The University of Texas Charter School System

Pathfinders Campus Improvement Plan

2023-2024

Vision

In full partnership with our communities, the University of Texas – University Charter School's vision is to provide the best educational system for students with specialized learning needs in unique settings where each student will achieve academic, social and emotional success.

Mission

The University of Texas-University Charter School's mission is to provide exceptional educational opportunities, by creating safe environments and holding high expectations for all.

Legal References

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

The University of Texas – University Charter School Advisory Board

The Sponsoring Entity and Charter Holder of the University of Texas-University Charter School (UT-UCS) is The University of Texas at Austin. The Board of Regents of the University of Texas System is the Governing Body for UT-UCS. Responsibility for oversight and supervision of the charter school has been delegated from the President to Vice President of the Division of Diversity and Community Engagement.

Members of the Advisory Board
Jennifer W. Maedgen, Ph.D. – Chair
Judith Loredo, Ph.D. - Member
Vanessa Davila - Member
Christine Nishimura –Member
Cynthia Franklin, Ph.D. - Member
Suzon Kemp – Member
Eboni Calbow, Ph.D. - Member
Melissa M. Chavez, Ph.D., DDCE Associate Vice President- Non-Voting
Nicole Whetstone, Ph.D., Superintendent-Non-Voting
Autumn Leal, Ed.D., Assistant Superintendent-Non-Voting

The Advisory Board of the University of Texas-University Charter School is appointed by the President of the University of Texas-University Charter School to advise and make recommendations to the Vice President of the Division of Diversity and Community Engagement on matters related to the management, operation, and accountability of UT-UCS that include but are not limited to:

- Implementation and evaluation of long and short-term policy and programs of UT-UCS to assure its continuous improvement and educational excellence;
- The annual operating and capital budgets;
- Recruitment and selection of Superintendent candidates; recommendation of finalists to the Vice-President;
- Generation of Advisory Board nominees; recommendations of new Board appointees to the President;
- Monthly monitoring of budgets to identify and explore significant variances;
- Facility contracts, Student Information Guide, and the Student Code of Conduct;
- The annual external audit of UT-UCS financial statements;
- Review and make recommendations concerning the annual report submitted to the President of The University of Texas at Austin;
- Review families' grievances that the Superintendent is unable to resolve at the school level; and
- Review and/or make recommendations concerning any other reports or items required by state or federal law.
- All members of the Advisory Board are expected to attend monthly Advisory Board meetings. All members of the Advisory Board are required to participate in training as required by Chap. 100, Sec. 100.1102 of the Commissioner's Rule.

2

UT Charter School 2023-2024 Pathfinders Campus Improvement Plan

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that families' involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1: Families will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low-performing schools

UT Charter School 2023-2024 Pathfinders Campus Improvement Plan

CAMPUS INFORMATION
Superintendent: Dr. Nicole Whetstone
Principal: Melissa Ruffin
Teacher: Cammie Ockman, Jani Etzler,
Stacy Grona
Instructional Aid: Aubry Ockman
Address: 20800 FM 150 Driftwood, TX
 78619
Phone: 512- 471-4365
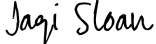
Name	Title	Signature
Melissa Ruffin	Principal	*Melissa Ruffin*
Cammie Ockman	Teacher	*Cammie Ockman*
Jani Etzler	Teacher	*Jani Etzler*
Stacy Grona	Teacher	*Stacy Grona*
Aubry Ockman	Instructional Aid	*Aubry Ockman*
Jaqi Sloan	Community Representative	*Jaqi Sloan*
Josh Zamora	Guardian/Educational Decision Maker	*Josh Zamora*
Brian Peabody	Business Community Member	*Brian Peabody*

4

<div align="center">

DISTRICT ESSA REQUIREMENTS

</div>

Equity Plan *[ESSA Sec. 1112(b)(2)]*:

As a district, we serve the most at-risk students in Texas. Our students are in Residential Treatment Centers and Psychiatric Hospitals. When working with a child with behavioral issues, you must be trained to manage them effectively. The small class sizes and multiple grade levels on most campuses also require multiple certifications.

