



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

2025-2026 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 May 8, 2025, May 20, 2025, and June 24, 2025. Periodic reviews and revisions will be done through formative and summative evaluations scheduled for October 21, 2025, March 24, 2026, and June 9, 2026.
- **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 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
- Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
- Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
- Is pregnant or is a parent
- Has been placed in an AEP during the preceding or current school year
- Has been expelled during the preceding or current school year
- Is currently on parole, probation, deferred prosecution, or other conditional release
- Was previously reported through PEIMS to have dropped out of school
- Is a student of limited English proficiency
- Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS

- Is homeless
- Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
- Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code
- Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC 39.0548.

State Compensatory Education

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

- Students who are at-risk of dropping out of school under state criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total amount of SCE funds allocated for allowable supplemental resources and staff: \$604,875.00

Total FTEs funded through SCE at this District: 2.5

Actual dollar amounts budgeted for SCE activities or strategies, showing a full budget for at least 55% of the SCE allotment (direct program costs): \$332,681.25

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

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

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

STAAR	Math % Met Standard				Reading/ELA % Met Standard				Science % Met Standard				Social Studies % Met Standard			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Students At-Risk	32%	26%	23%	19%	56%	46%	47%	45%	48%	43%	43%	37%	68%	37%	34%	49%
Students Not At-Risk	81%	72%	66%	77%	91%	84%	85%	82%	84%	76%	77%	73%	87%	78%	83%	81%

	Drop Out Data			Completion Data		
	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023
Students At-Risk	0%	0%	0%	100% (10)	100% (4)	100% (12)
Students Not At-Risk	0%	0%	0%	100% (36)	100% (44)	100% (36)

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

HOMELESS CHILDREN AND YOUTH

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

FEDERAL AND STATE PROGRAMS BUDGET ALLOCATION

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

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

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

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

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

Title I \$119,476 *Strategies reflected in Palestine CIP	Title II \$34,427	Title III \$4,096	Title IV \$10,000	IDEA B \$175,825
Payroll <ul style="list-style-type: none"> \$104,676.24-1 School Aide and 1 Family & Community Engagement Liaison- Mental Health Counselor position Supplies and Materials <ul style="list-style-type: none"> \$14,799.76- School Supplies for Students and after school program 	Payroll <ul style="list-style-type: none"> \$34,427 - Stipends for providing Professional Development 	Shared Services Agreement <ul style="list-style-type: none"> \$4,096 to Region VII 	Payroll <ul style="list-style-type: none"> \$10,000 Instructional Technology Coach 	Payroll <ul style="list-style-type: none"> \$175,825- 2 Diagnostician Positions, 3 Speech positions, ARD Facilitator

Commented [1]: These amounts are estimates

Special Education Allotment \$629,609	Dyslexia Allotment \$58,421	State Compensatory Allotment \$332,681.25	Bilingual Educational Allotment \$12,972
Salaries <ul style="list-style-type: none"> \$396,304 Special Education Support Staff Contracted Services <ul style="list-style-type: none"> \$ 172,305 Contracted Personnel and Programs Supplies <ul style="list-style-type: none"> \$61,000 Supplies for Special Education Students 	Salaries <ul style="list-style-type: none"> \$58,421 Personnel who Serve Dyslexia Students 	Salaries <ul style="list-style-type: none"> \$ 332,681.25 Instructional Coaches & Licensed Counselors If any funds available- Summer/Saturday School , Reading Academies & Leader In Me 	Salaries <ul style="list-style-type: none"> \$9,365 Contracted Services <ul style="list-style-type: none"> \$ 3,607 ESL program

Career & Technology Allotment \$306,671	Early Education Allotment \$98,953	Gifted & Talented Allotment \$23,235	CCMR Outcomes Bonus \$101,000	School Safety Allotment \$121,043
Supplies <ul style="list-style-type: none"> \$123,900 PLTW Supplies and Professional Development Salaries <ul style="list-style-type: none"> \$ 182,771 CTE Teachers, Academic Counselor, and Academic Coordinator 	Supplies <ul style="list-style-type: none"> \$98,953 K-2 Classroom Supplies 	Contracted Services <ul style="list-style-type: none"> \$23,235 Academic Coaching 	Contracted Services <ul style="list-style-type: none"> \$101,000 Contracted Service 	Salaries <ul style="list-style-type: none"> \$54,679 Campus Officers

