



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

2022-2023 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 page 6 for a listing of members). Meetings were held on April 28, 2022, May 19, 2022, and June 20, 2022. Periodic reviews and revisions will be done through formative and summative evaluations scheduled for November 7, 2022, March 27, 2023, and June 19, 2023. • **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 pages 39-40 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: A hard copy of the campus School-Parent compact is distributed to families each year. Elementary campuses: the compact will be discussed during parent-teacher conferences (minimum of one per year).
- Translations: These documents are provided in English and Spanish. Should another language be needed, please contact the campus office for assistance.

STATE COMPENSATORY EDUCATION

State of Texas At-Risk Student Eligibility Criteria:

A student under 21 years of age and who:

- Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
- Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
- Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
- Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
- Is pregnant or is a parent
- Has been placed in an AEP during the preceding or current school year
- Has been expelled during the preceding or current school year
- Is currently on parole, probation, deferred prosecution, or other conditional release
- Was previously reported through PEIMS to have dropped out of school
- Is a student of limited English proficiency
- Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
- Is homeless

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

State Compensatory Education

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

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

Total amount of SCE funds allocated for allowable supplemental resources and staff: \$437,127.00

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 52% of the SCE allotment (direct program costs): \$240,419.85

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 Director of Special Programs, 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.

STARE	Math % Met Standard				Reading/ELA % Met Standard				Science % Met Standard		Social Studies % Met Standard		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022	
Students At-Risk	26%	29%	32%	43%	39%	56%	47%	43%	48%	33%	37%	68%	
Students Not At-Risk	69%	66%	81%	80%	81%	91%	72%	82%	84%	75%	81%	87%	

	Drop Out Data		Completion Data	
	2018-2019	2019-2020	2018-2019	2019-2020
Students At-Risk	0%	0%	100% (14)	100% (13)
Students Not At-Risk	0%	0%	100% (28)	100% (42)

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

HOMELESS CHILDREN AND YOUTH

In order to provide homeless children and youth support in enrollment, attendance and supports 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.

FEDERALAND 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 \$109,564 *Strategies Reflected in Palestine CIP*	Title II \$23,715	Title III \$2,019	Title IV \$10,000	IDEA B \$122,954
Payroll • \$63,649- Two School Aides Professional and Contracted Services • \$20,915- YMCA and Curriculum Programs Supplies and Materials • \$25,000- School Supplies for Students •	Professional and Contracted Services • \$23,715 PLTW Fees for Professional Development	Shared Services Agreement • \$2,019 to Region VII	Supplies and Material • \$10,000 PLTW Consumables	Payroll • \$122,954- Diagnostician Position, Special Education Coordinator, and one and a half Speech Positions

ARP Homeless II \$5,262	Special Education Allotment \$201,536	Dyslexia Allotment \$38,808	State Compensatory Allotment \$240,420	Bilingual Allotment \$6,308
Supplies and Materials • \$5,262 Supplies For Homeless Students	Salaries • Special Education Support Staff Contracted Services • \$75,000 Contracted Personnel and Programs Supplies • \$39,000 Supplies for Special Education Students	Salaries • \$38,808 Personnel who Serve Dyslexia Students	Salaries • \$221,023 Instructional Coaches & Licensed Counselor Contracted Services • \$10,157 Leader in Me Supplies • \$9,240 Reading Academies	Salaries • \$6,308 ESL Coordinator

Career and Technology Allotment \$345,993	Early Education Allotment \$68,735	Gifted and Talented Allotment \$17,137	CCMR Outcomes Bonus \$35,200	School Safety Allotment \$7,793
Supplies • \$103,570 PLTW Supplies and Professional Development Salaries • \$242,423 CTC Teachers and Academic Counselor	Supplies • \$53,735 K-2 Classroom Supplies Other Expenses • \$15,000 Reading Academies	Contracted Services • \$17,137 Academic Coaching	Contracted Services • \$35,200 Contracted Services	Salaries • \$7,793 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 Doepker
Dr. Dominick Fazarro	Dr. Joanna Neel
Mr. Eric Semlear	mr. Jeffry Kennemer
Mr. Alan Buckland	Faculty Advisor: Dr. Wes Hickey

Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Edward Broussard, City Manager for Tyler
Brent Allen, Community Partner	Amy Mashburn, Paraprofessional
Linda Butler, PEIMS Coordinator	Kristian Fischer, Instructional Coach
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Dalton Abrams, Director of Technology
Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Nanceen Hoskins, Palestine Teacher	Laci Robinson, Tyler Teacher
Tracey Breeden, Longview Teacher	Shweta Patel, Palestine Parent
Lisa Bronsema, Longview Parent	Jan Parish, Tyler Parent

Jaclyn Pedersen, Director of Curriculum	Kathy Parker, Academic Counselor
Jaema Krier, Director of Administration	Michael Odell, University Professor/Community Member
Aimee Dennis, Director of Special Programs and Leadership	Amanda Kaiser, Administrative Assistant III
Sammi Broussard, Special Education Coordinator	Jad Asbey, Palestine Student
Cori Mackey, District Nurse	Christian Chesnut, Finance Manager

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 TEAR 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 TEAR 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 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.

