying Demographic Needs:**

1. Grade levels across the district are not filled to enrollment capacity, specifically our high school sections.
2. Student demographics do not match our district staff demographics.
3. We have inconsistent translation services across the district.

## **Student Academic Achievement**

Commented [4]: Nikki will go over.

### **Student Academic Achievement Summary**

1. All data presented below is a comparison from 2023 STAAR to 2024 STAAR. By addressing our root causes through targeted interventions, professional development, curriculum alignment reviews, and improvements in testing logistics can help improve STAAR results in the future. We will focus our efforts on ensuring that teachers (the most influential part of this process) have the knowledge and skill set necessary for students to be successful at the end of the 24-25 school year.
  - Research based instructional practices
  - High Quality Instructional Materials
  - Math Model and Literacy model followed for fidelity
  - New TEKS Resource platform for standards deconstruction and specificity
  - Instruction and assessment are aligned
  - Local assessment data is used to drive future instruction and coaching decisions based on short cycles.

### **Student Academic Achievement Strengths**

1. Secondary English made significant growth due to a better understanding of extended constructed response expectations and new item types. Collectively this subject area grew a total of 12 Domain 1 percentage points.
2. As a district, gains were made in the following non Math/Reading assessments: 5th Sci, 8th Sci, 8th SS

### **Problem Statements Identifying Student Academic Achievement Needs:**

1. As a curriculum team, we need to focus on providing our educators with intentional standards-based training and instructional support throughout the school year.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The district maintains favorable teacher-student ratios across different grade levels, with 20 students per teacher in K-2, 22 in grades 3-5, and 25 in grades 6-12. The general data reflects high teacher effectiveness, evidenced by a top 2% statewide ranking based on the RDA Determination Level of 1. Enrichment activities, such as an award-winning student council and state-level debate competitions, further highlight the district's commitment to excellence beyond the classroom. Observation and evaluation data enhance teacher performance and student academic growth. Administrators conduct regular walkthroughs and formal observations, engaging in pre and post-conferences with teachers to provide reflective and actionable feedback. This process informs the setting of teacher goals for the upcoming year, aligning with both individual interests and evaluation data. While specific data regarding attendance and retention rates is not provided, the district ensures that highly effective staff are assigned to work with the highest-need student subpopulations. The assignment process is overseen by directors, who allocate resources strategically to address areas of greatest need. New staff members receive support to ensure their positive impact on student achievement. This includes participation in a teacher mentorship program and receiving curriculum coaching, providing them with the necessary tools and guidance to excel in their roles. The district provides adequate planning time within the scheduled work day and prioritizes work/life balance for our teachers. The district has established various systems and processes. These include leadership retreats, annual planning sessions, the CNA/DIP process, special education self-assessment, and weekly director meetings. These initiatives aim to build capacity among staff members and provide ongoing support for professional growth. Determining professional development needs is informed by audits, surveys, and improvement plans. Staff members have attended diverse professional development sessions, ranging from leadership training to specialized topics like safety and project-based learning. Monitoring the implementation of professional development is conducted through curriculum coaching, lesson plan reviews, and classroom observations, multiple data points are used. Professional development efforts also target subpopulations, such as students with autism or those in special education. Training sessions are conducted, and their impact is monitored, with processes like MTSS and referral procedures. District-level departments play crucial roles in supporting academic performance. The SPED department offers guidance and strategies for supporting students with additional needs, while the curriculum department designs assessments and coaches teachers on best practices, ensuring alignment with educational standards.

### **Staff Quality, Recruitment, and Retention Strengths**

- Data desegregation
- Training opportunities for all staff
- Highly qualified staff

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs:**

- There exists a pressing need for additional training tailored to equip teachers with necessary skills and strategies to effectively support diverse subpopulations within their classrooms.

## **Technology**

### **Technology Summary**

Technology continues to be an important and necessary tool for University Academy. Overall, network troubles from previous years have improved, and the IT Director and IT staff continue to monitor and work to improve access and reliability. Teachers are using technology in multiple ways in the classroom on a daily basis, and a high priority is being placed on providing equipment that meets or exceeds the minimum requirements of our platforms.

### **Technology Strengths**

1. Proficiency level for technology usage is high for students and teachers.
2. Consistent implementations of online instructional programs within classrooms, allowing success with blended learning programs.
3. Additional IT staff has allowed for improvement on response time for IT tickets.

### **Problem Statements Identifying Technology Needs:**

1. District does not provide effective training in cyber security for staff and students.



## **Parent, Family, and Community Engagement**

### **Family and Community Involvement/Engagement Summary**

The district campuses provide multiple opportunities throughout the year for families to engage with our school community. We have regularly scheduled STEM nights, PTO meetings and involvement, parent-teacher conferences, volunteer opportunities, PBL audiences, CIP committee members. We have a parent-teacher organization (PTO) and a school site council (SSC) that provide opportunities for families and community members to be involved in decision-making processes related to the school. We also have family members and community members on our district improvement committee and campus improvement committees. Parental community involvement strategies are evaluated and revised through regular surveys, feedback from families and community members, and ongoing analysis of data related to student achievement. Teachers effectively communicate with parents about the academic progress of their children through regular progress reports, report cards, and parent-teacher conferences. Teachers also communicate informally through email, phone calls, and in-person meetings as needed. Teachers use Schoology and Remind also to communicate with parents.