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

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

School Board Members

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

Continuous Improvement Plan Committee

Dr. Aimee Dennis, Executive Director of Operations/Interim Superintendent	Amber Greene, Tyler Assistant Director
Dr. Jaclyn Pedersen, Executive Director of Curriculum	Nikki Hart, District Testing & Academic Coordinator
Linda Butler, PEIMS Coordinator	Sammi Broussard, Director of Special Education
Cori Mackey, District Nurse Clinician	Sarah Evans, Director of Technology
Keren Acuna, Mental Health Coordinator	Christian Chesnut, Finance Manager
Amanda Kaiser, Operations Manager	Michael Odell, University Professor/ Community Member
Jeff Kennemer, Community Partner	Edward Broussard, City Manager for Tyler
Samantha Rector, District Math Specialist	Jennifer Rasberry, District Reading Language Arts Specialist
Laura Hilbig, Technology Instructional Coach	Rachel Hawkins, Longview Director
Kris Fischer, District Science & PBL Specialist	Shelly Parsons, Palestine Director
Patricia Davis, Longview Assistant Director	Lesley Bozman, Longview Teacher
Andrew Kohls, Tyler Director	Jennifer Stenhouse, Longview Paraprofessional
Lisa Bronsema, Longview Parent	Jenny Calk, Palestine Teacher
Zoei Gan, Longview Student	Lety Navarro, Family & Community Engagement Liaison (Title I)
Sandra Hester, Palestine SPED Teacher	Ashley Ford, Palestine Parent
Yash Patel, Palestine Student	Shyanne Byrd, Admin III Tyler Campus
Donna Phillips, Tyler Teacher	Allyson Aragon, Tyler Parent
Dallas Nolan, Tyler Student	Lisa Wright, Academic Counselor
Chelsey Vinzant, Academic Counselor	

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 12% increase in enrollment from 23-24 to 24-25 school year, and a 16% increase in enrollment from 22-23 to 23-24 school year. Looking at the enrollment per grade level from 23-24 to 24-25, we have had a decrease in enrollment in 8th grade and 12th grade, but all the other grade levels maintained or increased. The majority of our students are White (60%), followed by Hispanic (23%), then African-American (7%) and Asian (4%). Looking at the sub-pops, Emergent Bilingual students have had a 28% increase from the previous year. Our At-Risk follows the same trend of White, followed by Hispanic and lastly African-American. These align with the district's demographics. We have a low percentage of migrant students in the district. Our staff demographics are at 80.6% being female and 19.4% being male. 82% of our teachers are white, 8% are Hispanic, 4% are African-American, 3% American Indian, 1% Asian, and 1% Multi-Race. The average years of experience for principals is 5 years, for assistant principals is 1.0 years, and for teachers is 9.4 years. 51% of teachers have a bachelor's degree, 48.7% have a master's degree, and .1% have a doctorate. The current teacher-to-student ratio is 1:20 for Kinder-2nd, 3-5th is 1:24, and 6th-12th is 1:26. The ECD percentage has increased on all 3 campuses from the previous year. The district ECD percentage is at 34%. 95% of our students speak English, 3% speak Spanish, 1% speak Vietnamese, and less than 1% speak Arabic, Bengali, Cebuano, Chinese, French, Gujarati, Mandarin, and Pashto. Our classroom teacher-to-student ratios increased in all the tested grade levels this year, so there isn't any data to analyze to compare ratios to student performance.

Demographics Strengths

1. Our enrollment increased 12%, which means an increase in revenue for the district.
2. Our district demographics mirror our sub-population demographics.

Problem Statements Identifying Demographic Needs:

1. District is still not at 95% enrollment capacity.

Student Academic Achievement

Student Academic Achievement Summary

Grades 3-5 are struggling in math and reading as well as 5th science. Main area of concern is 4th Math and ELA.

Our largest sub-population of hispanic students showed strengths in math and reading based on the 2025 STAAR results. This sub-pop also showed 'expected growth' across the board across 4th-8th grade math and reading assessments. 3rd-8th grade Reading trends show that the majority of students met their 'expected growth' category across the board. Ranging from 43% to 69% of each grade level cohort. 3rd-7th grade Math trends show that the majority of students met their 'expected growth' category across the board. Ranging from 42% to 57% of each grade level cohort. A strength in the STAAR 2025 growth metric this year was the 8th grade Algebra I EOC with 47% of this years' 8th grade students deemed as 'accelerated growth' on their assessment. This percentage of 'accelerated growth' is the highest in the district. Our sub-pop of hispanic students exceeded the general population across the board in growth on the 3rd-Algebra I and 3rd-8th grade Reading STAAR test this school year.

We are meeting the needs of this population by offering after school tutorials as well as in-school intervention using research based instructional strategies. Students are becoming invested in their own learning through the use of functional level blended learning online software coupled with the social emotional learning curriculum Leader in Me. We are meeting the needs of this population by offering after school tutorials as well as in-school intervention using research based instructional strategies. Students are becoming invested in their own learning through the use of functional level blended learning online software, coupled with the social emotional learning curriculum Leader in Me. District data supports the growth that UA is seeing as our staff invests in themselves by improving instructional strategies and becoming more familiar with the Tier 1 instructional materials. Across the board, instructors in the classroom are more aware of student growth, and their read on classroom data has become shorter in cycles; they have become more reactive to students falling behind more quickly. All students are given the opportunity to participate in PBL and PrBL as part of our instructional model, which gives them access to a deeper understanding of the content. Our Math Tier 1 instructional materials are deemed as High Quality Instructional Materials by TEA. Students are met at their functional level on each blended learning platform that they use throughout the school year. Our instructional models support a more tailored and personalized learning approach for all students. We use the following technology platforms that are personalized for each student: IXL, Lexia, ST Math, and Reflex. Campus Directors support teachers by providing them with additional personnel to create a successful learning environment for all students. At the district and campus level, teachers are supported by instructional coaches and content specialists to ensure the highest quality of education is given to all students throughout the school year. On-going coaching and data conversations occur throughout each data collection cycle to ensure students are growing on a day to day or week to week basis based on their cohorts' needs.