Professional development funding is set aside in our district for working with children with adverse childhood experiences (ACEs). The Social-Emotional District Coordinator and School Social Work Interns provide district-wide training and support using the Neurosequential Model of Education (NME) and evidenced based Social Emotional Learning (SEL) curriculum. The staff participates in two book studies titled "The Boy Who Was Raised as a Dog" by Bruce Perry and Maia Szalavitz, and the book titled "Whole Child, Whole Life" by Stephanie Malia Krauss. Additionally, the staff receive training in the NME.

By SY 2023-2024, UT-UCS will retain 85% or more staff that have three or more years teaching experience.

School Support & Improvement *[Sec. 1112(b)(3)]***:**
The district will support Methodist Children's Home with targeted support via curriculum support visits, helping with implementation of district initiative of Talk Read Talk Write, the Fundamental Five and brain based instructional strategies. The district will also help with implementing three-week TEKs benchmarks and determining more rigorous accelerated instructional plan/intensive program of instruction.

Poverty Criteria *[Sec. 1112(b)(4)]*:
University of Texas-University Charter School determines Title I eligibility and rank/serve order through the most recent census data and at-risk percentage.

Schoolwide Programs *[Sec. 1112(b)(5)]*:
1. A comprehensive needs assessment of the entire district/school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals,

5

and paraprofessionals and, if appropriate, pupil services personnel, families, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase families' involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

District Key Results:

❖ 100% of our students will increase academic performance in reading and math by 5% every none weeks as measured by campus assessments.
❖ 100% of our teachers will score proficient or better in all domains based on the Texas Teacher Evaluation and Support System.
❖ 100% of our classrooms will implement the 6Rs of the Neurosequential Model of Education (Relational, Relevant, Repetitive, Rewarding, Rhythmic, & Respectful).
❖ Increase attendance rate to 98%.

District Performance Goals

1. The percentage of students reading at or above grade level as measured by the Approaches Grade Level Standard on STAAR will increase 10 percentage points from 42% in spring 2023 to 52% in spring 2024. In mathematics, the percentage of students performing at or above grade level as measured by the Approaches Grade Level Standard on STAAR will increase 10 percentage points from 33% in spring 2023 to 43% in spring 2024.

2. The percentage of students receiving special services (Emergent Bilingual, Special Education, Dyslexia) who are reading at or above grade level as measured by the Approaches Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 5 percentage points.

3. Recruit, support, and retain high performing staff.

4. All students will be educated in safe and supportive learning environments that are conducive to learning.

5. 100% of students that graduate from high school are connected to career and college opportunities

6. Families and stakeholders will be actively engaged in school community.

7. Maintain fiscal responsibility by providing exceptional educational opportunities for all students.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2022-2023

Team Members: Melissa Ruffin, Cammie Ockman, Jani Etzler, Aubry Ockman

Date: September 5, 2023

Data Reviewed: Attendance Data, Enrollment and Mobility Data, Assessment Data – TAPR, STAAR, TELPAS, EOC, DIBELS/Edmentum, Graduation Data - completion, dropout, and GED rates, and diploma types, Survey Data – families, teachers, staff, facility directors, Highly Qualified Teacher Data, Continuous Improvement Plans, Program Evaluation for State Compensatory Education Program, Professional Development Evaluations, Teacher Retention and Attrition Data, Teacher Evaluations, District Budget

Areas Reviewed	Summary of Strengths	Summary of Needs
Academic Achievement	Math Exact Path 95% students showed Academic Growth in Math, 70% showed growth in Reading	Teachers need specific training in interventions for students experiencing learning loss.
Staff Quality	The campus retained 100% of its teaching staff.	Continue support of TIA
School Climate / Health and Safety	Safety plans are established and campus is 100% compliant with all drills. Campus conducts weekly exterior door audits of school doors. SEL Coordinator and social work interns implemented SEL support to campuses.	Facility partner participation in school safety meetings.
College & Career / Graduation/ Dropout Reduction	Students earn graduation credits and have the opportunity to recovery lost credits. Campus had 1 graduate and is expected to have a fall graduate.	Dropout rates need to decrease. Increase number of students connected to post-secondary opportunities.
Families and Community Engagement	Campus and facility partnership is strong	
District Campus Commitments		