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

When looking at our teacher-student ratio, our K-6 ratios are slightly higher than the state average, but in our STAAR tested grades we continuously outperform the state who has a lower teacher-to-student ratio. When looking at the teacher/student ratio in grades 7-12 we have a slightly lower average than the state, yet we continue to outperform the state on STAAR assessments. Our student-teacher ratio is not a significant determining factor in our assessment scores.

It is interesting to note that when looking at the at-risk student population, our 3rd-grade students across the district have the highest number of at-risk students in regard to the total number of students in that grade level. This is the group that was in 1st grade in 2020. How can we be strategic in addressing these numbers? Also, we have over half of our students in first grade in Palestine at risk, which is alarming and a high area of concern.

When looking at our student population, we have a majority of students who are white, so we should consider plans for recruitment in order to diversify our population.

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

Demographics Strengths

1. 11 of the 2nd-grade students are considered at risk (currently enrolled 76)
2. A good representation of female and male students, almost half and half.
3. Enrollment numbers have stayed consistent over the past three years.

Problem Statements Identifying Demographic Needs:

1. There is a need to increase the diversity of our student population.
2. There is a need to increase the retention of our high school student population.
3. There is a need to decrease the number of students at risk in third grade.

Student Academic Achievement

Student Academic Achievement Summary

Based on the data, our math content area is a focus for improvement. The sub-populations of Hispanic and African American students are also a focus within the math content area. There is not a significant difference in attendance based on sub-population with most averaging attendance in the low 90s. The district does not have any dropouts reported. The majority of students who are coded as at-risk are due to not achieving meets standards on the STAAR assessment. To support the academic achievement of students in math, the district is Implementing IXL/ST Math and providing professional learning to 3-8 math teachers throughout the school year with two pull-out days as well as the first-semester bi-weekly professional development sessions via zoom for an hour. In ELAR, the district is implementing summer reading at each campus with the implementation of Lexia throughout the school year. An area for focus is 5th-grade Science due to personnel not being in place to support the Science content instruction. In 8th-grade Social Studies, there has been a continued need to require extra support in classroom material and curriculum resources. This data showcases that our work towards supporting all sub pops during intervention using online software programs that meet each student's functional level coupled with face-to-face small group instruction builds a solid foundation for each content area. The implementation of an RTI process, HB4545 tutorials, student-led tutorials, and parent meetings with Emergent Bilingual families have also supported the student achievement in the district. STAAR data for the 2021-2022 school year will be released within the next two weeks, and adjustments to the focus of Student Academic Achievement may be made based on this data.

Student Academic Achievement Strengths

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

Problem Statements Identifying Student Academic Achievement Needs:

1. There is a need to increase the student achievement within our ECD population in Math. We also need to be mindful that our Hispanic and African American students will need more support from teachers in tutorials and/or interventions.
2. There is a need to purchase supplemental 8th-grade Social Studies material.
3. There is a need to recruit and hire certified content teachers. In addition, this would include assisting applicants when applying in the portal.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers are recruited through various avenues, including the UT Tyler Job Portal, UTTUA Website, Region 7 Employment, TASA Job Portal, as well as through job fairs. The charter requires a Bachelor's degree for all teachers per state law, and certification for those in the core subject areas of Math, Science, English/Language Arts, and Social Studies. The charter works to employ certified teachers in all subject areas and actively promotes enrollment in an EPP/Intern program, either through UT Tyler's programs or outside providers. The charter boasts a competitive salary schedule that builds on experience, loyalty to the district, and promotion to Distinguished Teacher status. Teachers are provided competitive benefits, including free medical coverage for the employee and low-cost premiums for dependents. Full tuition scholarships are also provided to employees, their spouses, and dependent children. Employees are expected to pursue their Masters as part of their promotion plan to Distinguished Teacher. They have 8 years to complete this requirement.

Teachers are supported through an instructional coaching model. Benchmark and survey data help drive the need for continued improvement and professional development for teachers. The curriculum team evaluates student and teacher data to make recommendations for professional development to the Superintendent. Teachers complete year-end portfolios that are reviewed and assessed for areas of growth and assigned professional development based on those needs. Staff participates in various training including, New Hire and PBL training, Personalized Learning training, RTI training, Leader in Me training, security/safety/emotional trauma training, and content-specific TEKS training, as well as content-specific resources and technology support training.

Teacher retention rates have averaged around 78% over the past two years; 72% in 2019-2020 and 83.5% in 2020-2021.

Student-to-teacher ratios over the past two years have been 14.5:1 in 2019-2020 and 15.4:1 in 2020-2021.

Staff Quality, Recruitment, and Retention Strengths

- Embedded PLCs for the 22-23 school year with an emphasis on job-embedded professional learning.
- PLC training for PLC leads in 22-23
- Continued instructional coaching model, Benefit packages
- Promotion plan
- Continued education through the EdD program
- Campus culture play a large part in our recruitment and retention efforts

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

- There is a need to recruit teachers in high needs areas; Math, Science, CTE (engineering, computer science, etc.). Root Cause: Limited candidate pool in these certification areas as well in geographical location (Palestine in particular).
- There is a need to recruit qualified and experienced teachers in secondary subjects, particularly PE. Root Cause: Limited candidate pool in some subject areas and constraints in our campus schedules due to the number of sections and being K-12.
- There is a need to move from a PD model isolated in specific “PD Days” to a Professional Learning Model where job-embedded learning is teacher-centered, continuous, and content/instructional model focused.