### **Family and Community Involvement/Engagement Strengths**

1. All campuses gather input and feedback from all stakeholders to drive decisions about parent, family, and community engagement.
2. The district offers a multitude of opportunities to involve families.

### **Problem Statements Identifying Family and Community Involvement/Engagement Needs:**

1. The clarity and consistency of Emergent Bilingual and Gifted/Talented services throughout the district are lacking.
2. Parents are unaware of how or unwilling to participate in opportunities offered at the campuses.

## **School Context and Organization**

### **School Context and Organization Summary**

The school context and organization are structured to support various aspects of student learning and well-being. This includes formal communication channels, decision-making processes involving stakeholders, duty rosters, leadership structures both formal and informal, and support services like extracurricular activities and counseling. Adequate time for core content areas is ensured through scheduled enrichment sessions and success hours for student support. Teachers play a significant role in decision-making processes, providing input through interest surveys and participating in professional development opportunities. They also contribute to assessment decisions, utilizing unit assessments, CDAs, and benchmark assessments provided by the curriculum department. The district facilitates stakeholder involvement through mechanisms like parent surveys and campus-level leadership teams. District-level departments contribute to improving student academic performance by monitoring student progress measures, holding MTSS meetings, and providing recommendations for tiered instruction. The district has established a vision and mission statement, which are widely known and understood. The entire school staff is involved in decision-making through campus-level leadership teams, ensuring that feedback and suggestions are heard and considered. Safety measures are in place to maintain a safe and orderly environment, including the presence of School Resource Officers, regular drills, and surveillance systems. Disciplinary policies are enforced through the Student Code of Conduct, and input from both parents and staff is solicited through surveys.

### **School Context and Organization Strengths**

1. Staff input
2. Leadership

### **Problem Statements Identifying School Context and Organization Needs:**

1. The district has deficiencies within the instructional time allocation and extracurricular offerings that foster an enriching learning environment.

## **School Culture and Climate**

### **School Culture and Climate Summary**

The data from the student surveys (22-23 District EOY and Leader in Me MRA) continues to show students feel welcome and that their teachers have their best interests in mind. The data also shows students report feeling comfortable talking to their teachers about problems in class or things that are bothering them. The majority of students reported they feel encouraged by their teachers to succeed, that they have help to accomplish their goals and understand needed courses to move to the next grade, and there are clear expectations for behavior and academic standards. The data further shows students feel respected by their teachers and peers, students can see that their teachers enjoy their jobs and inspire them to learn and that the adults in the district care for them and respect others.

### **School Culture and Climate Strengths**

1. Students and staff feel supported and encouraged.
2. Students are overall happy with courses.
3. Students believe that they are cared about and understood by the people in their school.
4. Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.

### **Problem Statements Identifying School Culture and Climate Needs:**

1. The mental health department has inconsistent access across the district.
2. There are inconsistencies in academic counseling/advising that exist throughout the district.
3. The need for further enhancements in safety measures persists.
4. The current lack of inclusive opportunities, effective communication, and adequate support for home-based learning underscores the pressing need to enhance these aspects, thereby fostering an environment conducive to equitable and accessible education for all.
5. Students are provided limited access to extracurricular activities.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Curriculum, assessment, and instruction are focused on using research-based resources, notably High Quality Instructional Materials (HQIM), to improve student learning outcomes. These materials include both math and literacy models, which are followed with fidelity throughout instruction. Scope and sequencing are used and followed, giving for greater flexibility in resource allocation, especially for Project-Based Learning (PBL) programs.

Furthermore, instructional practices and assessment procedures are meticulously aligned to offer a coherent educational approach. Data is critical in guiding future instructional strategies and coaching decisions, with a focus on its collection, analysis, and implementation. Usage data are frequently reviewed to assess the fidelity and validity of program implementation, allowing educators to make more informed judgments about resource allocation and instructional adjustments. This comprehensive strategy demonstrates the district's commitment to continual improvement and student success.

- Research based resources HQIM
- High Quality Instructional Materials
- Math Model and Literacy model followed to fidelity
- Scope and sequences used and followed with flexibility of resources used for PBLs
- Instruction and assessment are aligned
- Data is used to drive future instruction and coaching decisions
- Usage reports are used to determine the fidelity and validity of program usage

### **Curriculum, Instruction, and Assessment Strengths**

- RLA has grown significantly in the ability to apply writing to the STAAR Redesign due to the increased intentionality around writing curriculum and training.
- RLA has grown in using the Science of Teaching Reading.
- NWEA MAPS student growth percentages in K-2nd ELAR have shown significant growth.
- UA Math Model has been followed with fidelity in most math classrooms.
- Better alignment with Scope and Sequence for Science.

### **Problem Statements Identifying Curriculum, Instruction and Assessment Needs:**

1. Online curriculum programs are not implemented with fidelity across the district.

**Priority Problem Statements**

1. Grade levels across the district are not filled to enrollment capacity, specifically our high school sections.
2. Online curriculum programs are not implemented with fidelity across the district.
3. Students are provided limited access to extracurricular activities.
4. All students did not meet academic standards as assessed on STAAR.