Needs Assessment Priorities

Problem Statement #1: Low performance in math and reading
Root Cause(s): High mobility of students, COVID-19 learning loss
Quantitative Data: District Key Results, diagnostic benchmarks, DIBELS, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase opportunity for high quality instruction.
Performance Goal (tied to the 4 Strategic Priorities): All students will show academic progress in reading and math every six weeks.
Objective: Increase Academic Achievement in all content areas by showing measurable progress.
Possible Strategies: Additional training for student engagement, designated intervention time in Master schedule, more in depth training for data analysis of software programs to drive instruction in the classroom and extended learning opportunities
Other: Provide incentives to teachers to get additional certifications. Implement extended learning opportunities to support student learning loss.

Problem Statement #2: Graduation Rates need to increase with reduced number of drop outs and more students connected to college and career.
Root Cause(s): Students enroll behind in their original cohort
Quantitative Data: STAAR/EOC Scores, DIBELS, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase opportunities to earn and recover credits
Performance Goal (tied to the 4 Strategic Priorities): Secondary students will have multiple opportunities to earn and recover graduation credits.
Objective: Secondary students will graduate with their cohort
Possible Strategies: Provide online credit recovery program. Provide additional elective opportunities through online courseware.
Other: Provide academic counseling through the graduation plan meetings with Secondary School Counselor and College & Career Transition Coordinator. Collaborate with facility for student incentives.

Problem Statement #3: Funds needed to provide exceptional educational opportunities are diminished.
Root Cause(s): Attendance rate is on target. Campus needs to increase enrollment.
Quantitative Data: STAAR/EOC Scores, DIBELS, Edmentum, Graduation Rates, Demographic Attendance Data
Identified Need(s): Maintain 98% attendance rate. Additional fundraising opportunities
Performance Goal (tied to the 4 Strategic Priorities): Increase enrollment to 25 and maintain 98% attendance rate.
Objective: Increase funds available for attendance incentives. Ensure classroom support creates a positive school environment.
Possible Strategies: Encourage partnerships to have students attend class. Share attendance data with partnerships. Show partners the financial and educational cost of a student being absent.
Other: Request facilities to provide money to recoup funds lost with poor attendance.

Problem Statement #4: Need to retain and recruit staff. Increase robust on-boarding services.
Root Cause(s): Retained 100% of staff. Low IA salary is a threat.
Quantitative Data: Attrition data, staff survey results, staff attendance rate
Identified Need(s): Recruit experienced teachers, Add stipend for National Board Certification. District incentive program. Teacher Incentive Allotment-ensure fidelity of data capture.
Performance Goal (tied to the 4 Strategic Priorities): District will attain 85% staff retention rate.
Objective: To recruit and retain experienced teachers with multiple certifications and recruit and retain high performing support staff.
Possible Strategies: Implement new teacher mentor program. Support instructional aides to gain teacher certification. Provide incentives for teachers to gain National Board Certification.
Other: Provide coaching through T-TESS feedback, Implement the Teacher Incentive Allotment Program

State Compensatory Education
State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. 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.
3. 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 family's request are not considered at-risk).
4. 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
5. Is pregnant or is a parent
6. Has been placed in a DAEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency?
11. Is in the custody or care of DFPS or has, during the current school year, been referred to DPRS
12. Is homeless
13. 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.
14. 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. Or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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
- Students who are at-risk of dropping out of school under local 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 FTEs funded through SCE at this District/Campus: 5 FTEs

The process we use to identify students at-risk is:
For grades K-8, campus will review data from Exact Path Diagnostic screening to determine which students meet Response to Intervention criteria of more than 1 grade below or repeating grade level. For high school, any student who failed a course or End Of Course will require a meeting.

