2026-2027 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 21st Century.
II. UTTUA will be a model for blended learning and project-based instruction so that learning is rigorous and relevant.
III. UTTUA will be a model for individualized, collaborative, accelerated learning that prepares students to be STEM College ready.
IV. UTTUA will be a model for STEM Education and the implementation of Project Lead the Way in Texas at all grade levels.
V. UTTUA will be a model for university laboratory schools to prepare the STEM Teacher workforce, in-service and pre-service.
VI. UTTUA will be a research and development laboratory to identify and verify best practices in STEM Education.

COMPREHENSIVE NEEDS ASSESSMENT AND 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 4, 2026, and July 8, 2026. Periodic reviews and revisions will be done through formative and summative evaluations scheduled for October 20, 2026, March 23, 2027, and June 11, 2027.
- 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 is 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 seventy 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 seventy 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 in accordance with TEC, §37.00613 during the preceding or current school year.
- Has been expelled with the TEC, §37.00715 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 as defined by TEC, §29.052.
- Is in custody or care of DPRS or has, during the current school year, been referred to DPRS.
- Is homeless.
- Is a chronically absent student, as defined by Section 48.009
- 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, which is designated as a dropout recovery school under TEC 39.0548.
- Is required to attend school under Section 25.085, is not exempted under Section 25.086, and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year

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: $618,703.00. Expenditures involve $ 340,286.65 for Instructional Coaches & Licensed Counselors.

Total FTEs funded through SCE at this District: 2.5

Cumulative summary of the program and entire budget: SCE funds are utilized to serve students who meet at least one of the fifteen 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			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
Students At-Risk	26%	23%	19%	20%	46%	47%	45%	46%	43%	43%	37%	33%	37%	34%	49%	37%
Students Not At-Risk	72%	66%	77%	61%	84%	85%	82%	84%	76%	77%	73%	84%	78%	83%	81%	73%

	Drop Out Data			Completion Data		
	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
Students At-Risk	0%	0%	0%	100% (4)	100% (12)	100% (15)
Students Not At-Risk	0%	0%	0%	100% (44)	100% (36)	100% (42)

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

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 into 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 . Additionally, due to the small number of students identified as homeless in our district and the limited support needed in previous years, a $1,600 homeless reservation has been established within the Title I budget to support a portion of the Homeless Liaison's salary. https://tea.texas.gov/finance-and-grants/grants/essa-program/t1ahomelessreservation.xlsx

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.

Title I $141,766 *Strategies reflected in Palestine CIP	Title II $36,122	Title III $5,796	Title IV $10,000	IDEA B $184,675
Payroll ● $116,768.31- School Aide and Family & Community Engagement Liaison- Mental Health Counselor, Stipends Supplies and Materials ● $24,997.69- School Supplies for Students and after school program	Payroll ● $36,122 - Stipends for providing Professional Development	Shared Services Agreement ● $5,796 to Region VII	Payroll ● $10,000 Instructional Technology Coach	Payroll ● $184,675- 2 Diagnostician Positions, 3 Speech positions, ARD Facilitator

Special Education Allotment $2,040,438	Dyslexia Allotment $80,174	State Compensatory Allotment $618,703	Bilingual Educational Allotment $30,143	Perkins V Grant $11,282
Salaries/ Contracted Services ● $906,640.90 Special Education Support Staff Supplies ● $215,600- Supplies for Special Education Students	Salaries ● $80,174 Personnel who Serve Dyslexia Students	Salaries ● $ 340,286.65 Instructional Coaches & Licensed Counselors ● If any funds available- Summer/Saturday School, Reading Academies & Leader In Me	Salaries ● $16,170 Contracted Services ● $ 3,295 ESL program	Shared Services Agreement ● $11,282 to Region 7

Career & Technology Allotment $811,199	**Early Education Allotment $87,651**	**Gifted & Talented Allotment $25,946**	**CCMR Outcomes Bonus $101,000**	**School Safety Allotment $125,275**
Supplies ● $96,900 PLTW Supplies and Professional Development Salaries ● $ 348,709.45 CTE Teachers, Academic Counselor, and Academic Coordinator	Contracted Services ● $43,825.50 Supplies ● $43,825.50 K-2 Classroom Supplies	Salary ● $10,780 Stipends ● $5,916 Supplies ● $9,250	Contracted Services ● $101,000 Contracted Service	Salaries ● $125,275- officer salaries and other salaries
Allotment For Basic Costs $129,744 ● General day to day public school operations ● Teachers and Staff salaries	**Special Education Full Individual and Initial Evaluation Allotment $53,000** ● Spent on admin costs for SPED evaluations	**Support Staff Retention Allotment $56,335** Salaries ● Non administrative staff	**Teacher Retention Allotment $488,000** Salaries ● Increase base salary of qualifying classroom teachers (3 + yrs experience)	**Teacher Incentive Allotment $438,535** ● Additional compensation for qualifying teachers

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 Doepker
Dr. Michele Marjason	Dr. Joanna Neel
Mr. Eric Semlear	Mr. Jon Regan Beckham
Mr. Alan Buckland	Dr. Robert Dehaas

Continuous Improvement Plan Committee

Dr. Aimee Dennis, Superintendent	Andrew Kohls, Tyler Director
Dr. Jaclyn Pedersen, Executive Director of Curriculum	Chandra Tucker, Tyler Assistant Director
Rachel Hawkins, Executive Director of Operations	Landen Smith-Weerts, Tyler Teacher
Nikki Hart, District Testing & Academic Coordinator	Shyanne Byrd, Admin III Tyler Campus
Sarah Evans, Director of Technology	Kimberly Tucker, Tyler Parent
Sammi Broussard, Director of Special Education	Anna Perkins, Tyler Student
Christian Chesnut, Finance Manager	Patricia Davis, Longview Director
Amanda Kaiser, Operations Manager	Jennifer Cunningham, Longview Assistant Director
Cori Mackey, District Nurse Clinician	Lesley Bozman, Longview Teacher
Dimas Rodriguez, Mental Health Coordinator	Jennifer Stenhouse, Longview Paraprofessional
Samantha Rector, District Math Specialist	Lisa Bronsema, Longview Parent
Kris Fischer, District Science & PBL Specialist	Elizabeth Hawkins, Longview Student
Laura Hilbig, Technology Instructional Coach	Shelly Parsons, Palestine Director
Jennifer Rasberry, District Reading Language Arts Specialist	Jenny Calk, Palestine Teacher
Lisa Wright, Academic Counselor	Michelle Clark, Palestine SPED Teacher
Chelsey Vinzant, Academic Counselor	Lety Navarro, Family & Community Engagement Liaison-Title I
Michael Odell, University Professor/ Community Member	Ashley Ford, Palestine Parent
Edward Broussard, City Manager for Tyler	Nathan Brown, Palestine Student
Jeff Kennemer, Community Partner	

UT Tyler University Academy
District Goals

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

We had a 6.6% increase in enrollment from 24/25 to 25/26 school year. Over the last two school years, from Fall 2023 to Fall 2025, we have increased enrollment by 20.5%. Looking at the enrollment per grade level from 24/25 to 25/26, we have had a decrease in enrollment for first by four, second by one, fourth by two, fifth by seven and ninth by two, but all the other grade levels maintained or increased. The majority of our students are White (56%), followed by Hispanic (26%), then African-American (7%), Two or More (6%), and Asian (5%) . Looking at the sub-pops, Emergent Bilingual students have had a 35% increase from the previous year. Our At-Risk follows a similar trend as our ethnicity enrollment with White at 50%, followed by Hispanic at 27%, African-American at 9%, and then Asian at 7.4% and Two or More at 6.8%. We have an exceptionally low number of migrant students in the district with only 5 .

Our staff demographics are at 86% being female and 14% being male, and the ethnicity rates being 82% are white, 7% are Hispanic, 8% are African-American, and 3.4% are other. The average years of experience for our teaching staff falls primarily between 6-10 years at 29.6%, 1-5 years at 25.8%, 11-20 years at 24.2%, less than a year at 12.2%, and more than 20 years at 8.2%. The majority of our teachers have a Bachelors for their highest held degree at 52.4%, and Masters falls closely behind with 45.1%, and finally a Doctorate at 2.5%.

The current teacher-to-student ratio is 1:20 for Kinder-2nd, 3-5th is 1:24, and 6th-12th is 1:26. Longview has all sections at full capacity except one Kinder, one 3rd, both 8th, and the 11th and 12th grades. Tyler only has both 3rd and 6th grade sections at capacity. Palestine is at capacity for Kind, 2nd, 4th, and 8th grades.

The ECD percentage has increased in Longview, decreased in Palestine, and stayed consistent in Tyler from the previous year. The district ECD percentage is at 33.6%.