Student Academic Achievement Strengths

1. 7th grade Math, 6-8th grade Reading, 8th grade Science STAAR
2. All EOCs

Problem Statements Identifying Student Academic Achievement Needs:

1. There is a need to increase the percent of students meeting and mastering 3 - 5 ELA and Math as well as 5th science and 8th across the district.

2. Students in grades 3 through 5 are demonstrating inconsistent performance and engagement in Math and Reading, which may hinder their ability to meet grade-level expectations and long-term academic success. There is a need to identify targeted instructional strategies and supports to improve outcomes in these core subject areas.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

UT Tyler University Academy (UTTUA) focuses on supporting teacher effectiveness and student achievement through strategic professional development and resource allocation. Teacher-to-student ratios vary by grade level, with the lowest at 1:20 in K-2, increasing to 1:26 in grades 6-12. Teacher performance is regularly evaluated through observations, with a focus on acknowledging successful practices and providing targeted support where improvement is needed. The district maintains a 96% attendance rate, with a goal of reaching 97%. Highly effective staff are strategically assigned to work with the highest-need student subpopulations, and teachers receive continuous support through training, mentorship, and professional development opportunities. New staff members are provided a streamlined training process and connected with mentors, while more experienced teachers have greater autonomy in selecting professional development options.

Professional development at UTTUA is data-driven, with the curriculum team analyzing student performance to identify areas of need, such as ELA, math, or special education support. Training programs include topics such as Universal Design for Learning (UDL), safety, special education processes, and content-specific development. The district monitors the impact of professional development through walk-throughs, collaboration, and feedback from both teachers and campus directors. As a result, the district has seen positive impacts, particularly in areas like math and literacy, as well as strong STAAR performance for students with disabilities. District-level departments play a key role in improving academic performance by focusing on staff recruitment, retention, and development, ensuring that teachers have the resources and support needed to promote student success and continuous improvement.

Staff Quality, Recruitment, and Retention Strengths

- Teacher effectiveness
- Data desegregation
- Curriculum
- Training opportunities for all staff

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

- Analysis of available data highlights a need for additional training for teachers focused on supporting subpopulations.

Technology

Technology Summary

Technology continues to be an important and necessary tool for University Academy. Issues related to the internet have improved as the IT Director and IT staff continue to monitor and look for ways to improve access and reliability. Teachers use technology in a variety of ways in the classroom on a daily basis, and a high priority is being placed on providing equipment that meets or exceeds the minimum requirements of our platforms.

Technology Strengths

1. Proficiency level is high for students and teachers. Online usage reports show that teachers are incorporating most online instructional programs into their classroom, and blended learning programs are making a positive impact on student growth. The continued availability of IT support staff on each campus has improved response time for IT tickets.

Problem Statements Identifying Technology Needs:

1. Provide training for staff in online programs to be able to efficiently implement usage throughout the school year.
2. Continue to emphasize cyber security needs and incorporate cyber security features into 6th-12th Clever logins.

Parent, Family, and Community Engagement

Family and Community Involvement/Engagement Summary

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

Family and Community Involvement/Engagement Strengths

1. The schools gather input and feedback from all stakeholders and use that to drive decisions about family and community engagement.
2. The district finds many opportunities to involve families with an increase in parent family engagement on our MRA survey.
3. Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.

Problem Statements Identifying Family and Community Involvement/Engagement Needs:

1. Content coaches have been pulled for other duties leaving campuses without as much as support due to unforeseen circumstances.
2. It is essential to establish a method of communication with families who speak languages other than Spanish in order to ensure inclusivity and effective engagement with all members of the community.

School Context and Organization

School Context and Organization Summary

UT Tyler University Academy (UTTUA) provides comprehensive support for its diverse student population, including special education services, speech and occupational therapy, vision and hearing support, counseling, and language assistance for emergent bilingual students. Teachers play an active role in shaping school decisions by participating in content planning, professional development, and assessment processes. They use unit assessments, CDAs, and benchmark tests to evaluate student progress and adjust instruction as needed. The school allocates time for core content areas through enrichment sessions and "success hours" to offer additional support. Collaboration with the multi-tiered system of support (MTSS) team helps identify students who need targeted interventions, ensuring that all students receive the necessary resources to succeed in their academic endeavors.