**Comprehensive Needs Assessment Data Documentation**

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

<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li>● PEIMS Data 2022- 2023</li> <li>● Human Resource Reports 2023-2024</li> </ul>	<p><b>School Context and Organization</b></p> <ul style="list-style-type: none"> <li>● Discipline Referrals 2023-2024</li> <li>● Master Schedule 2023-2024</li> <li>● Assessments 2022-2023</li> <li>● PLC Meeting Minutes 2023-2024</li> <li>● Curriculum and Technology Resources 2023-2024</li> <li>● Surveys 2023-2024</li> </ul>
<p><b>Student Academic Achievement</b></p> <ul style="list-style-type: none"> <li>● TAPR Report 2022-2023</li> <li>● NWEA Maps Data 2023-2024</li> <li>● Lexia and IXL data 2023-2024</li> <li>● Benchmarks 2023-2024</li> <li>● PEIMS Report 2023-2024</li> <li>● Tutorial Logs</li> <li>● RTI Process</li> <li>● Parent Meeting Logs</li> </ul>	<p><b>School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>● Teacher Feedback Meetings</li> <li>● Campus Survey 2023-2024</li> <li>● PTO Meetings</li> <li>● Parent/ Student Compact and Family Engagement</li> <li>● Parent Conferences</li> <li>● Focus Groups</li> </ul>
<p><b>Staff Quality, Recruitment and Retention</b></p> <ul style="list-style-type: none"> <li>● RDA report 2022-2023</li> <li>● District Policies</li> </ul>	<p><b>Curriculum, Instruction &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>● STAAR Data 2023-2024</li> <li>● CDAs 2023-2024</li> </ul>

<ul style="list-style-type: none"> <li>● Information from Special Education Self-Assessment responses</li> <li>● Sign-in sheets from training</li> <li>● Procedures for curriculum and evaluations</li> </ul>	<ul style="list-style-type: none"> <li>● Math Unit Assessments 2023-2024</li> <li>● 2023-2024 Curriculum Resources</li> <li>● PLC Meeting Notes</li> <li>● BOY/MOY/EOY MAPS Reading and Math</li> <li>● mClass</li> <li>● Pre Assessments and Post assessments (STAAR)- Teacher Incentive Allotment</li> <li>● Benchmarks 2023-2024</li> <li>● Pre and Post STEMScopes- Teacher Incentive Allotment</li> <li>● Semester Exams 2023-2024</li> </ul>
<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● Wi-Fi Network Filters</li> <li>● Monitor Filters</li> <li>● Technology Usage Reports</li> <li>● Professional Development Agenda Minutes</li> </ul>	<p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>● Campus Event Agendas</li> <li>● Translation Policy</li> <li>● Feedback Meetings</li> <li>● Surveys 2023-2024</li> <li>● Parent/Family Compact</li> </ul>

The Title I, Part A LEA Plan requirements for Region 7 UT Tyler University Academy are incorporated into the District's Improvement Plan which is a requirement from Texas Education Code.

**District Goal #1:** At UT Tyler University Academy, all students will meet or master the challenging state academic 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	Spring Eval	EOY Eval
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			
Explore opportunities to support students who are not eligible to take dual credit to ensure they are University Ready upon graduation.	Secondary Students	Superintendent, Director of CIA, Directors, Director of Special	August-July	Advanced Placement Curriculum, TSI Data, STAAR data	Enrollment	Success Rates			

**Commented [5]:** Ask if this is something we want to keep for next year. Any changes-Make note

**Commented [6]:** I think this is also based on 23-24 EOY eval. If it is MP, I think we remove it, but if it is NP or IP we ask if we want to keep it for 24-25. Does that sound right?

**Commented [7]:** Yes, I believe so.

		Programs and Leadership, Academic Counselor							
Intentional K-2 best practices support/PLTW Launch	Teachers	Coaches/PLTW Launch trainer	PLCs/Oct. PD	State Funds IMA Funds Early ED Allotment PLTW Launch Master Teacher training  Title II	Observational data	Summative Teacher evaluations  PLTW Launch recognition			
Interventions and tutoring for at-risk due to STAAR on ½ day Fridays	At-risk students	Teachers	Fall 2023	Curriculum Resources/ State Funds	MTSS Spreadsheets/ ½ Day Friday attendance logs	Percent of students at-risk due to STAAR			
Interventions and tutoring for at-risk due to ERI on ½ day Fridays	At-risk students	Teachers	Fall 2023	Curriculum Resources/ State Funds	MTSS Spreadsheets/ ½ Day Friday attendance logs	Percent of students at-risk due to ERI			
Tier 2 and 3 interventions for students who are at-risk due to STAAR	At-risk students	Teachers	Fall 2023	Curriculum Resources/ State Funds	Percent of students in Tier 2 and 3	Percent of students at-risk due to STAAR			



					interventions				
Tier 2 and 3 interventions for students who are at-risk due to ERI	At-risk students	Teachers	Fall 2023	Curriculum Resources/ State Funds,	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to ERI			
Content-specific training	Teachers and students	Curriculum Director and District Content Specialists	3 times (August PD/Fall planning day/Spring planning day)	Research based and content specific specialist training	Growth in local assessment data	Increased STAAR performance			
Providing students the opportunity to practice STAAR-like questions.	Students	Curriculum team and teachers	All year	Investment in STAAR-like material (Lowman, K-12 Summit, Sirius, and Curriculum Associates)	Growth in local assessment data	Increased STAAR performance			
Provide intentional and aligned professional development and accountability.	All students	Curriculum and IT Coordinator	All year	Curriculum	Technology reports and PD surveys	Increased STAAR performance			

**District 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 district will provide ongoing principles and effective practices for school safety and security, measured annually on the safety audit.