The percentage for languages spoken by our students are as follows; 94% speak English, 2.7% speak Spanish, 1.2% speak Vietnamese, and less than 1% speak Arabic, Bengali, Cebuano, Chinese, French, Gujarati, IBO/IGBO, Japanese, Mandarin, Pashto, Pilipino, Portuguese, and Urdu. Student Performance compared to the teacher/student ratios varies by campus and grade level.

Longview had decreases in student performance for meeting grade-level standards in 6th & 7th RLA, Eng 1, 4th and 5th Math, 5th Science, 8th Social Studies, and US History. Of these, English 1, 4th and 5th Math, and 8th Social Studies decreased by more than 10%. Longview had decreases in student performance for approaching grade-level standards in 6th and 8th RLA, 4th and 6th Math, 8th Science and Social Studies. Of these, 4th Math decreased more than 10%.

Tyler had decreases in student performance for meeting grade-level standards in 3rd and 5th RLA, English 1 and 2, 3rd and 5th Math, 5th Science, and Biology. Of these, English 1 and 2, 5th Science, and Biology decreased more than 10%. Tyler had decreases in student performance for approaching grade-level standards in 3rd, 5th, and 7th RLA, English 1 and 2, 3rd, 5th, and 7th Math, and 5th Science. Of these, 5th, and 8th RLA and 5th Science decreased more than 10%.

Palestine had decreases in student performance for meeting grade-level standards in 4th, 6th and 7th RLA, English 1 and 2, 3rd, 4th, 5th, and 6th Math, 5th Science, Biology, and US History. Of these, 6th RLA, English2, and 4th and 6th Math decreased by more than 10%. Palestine had decreases in student performance for approaching grade-level standards in 3rd, 4th, 5th, and 8th RLA, English 2, 4th and 5th Math, Biology, and US History. Of these, 4th, 5th, and 8th RLA, English 2, and 4th and 5th Math decreased more than 10%.

Demographics Strengths

1. Almost 50% of the teachers in our district hold a degree higher than a Bachelors.
2. From Fall 2023 to Fall 2025, the enrollment for the district has increased by 20%.
3. Our staff ethnic demographics are similar to our student ethnic demographics.
4. At-Risk student population is consistent with ethnic demographics.
5. Student Performance compared to the teacher/student ratio increasing did not show a consistent problem at any specific grade level or subject.

Problem Statements Identifying Demographic Needs:

1. There is a significant disparity between the district's male-to-female population percentage and the gender composition of the student body, suggesting potential inequities in representation.
2. The district is currently operating at 91.6% enrollment capacity, falling approximately forty-five students short of the 95% enrollment capacity goal established in the previous year.
3. The district is experiencing a rapid increase in newly enrolled Emergent Bilingual (EB) students, alongside persistently low reclassification rates among returning EB students.

Student Academic Achievement

Student Academic Achievement Summary

Overall, district performance data show positive academic growth across RLA, science, and mathematics, with particularly strong gains in several tested grade levels and among historically underperforming student groups. At the same time, At-Risk and Emergent Bilingual (EB) students remain priority populations, particularly as performance moves from Approaches to the more rigorous Meets and Masters standards. The data suggest that the district's emphasis on curriculum coherence, frequent assessment, targeted intervention, and progress monitoring is producing measurable improvement. African American, Hispanic, Economically Disadvantaged, Special Education, and EB students demonstrate gains in various subjects and performance levels, with particularly encouraging progress among African American and Hispanic students. Continued improvement efforts should focus on moving students beyond Approaches and into Meets and Masters, with particular attention to At-Risk students across content areas and EB students in fifth-grade science. Quarterly collaboration between the Content Team and campus leadership, along with analysis following CDA 1, CDA 2, and Spring Benchmark assessments, provides an important structure for identifying needs, evaluating intervention effectiveness, and making timely instructional adjustments.

Student Academic Achievement Strengths

Overall, the district demonstrated strong academic growth across RLA, science, and math. RLA gains were evident in grades 4 and 5 and English I and II, while other tested grades maintained consistent performance. Science improved across all tested grade bands, with Biology showing the largest gain. Math also showed substantial progress, particularly in fourth grade and third grade, with Bluebonnet Learning supporting greater vertical alignment and instructional coherence.

Subpopulation data also reflect progress toward closing achievement gaps. The district met long-term or interim RLA targets for designated subpopulations, with Hispanic students showing improvement in grades 3–5. In science, African American, Hispanic, ECD, Special Education, Mixed Race, Asian, and EB students demonstrated gains at various performance levels. In math, African American and Hispanic students made significant gains, with Hispanic students showing growth across math curriculum areas from 2024 to 2026.

Problem Statements Identifying Student Academic Achievement Needs:

Areas for improvement across RLA, science, and math center primarily on At-Risk student performance, particularly in moving students from Approaches to Meets and Masters. In RLA, additional attention is also needed for third-grade African American students. In science, fifth-grade At-Risk and EB students remain key areas of focus. In math, At-Risk students demonstrate significant achievement gaps, with approximately 50% not meeting the Approaches standard across grades 3–Algebra I, and Special Education students also require continued targeted support.

Problem Statement: There is a need to increase the percent of students meeting expected and accelerated growth.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district's student to teacher ratios by grade level are Kindergarten through 2nd grade-- 20:1, 3rd through 5th grade-- 24:1, and 6th through 12th grade-- 26:1. Overall, the data reflects teacher effectiveness with high student growth rates, the majority of the teachers earning a TIA designation, and an A rating for all campuses. Observation and evaluation data is utilized by campus directors, content and campus coaches, and district administrators to improve teacher performance through consistent and timely feedback, coaching cycles, peer feedback, MTSS meetings, planning days based on data and observations, and input for professional development. The district's attendance rate is 96.5%. The district only retains students when needed. Due to being a small school, all teachers must instruct all students, so assigning highly effective teachers to work with the highest need student subpopulation is not attainable. In self-contained classes, directors do look at which teachers might be a better fit for students, and for grade levels with two sections, directors look at the time of the class period and personality of the students. There are not multiple teachers at the same grade level and subject, but they do try to meet the needs of all students to the best of their ability. To ensure a positive impact on student achievement and help build capacity and support continuous improvement, new staff attends PBL training, weekly coaching, placed in a team for added support, attends PLCs, and have built in time for training and scaffolding expectations. Some additional systems to support continuous improvement include teacher feedback, leadership opportunities, as well as encouraging and supporting where teachers want to grow and having a mindset that we can have more experts on campus. Professional development needs for staff are determined by analyzing data and teacher feedback, and aligning the pd with both. Some of the pd that staff has attended includes PBL training, Leader-in-Me, Curriculum specific, technology, and MHFA. The pd implementation is monitored through certificates of achievement. PD for staff that addresses sub-populations include special education training, mental health training, ELPS training, and UDL training. Data is used to develop all pd needs for the district, including sub-population needs. The overall growth and use of tutorials to address student performance in sub-populations is used to determine the impact of the pd. There is more discrepancy between the lower and higher grade levels when students stay within our district. PD is offered monthly, if not more frequently, and often is bi-weekly in the spring and weekly in the fall. District-level departments contribute to improving student academic performance by gathering input from a multitude of areas and departments, and they use the data to drive the professional development and district goals.

Staff Quality, Recruitment, and Retention Strengths

District data reflect strong instructional capacity and effective staffing structures across grade levels.
Overall teacher effectiveness
Strong attendance rate of 96.5%
New staff receive comprehensive onboarding and ongoing support through project based learning training, weekly coaching, professional learning communities, team based supports, and built in time for training and scaffolding expectations.
Professional development is data driven and aligned to both student performance data and teacher feedback.

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

- Although the district demonstrates strong teacher effectiveness, high student growth, and a comprehensive professional development system, data reveal a need to strengthen the alignment between professional development implementation and measurable student outcomes, particularly for sub populations in the lower grades. Additionally, limited staffing flexibility within a small school structure presents challenges in strategically assigning instructional personnel to address increasing and diverse student needs. Continued refinement of data analysis, targeted professional learning, and monitoring of instructional impact is necessary to ensure equitable academic growth for all students.

Technology

Technology Summary

The technology environment across the district has had some improvements but there is still room for improvement in some areas, particularly regarding a reliable way to screen share and cast, as well as stable internet performance that is consistent across all classrooms. Issues have been identified and addressed but are still under further investigation. For online programs, we have seen an increase of use in some content areas, but need to ensure teachers have necessary training to implement required programs with fidelity.

Technology Strengths

1. Teachers and staff have adapted to the new Clever-based logins and are able to access tools that saves them time in the classroom.
2. “Trouble rooms” for wireless internet have been worked on and improvements have been made. We are receiving fewer tickets regarding internet issues in the Spring than we did in the Fall.