Stakeholder involvement is strongly encouraged through mechanisms like parent surveys, campus-level leadership teams, and participation in committees, ensuring that feedback from staff, parents, and the community is integrated into decision-making. Teachers and staff also contribute to school operations through leadership teams and staff surveys. Safety is a priority at UTTUA, with School Resource Officers (SROs) on each campus, regular safety drills, and surveillance systems in place to ensure a secure environment. Disciplinary policies are enforced through the Student Code of Conduct, and input from parents and staff is actively sought to ensure that these policies remain effective. The district's vision and mission are widely known and regularly reviewed to meet the evolving needs of the school. Overall, UTTUA fosters an inclusive, supportive, and safe learning environment, emphasizing academic growth, professional development, and meaningful collaboration with stakeholders.

School Context and Organization Strengths

1. Staff Input/involvement
2. Support for district and campus level leadership

Problem Statements Identifying School Context and Organization Needs:

1. Analysis of available data highlights areas within the focus areas of instructional time and extracurricular activities that require improvement. This examination aims to identify specific deficiencies and challenges within these domains, enabling the formulation of targeted strategies to enhance the overall quality and effectiveness of instructional time allocation and extracurricular offerings within the educational institution.

School Culture and Climate

School Culture and Climate Summary

The data from the Leader in Me survey shows a need to increase student leadership through personal and interpersonal effectiveness. Staff leadership was very positive and had shown an increase in personal and interpersonal effectiveness. Data shows students support each other and offer help as needed to others and teachers believe that their collective actions can positively impact students and help them succeed.

School Culture and Climate Strengths

1. Students support each other and offer help as needed to others
2. Teachers believe their collective actions positively impact students and help them succeed.

Problem Statements Identifying School Culture and Climate Needs:

1. Continue to be intentional with recognizing and sharing student achievements
2. There is a need for consistent academic counseling/advising across the district.
3. Increase student's decision making in the classroom and leadership abilities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data is frequently reviewed at the district, grade, and classroom levels to guide instructional planning and interventions. Coaches and teachers collaboratively use data to tailor instruction and provide support. A variety of district-wide and classroom-level assessments are in place, with teacher autonomy for formative assessment. Curriculum is aligned to state standards in core areas, with resources like TEKS-aligned Eureka (Math), Science platforms, and Science of Teaching Reading-based ELAR materials. Instructional materials are generally up-to-date and supported by scientific research (TEA IMRA-approved, STR-aligned). Teachers participate in curriculum alignment as needed, particularly during new adoptions. Instructional technology is used daily and tracked for usage and impact. The Teacher Incentive Allotment (TIA) reinforces a culture of high expectations and supports goal setting and student ownership of learning. Instruction and materials are reviewed to ensure they meet the needs of all students, including those in MTSS tiers.

Curriculum, Instruction, and Assessment Strengths

1. Strong data culture with frequent review at multiple levels.
2. High level of teacher autonomy and input, particularly in assessments and instructional decisions.
3. Curriculum and instructional materials are TEA-verified and aligned to standards.
4. Instructional technology is widely available and embedded into daily instruction.
5. Teachers are encouraged to hold high expectations, set goals, and track student progress.
6. Targeted support through MTSS and coaching models for Tier 2 and Tier 3 students.

Problem Statements Identifying Curriculum, Instruction and Assessment Needs:

1. Inconsistent instructional practices across classrooms are resulting in unequal learning experiences for students, potentially impacting academic achievement and overall educational equity.
2. The absence of clear monitoring systems for maintaining high expectations in non-tested subject areas may lead to variability in instructional quality and reduced academic rigor for students.

Priority Problem Statements

1. There is a need to continue our efforts to increase enrollment to meet our district goal of 95% capacity enrollment for the 25-26 school year.
2. There is a need for Content Coach experts to be on all 3 campuses on a regular basis.
3. There is a need to improve the effectiveness of instructional time allocation, as well as balancing our extracurricular offerings, for overall quality improvement of our educational institution.
4. There is a need to improve student leadership and decision-making abilities in the classroom.
5. Due to the total growth in population at UTTUA, our subpopulation has increased and is now at 29% this year. 56% of the detention/time-out/ISS/OSS/expulsion discipline referrals come from students of subpopulations (IDEA, Section 504, Eco-Dis, EB, and/or are students of diverse backgrounds).