Technology

Technology Summary

Technology provides student and staff devices, online accounts, online and in-person support, maintains a working Wi-Fi network and monitors filters. These services provide increased engagement and availability of technology resources in the classroom. Support in implementation is needed to ensure the availability and useability of technology in the classroom. A need that has been identified in the district is continuing to increase the bandwidth and possible mobile testing Chromebook carts for 8-12 secure testing. The district vision for instructional technology is to continue to develop online tools and guides to improve classroom technology engagement, improve engagement with provided technology resources, such as virtual desktops, useful Chromebook apps and extensions, and online platforms, and further increase available network bandwidth across the district, and continue to monitor device solutions for both teachers and students. Overall, HS and MS, and upper elementary staff and students utilize technology in all aspects of learning. At the beginning of the year, 3rd-grade students need additional support for students to learn Schoology. The district plans to provide training in the fall for teachers in elementary over Schoology, so that they may start using the platform more in K-2 to help this transition. The district provided SMARTBoard training sessions early in the roll-out and continues to meet with teachers as needed to provide updates and strategies as well as release a bi-monthly technology professional development newsletter.

Technology Strengths

1. Continued growth on successful technology deployment and implementation in the classroom.
2. Utilization of district L & S Classroom, Clever Matrix, virtual desktop, Google Admin usage reports.
3. Improved

Problem Statements Identifying Technology Needs:

1. There is a need as more resources are moving to and growing in online presence there is an increased need for additional network capacity.
2. There is a need as new teachers are added, there is an increased need for training in online programs.

Family and Community Involvement/Engagement

Family and Community Involvement/Engagement Summary

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

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

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

Family and Community Involvement/Engagement Strengths

1. Strong attendance from parents in IEP/ARD/504 meetings.

Problem Statements Identifying Family and Community Involvement/Engagement Needs:

1. There is a need for improvement in communication in general with parents of students that are ESL in addition to those that are Spanish speaking.
2. There is a need to increase community engagement with PBLs.

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

1. Campus safety / we work diligently to create a schedule that maximizes our resources

Problem Statements Identifying School Context and Organization Needs:

1. While we each work in our own department it is important to see how we all connect to achieve student success.
2. There is a need for more space for classroom instruction in campus buildings.
3. There is a need to improve the safety and security of all students and staff.

School Culture and Climate

School Culture and Climate Summary

The curriculum department uses programs that support students at their functional level by using personalized learning. As a team, we select a high-quality curriculum and track student data and progress through student progress measuring sheets. Training is offered through PD and PLCs throughout the school year. Targeted data plans are created for early intervention for at-risk students by transfer of the student progress measuring sheets. After benchmarks are taken there are specific plans each teacher puts in place to address weaknesses in standards and often support staff is brought in to help with small group instruction. Overall, the students feel that the staff cares about them and supports them with their academic learning. The overall perception from student and teacher surveys is positive. It is evident from the student surveys that students generally have a good rapport with their teachers on campus. Based on the survey results, a majority of the students are not offered or do not participate in enrichment activities. Students also do not feel that they have been given an opportunity to learn about course offerings for the next grade level. From the survey results, staff feels a need for resources for crisis or emergency response situations. District expectations in regards to academics are that students will be provided a high-quality education taught through PBL, PrBL, BL, and Dual Credit. Students' individual learning needs will be addressed through differentiated learning and a variety of learning opportunities. It is expected that high expectations are held for students on campus to promote a safe and supportive learning environment. In the event that a student is not following expectations, consequences aligned to the behavior will be implemented and instruction with the student on expected behaviors will be implemented.

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs:

1. There is a need to increase opportunities for students to engage in enrichment activities.
2. There is a need to increase communication of course offerings to students, emergency/crisis resources to staff, and feedback to teachers about consequences given to students in the referral process.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

The instructional model is a strength due to the student-centered model that focuses on 21st-century skills, including problem-solving and real-world applications while meeting students exactly where they are. Student progress monitoring for 2021-2022 is a strength in the fact that students' needs are met based on their functional level and the curriculum team along with teachers are able to adequately track if individual students are on track for meeting progress for the year. The multiple types of assessments students are given from STAAR like assessments to even more rigorous assessments, to projects/problems, to exact time software assessments is a strength in the fact that students are able to showcase their knowledge in multiple ways and teachers are better able to assess where students strengths/weaknesses lie. The instructional model along with the assessments are strengthened by the district coaching model which provides ongoing professional development, real-time feedback, and support in planning and implementing the curriculum while ensuring the instructional model is being implemented with fidelity.

Problem Statements Identifying Curriculum, Instruction and Assessment Needs:

1. There is a need to identify resources that need to be required for each grade level/subject as opposed to suggested in the past.
2. There is a need to create more consistency in the rigor cross-content from campus to campus and classroom to classroom.
3. There is a need to streamline resources for teachers and simplify the curriculum documents for teacher use and implementation.