Problem Statements Identifying Technology Needs:

1. Conduct further scans on “trouble rooms” to help identify the underlying issues affecting wireless internet, then check with staff routinely to assess whether the adjustments made are making a positive impact or not.
2. Identify an appropriate and cost effective alternative to the Chromecast as the primary way for classrooms to screen share.
3. Provide training for online learning platforms in smaller groups to target specific needs.

Parent, Family, and Community Engagement

Family and Community Involvement/Engagement Summary

The district offers a wide range of meaningful opportunities for families and community members to engage in student learning, including academic nights, PBL presentations, family celebrations, volunteer opportunities, and year-round campus events. Parents also participate in district and campus decision-making through SHAC, School Board Meetings, advisory committees, and design teams. Communication remains strong and accessible, with teachers and campuses using conferences, calls, emails, ParentSquare, and translated communication to support multilingual families. Targeted services—such as Title I supports, counseling, Special Education, EB, GT, and community partnerships—ensure families of students in sub-populations receive needed resources. Engagement strategies are reviewed annually through the Parent and Family Engagement Plan, School-Parent Compact, surveys, and participation data. District-level departments further strengthen this work by providing systems, communication structures, and instructional support that promote strong family connections and improved student outcomes.

Family and Community Involvement/Engagement Strengths

1. The district demonstrates strong family and community engagement through a wide variety of meaningful events, academic nights, celebrations, and volunteer opportunities that actively support student learning.
2. Families have multiple avenues to participate in decision-making, including SHAC, School Board Meetings, campus committees, and district planning teams.
3. Communication systems are a major strength, with teachers and campuses using conferences, digital platforms, and translated communication to ensure all families including multilingual households remain informed and connected.
4. The district also provides support services for families of students in sub-populations through Title I, Special Education, EB, GT, counseling, and community partnerships.
5. Engagement strategies are regularly reviewed and revised with parent input, demonstrating a commitment to continuous improvement and strong school–home partnerships.

Problem Statements Identifying Family and Community Involvement/Engagement Needs:

1. Despite offering many engagement opportunities, parent participation can be stronger and the district lacks complete data on the specific barriers families face. Some multilingual families may still experience communication challenges, and certain sub-populations may need more targeted outreach to ensure equitable involvement.

School Context and Organization

School Context and Organization Summary

The district demonstrates a strong foundation of organizational systems that support teaching, learning, and student safety. Communication structures, both formal and informal, are well established and promote transparency, collaboration, and trust among staff and stakeholders. Decision making processes intentionally include teacher voice through surveys, MTSS meetings, scheduling meetings, curriculum and assessment feedback cycles, Stay Meetings, and teacher-led unconferences. Teachers report feeling heard and valued, with confidence that their input meaningfully informs campus and district practices. Leadership is evident at both the formal and informal levels. Campus and district administrators collaborate with teacher leaders, content coaches, and support staff to guide instructional and operational decisions. Supervision structures, duty rosters, and the master schedule are clearly defined and contribute to a safe and orderly school environment. The physical environment, including the school map and supervision plans, supports student safety and smooth daily operations. Program support services, including extracurricular activities, after school programs, and student support services such as counseling, social work, library access, and special education, are integrated into the school day to the extent possible. The district emphasizes inclusive practices and successfully integrates students with disabilities into general education settings. Core academic needs are supported through in class accommodations, tutorials, and double blocked courses in high need content areas. District level departments, including curriculum and instruction, special education, counseling, federal programs, operations, finance, and content coaching, work collaboratively to support student academic performance. Campus leaders routinely consult multiple departments to ensure decisions are comprehensive and aligned to student needs. Stakeholder engagement is encouraged through DIP and CIP committees, open board meetings, and transparent communication channels. The district maintains a mission and vision statement that guides its work; however, there is recognition that these statements may not yet be fully internalized across all stakeholder groups or consistently connected to daily practices. While whole campus decisions include staff input, the K through twelve structure sometimes limits relevance for all grade levels in specific decisions. Overall, the school is safe, orderly, and well supported by clearly articulated systems. Parent and staff survey data confirm confidence in disciplinary policies and their consistent enforcement. As student needs evolve, particularly among students with significant disabilities, the district recognizes an opportunity to refine scheduling and support structures to ensure equitable access to instruction, intervention, and social connection for all learners.

School Context and Organization Strengths

1. District data reflect strong inclusive practices and a commitment to meeting the needs of all learners.
2. Teachers play a significant role in decision making related to professional development, student academics, and instructional practices.
3. While some assessments are set at the district level, teachers actively engage in reviewing assessment data, analyzing results, and providing feedback to content coaches.
4. The district has established strong systems for stakeholder engagement.
5. District departments including curriculum, special education, counseling, operations, finance, and federal programs collaborate regularly to support student academic performance.

6. The school environment is safe and orderly, as confirmed by parent and staff survey data.

Problem Statements Identifying School Context and Organization Needs:

1. Although the district has strong systems and collaborative practices in place, current scheduling and support structures do not consistently provide adequate targeted time for students with significant disabilities and certain subpopulations. As enrollment and student needs increase, the master schedule creates challenges in delivering specialized services without disrupting core instruction or isolating students, particularly at the high school level, and greater alignment is needed between scheduling, interventions, support services, and the district's mission and vision.

School Culture and Climate

School Culture and Climate Summary

MRA results show increases in students' academic self-efficacy, goal-setting, empowerment, trusting relationships, and self-advocacy, with students expressing strong confidence in their teachers' support. Staff data reflect similar trends, with growth in Supportive Staff Environment and stable overall culture ratings. Discipline data across the district remain extremely low, limiting comparisons to academic performance but indicating positive student perceptions of expectations reinforced through Leader in Me, the Parent-Student Compact, and the Student Code of Conduct. District culture is strengthened through surveys, team-building, family nights, intentional Leader in Me time, and monthly celebrations. District departments further support climate and achievement through training, staffing, data monitoring, and expanded services in Special Education, curriculum, mental-health counseling, and academic advising.

School Culture and Climate Strengths

1. Data show strong student growth in academic self-efficacy, goal-setting, empowerment, and trusting relationships, with students reporting highly positive teacher impact.
2. Staff data reflect an improving supportive environment and stable culture.
3. Discipline incidents remain extremely low across all groups, indicating clear expectations and a positive climate reinforced by Leader in Me and district compacts.
4. Culture is strengthened through intentional engagement activities, family events, and celebration routines, supported by district departments that provide training, staffing, counseling, and academic guidance.

Problem Statements Identifying School Culture and Climate Needs:

1. The district lacks consistent and comprehensive data on family engagement, limiting the ability to identify participation trends, barriers, and needs across all sub-populations.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

District data are systematically reviewed at the content, grade, and classroom levels to guide instructional decisions. Assessment instruments (NWEA MAPS, CDAs, benchmarks, screeners, unit assessments) are consistently used to monitor student progress. Curriculum materials across ELAR, Math, and Science, Social Studies are aligned to state standards and grounded in research-based practices. Project Lead The Way biomedical, engineering, and computer science courses are implemented at all three campuses throughout the school year.

Content Specialist support, PLCs, MTSS meetings, and Teacher Pull-Out days are structured around data findings to ensure responsive instruction and targeted interventions. Technology access is universal, and usage data are monitored multiple times per year. Curriculum and instructional programs are reviewed annually to ensure they address student needs and are within our allocated budget.

Curriculum, Instruction, and Assessment Strengths

1. **Strong Data Systems and Processes-** Regular data analysis at district, campus, grade, and classroom levels, Structured PLCs and MTSS meetings focused on student performance trends, Ongoing progress monitoring through diagnostic, formative, and summative assessments.
2. **Alignment Between Instruction and Assessment-** UA Model Plans and instructional materials aligned to district and state assessments, use of TEA HQIM/IMRA-approved materials in math, research-based instructional approaches (Science of Teaching Reading, inquiry-based science, problem-based learning).
3. **Access to Instructional Technology-** All students have access to digital instructional platforms, Usage reports reviewed three times annually.
4. **Continuous Curriculum Review-** Annual curriculum evaluation process, teacher feedback incorporated into instructional decisions, ongoing review of K–2 science materials.

Problem Statements Identifying Curriculum, Instruction and Assessment Needs:

1. Despite having aligned curriculum and assessment systems, variability in instructional delivery and content knowledge among teachers may limit consistent implementation of rigorous, standards-aligned instruction across classrooms.
2. Although assessment data are used to identify and support students receiving Tier 2 and Tier 3 interventions, performance trends indicate that some student subpopulations are not consistently demonstrating the same levels of academic growth as their peers, suggesting a need for more targeted, systematic, and consistently implemented instructional strategies to ensure equitable outcomes across all groups.