The process we use to exit students from the SCE program who no longer qualify is:
UT UCS typically does not exit students from the program because the students enrolled with the charter school are not enrolled less than one year and reside in a residential placement facility.

At the University of Texas-University Charter School State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

	Drop Out Data			Completion Data		
	2019-2020	**2020-2021**	**2021-2022**	**2019-2020**	**2020-2021**	**2021-2022**
Students At- Risk	**4.2%**	**4.6%**	**23%**	**80%**	**83%**	**71%**
Students Not At-Risk	**4.6%**	**5.6%**	**76%**	**22%**	**5%**	**29%**

The comprehensive, intensive, accelerated instruction program at this district/campus consists of tutorials and accelerated instruction for students at-risk, summer programs, pregnancy related services teachers, guidance and counseling services and trauma invested professional development.

Upon evaluation of the effectiveness of this program the committee finds that the students' academic achievement increased during the last academic year.

Test	2023	2022
Algebra 1	**30**	29
Biology	**66**	59
English I	**41**	29
English II	**44**	36
US History	**85**	40

Reading		
	2023	**2022**
3	**57**	10
4	**30**	23
5	**15**	39
6	**45**	35
7	**47**	46
8	**39**	54

Mathematics		
	2023	**2022**
3	**57**	10
4	**20**	15
5	**23**	36
6	**49**	36
7	**27**	29
8	**30**	24

Federal, State and Local Funding Sources
Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [*ESSA Sec. 1114(b)(7)(B)*]

Federal	
Program/Funding Source	**Amount of Funding**
IDEA B, Formula	$421,152
IDEA B, Preschool	$1,533
Title I, Part A	$504,740
Title I, Part D, Subpart 2	$381,201
Title II, Part A	$20,142
Title IV, Part A	$40,259
ARP ESSER III	$1,390,449
TCLAS (State Pass through)	$174,787
State	
Program/Funding Source	**Amount of Funding**
Regular Program SFF	$6,124,487
Special Education Allotment	$2,441,000
Dyslexia	$12,320
State Compensatory Education	$302,803
Bilingual Education	$6,448
Early Education Allotment	$5,482
CCMR Outcomes Bonus	$7,150

16

Performance Goal 1: The percentage of economically disadvantaged reading at or above grade level as measured by the Approaches Grade Level Standard on STAAR will increase 5% percentage points from 40% in spring 2023 to 45% in spring 2024. The percentage of economically disadvantaged students performing at or above grade level in mathematics, as measured by the Approaches Grade Level Standard on STAAR, will increase 5% percentage points 32% in spring 2023 to 37% in spring 2024.

Objective(s):
1. Show measurable learning in all core academic areas including math, language arts, science, and social studies.
2. Show measurable growth in all demographic population and at-risk categories.
3. Every student evaluated every six weeks
4. Review classroom data with teachers
5. Monitor use of instructional strategies.

Summative Evaluation: 2024 STAAR Reading and Math

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Consistently implement district scope and sequence utilizing the Lead4ward curriculum field guides.	All instructional staff, Director of Academics & Professional Development, Instructional Coaches	Lead4ward PD Budget Time	August 1, 2023- August 1, 2024	Walk throughs Lesson plans aligned to scope and sequence	Increase in STAAR scores and EOC Exams Measurable growth	STAAR Results & T-TESS, Key Result data	1, 2, and 3
Implement researched-based math and reading instruction programs with fidelity.	Instructional staff, Director of Academics & Professional Development, Instructional Coaches	Coordinated local, state, federal funds	Continuous	Lesson plans T-TESS online reports	Increase in STAAR scores and EOC Exams	STAAR Results, Key Result data	1 and 2
All campuses will use reading/math diagnostic programs to assess individual student reading abilities, guide instruction and measure growth.	Principals and instructional staff, Instructional Coaches	District-Approved Interventions	Every six weeks and/or according to district test windows.	Data Reports & Walk through Lesson plans	Increase in STAAR scores and EOC Exams Measurable growth in district	STAAR Results Key Result data	1, 2, and 3
Provide intervention opportunities in math and reading, supplemental support to students who are at-risk of dropping out.	Principals, Instructional Coach, Director of Academics & Professional Development, Teachers	Time	August, 2023- May 2024	Lesson plans, Master schedule	STAAR scores and EOC Exams Graduation Rates Measurable growth in district benchmarks.	STAAR Results Key Result data	1, 2, 3, and 9