Priority Problem Statements

1. There is a need to increase the retention of our high school student population.
 - a. Root Cause
 - i. Students' interests do not align with the school model. ii.
 - Need additional space to support additional sections of lower grades. b.

Problem Statement Area- Demographics
2. There is a need to decrease the number of students at risk in third grade. a. Root Cause
 - i. Lack of intentional focus on K-2 support ii.
 - Lack of testing administrations/data goals from year to year b.

Problem Statement Area- Demographics
3. There is a need to identify resources that need to be required for each grade level/subject as opposed to suggested in the past. a. Root Cause
 - i. Too many resources and not enough support for teacher implementation. ii.
 - Lack of accountability of implementation of required resources/model. iii. Lack of consistency from year to year in resources b. Problem Statement Area- Curriculum, Instruction, and Assessment
4. There is a need to create more consistency in the rigor of cross-content from campus to campus and classroom to classroom. a. Root Cause
 - i. Lack of horizontal alignment ii.
 - Lack of consistency in individual student admissions in Dual Credit iii.
 - Academic culture around Dual Credit

b. Problem Statement Area- Curriculum, Instruction, and Assessment
5. There is a need to improve the safety and security of all students and staff. a. Root Cause
 - i. Safety enhancements are challenged due to facility configurations.

b. Problem Statement Area- School Context and Organization
6. There is a need for more space for classroom instruction in campus buildings. a. Root Causes
 - i. There is not a current budget to support the needed brick-and-mortar facilities to replace initial temporal structures. ii.
 - Increased enrollment on each campus. b. Problem Statement Area- School Context and Organization

7. There is a need to move from a PD model isolated in specific “PD Days” to a Professional Learning Model where job-embedded learning is teacher-centered, continuous, and content/instructional model focused.

a. Root Cause

- i. Lack of PLC training and accountability
- ii. Lack of time for PLCs

b. Problem Statement Area- Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Demographics <ul style="list-style-type: none"> • PEIMS Data 2021-2022 • Human Resource Reports 2021-2022 	School Context and Organization <ul style="list-style-type: none"> • Discipline Referrals 2021-2022 • Master Schedule 2021-2022 • Assessments 2021-2022 • PLC Meeting Minutes 2021-2022 • Curriculum and Technology Resources 2021-2022 • Surveys 2021-2022
Student Academic Achievement <ul style="list-style-type: none"> • TAPR Report 2020-2021 • NWEA Maps Data 2021-2022 • Lexia and IXL data 2021-2022 • Benchmarks 2021-2022 • PEIMS Report 2021-2022 • Tutorial Logs • RTI Process • Parent Meeting Logs 	School Culture and Climate <ul style="list-style-type: none"> • Parent Surveys- 2021-2022 MOY • Teacher Surveys- 2021-2022 MOY • Student Surveys- 2021-2022 MOY • Teacher Feedback Meetings • Discipline Reports • Curriculum Resources 2021-2022 • Director Feedback
Staff Quality, Recruitment and Retention <ul style="list-style-type: none"> • TAPR 2020-2021 • Master Schedule 2021-2022 • Job Duties 2021-2022 	Curriculum, Instruction & Assessment <ul style="list-style-type: none"> • STAAR Dates 2020-2021 • CDAs 2021-2022 • Math Unit Assessments 2021-2022

<ul style="list-style-type: none"> • PLC Schedule 2021-2022 • Heat Maps Data 2021-2022 • Professional Development Agendas • RTI Meeting Minutes • Assessment Data • Salary Schedule 	<ul style="list-style-type: none"> • 2021-2022 Curriculum Resources • PLC Meeting Notes • BOY/MOY/EOY MAPS Reading and Math • mClass • Pre Assessments and Post assessments (STAAR)-Teacher Incentive Allotment • Benchmarks 2021-2022 • Pre and Post STEMScopes- Teacher Incentive Allotment • Semester Exams 2021-2022
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 2021-2022 • Parent Involvement Policy • School/Parent Compacts • Student Progress Monitoring Spreadsheets 2021-2022

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
Offer extended programs for afterschool tutorials and educational extensions.	All	Teachers	August June	Local Funds, Title 1 Funds	Attendance Sheet; Letters home to families	Increase academic performance	IP		
Analyze the student progress monitoring spreadsheets to identify students needing additional support.	All	Director of CIA, Director, Teachers, Coaches	August June	State Funds, State Comp Ed Allotment	District data collected and disaggregated	Increase STARE performance	IP		
Administer STAAR released tests as Benchmarks, semester exams, and district progress monitoring assessments.	All	Director of CIA, Teachers	September November, January & February	State Funds Data in	DMAC	Increase performance on STAAR Assessments	IP		
Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ESL, Economically Disadvantaged, and At-Risk Students.	At-Risk Students	SPED Coordinator, Director, Teachers	August June	Comp Ed, Dyslexia, IDEA B, Special Ed Allotment, Bilingual, Early Ed Allotment, local and State Funds	Documentation of services provided	Increase academic performance	IP		