Performance Objective B: The district 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 district 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 district 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	Spring Eval	EO Y Eval
Coordination with the University on expansion options for the district.	All Students	Superintendent	August through July	University Funds; Local Funds, State Funds	Tracking expansion project progress	Additional facilities to support the growing student population.			
Monthly Safety Audit	All students	Director of Special Programs and Leadership; Campus Officer	Monthly August through May	Audit Checklist, State Funds	Data collected from the monthly audit.	Improve the safety protocol on campus and decrease the number of safety concerns noted in monthly audits.			
Identify fund/grant opportunities to support safety enhancements	All students	Superintendent, Director of Special Programs and Leadership; UT Tyler Office of	August through May	Grant Applications; District Data; State Funds	Increase of funds allocated to support safety improvements.	Increase resources utilized to support safety on each campus.			

		Research and Scholarship							
Each campus will become a Lighthouse school through Leader in Me.	All students	Executive Director of Curriculum, Directors, Lighthouse Teams	August through July	State Funds, SCE Allotment	Lighthouse Meetings with Leader in Me Coach; Sign-In Sheets	Lighthouse status by each campus.			
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			
All campuses will utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August-July	School Safety Allotment; State Funds	Campuses are equipped with cameras.	Continuous observation of safety risks.			
Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents			
Providing social and emotional support to students through various district resources and increasing parent awareness of trauma-informed care and social and emotional support services	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August-June	State Funds, ESSER Funds, Sped Funds, SCE	Student surveys	Decrease in bullying incidents reported.			

Build in time for extracurricular activities in the Master Schedule for high school.	HS students	Director	August 2024	Space, Staffing	Evidence on Master Schedule	Evidence on Master Schedule			
Provide sponsors with extra support, time, and funding to facilitate the extracurricular activities.	HS teachers	District/ Directors	24-25 school year	Space, Staff, Campus budget or District budget depending on activity	Stipends provided, schedule as evidence of extra time	Stipends provided, schedule as evidence of extra time			
Collaborate across campuses to strengthen extracurricular program.	HS students and HS teachers	Directors/ Teachers	During conferences or afterschool planning time during the school year	Time, space	Meeting agendas	Meeting agendas			
Giving teachers support in explicit STAAR testing environments through local assessments.	Teachers and students	Curriculum team and Campus Directors	All year	None	N/A	Increased STAAR performance and quality testing environments			

**District Goal #3: At UT Tyler University Academy, partnerships between the school, home, and community will be promoted to ensure a quality educational experience. Parent and Community Involvement District Policy**

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.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Fall Eval</b>	<b>Spring Eval</b>	<b>EO Y Eval</b>
Host parent meetings/conferences for each campus throughout the year at various times to support student success.	All	Director, Teachers	August-June	State Funds	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation			
Provide a parent orientation for new families to the school.	All	Directors	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, 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.	12 <sup>th</sup> grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation			
Advisory-Career Academics/College Activities	6 <sup>th</sup> -12 <sup>th</sup> grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded by UT Tyler	Observations	Observations			
Post-Secondary Tours	9 <sup>th</sup> 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.	11 <sup>th</sup> and 12 <sup>th</sup> grade	Career Counselor	November	CTE and State 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. In addition, the district will identify ½ days on Friday devoted to parent communication through	All	Superintendent, Directors, IT Department	August-July	State Funds	Schedule of calls/recordings, sign-in sheets, and copy of emails	System report analyzing connections made			

conferences and parent engagement opportunities.									
Implement Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August-June	State Funds, Title II Funds, CTE Allotment	Student enrollment	End of course exams			
TSIA student support	Teachers and Students	Teacher/Director/Coaches	August-May	TSIA Matrix TSIA Math driven homework State Funds	Increase in percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.			
Increase advertisement of school within the community and hold conferences with potential new families to review the model and expectations so that they can make an informed decision about enrollment.	New Students	Directors/Marketing	August - July	State Funds	Increase in student enrollment.	Increase in student retention.			
New families and students attend New Student Orientation.	New families and students to our schools	Directors	Late July/August	Campus Funds	Provide a schedule for the day.	Provide a schedule for the day.			
Connect with new families each month in the fall semester to provide support.	New families and students to our schools	Directors	Monthly in the 1st semester	Parent Square	Provide evidence of communication	Provide evidence of communication			