Priority Problem Statements

1. Variation in instructional delivery and differences in teacher content knowledge across subject areas have resulted in inconsistent implementation of curriculum and uneven student learning outcomes.
2. The absence of vertically aligned assessment systems across grade levels has created inconsistencies in progress monitoring, reducing the ability to accurately track and respond to student growth trends over time.
3. Current professional development monitoring focuses on participation and completion, but does not consistently document or analyze the direct impact of specific initiatives on student performance outcomes.
4. Inconsistent implementation, progress monitoring, and differentiation within supplemental and Tier 2/Tier 3 interventions are limiting sustained academic growth and equitable outcomes for student subpopulations.
5. Although the district has a mission and vision statement, these are not consistently internalized or connected to daily practices, and operational decisions do not always engage all staff levels, limiting full participation and alignment across K–12.

Comprehensive Needs Assessment Data Documentation

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

Demographics ● PEIMS Data 2024-2025 ● Human Resource Reports 2025-26	**School Context and Organization** ● Discipline Referrals 2025-26 ● Master Schedule 2025-26 ● Assessments 2024-25 ● PLC Meeting Minutes 2025-26 ● Curriculum and Technology Resources 2025-26 ● Surveys 2025-26
Student Academic Achievement ● TAPR Report 2024-25 ● NWEA Maps Data 2025-26 ● Lexia and IXL data 2025-26 ● Benchmarks 2025-26 ● PEIMS Report 2025-26	**School Culture and Climate** ● Teacher Feedback Meetings ● Campus Survey 2025-26 ● PTO Meetings ● Parent/ Student Compact and Family Engagement ● Parent Conferences

● Tutorial Logs ● RTI Process ● Parent Meeting Logs	● Focus Groups
Staff Quality, Recruitment and Retention ● RDA report 2024-25 ● District Policies ● Information from Special Education Self-Assessment responses ● Sign-in sheets from training ● Procedures for curriculum and evaluations	**Curriculum, Instruction & Assessment** ● STAAR Data 2025-26 ● CDAs 2025-26 ● Math Unit Assessments 2025-26 ● 2025-26 Curriculum Resources ● PLC Meeting Notes ● BOY/MOY/EOY MAPS Reading and Math ● mClass ● Pre Assessments and Post assessments (STAAR)- Teacher Incentive Allotment ● Benchmarks 2025-26 ● Pre and Post STEMScopes- Teacher Incentive Allotment ● Semester Exams 2025-26
Technology ● Wi-Fi Network Filters ● Monitor Filters ● Technology Usage Reports ● Professional Development Agenda Minutes	**Family and Community Engagement** ● Campus Event Agendas ● Translation Policy ● Feedback Meetings ● Surveys 2025-26 ● Parent/Family Compact

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 11.252(a).

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**
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 Programs and Leadership, Academic Counselor	August-July	Advanced Placement Curriculum, TSI Data, STAAR data	Enrollment	Success Rates	**IP**		
Increase sub pop student academic achievement by 2%	All students	All Teachers Curriculum Team Interventioni	Fall of 2026	Academic strategies, interventions, MTSS Curriculum	Fall benchmark results will increase by 1%	STAAR/TELPAS results will increase by 2%	**IP**		

		sts		Team (local)					
Train teachers to effectively implement Tier 2 & 3 Progress Monitoring Interventions to meet individual student needs.	Tier 2 & 3 students	Curriculum & Special Education department	Fall 2026	Curriculum Resources	MTSS Spreadsheets, Reduce students needing Tier 2/3 services	% Decrease in students in Tier 2/3 from BOY to EOY	IP		
Establish consistent districtwide expectations for integrating the mission and vision into instructional planning, professional development, campus improvement planning, and decision-making processes, while regularly monitoring implementation through stakeholder feedback and campus evidence.	All students	All district personnel	Fall 2026	Personnel, WIG scoreboard, PLCs	Dual Credit Enrollment Fall 2026 and Spring 2027/Dual Credit completers Fall 2026	Dual Credit Completers 26-27	**IP**		
Teachers implement student data tracking and goal setting on a consistent basis	All teachers/all students	Campus Coaches	Fall 2026	Student Data Tracking	Student Data Tracking Notebooks	% of students meeting expected and accelerated growth	**IP**		
Implement high-quality Tier 1 instruction through standards-aligned curriculum, data-driven instructional planning, differentiated instruction, formative assessment, and ongoing professional learning to increase the percentage of students meeting expected and accelerated growth.	All teachers	Curriculum Team	Fall 2026	Assessments/DMAC	Student Progress Monitoring spreadsheets	% of students meeting expected and accelerated growth	**IP**		
Qualifying students will receive evidence-based dyslexia	Special Education-	Dyslexia Teacher(s),	August-May	Dyslexia Intervention,			**IP**		

intervention designed to address identified needs in the areas of reading and written language. Instruction will be provided through the Structured English Education (SEE) Dyslexia Program. Additionally, students will be provided appropriate classroom accommodations & instructional supports to ensure access to and progress in the general education curriculum.	Dyslexia students	General Education Teacher(s), Special Education Teacher(s), Campus Admin, & Coordinator of Dyslexia Services		Structures English Education (SEE) Dyslexia Program, Student Data Tracking					
Implement high-impact, small-group tutoring (1:4 ratio maximum) for students who scored below "Approaches Grade Level" on state assessments, ensuring alignment with grade-level priority standards.	Low performing students on STAAR.	Curriculum Team, Campus Directors, and Teachers	August-May	State assessment results, Local benchmarks, High-quality instructional materials, Intervention resources, Progress-monitoring tools	HB1416 tutorial attendance logs, student participation, instructional group sizes, & implementation of grade-level priority standards	EOY state assessment results, benchmark data, student growth measures	**IP**		
Monitor student attendance, academic performance, and enrollment data at regular intervals to identify potential risk factors, trends, and maintain effective prevention practices.	All students	Campus Directors, Counselors, Teachers, Registrars	August-May	Skyward, attendance reports, grade reports, state assessment data, enrollment/withdrawal	Review attendance, grades, enrollment changes, and student engagement indicators at regular	Analyze end-of-year attendance, enrollment, student retention, and dropout data to identify trends,	**IP**		

				records	intervals. Document students needing additional support, parent communication, interventions, and follow-up actions	evaluate the effectiveness of prevention practices, and determine priorities for the following school year.			

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.

Activities	**Special Population**	**Person Responsible**	**Timeline**	**Resources**	**Formative Evaluation**	**Summative Evaluation**	**Fall Eval**	**Spring Eval**	**EOY Eval**
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.	**IP**		

Provide Bullying /conflict resolution education and training to students, staff, and parents through classroom instruction, prevention-focused educational resources, online communications, and bullying committee meetings to promote effective communication, problem-solving, respectful interactions, and peaceful resolution of conflicts.	All	Superintendent, Director, Teachers	August-June	State Funds	Sign-in sheet	Decrease in bullying incidents documented	**IP**		
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.	**IP**		
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 through monthly newsletters and meetings with parents.	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August-June	State Funds, Sped Funds, SCE	Student surveys	Decrease in bullying incidents reported.	**IP**		
Reduce sub pop campus office discipline referrals by 10%	subpopulation	Teachers Campus Admin School Psych LPCs	Fall of 2026	-Behavior Intervention Plans - School Psych/LPCs (local/federal)	December 2026 : Sub pop Discipline referrals will decrease by 5%	May 2027: Sub pop Discipline referrals will decrease by 5%	**IP**		

Provide parents with information regarding suicide prevention resources, warning signs, and available student support services through district communications and parent meetings.	All students and families	Campus Directors, School Counselors, and designated student support personnel.	August-May	District crisis response and suicide prevention procedures, parent newsletters, district website, parent communication platforms	Monitor distribution of suicide prevention information. Maintain documentation of communications and review parent questions or feedback to identify additional information needs.	Provide suicide prevention information to 100% of families through at least one districtwide communication annually.	**IP**		
Coordinate with campus counselors and other available district resources to identify and provide appropriate support for students experiencing grief or loss.	All students and families	LPCs, Campus Directors	August-May				**IP**		

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.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	Spring Eval	EOY Eval
Host parent engagement events on campus on selected half-Fridays to support student success and increase parental involvement.	All	Director, Teachers	August-June	State Funds	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation	**IP**		
Invite 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	**IP**		
Advisory-Career Academics/College Activities with a focus on the college prep and readiness provided by UT Tyler College Advisors	8th-12th grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded by UT Tyler	Observations	Observations, UT Tyler application submission reports	**IP**		
Post-Secondary Tours-specifically Engineering and BioMed pathways at UT Tyler	8th grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	**IP**		
Provide students and parents with information, resources, and assistance regarding available financial aid opportunities for postsecondary education, including completion of FAFSA, scholarship applications, grants, and other financial aid options to increase awareness of college affordability and support students in planning for education and career pathways after graduation.	12th grade	Counselors, UT Tyler personnel	October-April	State Funds	Financial aid information sessions, parent meeting(s), student progress toward completion of applications and scholarship submissions	Monitor Apply Texas for completion, Emails from student confirmations	**IP**		