Provide a challenging curriculum for all students to reinforce skills needed for advancement.	All students Director,	Teachers	August July	IMA, Comp Ed, ESL, CTE, Sped, Early Ed Allotments, State Funds, BEING, Blended Learning, MIZ	Benchmark data	Increased masters on STARE	IP		
Provide students the opportunity to participate in Dual Credit classes with higher education institutes.	9-12 Students Career	Counselors	August June	State Funds; CCMR Allotment	Enrollment	Participation data	IP		
Explore opportunities to support students who are not eligible to take dual credit to ensure they are University Ready upon graduation.	Secondary Students	nt Superintendent, Director of CIA, Directors, Director of Special Programs and Leadership, Academic Counselor	August-Christmas Y	Advanced Placement Curriculum, TSI Data, STAR data	Enrollment	Success Rates IP			
Aligned curriculum documents	Teacher/Coaches/Director	Coaches/ Director of CIA	Math YAGs: '22 development School year Curriculum budget site is ongoing	Curriculum development Curriculum	Coaching conversations and observational data.	STAAR results/Observation data	MP		

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

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
Purchase of a four-room portable for Tyler to support the growing population.	All Students	Superintendent, University	August 2022	University Funds; Local Funds	Installation of the portable facility.	Academic space MP to support the growth of the campus.			
Division of current campus space to support the services provided by support personnel and the utilization of University rooms for academic instruction.	All Students	Superintendent, Directors	August 2022	Local Funds	Spaces created on campus for support personnel to provide services to students and academic space available for courses.	The campus provides additional space for academic and support services.	IP		
Coordination with the University on expansion options for the district.	All Students	Superintendent	August through July	University Funds; Local Funds	Tracking expansion project progress	Additional facilities to support the growing student population.	IP		

Monthly Safety Audit	All students	Director of Special Programs and Leadership; Campus Officer	Monthly August through May	Audit Checklist Data collected from the monthly audit.	Improve the safety protocol on campus and decrease the number of safety concerns noted in monthly audits.	IP		
Identify fund/grant opportunities to support safety enhancements	All students	Superintendent, Director of Special Programs and Leadership; UT Tyler Office of Research and Scholarship	August through May	Grant Applications; District Data; Local Funds	Increase of funds allocated to support safety improvements.	Increase resources utilized to support safety on each campus.	IP	
Create a positive, inclusive school culture.	All students	District Leadership, Campus Leadership, Campus Staff	August through May	Professional Development; Leader In Me; Local Funds; Off-campus resources that support students' interests; Award/Recognition Opportunities	MOY/EOY Surveys showing positive, inclusive school culture; Decrease in the number of students who withdraw.	MOY/EOY Surveys showing positive, inclusive school culture; Decrease in the number of students who withdraw.	IP	
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	IP	
All campuses will utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August July	School Safety Allotment; State Funds	Campuses are equipped with cameras.	Continuous observation of safety risks.	IP	

Review Emergency Response Plans: <ul style="list-style-type: none"> • Fire Drill • Reverse Evacuation • Severe Weather • Lockdown 	All	Superintendent, Director, Teachers	August State	Funds	Sign-in sheet	Increase drill efficiency	IP		
Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents	IP		
Each campus will have a DSL that will attend safety training every other month.	All	Director	August July	State Funds, UT Tyler Funds	Observation of compliance	Improved campus safety	E.G		
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.	IP		
Each campus will have an officer present to support improved safety by continuous communication with University Police	All	Director/ Superintendent	August June	Safety Allotment, State and UT Tyler Funds	Safety data	School data	IP		

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

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

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

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

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

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	Spring Eval	EOY Eval
Host parent meetings/conferences for each campus throughout the year to support student success.	All	Director, Teachers	August June	State Funds	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation	IP		
Provide a parent orientation for new families to the school.	All	Directors	August June	State Funds	Sign-in sheet/Attendee list participation	Parent	IP		
Have a diverse opportunity for parents to serve on various committees.	All	Superintendent, Director	August -June	State Funds	Sign-in sheets/Attendee list, in district Letters decisions	Parents involved	IP		
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	IP		
Provide and utilize an online system to support effective communication between the school and home so parents can have access to grades and assignments.	All	Director, Teachers, IT Department	August June	State Funds	Online system reports Parents	Parents feel prepared to assist their child	IP		
Utilize parent/student/teacher compact.	All	Director, Teacher	August State	State Funds	Signed contracts	Increase in participation of at-home learning assignments	IP		
Survey parents, students, and staff performance.	All on district	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results	E.G		

						presented to Board			
Assist parents completing FAFSA for senior students.	12th grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	IP		
Advisory-Career Academics/College Activities	6th-12th grade	Teachers, Career Counselor, UT Tyler College Advisor	August June	State, CTE Funds, UT Advisor funded by UT Tyler	Observations	Observations	IP		
Post-Secondary Tours	9th grade	Teachers- UT Tyler, Career Counselor	August July	State Funds	Calendar of activities UT Tyler enrollment,	CCMR Data	IP		
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	11th and 12th grade	Career Counselor	November	CTE and State Funds	Registration	Participant evaluations	MP		
Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.	All	Directors, Teachers	Plant st-Jul Y	State Funds	Schedule of trainings and sign-in sheets/ attendee list	Increase parent involvement	IP		
Maintain up-to-date information on the district website and social media platforms.	All	Superintendent, Director, IT Department	August July	State Funds	Up-dates made by IT Support	Website is up-to-date with current information	IP		
Ongoing communication between the school and home	All	Superintendent, Director, IT Department	August July	State Funds	Schedule of calls/recordings and analyzing cooperation made	System report copies of emails	IP		
Implement Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August June	State Funds, Title II Funds, CTE Allotment, Title IV	Student enrollment End of course exams		IP		