Pathfinders will implement a schedule that supports the implementation of tiered academic interventions.	Principals, teachers, and instructional aides Director of Academics & Professional Development, Instructional Coaches	District-Approved Interventions ESSR Funds	Yearly and Continuous	Lesson Plans and IEPs Online reports AIP Plans Tutoring Schedule	Increased academic achievement for students with special services.	STAAR Results Key Result data	1, 2, 3, and 9
Professional Learning Communities will be implemented district-wide.	Principals Teachers Director of Academics & Professional Development, Instructional Coach	Time PLC Resources-Administrative Support-Book Study	September 2023-June 2024	Meeting notes Agendas	Increased academic achievement.	Key Result Data STAAR Results	1,2,3
Implement brain-based instructional strategies.	Teachers, Instructional aides, Principals	Time Brain-based learning-PD ESSR Funds	August 2023-May 2024	Lesson plans, classroom observations	Increased academic achievement.	Key Result Data STAAR Results	1,2,3
Utilize High-Quality Instructional Materials (HQIM) through the Texas COVID Recovery Instructional Materials Grant (K-5).	Melissa Garcia-TCLAS Grant Coordinator, Instructional Coaches Principals	Time Grant Coordinator TCLAS Grant Funds	August 2023-May 2024	Professional Development Sessions	Increased academic achievement	Key Result Data STAAR Results	1,2,3

Performance Goal 2: **The percentage of students receiving special services (Emergent Bilingual, Special Education, Dyslexia) who are reading at or above grade level as measured by the Approaches Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 5 percentage points.**

Objective(s):
1. All students receiving special services enrolled at least 90 days will demonstrate one grade level skill growth on their Reading Exact Path Learning Path.
1. All students receiving special services enrolled at least 90 days will demonstrate one grade level skill growth on their Math Exact Path Learning Path.
2. Ensure 100% of the ESL teachers implement required English Language Proficiency Standards and Sheltered Instruction Strategies.

Summative Evaluation: Reading and Math STAAR Grades 3-8; STAAR EOC Algebra 1 and STAAR English 1, 2024

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
100% of ESL Teachers will implement language supports and accommodations to ensure growth for Emergent Bilingual students.	Teachers, Principal Instructional coaches.	Time, Exact Path ELPS, Read/Write, Edmentum	Ongoing	Classroom Observations Exact Path Data	Data Results	STAAR Results TELPAS Results	1, 8 and 9
Provide resources within the curriculum that support diverse learners with a focus on students receiving special services.	Director of Academics & Professional Development, Special Programs Department Principals	Differentiated Curriculum Professional Development	Ongoing	Classroom Observations Exact Path Data	Data Results	STAAR Results TELPAS Results	1,8 and 9
Provide resources and support to teachers that work with students identified with Dyslexia.	Special Programs Department Dyslexia Specialist	Professional Development, Lexia MTA-Amplio	August 2023- May 2024	Classroom Observations Learning Path Data	Student achievement data	STAAR Results	1, 8 and 9
Increase the number of campuses that implement RtI processes and academic interventions, while providing appropriate small group instruction based on skill deficits for tier 2 and tier 3 students.	Director of Academics & Professional Development, Principals, Teachers	Time RTI Process Evaluation	Annually and ongoing	LPAC Documentation, DMAC data	Data Results Classroom observations RTI Meeting notes	STAAR Results TELPAS Results	1,8 and 9
A district diagnostic is given to every student who receives special services, along with a period of time for Exact Path Learning Intervention.	Principals Teachers Director of Academics & Professional Development	Local assessment training and materials	Ongoing	Exact Path Data	Improved Academic Performance	DATA Results	1,2,3 and 9
Utilize district instructional online supports to build language proficiency.	ESL Teacher(s), Principal, Instructional Coaches	Read/Write ESL Reading Smart Program ELL Foundations	Ongoing	Usage Reports	Improved Academic Performance	TELPAS Results	1,2,3 and 9

19

Performance Goal 3: Recruit, support, and retain high performing staff.