TSIA student support **	Teachers and Students	Teacher/ Director/ Coaches	August-May	TSIA Matrix TSIA Math driven homework State Funds	Increase in the percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.	**IP**		
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	**IP**		
Marketing Campaigns to Raise Awareness of UTTUA	Community; Students; Future Students	Operation Manager	July 2026-June 2027	Budget Allocation (General Funds)	Number of applicants	95% Capacity with Enrollment	**IP**		
11th & 12th grade students will complete and submit at least one scholarship	11-12th grade	Counselors	Oct 2026-March 2027	Budget Allocation (General Funds)	Scholarship Submission Chart	Evidence of scholarships received	**IP**		
Student-led Career Day	12th grade	Counselors	Fall 2026	Budget Allocation (General Funds)	Communication Log and Progress Journal	Post Event Survey completed by students & staff	**IP**		

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 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	**IP**		
PD for interventions and tutorials	Teachers	Curriculum Department	Fall 2026	Curriculum Resources /State Funds	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to STAAR and ERI	**IP**		
Provide appropriate training and follow through (strategies, accommodations, interventions, behavior)	Teachers, leadership	ESC7, Special Ed Director, ESL Instructional Coach, Campus Directors, Evaluation Staff	Fall of 2026	ESC7, Special Ed Director, ESL Instructional Coach, Campus Directors, Evaluation Staff (local, federal)	Fall (Dec. 2026): Appropriate strategies, accommodations, interventions, and behavior are being implemented in the classroom as evidenced by Frontline Service Manager, LMS documentation, and Progress toward IEP goals.	EOY: Appropriate strategies, accommodations, interventions, and behavior are being implemented in the classroom as evidenced by Frontline Service Manager, LMS documentation, and Progress toward IEP goals.	**IP**		

Mentoring Program	Teachers	RLA Content Specialist, Mentors, Design Team	Fall 26-Spring 27	State Funds-Laso 4 Grant	Mentoring Logs, Design team frameworks, walkthroughs	Increased retention of 1-2 year teachers, end of year survey	**IP**		
Train teachers to effectively implement supplemental language support programs and intervention resources with fidelity.	All EB/ ESL students	EB Program Leader, District RLA Content Coach	Fall 2026	Rosetta Stone Program/ Curriculum resources; BEA funds	Sign-in sheet/ attendee lists/ Increased student participation and growth on language development progress-monitoring measures	Increased percentage of EB students meeting annual TELPAS growth expectations and meeting requirements for reclassification criteria.	**IP**		
Train teachers at August PD for technology use and online programs. Provide additional training and support in weekly campus visits for differentiated professional learning, coaching, collaboration, and ongoing monitoring to increase effective use of district instructional technology platforms across all campuses.	All teachers	District IT Coach	Fall 2026	Online programs and curriculum resources	Walk Throughs/Meetings	Survey	**IP**		

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 focused 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
Continue building relationships with UT Tyler School of Education by partnering with professors for research, case studies, and lab experiences.	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	**IP**		
Monitor facility funding provided through legislation and work with UT Tyler to obtain facilities to meet needs, with a primary focus on the Palestine campus.	Students	Superintendent, Finance Manager, Executive Director of Operations, Campus Directors	July 2026-June 2027	Budget Allocation (General Funds-provided through legislation)	Increase in facility funding. Additional facilities to support needs.	Campus facility needs are being met.	**NP**		

Dating Violence Addendum 2026-2027

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.

UT Tyler Police Department Addendum 2026-2027

Daily Responsibilities

As school-based police officers, our effectiveness stems from the strong relational partnerships we build with students, teachers, administrators, and community members. This collaborative approach fosters safe environments and cultivates a positive school culture. However, recent legislative changes necessitate heightened awareness regarding the duties and expectations of our UT Tyler School Resource Officers. Therefore, we have outlined several situational expectations:

1. Officers should maintain high visibility in the hallways at key times such as the beginning of the school day, class changes, and student lunches, unless otherwise assigned.
2. During class time, officers should conduct hourly walks to deter crimes, identify safety concerns, and address community issues such as loitering, speeding, or loud car radios, when permitted. Officers are required to conduct hourly exterior door inspections (Intruder Audits) notated on the appropriate daily activity form subject to weekly inspections by chain of command.
    a. Exterior Door Sweeps- Conduct hourly exterior door sweeps to ensure doors are locked and inaccessible from the outside, unless authorized. Check for worn-out, misadjusted, or broken latches and ensure door strikes are unblocked. Work orders shall be done immediately for any issues needing repaired and followed up on.
    b. Weekly Exterior Door Sweeps (Intruder Audit) - Officially conduct a weekly intruder audit, documenting findings on the Exterior Door Sweep document for weekly reporting and maintenance through the Weekly Exterior Door Sweep Excel document subject to TEA inspections.
    c. Weekly Window Audits - Work orders shall be done immediately for any issues needing repaired and followed up on.
3. Officers are to work closely with administrators on investigations and being careful not to use the administrator as their agent. Officers should enforce the laws and conduct investigations into crimes that occur on and around the school campus. An officer shall abide by applicable law and university policy concerning interviews should it be necessary to conduct formal law enforcement interviews with students or staff on the property or at school functions under the jurisdiction of the University Academy and guidance of the Chief of Police or designee.
4. Officers are to refrain from functioning as a school disciplinarian and are not to be used as an administrator. UT Tyler police officers are not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. For example, dress code violation, a student for cheating on a test, or any code of conduct violation. This edict aligns with the guidelines set forth and established under Texas SB 1707. Officers can be utilized to monitor any possible criminal activity or breach of the peace and be available to assist administrators who are doing other duties.
5. Officers are not to hold students in their office for disciplinary purposes. This obligates the officer to watch this student and prohibits them from their other assigned duties. Students may be held by officers in the course of their duties, but not strictly for school discipline.

6. Officers are not to remove a student from a classroom unless affecting an arrest or in exigent circumstances. Whenever possible an administrator or school employee should remove a student from a classroom. Administrators have much more authority in dealing with student behavioral issues than officers. This does not prohibit an officer from accompanying an administrator due to safety concerns.
7. Officers are to personally contact the parent/guardian of a student(s) who has been taken into custody for any law enforcement action. This function shall not be delegated to a campus administrator and should take place whether charges are filed or not. Another officer or supervisor may assist in this process if needed. The officer will advise the parent/guardian to meet them at the station or where the student will be transported to and document the notification in their offense report. It is permissible to contact the parent/guardian in conjunction with the campus administrator provided the officer speaks to the parent/guardian at that time.
8. Officers are required to complete a case report every time someone is restrained, including all arrests.
9. Officers are to assist other officers in matters regarding their duties whenever necessary. In addition to this, officers should be mindful of their ethical duty to safely intervene in any situation where the use of prohibited, inappropriate, and/or excessive force appears to have occurred. NOTE: We must hold one another accountable to the standards outlined in our oath of office. People watch us daily so we must continue to be the standard and not the exception.
10. Officers are encouraged to facilitate individual and small group discussions about law enforcement related matters with students, faculty, and parents.
11. School Resource Officers are issued a patrol rifle requiring them to have at their duty station anytime they report for regular duty (not having this equipment requires supervisory approval).
12. Every employee will check their respective work email throughout the day including start and end of shift. This will ensure that emails sent after hours of your previously worked shift are timely read and responded to if necessary. Emails sent from a supervisor will be responded to in a timely manner to ensure communication was received.
13. Always utilize your department issued body camera for contacts with students and parents if you feel the video will be associated with a CAD entry or report or in any way in an official capacity.
14. Consult with the supervisor if you have a question about whether the call from the administrator is necessary for law enforcement action. We do not enforce school rules or handbook violations – enforcement action is for criminal issues and safety matters.

Addendum for Addressing Sexual Abuse & Other Maltreatment of Children 2026-2027

As Required by HB 1041 and SB 471

What is Sexual Abuse of a Child?

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Sexual abuse includes fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or producing pornographic materials.

Warning Signs in Children and Adolescents of Possible Child Sexual Abuse

Any one sign does not mean that a child was sexually abused, but the presence of several suggests that you begin asking questions and consider seeking help. Keep in mind that some of these signs can emerge at other times of stress such as during a divorce, death of a family member or pet, problems at school or with friends and other anxiety-inducing or traumatic events.