Comprehensive Needs Assessment Data Documentation

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

Demographics <ul style="list-style-type: none">● PEIMS Data 2023-2024● Human Resource Reports 2024-2025	School Context and Organization <ul style="list-style-type: none">● Discipline Referrals 2024-2025● Master Schedule 2024-2025● Assessments 2023-2024● PLC Meeting Minutes 2024-2025● Curriculum and Technology Resources 2024-2025● Surveys 2024-2025
Student Academic Achievement <ul style="list-style-type: none">● TAPR Report 2023-2024● NWEA Maps Data 2024-2025● Lexia and IXL data 2024-2025● Benchmarks 2024-2025● PEIMS Report 2024-2025● Tutorial Logs● RTI Process● Parent Meeting Logs	School Culture and Climate <ul style="list-style-type: none">● Teacher Feedback Meetings● Campus Survey 2024-2025● PTO Meetings● Parent/ Student Compact and Family Engagement● Parent Conferences● Focus Groups

Staff Quality, Recruitment and Retention <ul style="list-style-type: none">● RDA report 2023-2024● District Policies● Information from Special Education Self-Assessment responses● Sign-in sheets from training● Procedures for curriculum and evaluations	Curriculum, Instruction & Assessment <ul style="list-style-type: none">● STAAR Data 2024-2025● CDAs 2024-2025● Math Unit Assessments 2024-2025● 2024-2025 Curriculum Resources● PLC Meeting Notes● BOY/MOY/EOY MAPS Reading and Math● mClass● Pre Assessments and Post assessments (STAAR)- Teacher Incentive Allotment● Benchmarks 2024-2025● Pre and Post STEMScopes- Teacher Incentive Allotment● Semester Exams 2024-2025
Technology <ul style="list-style-type: none">● Wi-Fi Network Filters● Monitor Filters● Technology Usage Reports● Professional Development Agenda Minutes	Family and Community Engagement <ul style="list-style-type: none">● Campus Event Agendas● Translation Policy● Feedback Meetings● Surveys 2024-2025● 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.

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			
Intentional K-2 best practices support/PLTW Launch	Teachers	Coaches/PLTW Launch trainer	PLCs/Oct. PD	State Funds IMA Funds Early ED Allotment PLTW Launch Master	Observational data	Summative Teacher evaluations PLTW Launch recognition			

Commented [2]: PEDERSEN

Commented [3R2]: 24-25 Summative- MP

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Commented [5R4]: 24-25 Summative- MP

				Teacher training					
				Title II					
Content Specialists will serve teachers on all 3 campuses on a regular basis	Teachers	Executive Director of Curriculum	25-26 school year	Travel budget/Curriculum Budget	BOY/MOY or Benchmark Data	EOY or STAAR data			
Increase sub pop student academic achievement by 2%	All students	All Teachers Curriculum Team Interventionists	Fall of 2025	Academic strategies, interventions, MTSS Curriculum Team (local)	Fall benchmark results will increase by 1%	STAAR/TEL PAS results will increase by 2%			

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

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

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

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

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

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	Spring Eval	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.			
Provide Bullying Recognition/Prevention training to students, staff, and parents.	All	Superintendent, Director, Teachers	August-June	State Funds	Sign-in sheet	Decrease in bullying incidents documented			
All campuses will utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August-July	School Safety Allotment; State Funds	Campuses are equipped with cameras.	Continuous observation of safety risks.			
Providing social and emotional support to students through various district resources and increasing parent awareness of trauma-informed care and social and emotional support services.	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August-June	State Funds, ESSER Funds, Sped Funds, SCE	Student surveys	Decrease in bullying incidents reported.			
Identify priority extracurricular options for the district and allocate funding to support implementation.	Students; Staff	Superintendent, Finance Manager, Campus Directors, Executive Director of Operations, Executive Director of Curriculum	July 2025-June 2026	Funding (General Funds); Extracurricular Opportunities; Extracurricular Resources	Identify priority extracurricular options	Implementation of the priority extracurricular options			

Commented [8]: Hawkins

Commented [9R8]: 24-25 Summative- IP

Commented [10R8]: @jpedersen@uttia.org Jaclyn, can you please reword this to be a goal for 25-26?

Commented [11]: Acuna

Commented [12R11]: 24-25 Summative- MP

Commented [13R11]: @kacuna@uttia.org Acuna, can you please reword this to be a goal for 25-26 based on data from this year?

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Allocating specific time for the action teams and within the schedule for the Leader in Me Implementation.	Students, Staff	Campus Directors, Executive Director of Curriculum, Staff	August 2025 through May 2026	Leader in Me Curriculum; General Funds	Time allocated in the schedule and action team meetings planned	Increase in percentage score in the Leader in Me Survey from BOY to EOY			
Reduce sub pop campus office discipline referrals by 10%	subpopulation	Teachers Campus Admin School Psych LPCs	Fall of 2025	-Behavior Intervention Plans - School Psych/LPCs (local/federal)	December 2025 : Sub pop Discipline referrals will decrease by 5%	May 2026: Sub pop Discipline referrals will decrease by 5%			

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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	EO Y 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			

Invite parents and field experts to participate in Project Based Learning (PBL) presentation days.	All	Director, Teachers	August-June	State Funds	Schedule of presentations	Understanding of PBL process and content			
Assist parents completing FAFSA for senior students.	12 th grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation			
Advisory-Career Academics/College Activities with a focus on the college prep and readiness provided by UT Tyler College Advisors	8th-12 th 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			
Post-Secondary Tours	9th grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data			
TSIA student support **	Teachers and Students	Teacher/ Director/ Coaches	August-May	TSIA Matrix TSIA Math driven homework State Funds	Increase in percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.			
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			
Marketing Campaigns to Raise Awareness of UTTUA	Community; Students; Future Students	Operation Manager	July 2025-June 2026	Budget Allocation (General Funds)	Number of applicants	95% Capacity with Enrollment			