TSIA student support	Teachers and Students	Teacher/Director/Coaches	August May	NO Matrix TSIA Math driven homework	Increase in percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.	IP		
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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	Timeline	Resources	Formative Evaluation	Special Population	Person Responsible	State Highly qualified staff assigned to core academic areas	Summative Evaluation	Fall Eval	Spring Eval	EOY Eval
Provide incentives to attract highly qualified staff: • Health insurance provided • Free college tuition for employees and immediate family • Competitive salary • Loyalty Bonus • Promotion Plan				Teachers	Superintendent, Director of CIA, Director	August July	PR1500 Equity Data Survey	MP		
Provide teachers with the opportunity to earn a Master's Degree and/or Doctorate Degree from The University of Texas at Tyler with up to six credit hours per semester for free excluding books.				Teachers	The University of Texas at Tyler	August July	Funded by UT Tyler master's program or Employee scholarship program	Teachers enrolled in Doctorate program	Teachers who have Master's and/or Doctorate Degree	MP
Provide staff development in a variety of methods to meet State Requirements: • Confidentiality • Science Safety Update				Staff	Superintendent, Director	August No cost, State sheets/Attendee list, Funds, UT Tyler, MIZ, registration BL Grants,	Sign-in Completed	Meet state requirements,	IP	

<ul style="list-style-type: none"> • Bloodborne Pathogens • Child Abuse/Neglect • Trauma-Informed Training • Suicide Prevention • CPR/ AED • Other 				Dyslexia, BEA, Sped, Early Ed Allotment Funds		Certificates of Completion			
Provide teachers support through a personalized coaching model to support the school instructional model: • PBL/PrBL <ul style="list-style-type: none"> • Blended Learning • State Standards 	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August July	State, MIZ Grant, and Blended Learning Grant Funds, SCE	Sign-in sheets/Attendee list	Implementat ion of instructional model; MIZ Grant with personalized learning	IP		
Teacher observations and evaluations completed.	Teachers	Director	September-May	State Funds Completed	evaluations	Improved performance in targeted areas	IP		
Provide opportunity for teachers to be promoted to Distinguished Teacher.	Teachers	Superintendent, Director of CIA, Director	August July	State Funds	Portfolios submitted for review	Teachers promoted to Distinguishe d Teacher	IP		
Provide training on technology equipment, programs available for instruction, and technology coaching.	Teachers	IT Department; Instructional Coaches	August July	State Funds, BE Funds	Sign-in sheets/Attendee list	Increase integration of technology	IP		
Provide teachers training in an online data system to analyze student performance on STAAR, CDAs, Benchmarks, and discipline.	Teachers	Director of CIA, Instructional Coaches, Region VII Consultants, Director of Special Education	August July	State Funds, SCE	Sign-in sheets/Attendee list, Student data spreadsheets	Increase academic performance	MP		

Provide paraprofessionals with required training to ensure they are highly qualified.	for professional s	Palestine Director	August July	Local Funds, Title 1	Training certificate	Certificate s of completion	IP		
Grading Philosophy Book Study	Teachers	Director CIA/Coaches/ Directors	August - May	Grading for Equity course/ Book conversations/ Schoolology Course PLC Time for Teachers	Schoolology Teacher PLC Notes	EOY Survey IP			
Training and coaching on required and supplemental resources	Teachers/Coaches or of CIA	Coaches/Direct	August -May	Curriculum Budget, SCE	Surveys/Observation data	Observation data	MP		
Embedded PLCs in the schedule	Teachers	Directors/Coaches 2022	August	District created resources	Agenda check-ins by coach and director	EOY Teacher Survey	IP		
PLC Lead Training	Teachers	Coaches/Direct or of CIA 2022	August	District created resources	Agenda/Survey	EOY Teacher Survey	MP		

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
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Facilities will provide a design to support Project and Problem-Based Learning, STEM activities, and PLTW activities, as measured by observation and student presentations.	All	Superintendent , Directors, Teachers, UT Tyler	August-July	State Funds, CTE presentations Allotment Funds	Student	Student/Staff survey	IP		
Continue building relationships Students Superintendent with UT Tyler College of Education nt, Directors, and Psychology by partnering with Teachers for research, case Tyler studies, lab experiences, and Education opportunities in Department counseling/teacher preparation programs.			August-Jul y	State, CTE allotment Funds, UT Tyler Funds	Schedule of calendar events	Increased involvement and professor partnerships	IP		
Get fiber network connections for each campus.	All Faculty/ IT Department, This school IT Budget	Each campus will have their own fiber connection in place. fiber connection Palestine in place. are targeted before	Longview will follow later after the provider finishes construction on their. infrastructure.						