Possible Psychological and Behavioral Signs of Sexual Child Abuse

- Changes in sleeping patterns
- Bedwetting
- Nightmares or bad dreams
- Depression, irritability, or anger
- Low self-esteem, guilt, shame
- Avoidance of people or places
- Sexual advances or "touching" inappropriately
- Sexual drawings
- Changes in socialization (social withdrawal or social isolation)

Possible Physical Symptoms

- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Trauma to the mouth or genitals
- Rectal Bleeding
- Pain around the genital area
- Poor appetite
- Weight Loss or weight gain

Signs More Typical of Younger Children

- An older child behaving like a younger child (such as bed-wetting or thumb sucking)
- Uses new words for private body parts
- Resists removing clothes when appropriate times (bath, bed, toileting, diapering)
- Asks other children to behave sexually or play sexual games
- Mimics adult-like sexual behaviors with toys or stuffed animal
- Wetting and soiling accidents unrelated to toilet training

Signs More Typical in Early Adolescents

- Has nightmares or other sleep problems without an explanation
- Seems distracted or distant at odd times
- Has a sudden change in eating habits
- Refuses to eat
- Loses or drastically increases appetite
- Has trouble swallowing
- Sudden mood swings: rage, fear, insecurity, or withdrawal
- Leaves “clues” that seem likely to provoke a discussion about sexual issues
- Writes, draws, plays or dreams of sexual or frightening images
- Refuses to talk about a secret shared with an adult or older child
- Talks about a new older friend
- Suddenly has money, toys, or other gifts without reason
- Exhibits adult-like sexual behaviors, language and knowledge

Signs More Typical in Teens

- Self-injury (cutting, burning)
- Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

What is Maltreatment of a Child?

According to the Centers for Disease Control and Prevention (CDC), child maltreatment is defined as “any act or series of acts of commission or omission by a parent or other caregiver (e.g., clergy, coach, teacher) that results in harm, potential for harm, or threat of harm to a child.” Commission can be defined as child abuse with the following examples: physical abuse, sexual abuse, and psychological abuse. Child neglect defines the term “omission” and includes the following examples: physical neglect, emotional neglect, medical/dental neglect, educational neglect, inadequate supervision, and exposure to violent environments.

Educational Personnel’s Responsibilities Concerning Sexual Abuse and Other Maltreatment of Children (PG-3.316 and PG 4.12 [Updating to PG-4.205 in April Board Meeting])

Every school employee, agent, or contractor who suspects a child has experienced abuse or neglect must submit a written or oral report to ONE of the following within 24 hours:

- law enforcement agency
- Texas Department of Family and Protective Services*
- Local office of Child Protective Services
- State agency that operates, licenses, certifies, or registers the facility in which the alleged child abuse or neglect occurred

A report to DFPS is required if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child. A notification to school personnel of the following statutes for the following: Texas Penal Code, §39.06; Texas Family Code, §261.109

- the penalties for failure to submit a required report of child abuse or neglect & Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) Texas Family Code, §261.302 and §261.303
- applicable prohibitions against interference with an investigation of a report of child abuse or neglect
- prohibiting school officials from denying an investigator’s request to interview a student at school and prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator
- immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith confidentiality provision relating to reports of suspected child abuse or neglect.
- any disciplinary action that may result from noncompliance with the district’s reporting policy and prohibition against using or threatening to use the refusal to consent to administration of a psychotropic drug to a child or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect.

UTTUA employees are not required to report suspicions of child abuse or neglect to a school administrator prior to making a report, but it is recommended to alert the school administrator after a report is made. All University Academy faculty and staff are required to take the full course *Child Abuse: Mandatory Reporting training* during onboarding. Furthermore, policies will be distributed to all school personnel at the beginning of each school year and will be addressed in staff development sessions at regular intervals as determined by the board of trustees.

Electronic Communication Policy Concerning School Employee and Student

Electronic communication is defined broadly to include emails, text messages, instant messages, telephone calls, and any communication through internet-based platforms such as social media. Employees are permitted to communicate electronically with students only when the purpose is academic and through academic platforms approved by the school. The policy prohibits any electronic communication that harasses, abuses, threatens, or endangers a student; harms the student's learning, mental health, or safety; reveals confidential information; or could be perceived as romantic or sexual in nature. Determining whether a communication is inappropriate may involve considering factors such as the content, purpose, timing, frequency, whether the communication was concealed, and whether it could be interpreted as soliciting a romantic or sexual relationship. Employees should have no expectation of privacy in electronic communications with students and must comply with all record-retention requirements. If a student engages in improper communication with an employee, the employee must report the incident to the Campus Director, including the date, time, method, and a summary of the communication. Employees may not share their personal telephone numbers or email addresses with students.

School Visitors Identified as Sex Offenders (PG-1.401)

All visitors are required to report to the campus administrative office. This policy shall apply to parents, board members, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by UT Tyler University Academy, vendors, representatives of the news media, former students, and any other campus visitors.

UT Tyler University Academy requires all visitors to present valid identification, such as a driver's license, government-issued photo ID, or employee/student ID, upon request when entering school property. Visitor information is then recorded in a secure electronic or paper database that is used solely for school security purposes and is never shared or sold to third parties. As part of the check-in process, the Academy also verifies each visitor against the Department of Public Safety's sex offender registry and any additional accessible databases to ensure campus safety.

A registered sex offender who enters UT Tyler University Academy premises (meaning a building or portion of a building and the grounds on which the building is located, including any public or private driveway, street, sidewalk or walkway, parking lot, or parking garage on the grounds) during standard operating hours of the school shall immediately notify the administrative office of the school of the person's presence on the premises of the school and the person's registration status. The office may provide a chaperone to accompany the person while the person is on the premises of the school. These requirements do not apply to:

1. A student enrolled in UT Tyler University Academy;
2. A student from another school participating in an event at UT Tyler University Academy; or
3. A person who has entered into a written agreement with UT Tyler University Academy that exempts the person from these requirements.

Child Abuse Anti-Victimization Program

The SHAC will recommend a child abuse anti-victimization program that is research-based designed to promote self-protection and prevent sexual abuse and trafficking for selected elementary and secondary students to the board. Upon board approval, the program will be implemented on each campus annually. Prior to students participating in the program, parent consent will be obtained.

Parents/Guardians' Responsibilities Concerning Sexual Abuse and Other Maltreatment of Children

As a parent, you are legally responsible for the care of your child. You must provide your child with safe and adequate food, clothing, shelter, protection, medical care and supervision, or you must arrange for someone else to provide these things. Failure to do so may be considered neglect.

- As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being abused or neglected. A child who has experienced sexual abuse should be encouraged to seek out a trusted adult.
- As a parent, be aware that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.
- As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services also manages early intervention counseling programs.
- As a parent, if you permit your child to be in a situation where he or she may be injured, then you may be prosecuted for child abuse. The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. If you are frightened for your own safety or that of your child, call 911 or the Child Abuse Hotline at 1-800-252-5400.

Report to the Following:
Texas Department of Family and Protective Services: http://www.txabusehotline.org/
Report Abuse:
- 800-252-5400
- https://www.dfps.texas.gov/Contact_Us/report_abuse.asp

Tyler Police Department: 903-531-1000
Longview Police Department: 903-237-1199
Palestine Police Department: 903-731-8436

The following Web sites might help you become more aware of child sexual abuse and neglect:

Prevent Child Abuse America: www.preventchildabuse.org
Prevent Child Abuse Texas: www.preventchildabusetexas.org
Texas Association Against Sexual Assault: www.taasa.org
Child Welfare Information Gateway: www.childwelfare.gov
Texas Department of Family and Protective Services: www.dfps.state.tx.us

Counseling Options:
Child Help: Includes programs designed to serve children who are abused including their "Good-Touch- Bad-Touch" program which hopes to eliminate child abuse by bringing prevention education to children and adults everywhere.
Phone: 480-922-8212
http://www.childhelp.org- Website

Stop It Now: Provides a national helpline for supportive guidance, information, and resources. The Helpline is staffed by professionals who can provide assistance in how to deal with suspected child abuse situations. Additional resources are available on their web site.
Phone: 1-888-PREVENT
helpline@stopitnow.org - Email
http://www.stopitnow.org - Website

To find out what services may be available in your county, see:
http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp

University Academy will post signs that contain the toll-free number for reporting child abuse or neglect. Also posted, there will be warning signs of the increased penalties for trafficking of people. These signs will be posted in a public location and will be in Spanish and English.

Texas Education Agency

Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan Template for Migratory 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 Texas – New Generation System (TX-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 (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
7	212804		Nikki Hart
District Name:		School Year	Date:
UT Tyler University Academy		2026-2027	July 29, 2026

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements* ***should not be integrated*** *with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determine needs of eligible migratory who are PFS.*
- *Providing services to eligible migratory who are PFS.*

PFS Action Plan Completion Date: *Before First Day of School*

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Signed by: Aimee Dennis	ESC Reviewer Signature	[signature]
Date	7/29/2026	Date Review Complete	8-10-2026

TEA - Federal Program Compliance Division
Revised 6/7/24

2

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	212804	D UT Tyler Univeristy Academy

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(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.	To ensure 100% of the PFS students are prepared to transition to the next grade level through support offered at the campus level.