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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
Expand the Teacher Incentive Allotment (TIA) to include non-core subjects	Teachers	Executive Director of Curriculum	25-26	DMAC Fitness Gram	BOY given Fall 2024	EOY given Spring 2025			
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			
PLC Lead Training	Teachers	Coaches/Director of CIA	August 2024	District created resources, State Funds, Title II	Agenda/Survey	EOY Teacher Survey			
PD for interventions and tutorials	Teachers	Curriculum Department	Fall 2024	Curriculum Resources /State Funds	Percent of students in Tier 2 and 3 interventions	Percent of students at-risk due to STAAR and ERI			
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 2025	ESC7, Special Ed Director, ESL Instructional Coach, Campus Directors,	Fall (Dec. 2025): Talent Ed Walkthroughs and evaluations will improve by .5 level. Based on results, follow up with training needs.	EOY: Talent Ed Walkthroughs and evaluations will improve by 1 level. Teacher retention			

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Commented [36]: PEDERSEN

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Commented [39R38]: @sbroussard@uttia.org Sammi, I need to more clarification on what this is targeting.

				Evaluation Staff (local, federal)		will improve by 10%. Based on results, follow up with training needs.			
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District Goal #5: At the UT Tyler University Academy, the district will provide a state-of-the-art university lab facility to support K-12 grade learning focus on STEM education and university readiness.

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

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

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

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	Spring Eval	EOY Eval
Continue building relationships with UT Tyler College of Education and Psychology by partnering with professors for research, case studies, lab experiences, and opportunity to participate in counseling/teacher preparation programs.	Students	Superintendent, Directors, Teachers, UT Tyler Education Department	August-July	State, CTE allotment Funds, UT Tyler Funds	Schedule of calendar events	Increased involvement and professor partnerships			
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	July 2025-June 2026	Budget Allocation (General Funds-provided through legislation)	Increase in facility funding. Additional facilities to support needs.	Campus facility needs are being met.			

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Commented [41R40]: 24-25 Summative- IP

Commented [42R40]: @josimmons@uttyler.edu Dr. Simmons, I need to get with you on rewording to target a goal for the 25-26 school year.

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		Directors							
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Dating Violence Addendum

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

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 being careful not to use the administrator as their agent. Officers should enforce the laws and conduct investigations for 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 effecting 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.

Migrant Priority for Service Action Plan

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UT Tyler University Academy

2025-2026 Priority for Service (PFS) Action Plan for Migrant Students

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

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

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

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

UT Tyler University Academy

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

School District: UT Tyler University Academy
Region: 7

Priority for Service (PFS) Action Plan

School Year: 2025-2026

Filled Out By: Nikki Hart
Date: June 11, 2025

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

Goal(s): 100% of eligible migratory, Priority for Service Students will be entered in to the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	Objective(s): To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.
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UT Tyler University Academy

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Before the end of each month, August 2025-July 2026	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> 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 1 st Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> 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 NGS Priority for Service reports. 	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	ongoing	MEP staff	calendars, meeting notes

UT Tyler University Academy

Additional Activities			
■			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
Additional Activities			
■			

DocuSigned by:

Jo Ann Simmons

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LEA Signature

6/11/2025

Date Completed

UTTUA Translation & Interpretation Procedures Addendum

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 (8), Bengali (1), Cebuano (1), English (1113), French (1), Gujarati (2), Hainanese (3), IBO/IGBO (1), Japanese (1), Mandarin (1), Pashto (1), Pilipino (1), Spanish (57), Swedish (1), Tamil (1), Urdu (4), 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

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

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

For the 2025/2026 school year, District Committee/Title I, Part A meetings are scheduled for the following dates: May 8, 2025, May 21, 2025, June 24, 2025, October 21, 2025, March 24, 2026, and June 9, 2026. 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 2026. The committee will utilize CNA results to create the 2026- 2027 District Improvement Plan in late spring and early summer.

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

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

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

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

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

UT Tyler University Academy strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, computer science, civics and government, art, history, career and technical education, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine their effectiveness and ensure they meet the needs of students.

UT Tyler University Academy has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based on report cards, progress reports, and CDAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus director.

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

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

Annually, during the spring and summer of each year, UT Tyler University Academy holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set.

From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes.

UT Tyler University Academy determines Title I eligibility by utilizing the self-reporting of Supplemental Nutrition Assistance (SNAP), Temporary Assistance to Needy Families (TANF), and household income (reference the current year of USDA child nutrition programs income eligibility guidelines). Therefore, the district uses students coded with 99 to determine its low-income percentage and maintains documentation locally for students coded as 99.