**District Goal #4: At UT Tyler University Academy, the district 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	Spring Eval	EOY Eval
Provide incentives to attract highly qualified staff: <ul style="list-style-type: none"> <li>• Health insurance provided</li> <li>• Free college tuition for employees and immediate family</li> <li>• Competitive salary</li> <li>• Loyalty Bonus</li> <li>• Promotion Plan</li> </ul>	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Highly qualified staff assigned to core academic areas	PR1500 Equity Data Survey			
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 or Doctorate program	Teachers who have Master’s and/or Doctorate Degree			
Provide teachers support through a personalized coaching model to support the school instructional model: <ul style="list-style-type: none"> <li>• PBL/PrBL</li> <li>• Blended Learning</li> <li>• State Standards</li> </ul>	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State Funds, SCE	Sign-in sheets/Attendee list	Implementation of instructional model; MIZ Grant with personalized learning			
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 training on technology equipment, programs available for instruction, and technology coaching.	Teachers	IT Department; Instructional Coaches	August-July	State Funds, Title IV Funds	Sign-in sheets/Attendee list	Increase integration of technology			
Provide paraprofessionals with required training to ensure they are highly qualified.	Paraprofessionals	Palestine Director	August-July	State Funds	Training certificate	Certificates of completion			
PLC Lead Training	Teachers	Coaches/Director of CIA	August 2022	District created resources, State Funds, Title II	Agenda/Survey	EOY Teacher Survey			
Increase the number of teachers who are approved to teach dual credit in high school.	Teachers	Executive Director of Curriculum	August - July	State Funds	Number of teachers qualified to teach dual credit.	Number of teachers teaching dual credit courses.			
PD for interventions and tutorials	Teachers	Curriculum Department	Fall 2023	Curriculum Resources /State Funds	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to STAAR and ERI			
On-going instructional coaching	Teachers	Curriculum Director, District content specialists, Campus Instructional Coaches	All year	None	N/A	Instructional Coaching feedback			

**District Goal #5:** At the UT Tyler University Academy, the district will provide a state-of-the-art university lab facility to support K-12 grade learning focus 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	Spring Eval	EOY Eval
Facilities will provide a design to support Project and Problem-Based Learning, 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 College of Education and Psychology by partnering with professors 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			

### **Dating Violence Addendum**

**Commented [8]:** This was updated on our 23-24 DIP.

Dating violence is not tolerated, and should immediately be reported to a teacher, Campus Director, district employee, or StopIt! application. The district will promptly notify the parents of a student that is identified as the alleged victim or perpetrator. The district will adhere to the following guidelines for students who are victims:

- The school will provide appropriate supportive measures to ensure a safe environment. Such measures could include academic accommodations, counseling, enforcement of school-issued no-contact orders, additional safety and security measures, or other personalized services as the situation dictates.
- Rights and options – any student that has experienced dating violence, has the right to report to the school and seek relief and resources.
- The student has the right to file with law enforcement or decline to file with law enforcement. (Mandatory reporting laws by the school to law enforcement may still be in effect but the student/parents have the right as to their participation.) If a student does file with law enforcement, they have the right to assistance from the school in that process.
- If the perpetrator is affiliated with the school, the student has a right to file a formal complaint and have the school formally investigate the allegation. (This is the Title IX process and is separate from any law enforcement investigation.)
- Any student found responsible for committing sexual misconduct, through the formal process, is subject to disciplinary action, up to and including expulsion from the school.
- A student has the right to supportive measures (bullet point 3) whether or not they file a formal complaint.
- A link to or copy of the school's sexual misconduct policy.
- Additional community resources available:
  - Examples - Local hospital information, area Law Enforcement, East Texas Crisis Center, Legal Aid, Dating Violence Hotline, etc.

## Migrant Priority for Service Action Plan

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UT Tyler University Academy

### 2024-2025 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG), or Out of School (OS)	<ul style="list-style-type: none"><li>Who have made a qualifying move within the previous 1-year period;</li></ul> <p><u>AND</u></p> <ul style="list-style-type: none"><li>Have failed one or more of the state assessments (STAAR), or were granted a EB Postponement, were Absent, Not Tested, or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li></ul>
Grades K-3	<ul style="list-style-type: none"><li>Who have made a qualifying move within the previous 1-year period;</li></ul> <p><u>AND</u></p> <ul style="list-style-type: none"><li>Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u></li><li>For students in grades K-2, who have been retained, or are over age for their current grade level.</li></ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

Texas Education Agency, Special Populations Division, 2017-2018

1

Reviewed: 01/24/2024

Revised 02/01/2023

**Commented [9]:** This has been updated- Region 7 provides this service. Will f/u with the family if we get a migrant student.

UT Tyler University Academy

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: <b>UT Tyler University Academy</b>
Region: 7

### Priority for Service (PFS) Action Plan

Filled Out By: <b>Nikki Hart</b>
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Date: May 20, 2024
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School Year: 2024-2025

*Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).*

**Goal(s):**

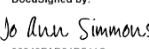
100% of eligible migratory, Priority for Service Students will be entered into the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.

**Objective(s):**

To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.