Objective(s):
1. Implement the teacher incentive allotment designation (House Bill 3) which recognizes and rewards teacher performance.
2. Continue development and implementation of a professional development plan tied to the observation and feedback cycle.
3. School administrators create working conditions that develop and maintain highly performing teachers.
4. Develop a mentor teacher support initiative.

Summative Evaluation: District and campus administrators will provide monthly professional development based on campus need to implement district initiatives and SEL to ensure positive teacher retention. District attrition rate will be less than 5%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Implement the Teacher Incentive Allotment.	Superintendent	Budget Time	Ongoing	Data capture T-TESS data Student growth data	Improved positive teacher retention rate	Teacher designations approved by TEA and Texas Tech	4
Provide incentives and resources such as LinkedIn and Indeed to recruit, screen, and hire effective critical shortage teachers in core areas to improve student achievement.	Assistant Superintendent of Operations HR Manager	Budget Time	Ongoing	Attrition rate	Improved positive teacher retention rate	Vacancy list	4
Provide incentives to retain teachers in critical shortage and core areas to improve student achievement.	Superintendent, Assistant Superintendent of Operations HR Manager	Budget	Ongoing	Attrition rate	Improved Student Academic Performance	Retention data	4
Provide time during principal meetings to collaborate and share suggestions related to teacher retention and building positive school culture.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Create a system of support for assisting instructional staff in preparing for certification exams.	Principal	PD Budget	Ongoing	Certifications	Improved Student Academic Performance	Teacher Evaluations	4
Provide resources for instructional staff who are preparing for certification exams.	Assistant Superintendent of Operations, Curriculum	Budget Time	Ongoing	Certifications	Improved Student Academic Performance	Teacher Evaluations	4

Provide teachers with advanced degree and merit-based salary increases in addition to national board certification.	Superintendent	PD Budget Salary Study	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide access to training opportunities in trauma invested strategies and the Neurosequential Model of Education.	SEL Coordinator, Director of Academics & PD, Curriculum Specialist, Principals	Time ESSR Funds	Ongoing	PD Certificates	Improved instruction, Less discipline referrals, Decrease in class disruptions	Teacher Evaluations, Student discipline information Student surveys	4
Improve instructional capacity of teacher/teacher leaders by providing differentiated, choice-based professional learning opportunities facilitated by practitioners.	Superintendent, Director of Academics & PD Curriculum Specialist	Time ESSR Funds	Ongoing	PD Certificates	Improved instruction	Teacher Evaluations, Student achievement results.	4

Performance Goal 4: All students will be educated in safe and supportive learning environments that are conducive to learning.							
Objective(s): 1. Support staff through positive behavior support and integration of SEL practices in the curriculum. 2. Increase school safety through use of behavior threat assessments. 3. Increase school safety satisfaction on surveys. 4. Improve school culture and climate.							
Summative Evaluation: By the end of 2023-2024 school year, 90% of students will report they are learning in a safe and supported learning environment as reported by the student survey.							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**	**Title I School wide Components**
Provide support to district staff to implement Positive Behavior Interventions, which connect social/emotional student needs to academics.	Superintendent, SEL Coordinator Director of Academics & PD, Principals	Time Budget Curriculum	August 2023-May 2024	Professional Development	Increased student achievement. Data from staff and student surveys.	Climate survey	10
Implement Social Emotional Learning in all schools utilizing School Connect and Second Step.	Principals, Teachers, SEL Coordinator	School Connect Second Step	Ongoing	Decrease in discipline referrals	Campus walkthrough	Climate Survey	2 and 10
Implement facility mandated de-escalation techniques.	Principals, Teachers, SEL Coordinator	SAMA, TBRI, CPI, TBSI	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	2, 4, and 10
Implement evidence-based social character education at all campuses.	Principals, Teachers, SEL Coordinator	MAPS courses Lesson Plans, School Connect, Second Step	Ongoing – Monthly character skills	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10
Send out district staff, facility, and student surveys and collect data on school culture and safety.	Assistant Superintendent of Operations HR Manager	Time	April 2024	Data from the surveys	Increased sense of safety on campuses	Climate Survey	6