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

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

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

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

Success: The District provides services to support homeless children and youth with school success by having the Homeless Liaison and academic counselors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing,

shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.

UT Tyler University Academy works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this [link](#) to view our District Written PFE Policy for the 2025-2026 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.

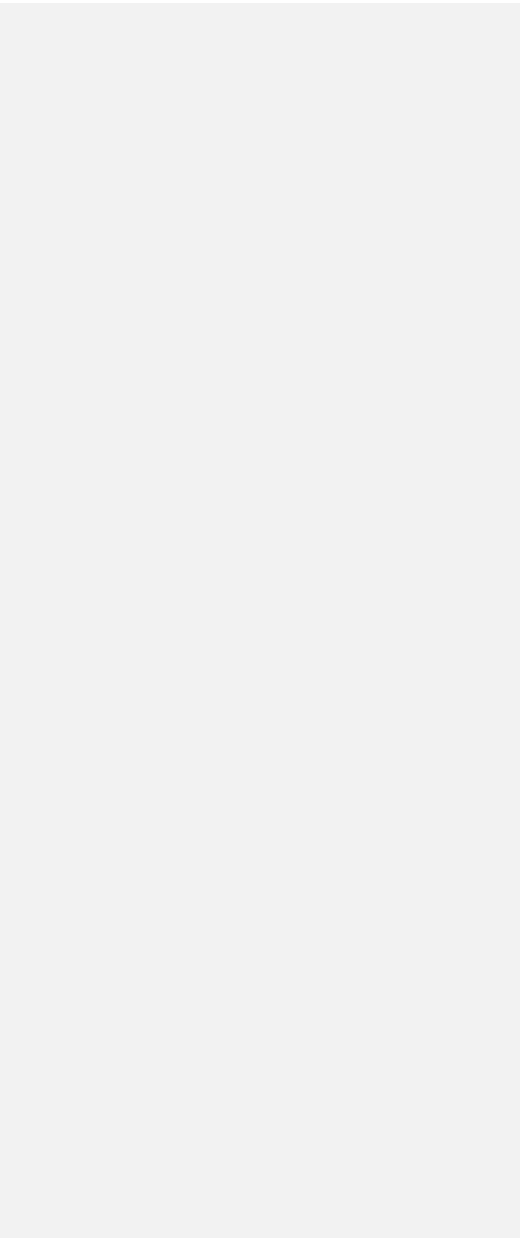
UT Tyler University Academy implements strategies to facilitate effective transitions for students. From middle school to high school, the district provides an informational meeting for parents to learn about the career pathways and dual credit opportunities offered to high school students.

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

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

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

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



Title II, Part A Appendix

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

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

For the 2025-2026 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: May 8, 2025, May 21, 2025, June 24, 2025, October 21, 2025, March 24, 2026, and June 9, 2026. 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 2026. 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 taken into account as the committee meets as well.

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

Title II, Part A

Title III, Part A

Title IV, Part A

Individuals with Disabilities Act (IDEA)

Rehabilitation Act of 1973

McKinney-Vento Homeless Assistance Act

ESSER III

SCE

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

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

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

Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II, Part A Funds Allocated	Notes
UT Tyler University Academy at Longview	212804102	24%	No	\$10,045	
UT Tyler University Academy at Palestine	212804103	49%	No	\$11,085	
UT Tyler University Academy at Tyler	212804001	33%	No	\$13,509	

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

Title IV, Part A Appendix

During the CNA for the 2025-2026 school year, the required stakeholders met on the following dates: May 8, 2025 and May 21, 2025. As recorded in the meeting minutes, the committee discussed all needs in relation to all ESSA programs. Per the recorded minutes, the stakeholder committee determined that the needs were so extensive that our Title IV, Part A funds would best be used to meet those needs; therefore, the funds would not be reaped or transferred.

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

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

UT Tyler University Academy will evaluate the progress of these program objectives and intended outcomes three times a year (October 21, 2025, March 24, 2026, and June 9, 2026). The district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the district determines they are necessary at the time of evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.

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

For the 2025-2026 school year, District Committee/Title IV, Part A committee will take place on October 21 , 2025, March 24, 2026, and June 9, 2026. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (October and March) and a summative assessment in June. The committee will consult with stakeholders to improve the activities it conducts and also to coordinate implementation with other related activities conducted in the community. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in the spring of each year. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in the spring. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities, and/or programs.

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

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

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: May 8, 2025

Time: 3:00 p.m.