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.

Migrant Priority for Service Action Plan

UT Tyler University Academy

2022-2023 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	Priority for Service (PFS) Action Plan	Filled Out By: Aimee Dennis
Region: 7		Date: 6/22/2022
School Year: 2022-2023		

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).


<u>Goal(s):</u> 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.	<u>Objective(s):</u> 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 2022-July 2023	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.			
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities			
▪			

DocuSigned by:

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LEA Signature

6/23/2022

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 14 different home languages as determined by original home language surveys collected when a student first enrolls in a Texas public school: Chinese (2), English (781), French (1), German (1), Gujarati (3), Japanese (2), Macedonian (1), Pashto (2), Spanish (33), Swedish (1), Thai (1), Turkish (2), Urdu (3), and Vietnamese (11).

District Level

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

Campus Level •

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

Title I, Part A Appendix

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 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 2022-2023 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: April 28, 2022, May 19, 2022, and June 20, 2022, November 7, 2022, March 27, 2023, and June 19, 2023. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November 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 2023. The committee will utilize CNA results to create the 2023-2024 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. (Include only the programs relevant to your district.)

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

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

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

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

UT Tyler University Academy strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, computer science, civics and government, economics, art, history, geography, 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 25 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 2022-2023 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 related extension opportunities. All G/T identified students receive instruction through an inclusion program throughout the school year and are 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 is 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 2022-2023 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: April 28, 2022, May 19, 2022, and June 20, 2022, November 7, 2022, March 27, 2023, and June 19, 2023. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November 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 2023. The committee will utilize CNA results to create the 2023-2024 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 II & 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.

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.

Comprehensive Needs Assessment/ District Improvement Plan Meeting Addendum

Meeting Title: Comprehensive Needs Assessment

UT Tyler University Academy

Date: April 28, 2022

Time: 9:30 a.m.

Meeting Location: Zoom

Present Committee Members:

Jo Ann Simmons, Superintendent	Aimee Dennis, Director of Special Programs and Leadership
Katie Adams, Prior Tyler Director	Sammi Broussard, Special Education Coordinator
Linda Butler, PEIMS Coordinator	Cori Mackey, District Nurse
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Christian Chesnut, Finance Manager	Dalton Abrams, Director of Technology
Jaema Krier, Director of Administration	Kathy Parker, Academic Counselor
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Jaclyn Pedersen, Director of Curriculum	

Absent Committee Members:

Jad Asbey, Palestine Student	Edward Broussard, City Manager for Tyler
Brent Allen, Community Partner	Amy Mashburn, Paraprofessional
Michael Odell, University Professor/Community Member	Kristian Fischer, Instructional Coach
Amanda Kaiser, Administrative Assistant III	Tracey Breeden, Longview Teacher
Laura Hilbig, Technology Instructional Coach	Lisa Bronsema, Longview Parent
Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Shweta Patel, Palestine Parent	Jan Parish, Tyler Parent
Nanceen Hoskins, Palestine Teacher	Laci Robinson, Tyler Teacher

During this meeting, participants broke out into breakout groups to identify the group leader, review the data the group would collect, and set up a time that the group would convene to record the responses to the data questions.

Breakout Room #1

- Demographics (Butler, Krier, Rasberry) •
- School, Culture, Climate (Hawkins, Rasberry, Dennis, Mackey) •
- Curriculum, Instruction, and Assessment (Pedersen, Broussard, Parker, Bodede) •
- Technology (Abrams, Hilbig, Rector)

Breakout Room #2

- Student Achievement (Rector, Dennis, Adams, Butler) •
- School Organization (Dyer, Parker, Hawkins, Chesnut) •
- Family and Community Engagement (Bodede, Abrams, Hilbig, Broussard, Mackey)

Breakout Room #3

- Staff Quality, Recruitment, and Retention (Adams, Krier, Pedersen, Dyer)

Meeting Title: Comprehensive Needs Assessment

UT Tyler University Academy Date: May 19, 2022

Time: 9:30 a.m.

Meeting Location: Zoom

Committee Members Present:

Jo Ann Simmons, Superintendent	Edward Broussard, City Manager for Tyler
Sammi Broussard, Special Education Coordinator	Amy Mashburn, Paraprofessional
Linda Butler, PEIMS Coordinator	Kristian Fischer, Instructional Coach
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Dalton Abrams, Director of Technology

Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Rachel Hawkins, Longview Director	Umami Bodede, Palestine Director
Amanda Kaiser, Administrative Assistant III	Laci Robinson, Tyler Teacher
Tracey Breeden, Longview Teacher	Aimee Dennis, Director of Special Programs and Leadership
Lisa Bronsema, Longview Parent	Michael Odell, University Professor/Community Member
Jaclyn Pedersen, Director of Curriculum	Kathy Parker, Academic Counselor
Jaema Krier, Director of Administration	

Committee Members Absent:

Brent Allen, Community Partner	Christian Chesnut, Finance Manager
Nanceen Hoskins, Palestine Teacher	Jad Asbey, Palestine Student
Cori Mackey, District Nurse	Shweta Patel, Palestine Parent
	Jan Parish, Tyler Parent

During this meeting, each subcommittee presented their narrative and identified the problem of practice. At the conclusion of the meeting, a survey was distributed to each committee member to rank the problem of practices in order of importance. Subcommittees were formed to engage in a root cause analysis, creation of strategies to address the root cause, and benchmarks to gauge progress toward identified goals of the strategies.