**UT Tyler University Academy**

Additional Activities			
<ul style="list-style-type: none"> <li>Provide services to PFS migrant students.</li> </ul>			
<ul style="list-style-type: none"> <li>The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
<ul style="list-style-type: none"> <li>The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	ongoing	MEP staff	PFS student review forms
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			

DocuSigned by:  
  
 60349FAD240B44C  
 LEA Signature                      5/20/2024  
 Date Completed

## **UTTUA Translation & Interpretation Procedures Addendum**

**Commented [10]:** These have been updated. If any parents need translations they can reach out to us and we will find accommodations for that. We post CNA and PFE in English and in Spanish on our website. Comments or questions?

As part of Title I, Part A schoolwide program requirements, UT Tyler University Academy UTTUA students. Families of UT Tyler University Academy students speak 11 different home languages as determined by original home language surveys collected when a student first enrolls in a Texas public school: Arabic (2), Chinese (2), English (917), French (1), Gujarati (3), Korean (2), Mandarin (1), Pashto (2), Pilipino (1), Russian (2), Spanish (46), Swedish (1), Thai (1), Urdu (4), and Vietnamese (13).

### **District Level**

- The District employs staff who can translate and interpret for parents or families that speak Spanish as a first language. In the event that a parent or family needs to have items translated or interpreted, contact the campus office to schedule a time for interpretation or for items to be translated.
- All paper-based parent notices, invitations, notes, and reports to families originating from the district level can be translated to Spanish upon request.
- The UT Tyler University Academy District Improvement Plan will be available in English and Spanish on the district website. Hard copies are available at each campus office upon request.
- The UT Tyler University Academy Parent and Family Engagement Plan will be available in English and Spanish on the District website. Hard copies are available at the school offices upon request.

### **Campus Level**

- The District teacher/translator is available for each campus to translate or interpret as needed for parents or families that speak Spanish as a first language.
- Translation and interpretation services in Spanish will be made available at campus-level parent events and meetings as needed.
- Notes and other “hard copy” communications can be translated to Spanish upon request.

## **Title I, Part A Appendix**

**Commented [11]:** This section has been updated- any comments or questions

UT Tyler University Academy District Committee includes all required stakeholder members for Title I, Part A. A list of committee members and their respective roles can be found in the Continuous Improvement Plan Committee section of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.

For the 2024-2025 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: March 7, 2024, March 21, 2024, March 28, 2024, June 25, 2024, October 22, 2024, March 25, 2025, and June 10, 2025. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (October and March) and a summative assessment in June. The committee will also be utilized to assist in completing the District Comprehensive Needs Assessment (CNA) in the spring of 2025. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in late spring and early summer.

UT Tyler University Academy 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 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 creating the District Improvement Plan with representatives from each of the programs included.

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 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.

UT Tyler University Academy 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, computer science, civics and government, art, history, career and technical education, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine their effectiveness and ensure they meet the needs of students.

UT Tyler University Academy 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 on report cards, progress reports, 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 four days a week.

UT Tyler University Academy 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 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.

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 (reference the current year of USDA child nutrition programs income eligibility guidelines). Therefore, the district uses students coded with 99 to determine its low-income percentage and maintains documentation locally for students coded as 99.

UT Tyler University Academy's eligible campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.

UT Tyler University Academy currently serves approximately 5 homeless children and youth.

**Enrollment:** The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, each director serves as the Homeless Liaison for the campus to provide training to school staff, including admins, receptionists, counselors, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.

**Attendance:** The district PEIMS Coordinator assists with placement, enrollment, and application to the free breakfast program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth.

**Success:** The District provides services to support homeless children and youth with school success by having the Homeless Liaison and academic counselors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.

UT Tyler University Academy works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this [link](#) to view our District Written PFE Policy for the 2024-2025 school year, which outlines our PFE program. The specific strategies employed to engage parents are included under goal number three in the district improvement plan.

**Commented [12]:** This link may need to be updated once we update the policy on the website. We should have it ready to be posted within 2 weeks.

UT Tyler University Academy implements strategies to facilitate effective transitions for students. From middle school to high school, the district provides an informational meeting for parents to learn about the career pathways and dual credit opportunities offered to high school students.

UT Tyler University Academy coordinates with its higher education partner, UT Tyler to prepare its high school students to transition into college and career upon graduation. High school students are also offered opportunities to tour college campuses, such as UT Tyler and Texas State Technical College. Dual credit opportunities are available to students in a wide variety of academic fields.

UT Tyler University Academy reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for 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.

Although the district does not utilize Title I funding for the G/T program, the district does have an established program described below. UT Tyler University Academy has an established G/T referral process within the district. Referral testing is available for grades 1 through 12. As part of the regular instructional program and teaching/learning cycle, teachers identify students who have met the standard and provide them with opportunities to work with other identified G/T peers. All G/T identified students receive instruction through an inclusion program throughout the school year and are encouraged to participate in grade-specific and campus-specific clubs, such as Robotics, Model UN, Create K-2 after school. These clubs will have opportunities to attend Student Seminars and Competitions at Region 7 ESC in Kilgore. Students are also invited to apply for summer school programs specifically designed to extend learning opportunities for G/T students.

School libraries are developed and updated annually by purchasing novels and other reading material, both print (for classrooms libraries) and digital. Each student (K-7) is provided a Chromebook at the beginning of the school year as a tool for learning purposes. Education Technology Specialists coach classroom teachers in the effective use of technology tools and technology strategies that students use for learning, productivity, research, and problem-solving.