Meeting Location: Zoom

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
Laura Hilbig, Technology Instructional Coach	Heather Bailey, Grant/Finance Coordinator
Jo Simmons, Superintendent	Sammi Broussard, Special Education Coordinator
Kristian Fischer, Academic Coach	Laci Robinson, Tyler Teacher
Samantha Rector, Academic Coach	Linda Butler, PEIMS
Melissa Hilbig, Tyler Student	Allison Aragon, Tyler Parent
Michael Odell, University Professor/Community Member	

Absent Committee Members:

Yash Patel, Palestine Student	Edward Broussard, City Manager for Tyler
Donna Phillips, Tyler Teacher	Amy Mashburn, Longview Paraprofessional
Tracey Breeden, Longview Teacher	Patricia Davis, Assistant Director Longview

Jenny Calk, Palestine Teacher	Christian Chesnut, Finance Manager
Lety Navarro, Palestine Paraprofessional	Aimee Dennis, Executive Director of Operations
Jeff Kennemer, Community Partner	Sarah Evans, Director of Technology
Angela Lynch, Palestine Parent	Sharlotte Byrd, Tyler Admin III
Jennifer Stenhouse, Longview Paraprofessional	
Cori Mackey, District Nurse	Jennifer Rasberry, Academic Coach
Keren Acuna, Senior Mental Health Counselor	Kathy Parker, Academic Counselor

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.
- Dr. Simmons asked if we should add AI to the technology curriculum. The committee discussed the positives of adding this.
- Reminded everyone of the 5/20 meeting to go over the Root Cause Analysis. We will be adding goals to the 25-26 DIP and wrapping up the 24-25 DIP at the June DIP meeting.

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: May 20, 2025
 Time: 3:00 p.m.
 Meeting Location: Zoom

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
Laura Hilbig, Technology Instructional Coach	Heather Bailey, Grant/Finance Coordinator
Jo Simmons, Superintendent	Sammi Broussard, Special Education Coordinator
Kristian Fischer, Academic Coach	Lety Navarro, Palestine Paraprofessional
Samantha Rector, Academic Coach	Linda Butler, PEIMS
Aimee Dennis, Executive Director of Operations	Allison Aragon, Tyler Parent
Cori Mackey, District Nurse	Sarah Evans, Director of Technology
	Christian Chesnut, Finance Manager

Absent Committee Members:

Yash Patel, Palestine Student	Edward Broussard, City Manager for Tyler
Donna Phillips, Tyler Teacher	Amy Mashburn, Longview Paraprofessional
Tracey Breeden, Longview Teacher	Patricia Davis, Assistant Director Longview
Jenny Calk, Palestine Teacher	Melissa Hilbig, Tyler Student
Jeff Kennemer, Community Partner	Michael Odell, University Professor/Community Member
Angela Lynch, Palestine Parent	Sharlotte Byrd, Tyler Admin III
Jennifer Stenhouse, Longview Paraprofessional	Jennifer Rasberry, Academic Coach
Keren Acuna, Senior Mental Health Counselor	Kathy Parker, Academic Counselor

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.

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.
- Reminded everyone about the upcoming Summative DIP meeting-will be wrapping up the 24-25 DIP and discussing changes/updates needing to be made on the 25-26 DIP.

Comprehensive Needs Assessment/ 25-26 District Improvement Plan

Meeting Title: Comprehensive Needs Assessment/ 25-26 District Improvement Plan Meeting

UT Tyler University Academy
Date: June 24, 2025
Time: 3:00 p.m.
Meeting Location: Zoom

Present Committee Members:

Shelly Parsons, Interim Director for Palestine	Nicole Hart, Test/Academic Coordinator
Jennifer Rasberry, Academic Coach	Amanda Kaiser, Administrative Coordinator
Samantha Rector, Instructional Coach	Jeff Kennemer, Community Partner
Aimee Dennis, Executive Director of Operations	Heather Bailey, Grant/Finance Coordinator
Linda Butler, PEIMS	Samantha Rector, Academic Coach
Christian Chesnut, Finance Manager	Lesley Bozman, Longview Teacher

Sarah Evans, Director of Technology	Allison Aragon, Tyler Parent
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Absent Committee Members:

Sammi Broussard, Special Education Coordinator	Edward Broussard, City Manager for Tyler
Donna Phillips, Tyler Teacher	Amy Mashburn, Longview Paraprofessional
Rachel Hawkins, Longview Director	Patricia Davis, Assistant Director Longview
Jenny Calk, Palestine Teacher	Cori Mackey, District Nurse
Kristian Fischer, Academic Coach	Michael Odell, University Professor/Community Member
Angela Lynch, Palestine Parent	Sharlotte Byrd, Tyler Admin III
Jennifer Stenhouse, Longview Paraprofessional	Jaclyn Pedersen, Executive Director of Curriculum
Keren Acuna, Senior Mental Health Counselor	Jo Simmons, Superintendent
Laura Hilbig, Technology Instructional Coach	Lety Navarro, Palestine Paraprofessional

Agenda:

- Update current DIP for the upcoming year. Updating strategies for 25-26.

Meeting Minutes:

- During the meeting, the committee reviewed each strategy in the current DIP to determine whether it should be retained, revised, or removed. Each item was discussed in terms of its relevance, effectiveness, and whether it reflected routine practices. The goal is to streamline the strategies to ensure they are purposeful, impactful, and aligned with our objectives.