Meeting Title: District Improvement Plan

UT Tyler University Academy

Date: June 20, 2022

Time: 3:00 p.m.

Meeting Location: Zoom

Individuals Present: Jo Ann Simmons, Linda Butler, Samantha Rector, Laura Hilbig, Rachel Hawkins, Tracey Breeden, Lisa Bronsema, Jaclyn Pedersen, Jaema Krier, Aimee Dennis, Amy Mashburn, Umami Bodede, Kathy Parker, Michael Odell, Amanda Kaiser, Cori Mackey, Christian Chesnut

Committee Members Present:

Jo Ann Simmons, Superintendent	Jaema Krier, Director of Administration
Kathy Parker, Academic Counselor	Amy Mashburn, Paraprofessional
Linda Butler, PEIMS Coordinator	Michael Odell, University Professor/Community Member
Samantha Rector, Instructional Coach	Amanda Kaiser, Administrative Assistant III
Laura Hilbig, Technology Instructional Coach	Christian Chesnut, Finance Manager
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Tracey Breeden, Longview Teacher	Aimee Dennis, Director of Special Programs and Leadership
Lisa Bronsema, Longview Parent	Cori Mackey, District Nurse
Jaclyn Pedersen, Director of Curriculum	

Committee Members Absent:

Sammi Broussard, Special Education Coordinator	Edward Broussard, City Manager for Tyler
Brent Allen, Community Partner	Laci Robinson, Tyler Teacher
Shweta Patel, Palestine Parent	Kristian Fischer, Instructional Coach
Jan Parish, Tyler Parent	Jennifer Rasberry, Instructional Coach
Jad Asbey, Palestine Student	Dalton Abrams, Director of Technology
Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Nanceen Hoskins, Palestine Teacher	

Meeting Minutes: The committee reviewed and revised the goals, priorities, recommended strategies, and parent and family engagement plan located in the district improvement plan.

Meeting Title: District Improvement Plan Fall Formative Assessment

UT Tyler University Academy

Date: November 7, 2022

Time: 3:00 p.m.

Meeting Location: Zoom

Committee Members Present:

Jo Ann Simmons, Superintendent	Edward Broussard, City Manager for Tyler
Brent Allen, Community Partner	Amy Mashburn, Paraprofessional
Linda Butler, PEIMS Coordinator	Kristian Fischer, Instructional Coach
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Christian Chesnut, Finance Manager
Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Rachel Hawkins, Longview Director	Umami Bodede, Palestine Director
Nanceen Hoskins, Palestine Teacher	Laci Robinson, Tyler Teacher
Tracey Breeden, Longview Teacher	Cori Mackey, District Nurse
Lisa Bronsema, Longview Parent	Amanda Kaiser, Administrative Assistant III
Jaclyn Pedersen, Director of Curriculum	Kathy Parker, Academic Counselor
Jaema Krier, Director of Administration	Michael Odell, University Professor/Community Member
Aimee Dennis, Director of Special Programs and Leadership	

Committee Members Absent:

Sammi Broussard, Special Education Coordinator	Dalton Abrams, Director of Technology
Shweta Patel, Palestine Parent	Jan Parish, Tyler Parent
Jad Asbey, Palestine Student	

- Title I, Title II, Title III, Title IV, SCE, and IDEA B Review
- Advice for Improvement of Activities

• An overview of each component was reviewed, and committee members were asked for any questions or suggestions about the activities. No comments were provided. • Data and Ongoing Consultation to Update and Improve Activities

• The committee members reviewed the current items that are spent on Title I, Title II, Title III, Title IV, SCE, and IDEA-B. Each relevant stakeholder provided an update on the strategy that correlates to the specific title, SCE, or IDEA-B. • Fall Formative

Evaluation of DIP

• Created the Title I and Title II Appendix • Scored

each strategy as IP (In Progress), NP (No Progress), MP (Met Progress) • Committee members

provided the following information: • We are currently utilizing the Standard Response Protocol

for our emergency response plans. • The university has not had DSL meetings for the 2022-2023 school year

as of November. • Mrs. Acuna sent surveys to parents to identify needs that they had regarding social-emotional support and trauma-informed care.

Parents noted that they would like more information on internet safety and coping strategies. • Mrs.

Pedersen shared that they are set to complete the grading philosophy book study by April.

• CTE Advisory Committee Fall Meeting

• Mrs. Parker reviewed that our CTE course sequence focuses on the Engineering and Biomedical tracts in high school. Students will complete PLTW Launch in elementary, GTT 1 and 2 in Middle School, and Computer Science along with classes in their CTE course sequence.

• There were no questions or comments made by the committee regarding CTE.