## **Title II, Part A Appendix**

**Commented [13]:** Updated- any questions or comments

UT Tyler University Academy follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP concerning the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. Teacher evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data, along with meaningful input from stakeholders, drive the plans for Title II expenditures. Each expenditure is evaluated formatively, twice a year, and summatively, at the end of the school year for effectiveness and is revised based on student progress and need.

UT Tyler University Academy District Committee includes all required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found on page eight of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.

For the 2024-2025 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: March 7, 2024, March 21, 2024, March 28, 2024, June 25, 2024, October 22, 2024, March 25, 2025, and June 10, 2025. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (October and March) and a summative assessment in June. The committee will also be utilized to assist in completing the District Comprehensive Needs Assessment (CNA) in the spring of 2025. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in late spring and early summer. Professional development effectiveness surveys will be completed by all staff members upon completion of a workshop throughout the year. This information, along with staff professional development needs surveys, will be taken into account as the committee meets as well.

UT Tyler University Academy 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 III

SCE

Program coordination occurs with community partners, such as UT Tyler and local business leaders, local governmental leaders, and professional experts who provide feedback on areas of needs regarding student achievement. Based on these needs, action plans are designed which include professional development for identified staff members.

Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II 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 creating the District Improvement Plan with representatives from each of the programs included.

Before planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus’s school improvement status and percentage of low-income students. The district maintains a spreadsheet locally with that information and the expenditures allocated to each campus to show the alignment of prioritization and campus needs, as established by school improvement status and low-income percentage. Notes related to the rationale for expenditures by campus are included in the spreadsheet.

Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II, Part A Funds Allocated	Notes
UT Tyler University Academy at Longview	212804102	20.91%	No	\$	
UT Tyler University Academy at Palestine	212804103	46.99%	No	\$	
UT Tyler University Academy at Tyler	212804001	27.91%	No	\$	

**Commented [14]:** After the budget is approved in July these amounts will be updated and we will present it at the next meeting.

UT Tyler University Academy has a district-wide system of Professional Growth and Improvement. Please see the following link <https://sites.google.com/uttia.org/ua-curriculum/home?authuser=0> to view the description of the system of professional growth and improvement.

**Title IV, Part A Appendix**

**Commented [15]:** This smart goal has been updated to reflect the Title IV funds.

During the CNA for the 2024-2025 school year, the required stakeholders met on the following dates: March 7, 2024 and March 21, 2024. As recorded in the meeting minutes, the committee discussed all needs in relation to all ESSA programs. Per the recorded minutes, the stakeholder committee determined that the needs were so extensive that our Title IV, Part A funds would best be used to meet those needs; therefore, the funds would not be reaped or transferred.

UT Tyler University Academy funds the following programs and activities to support effective use of technology : salary for instructional technology coach

<b>Title IV Program Goals</b>			
<b>SMART Goal</b>	<b>BOY Formative Assessment</b>	<b>MOY Formative Assessment</b>	<b>EOY Summative Assessment</b>
Increase the following by 20% as assessed by usage reports at BOY, MOY, and EOY: <ul style="list-style-type: none"><li>• All Tier 1 online programs</li><li>• All expected use online programs</li></ul>			

UT Tyler University Academy will evaluate the progress of these program objectives and intended outcomes three times a year (October 22, 2024, March 25, 2025, and June 10, 2025). The district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the district determines they are necessary at the time of evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.

UT Tyler University Academy District Committee includes all of the required stakeholder members for Title IV, Part A. A list of committee members and their respective roles can be found on page eight and nine of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.

For the 2024-2025 school year, District Committee/Title IV, Part A committee will take place on October 22 , 2024, March 25, 2025, and June 10, 2025. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (October and March) and a summative assessment in June. The committee will consult with stakeholders to improve the activities it conducts and also to coordinate implementation with other related activities conducted in the community. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in the spring of each year. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in the spring. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities, and/or programs.

Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus’s needs, percentages of low-income students, school improvement status, and persistently dangerous status. The district maintains a spreadsheet locally with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus needs, as established by the criteria listed above. Notes related to the rationale for expenditures by campus are included in the spreadsheet.

Campus Name	Campus Number	Low-Income %	School Improvement Status	Persistently Dangerous Campus	Identified Needs	Amount of Title IV, Part A Funds Allocated	Notes
UT Tyler University Academy at Longview	212804102	20.91%	No	No	There is a need for technology coaching to include training on equipment and programs available for instruction.	\$3,333	
UT Tyler University Academy at Palestine	212804103	46.99%	No	No	There is a need for technology coaching to include training on equipment and programs available for instruction.	\$3,333	
UT Tyler University Academy at Tyler	212804001	27.91%	No	No	There is a need for technology coaching to include training on equipment and programs available for instruction.	\$3,334	

**Commented [16]:** This has remained the same as previous year. This has potential to be changed after budget is approved in July.

## Comprehensive Needs Assessment/ District Improvement Plan Meeting Addendum

Meeting Title: Spring Summative Assessment/ Comprehensive Needs Assessment/ District Improvement Plan Meeting Addendum

UT Tyler University Academy

Date: March 28, 2024

Time: 3:00 p.m.

