

Early Childhood Literacy Board Outcome Goal/Progress Measure

The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 64% to 75% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
64%	67%	70%	73%	75%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	0%	100%	63%	*	*	*	100%	33%	40%	*	*	*	*
2025	20%	100%	67%	*	*	*	100%	45%	50%	*	*	*	*
2026	35%	100%	69%	*	*	*	*	100%	55%	*	*	*	*
2027	45%	100%	69%	*	*	*	*	100%	60%	*	*	*	*
2028	55%	100%	69%	*	*	*	*	100%	65%	*	*	*	*
	60%	100%	70%	*	*	*	*	100%	70%	*	*	*	*

EC Literacy Targeted Professional Development Plan

- A. Each teacher will use a reading diagnostic to assess individual student reading abilities, guide instruction and measure growth.
- B. School schedule will provide intervention opportunities in reading which includes a master schedule that supports the implementation of tiered academic interventions.
- C. All teachers will implement language supports and accommodations to ensure growth for students at risk and not performing on grade level.
- D. Utilize decodable texts for early learners and Dyslexia intervention tools.
- E. Implementation of trauma-informed care specifically
- F. All teachers will participate in brain-based learning professional development.

Early Childhood Math Board Outcome Goal/Progress Measure

The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 46% to 62% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
46%	50%	54%	58%	62%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	0%	20%	63%	*	*	*	100%	14%	33%	*	*	*	*
2025	20%	30%	67%	*	*	*	100%	20%	40%	*	*	*	*
2026	35%	40%	69%	*	*	*	*	25%	45%	*	*	*	*
2027	45%	50%	69%	*	*	*	*	30%	50%	*	*	*	*
2028	55%	60%	69%	*	*	*	*	40%	55%	*	*	*	*
2028	60%	70%	70%	*	*	*	*	100%	60%	*	*	*	*

EC Math Targeted Professional Development Plan

- A. Each teacher will use a math diagnostic program to assess individual student mathematical processing skills and abilities, guide instruction, and measure growth.
- B. School schedule will provide intervention opportunities in math which includes a master schedule that supports the implementation of tiered academic interventions.
- C. Utilize early childhood math blended learning products and progress monitoring tools.
- D. District-wide Elementary training on Math Games to close calculation gaps.
- E. Implementation of trauma-informed strategies focused on highly mobile students.
- F. All teachers will participate in brain-based learning professional development.
- G. Implementation of Professional Learning Communities to support math instruction.

**Historically UT Charter School has not met the minimum 10 students Closing the Gap Minimum.*

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 29% to 70% by August 2028.

Yearly Target Goals

2023	2024	2025	2026	2027
29%	45%	55%	65%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	UT-UCS does not meet the 10-student minimum in any demographic group to qualify for Closing the Gap Rating												
2021													
2022													
2023													
2024													

CCMR Targeted Professional Development Plan

- A. Create and maintain active partnerships with community organizations (businesses, colleges, etc) to expose students to different career, occupational, and educational experiences.
- B. Implement OnRamps in US History and English for students enrolled on campuses for at least 90 days.
- C. Implement individualized learning plans for students to increase basic academic skills that will support success in industry or career certification.
- D. Offer tutoring to support success for students to be successful on the Texas Success Initiative Assessment 2.0 (TSIA2).
- E. Assess students in their ability to be successful in dual-credit courses and partner with local community colleges for dual-credit course enrollment.
- F. Secondary campuses will implement strategic post-secondary goal-setting with students regularly assess progress and make adjustments as necessary.
- G. Assess students' strengths and needs in the area of career knowledge and planning in grades 8-12 and promote Career and Technical Education courses that lead to industry certifications.
- H. Utilize academic advisors to support career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.