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	212804	UT Tyler University Academy

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Before the end of each month, August 2026-July 2027	NGS Specialist	PFS Tracking Report
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before 1st Day of School	MEP Contact	PFS Report

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	212804	UT Tyler University Academy

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory who are PFS.			
▪ **During the academic calendar,** the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	ongoing	District migrant contact, principal, teacher or district assigned personnel	PFS reports/completed student reviews
▪ **During the academic calendar,** the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
▪ **During the academic calendar,** the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	ongoing	MEP Staff	Calendars, meeting notes

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	212804	UT Tyler University Academy

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory who are PFS.			
▪ **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.	Ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ **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.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms

UTTUA Translation & Interpretation Procedures Addendum 2026-2027

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 (3), Bengali (5), Cebuano (1), Chinese (1), English (1231), French (1), Gujarati (2), IBO/IGBO (1), Mandarin (3), Pilipino (2), Portuguese (2), Spanish (38), Swedish (1), Urdu (1), and Vietnamese (14).

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.

Trauma- Informed Practices Addendum 2026-2027

Philosophy and Commitment

University Academy is dedicated to implementing trauma-informed competencies throughout the district. Trauma-informed school approaches positively impact all students, regardless of trauma history. Our district recognizes that trauma can significantly affect learning, behavior, and overall student well-being, and we are committed to creating safe, supportive environments that promote healing and resilience.

Training Requirements

All district and campus staff complete mandatory Trauma-Informed Care Training provided by Percipio, specifically:

- School-Wide Positive Behavioral Interventions and Supports
- Student Mental Health Awareness, Intervention, and Referral

Training Schedule:

- Annual training is required for all returning staff
- Mandatory training for all incoming staff within 30 days of employment
- Training certificates are recorded and maintained by the UT Tyler Human Resources Department
- Additional professional development opportunities are provided as available

Identification and Response Protocols

1. Universal Screening: Staff are trained to recognize signs of trauma in students
2. Tiered Response System: Multi-level support structure from classroom interventions to intensive services
3. Collaboration: Coordination between teachers, counselors, administrators, and families
4. Documentation: Appropriate record-keeping while maintaining student confidentiality

Resources

Student and Family Support

Mental health resources for students and families are available on the school website at: https://www.uttua.org/families-students/mental-health-resources/index.php. Campus-specific lists of local community mental health services are provided upon request or following referral to the counseling center.

Professional Resources

- Trauma-informed practice guidelines for staff
- Crisis intervention protocols

- Professional development materials and ongoing training opportunities

Referral Process

Who Can Make Referrals

Parents, teachers, administrators, and students may complete a counseling referral when concerns arise regarding a student's mental health and well-being.

Referral Procedures

1. Submission: Referrals are completed using the designated form and submitted to the campus counselor
2. Initial Contact: Campus counselors contact the parent or legal guardian within 48 hours of receiving the referral
3. Service Coordination: Counselors offer appropriate on-campus counseling services and coordinate with external providers when necessary
4. Follow-up: Regular monitoring and communication with families regarding student progress and needs

Confidentiality and Documentation

All referrals and services are provided in accordance with FERPA guidelines and district confidentiality policies. Appropriate documentation is maintained while protecting student privacy rights.

Continuous Improvement

University Academy regularly evaluates the effectiveness of trauma-informed practices through:

- Staff feedback
- Student outcome data analysis
- Family satisfaction surveys
- Collaboration with community mental health partners

Title I, Part A Appendix 2026-2027

Timely and Meaningful Consultation-UT Tyler University Academy District Committee includes all required stakeholders 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 2026-2027 school year, District Committee/Title I, Part A meetings are scheduled for the following dates: March 4, 2026, July 8, 2026, October 20, 2026, March 23, 2027, and June 8, 2027. 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 2027. The committee will utilize CNA results to create the 2026- 2027 District Improvement Plan in late spring and early summer.

Coordination-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
- Perkins V
- Individuals with Disabilities Act (IDEA)
- Rehabilitation Act of 1973
- McKinney-Vento Homeless Assistance Act
- 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.

Challenging State Academic Standards-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.

Periodic Review and Revisions-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.

Student Progress Monitoring Supports-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.

Teacher Quality-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.

School Improvement and Support Activities- There are not any campuses in University Academy that are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support.

Measure of Poverty-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 ninety-nine to determine its low-income percentage and maintains documentation locally for students coded as ninety-nine.

Nature of Programs-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.

Services to Homeless Children and Youth-UT Tyler University Academy currently serves approximately twenty-nine 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 in 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.

Parent and Family Engagement Strategy-UT Tyler University Academy works diligently to engage with parents and families of students to share valuable information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2026-2027 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.

Early Childhood Education Programs and Transition Plans- University Academy is a Charter School and does not participate in this program.

Identification of Eligible Children-University Academy does not participate in this program at this time.

Middle to High School/ High School to Postsecondary Transitions-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.

Discipline Disproportionality-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.

Coordination and Integration of Academic and CTE Content- The district will coordinate and integrate academic content with Career and Technical Education (CTE) programs to provide students with meaningful, real-world learning experiences that support academic

achievement and college, career, and military readiness. Core academic teachers and CTE teachers will collaborate to align instruction in reading, writing, mathematics, and science with CTE coursework and industry-related applications. Instruction will incorporate project-based learning, problem-solving, technology integration, and career-related activities to reinforce academic skills and increase student engagement.

The district will use student performance data, classroom assessments, and other relevant academic indicators to identify students who need additional support and provide appropriate interventions to help them meet state academic standards while progressing toward their career goals. The district will also promote access to CTE programs, career exploration, industry certifications, and work-based learning opportunities, as appropriate, to prepare students for success in postsecondary education and the workforce.

Other Uses of Title I, Part A Funds Not Previously Described-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.

LEA Plan Required Assurances- UT Tyler University Academy affirms that the following required Title I, Part A assurances are met through the implementation of the Title I, Part A LEA Program Plan.

● Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)]. Not Applicable- No Migrant Students at this time.
● Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)]. Not Applicable

● Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)]. Not Applicable
● Coordinate and integrate services with other services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)]. Not Applicable
● Collaborate with State or local child welfare agency to— Not Applicable ● Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and ● Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. Not Applicable
● Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
● For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)]. Not Applicable
● Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)]. This documentation is sent out through email to parents after the first day of school.
● Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
● Implement an effective means of outreach to parents of English learners [Section 1112(e) (3)(C)].

Title II, Part A Appendix 2026-2027

Alignment of Activities to the Challenging State Academic Standards-UT Tyler University Academy follows a consistent procedure to ensure that all activities conducted 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 at the end of the school year for effectiveness and is revised based on student progress and need.

REAP/Transferability-UT Tyler did not REAP or transfer any of the Tile II, Part A funds.

Meaningful Consultation-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 2026-2027 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: March 4, 2026, July 8, 2026, October 20, 2026, March 23, 2027, and June 8, 2027. 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 2027. The committee will utilize CNA results to create the 2026-2027 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 considered as the committee meets as well.

Coordination-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

Perkins V

Individuals with Disabilities Act (IDEA B)

Rehabilitation Act of 1973

McKinney-Vento Homeless Assistance Act
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.

Prioritization of Funds-Before planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus' improvement status and percentage of low-income students. The district maintains a spreadsheet locally with that information and the expenditure 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	32%	No	$10,539	
UT Tyler University Academy at Palestine	212804103	48%	No	$11,580	
UT Tyler University Academy at Tyler	212804001	37%	No	$14,003	

System of Professional Growth and Improvement-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.

Private Nonprofit School Participation-Since UT Tyler University Academy is a charter school, ESSA Equitable Services for Private Nonprofit Schools requirements do not apply.

Evidence-Based Activities- District did not choose to Utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus.

Title IV, Part A Appendix 2026-2027

During the CNA for the 2026-2027 school year, the required stakeholders met on the following dates: March 4, 2026, and July 8, 2026. As recorded in the meeting minutes, the committee discussed all needs in relation to all ESSA programs.

REAP/Transferability-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.

Description of Funded Programs and Activities-UT Tyler University Academy funds the following programs and activities to support effective use of technology: salary for instructional technology coach.

Title IV Program Goals			
SMART Goal	**BOY Formative Assessment**	**MOY Formative Assessment**	**EOY Summative Assessment**
• By the end of each semester, 90% of high school students enrolled in an online course will complete all assigned coursework with a minimum grade of 70%, as verified by the digital platform's dashboard and administrator grade checks.	Tyler-60% Longview-81% Palestine-66% District-67%		

Program Objectives and Measurable Outcomes and Evaluation of Program Effectiveness & Program Evaluation-UT Tyler University Academy will evaluate the progress of these program objectives and intended outcomes three times a year (October 20, 2026, March 23, 2027, and June 8, 2027). 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.