Distribute student and family surveys at the end of school year and/or upon discharge.	Principals	Survey	Ongoing May	Data from the surveys	Feedback from students influence campus plans	Climate Survey	6
Implement and train all staff on the Multi-hazard Emergency Operations Plan	Principals	Time Resources from Texas School Safety Center	August, 2023	Safety drills conducted and documented,	Student and staff are aware of safety protocols	Students/Staff demonstrate safety protocols	6
Invite local first responders (i.e. Fire, Police, Sheriff) to do walk-throughs on all campuses.	Principals	Time	Ongoing	Email, phone record, sign-in sheets	Increase in school safety	Climate survey	6
Share campus map with first responders who conduct campus walk-throughs.	Principals	Time	Ongoing	Sign-in sheet, email	Increase in school safety	Climate survey	6

Performance Goal 5: 100% of students that graduate from high school will be connected to career and college opportunities.

Objective(s):
1. 100% of students will have a 4-year graduation plan established for them by the end of their 8th grade year and/or as they enter 9th grade.
2. 100% of students in grade 9-12 enrolled 90 or more days will earn 3 graduation credits each semester.

Summative Evaluation: 100% of graduation surveys will indicate students are connected to career and college opportunities.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Implement a comprehensive college advising strategy.	College & Career Transition Coordinator	Time Research Budget	Ongoing	Staff knowledge of transition services and support for students.	Enrollment in post-secondary activities. Increase of graduation rates	Number of Graduates. Positive outcomes on student exit surveys.	2
Personal Graduation Plans (PGP) and Academic Achievement Records (AAR) will be reviewed during and at the end of each semester for all students in grades 8-12.	Campus Staff, Secondary School Counselor, College & Career Transition Coordinator	Time	During the first and second semester	PGPs and AARs	Increased graduation rates	Number of Graduates for the School Year.	2
Provide a wide array of resources, trainings, and supports to assist seniors through the financial aid and scholarship process.	Campus Staff, Secondary School Counselor, College & Career Transition Coordinator	Time	Ongoing	Resource list Meeting Schedule	Increased enrollment and financial support for post-secondary activities.	Number of Graduates provided services.	2
Collaborate with diverse community members to implement Career Day to expose students to a wide assortment of careers and foster interest in an assortment of post-secondary career pursuits.	Principals Teachers, Secondary School Counselor, College & Career Transition Coordinator	Time Collaboration with Community /Business Partners	August 2023-June 2024.	Event logistics Sign in Sheets	Increased graduation rates and college enrollment	Post-Secondary Survey	2
Assess students' strengths and needs in the area of career knowledge and planning, and communicate to the facility and/or familiess/guardians.	College & Career Transition Coordinator	Online Career Inventory	Ongoing	Student Interviews and PGPs	Increased graduation rates	Number of Graduates for the SY	2

District staff will maintain relationships with post-secondary institutions and foster student support organizations.	College & Career Transition Coordinator	Time	Ongoing	Digital College Readiness and Career Prep	Increased graduation rates	Number of Graduates for the 2022-2023 SY	2
Coordinate academic transitions to and from home campus/districts.	College & Career Transition Coordinator Principals	Time ESSR Funds	Ongoing	Updated PGPs and AARs	Increased graduation rates	Number of Graduates for the 2022-2023 SY	2
Provide Dual Credit Opportunities for various secondary campuses.	Director of Academics & PD, Campus Administrators	Time Master Schedule	Ongoing	MOU with Community Colleges and contract with UT OnRamps	Increase in Dual enrollment opportunities	Reduce drop out numbers.	2, 10
Provide credit recovery options as part of the master schedule.	Director of Academics & PD, Campus Administrators	Time, Online credit recovery program	Ongoing	Master Schedules	Increased number of credits earned	Reduce drop out numbers and increase graduation rate	2, 10
Promote Career and Technology education courses at various campuses that lead to industry or career certification.	Principals, Director of Academics & PD, Secondary School Counselor	Campus personnel	Ongoing	Master Schedule	Enrollment in CTE courses	Increase in CTE credits and certificates awarded	2, 10
Coordinate post-secondary vocational or college visits.	College & Career Transition Coordinator	Time ESSR Funds	Ongoing	College readiness and career preparation.	Increased graduation and enrollment in post-secondary institutions.	Number of Graduates for the SY and enrollment in post-secondary institutions.	2,10