Meeting Location: Zoom

**Commented [17]:** CNA/DIP Meeting #1 (I would add the Comprehensive Needs Assessment meetings to this section too.)

Present Committee Members:

Shelly Parsons, Interim Director for Palestine	Nicole Hart, Test/Academic Coordinator
Aimee Dennis, Executive Director of Operations	Sarah Evans, Director of Technology
Samantha Rector, Instructional Coach	Sharlotte Byrd, Tyler School Aide
Laura Hilbig, Technology Instructional Coach	Amanda Kaiser, Administrative Coordinator
Kelly Dyer, Tyler Director	Christian Chesnut, Finance Manager
Rachel Hawkins, Longview Director	Laci Robinson, Tyler Teacher
Lisa Bronsema, Longview Parent	Sammi Broussard, Special Education Coordinator
Jaclyn Pedersen, Executive Director of Curriculum	Cori Mackey, District Nurse
Heather Bailey, Grant/Finance Coordinator	Keren Acuna, Senior Mental Health Counselor

Jennifer Rasberry, Academic Coach	Chessa Martinez, Tyler parent/aide
Holly Gage, Admin Assistant III	Kristian Fischer, Academic Coach
Kathy Parker, Academic Counselor	Samantha Rector, Academic Coach
Jo Simmons, Superintendent	Linda Butler, PEIMS



Absent Committee Members:

Brent Allen, Community Partner	Edward Broussard, City Manager for Tyler
Sandra Hester, Palestine Teacher	Amy Mashburn, Longview Paraprofessional
Angela Lynch, Palestine Parent	Patricia Davis, Assistant Director Longview
Victoria Martinez, Tyler Parent	
Anni Tran, Longview Student	
Rachel Daniel, Tyler Student	
Ava Chaladpru, Palestine Student	

Agenda:

- Present the data that the committees collected for demographics, student academic achievement, staff quality recruitment and retention, technology, family and community involvement/engagement, school context and organization, and school culture and climate.

Meeting Minutes:

- During this meeting, the sub committees presented the data that they collected for demographics, student academic achievement, staff quality recruitment and retention, technology, family and community involvement/engagement, school context and organization, and school culture and climate. The strengths and problem statements were reviewed.

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Meeting Title: Summer Summative Assessment

UT Tyler University Academy

Date: June 25, 2024

Time: 3:00 p.m.

Meeting Location: Zoom

Present Committee Members:

Shelly Parsons, Interim Director for Palestine	Nicole Hart, Test/Academic Coordinator
Aimee Dennis, Executive Director of Operations	Sarah Evans, Director of Technology

Samantha Rector, Instructional Coach	Amanda Kaiser, Administrative Coordinator
Laura Hilbig, Technology Instructional Coach	Linda Butler, PEIMS & SIS Coordinator
Kelly Dyer, Tyler Director	Christian Chesnut, Finance Manager
Rachel Hawkins, Longview Director	Jeff Kennemer, Community Member
Tracey Breeden, Longview Teacher	Sammi Broussard, Special Education Coordinator
Lisa Bronsema, Longview Parent	Jo Simmons, Superintendent
Heather Bailey, Grant/Finance Coordinator	Samantha Rector, District Math Specialist

Michael Odell, University Professor/Community Member	
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Absent Committee Members:

Jeff Kennemer, Community Partner	Edward Broussard, City Manager for Tyler
Sandra Hester, Palestine Teacher	Keren Acuna, Senior Mental Health Counselor
Angela Lynch, Palestine Parent	Patricia Davis, Assistant Director Longview
Allyson Aragon, Tyler Parent	Laci Robinson, Tyler Teacher
Baylee Mauer, Longview Student	Kathy Parker, Academic Counselor
Melissa Hilbig, Tyler Student	Dr. Jaclyn Pedersen, Executive Director of Curriculum
Yash Patel, Palestine Student	Cori Mackey, District Nurse
Sandra Hester, Palestine Teacher	Donna Phillips, Tyler Teacher
Jennifer Rasberry, District Reading Language Arts Specialist	Melissa Hilbig, Tyler Student
Jennifer Stenhouse, Longview Paraprofessional	Lety Navarro, Palestine Paraprofessional
Jenny Calk, Palestine Teacher	Shyanne Byrd, Tyler Paraprofessional

Agenda:

- Student Achievement- summarize strengths, weaknesses, problem areas
- Updates for funding including Title I, II, III, IV and State Comp Ed

- Root Cause Analysis, Priority Statements identified
- Updates including dates, amounts and percentages
- UTTUA Translation & Interpretation Procedures Addendum- updates

Meeting Minutes:

The committee reviewed the district goals and performance objectives and updated dates, amounts and percentages. Formative Review of District Improvement Plan including Title I, Title II, Title III, Title IV, and State Comp Ed. Nicole Hart went over Student Achievement- strengths, weaknesses and problem areas.

The committee reviewed Title I- no comments or feedback were given.

The committee reviewed Title II & Title IV- no comments or feedback were given.

The committee reviewed the Migrant Priority Service Action Plan- Region 7 and Translation & Interpretation Procedures Addendum.