Meaningful Consultation-UT Tyler University Academy District Committee includes all 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 2026-2027 school year, District Committee/Title IV, Part A committee will take place on October 20, 2026, March 23, 2027, and June 8, 2027. 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 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 2026-2027 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.

Prioritization of Funds-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	32%	No	No	There is a continued need for technology coaching to include training on equipment and	$3,333	

					programs available for instruction.		
UT Tyler University Academy at Palestine	212804103	48%	No	No	There is a continued need for technology coaching to include training on equipment and programs available for instruction.	$3,333	
UT Tyler University Academy at Tyler	212804001	37%	No	No	There is a continued need for technology coaching to include training on equipment and programs available for instruction.	$3,334	

Private Nonprofit School Participation- Since UT Tyler University Academy is a charter school, ESSA Equitable Services for Private Nonprofit Schools requirements do not apply.

Description of Any Partnership with Other Public or Private Entities-Since UT Tyler University Academy is a charter school, ESSA Equitable Services for Private Nonprofit Schools requirements do not apply.

Use of Funds and Supplement, Not Supplant- University Academy reviews activities to support the Title IV, A program by using the TIV, A Activity Approval Checklist to ensure the activity meets use of funds requirements, including Supplement, Not Supplant statutory requirements.

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 4, 2026
Time: 3:00 p.m.
Meeting Location: https://uttyler.zoom.us/j/86124832673?pwd=I5mbGyafMVcNKVVU8Kv90MUsTfrcmF.1

Present Committee Members:

Shelly Parsons, Interim Director for Palestine	Nicole Hart, Test/Academic Coordinator
Rachel Hawkins, Longview Director	Amanda Kaiser, Administrative Coordinator
Samantha Rector, Instructional Coach	Jaclyn Pedersen, Executive Director of Curriculum
Christian Chesnut, Finance Manager	Heather Bailey, Grant/Finance Coordinator
Aimee Dennis, Superintendent	Cori Mackey, District Nurse
Jennifer Rasberry, Academic Coach	Chelsey Vinzant, Academic Counselor
Keren Acuna, Senior Mental Health Counselor	Sarah Evans, Director of Technology
Andrew Kohls, Tyler Director	Lisa Wright, Academic Counselor

Absent Committee Members:

Yash Patel, Palestine Student	Edward Broussard, City Manager for Tyler
Donna Phillips, Tyler Teacher	Amy Mashburn, Longview Paraprofessional
Lety Navarro, PFE Liaison	Patricia Davis, Assistant Director Longview

Jenny Calk, Palestine Teacher	Kristian Fischer, Academic Coach
Lety Navarro, Palestine Paraprofessional	Sammi Broussard, Special Education Coordinator
Michael Odell, University Professor/Community Member	Sara Pearson, UT Tyler Rep
Angela Lynch, Palestine Parent	Sharlotte Byrd, Tyler Admin III
Jennifer Stenhouse, Longview Paraprofessional	Laura Hilbig, Technology Instructional Coach
Allison Aragon, Tyler Parent	Ashley Ford, Palestine Parent

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.
- Reminded everyone of the June 9th meeting. We will be adding goals to the 26-27 DIP and wrapping up the 25-26 DIP at the June DIP meeting.

Comprehensive Needs Assessment/ District Improvement Plan Meeting Addendum

---

Meeting Title: Summative Assessment/ Comprehensive Needs Assessment/ District Improvement Plan Meeting Addendum
UT Tyler University Academy
Date: July 8,2026
Time: 1:00 p.m.
Meeting Location: in person-OAC Boardroom

Present Committee Members:

Shelly Parsons, Interim Director for Palestine	**Nicole Hart, Test/Academic Coordinator**
Rachel Hawkins, Executive Director of Operations	**Amanda Kaiser, Administrative Coordinator**
Samantha Rector, Math Instructional Coach	**Jaclyn Pedersen, Executive Director of Curriculum**
Laura Hilbig, Technology Instructional Coach	**Heather Bailey, Grant/Finance Coordinator**
Jennifer Rasberry, Academic Coach	**Sammi Broussard, Special Education Coordinator**
Kristian Fischer, Science Academic Coach	**Andrew Kohls, Tyler Director**
Patricia Davis, Director Longview	**Lisa Wright, Academic Counselor**
Aimee Dennis, Superintendent	
Cori Mackey, District Nurse	**Sarah Evans, Director of Technology**
Chelsey Vinzant, Academic Counselor **Shelly Parsons, Palestine Director**	**Christian Chesnut, Finance Manager** **Jennifer Cunningham, Assistant Director Longview**

Absent Committee Members:

Angela Lynch, Palestine Parent	**Edward Broussard, City Manager for Tyler**
Donna Phillips, Tyler Teacher	**Amy Mashburn, Longview Paraprofessional**
Tracey Breeden, Longview Teacher	**Lety Navarro, Palestine Paraprofessional**
Jenny Calk, Palestine Teacher	**Sharlotte Byrd, Tyler Admin III**
Jeff Kennemer, Community Partner	**Michael Odell, University Professor/Community Member**
Allison Aragon, Tyler Parent	

Agenda:

- **Present the data that the Root Cause Analysis data 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.**
- **Update Goals**

Meeting Minutes:

- **During this meeting, the sub committees presented the root cause analysis 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 committee went over the goals and updated each individual one to make the goal more specific and meaningful for the school and students. All members weighed in on strategies that will refine the goals and make them more useful for the upcoming 26-27 school year.**

Meeting Title: Fall Formative Assessment District Improvement Plan/ Comprehensive Needs Assessment/ District Improvement Plan Meeting Addendum
UT Tyler University Academy
Date: October 20, 2026
Time: 3:30 p.m.
Meeting Location:https://uttyler.zoom.us/j/81120368757?pwd=PaHYzx39piGdDkB1ebWBTJjsMPyTKd.1

Present Committee Members:

Shelly Parsons, Director for Palestine	**Nicole Hart, Test/Academic Coordinator**
Rachel Hawkins, Executive Director of Operations	
Samantha Rector, Math Instructional Coach	**Jaclyn Pedersen, Executive Director of Curriculum**
Laura Hilbig, Technology Instructional Coach	**Heather Bailey, Grant/Finance Coordinator**
Jennifer Rasberry, Academic Coach	**Sammi Broussard, Special Education Coordinator**
Kristian Fischer, Science Academic Coach	**Andrew Kohls, Tyler Director**
Patricia Davis, Director Longview	**Lisa Wright, Academic Counselor**
Aimee Dennis, Superintendent	**Chelsey Vinzant, Academic Counselor**
Cori Mackey, District Nurse	**Christian Chesnut, Finance Manager**
Donna Phillips, Tyler Teacher	**Chandra Tucker, Assistant Director Tyler**
Dimas Rodriguez, Mental Health Counselor Tyler	**Lety Navarro, Palestine Paraprofessional**
Lisa Bronsema, Longview Parent	**Michelle Clark, Palestine Teacher**

Absent Committee Members:

Angela Lynch, Palestine Parent	**Edward Broussard, City Manager for Tyler**
Tracey Breeden, Longview Teacher	**Amy Mashburn, Longview Paraprofessional**
Jenny Calk, Palestine Teacher	**Sharlotte Byrd, Tyler Admin III**
	Michael Odell, University Professor/Community Member
Allison Aragon, Tyler Parent	**Amanda Kaiser, Administrative Coordinator**

Sarah Evans, Director of Technology	Jennifer Cunningham, Assistant Director Longview

Agenda:

- **ESL Waiver**
- **Some TEC §11.252(a)(3) strategies are missing: suicide prevention with parent notification, Conflict Resolution, dyslexia treatment, dropout reduction, administrative technology integration- already have,grief-informed care, financial aid information,accelerated education and a comprehensive school counseling program- Per Region 7 suggestions.**
- **Title IV SMART Goal- Hilbig**
- **Updates for funding including Title I, II, III, IV, SPED and Allotments**
- **Scored each strategy as IP (In Progress), NP (No Progress), MP (Met Progress)**

Meeting Minutes:

- **The committee went over the updated grants and allotments. Bailey reminded participants that these are estimates and may change throughout the year. All goals and strategies were discussed. The new strategies that Region 7 suggested were discussed and updated. All strategies were in progress except Goal #5 Strategy #2 which was No Progress. Goal#2 Strategy#7 needs more information before being completed in DIP. Dimas will send Resources, Formative Evaluation and Summative evaluation information. Goal #5 Strategy #1 had update-changed School of Education. Psychology is no longer a part of the School of Ed. Removed counseling program information. Not utilizing it at this time.**
- **Hilbig explained the new SMART Goal- Tyler-60%, Longview-81%, Palestine-66% and District- 67%- goal is to have all students at 90% at the end of each semester.**
- **Nikki Hart went over the ESL waiver.**
- **Reminder about next DIP meeting- March**
- **Updated DIP will be posted on website (in English and Spanish)**