Performance Goal 6: Families and stakeholders will be actively engaged in school community.

Objective(s):
1. Provide opportunities for families and community stakeholder to participate in campus activities.
2. Increase school and district-communication.
3. Conduct facility partner surveys.
4. Central office and special programs will sponsor district wide community workshops for stakeholders.

Summative Evaluation: Each campus will provide one community engagement opportunity for campus families and stakeholders, and the district will sponsor four district-wide workshops.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Create workshops for families, surrogates, and guardians to include communication skills, anger management, special education information, homework completion tips, instructional strategies and state assessment information.	All staff.	Time PD Budget $2500 ESSR Funds	September 2023-May 2024	Agendas and sign –in sheets, surveys	Increased family/stakeholder engagement	EOY Survey District Communication	6
Increase access to community resources online.	Superintendent's Office	Time Resources	September 2024 and ongoing	Website	Increased resources and support to families.	EOY Survey District Communication	6
Each campus will provide one community engagement program. (Open House, Literacy Night, etc.)	Principals Teachers	Time Budget for Materials & Teacher support	September 2023-April 2024	Agendas and sign in sheets	Increased family/stakeholder engagement	Climate Survey	6
Send out District newsletter at least 8 times a year in English and Spanish.	Superintendent's Office	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Distribute Parent/Guardian/Family Handbook, Student Code of Conduct to all stakeholders in order to provide clear communication regarding district policy and procedures.	Principals	Time and Copies Digital	Ongoing	Enrollment packet	Increased family/stakeholder engagement	Climate survey	6
Provide on- demand translation for meetings with families as needed.	Principals	Cost	Ongoing	Translations at meetings	Increased family/stakeholder engagement	Climate survey	6
Send out district survey and collect data on school culture (families and students).	Superintendent Principals SEL Coordinator	Time	April, 2024	Data from the surveys	Increased family/stakeholder engagement	Climate survey	6

Provide opportunities for business and community members to participate in school events.	Principals	Business and community members	Ongoing	Sign-in sheets, flyers	Increased community involvement	Facility survey	6

Performance Goal 7: Maintain fiscal responsibilities to provide exceptional education opportunities for all students.

Objective(s):
    1. Each campus will increase their attendance rate to 98%.
    2. All stakeholders will understand the impact of low attendance on district finances.

Summative Evaluation: Campus attendance rates.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Hold facility partner accountable for students attending class daily.	Superintendent Principals, Teachers Facility's School Liason	Time	Ongoing	Attendance data	Increased attendance rate Increased funding	ADA reports District Award	2
Review attendance data with principals weekly.	Director of Finance	Time	Ongoing	Weekly attendance report	Increased attendance rate	ADA reports	2
Review attendance data with facility partners regularly.	Superintendent Principals Teachers	Time	Ongoing	Meeting agendas	Increased attendance rate	ADA reports	2
Provide incentives to students with good attendance, collaborating with facility partners.	Principals, Teachers	Time	Within first ten months	Attendance data	Increased attendance rate Increased funding	ADA Reports	2
Provide monthly reports to the board on attendance, enrollment, withdrawals and mobility	Director of Finance	Time	Ongoing	Attendance, enrollment and mobility data.	Increased information regarding the daily operations to inform policy/procedures.	ADA Reports	2

UT Charter School 2023-2024 Pathfinders Campus Improvement Plan