



The University of Texas at Austin
UT Charter School System
College of Education

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL District Improvement Plan 2024-2025

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)

Date of Board Approval: October 9, 2024

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 the Dean of the College of Education.

Members of the Advisory Board

Jennifer W. Maedgen, Ph.D. – Chair
Eboni Calbow, Ph.D. - Member
Vanessa Davila-Member
Judith Loreda, Ph.D. - Member
Christine Nishimura, J.D.-Member
Cynthia Franklin, Ph.D. - Member
Suzon Kemp – Member
Joe Fulp-Non-Voting Member
William Moak-Non-Voting Member
Melissa M. Chavez, Ph.D., Executive Director- Non-Voting
Nicole Whetstone, Ph.D., 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 Dean of the College of Education 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;
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 family 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.

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

DISTRICT INFORMATION

Superintendent: Dr. Nicole Whetstone

Financial Manager: Mrs. Jenny Davis

Human Resource Manager: Mr. Bob Micks

Title 1 Coordinator: Mr. Bob Micks

Address: 2200 East 6th Street, Austin, TX 78702 Phone: 512- 471-4365

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

The district serves the most at-risk population of children in Texas. Our students are in Residential Treatment Centers and in Psychiatric Hospitals. We have a wide range of behavioral issues among our children that can be difficult to manage unless you are specially trained to handle them.

Our district has funding set aside for professional development for working with highly mobile students who have experienced trauma. Trust Based Relational Intervention, Dr. Perry's Neurosequential Model for Education, Mental Health Behavioral Conference, and Brain-Based Instructional Strategies.

By SY 2024-2025, 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 and the Fundamental Five. 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)]: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).

- 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.
- Instruction by highly qualified teachers.
- In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, 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.
- Strategies to attract high-quality teachers to high-need schools.
- Strategies to increase family involvement in accordance with section 1118, such as family literary services.
- 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.
- 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.
- 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.

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 families 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 families*
6. *Has been placed in an AEP 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 DPRS 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.*

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: 6

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. In high school, a student who has failed a course or End of Course Assessment will require a meeting and an accelerated instructional plan will be developed.

The process we use to exit students from the SCE program who no longer qualify is:

The charter school does not typically exit students from the program because the students are enrolled for less than one year and reside in residential placement facilities.

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

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.

2021-2022

Drop Out Data

Students At Risk: 4.6%

Students not At Risk:5.6%

Completion Data

Students At Risk: 83%

Students not At Risk: 84%

2022-2023

Drop Out Data

Students At Risk: 4.6%

Students not At Risk:5.6%

Completion Data

Students At Risk: 83%

Students not At Risk: 84%

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	\$415,121
IDEA B, Preschool	\$1557
Title I, Part A	\$491,015
Title II, Part A	\$343,718
Title IV, Part A	\$18,273
Safe Cycle II	\$150,000
State	
Program/Funding Source	Amount of Funding
Regular Program SFF	\$6,053,370
Special Education Allotment	\$2,814,417
Dyslexia	\$10,472
State Compensatory Education	\$440,162
Bilingual Education	\$5,580
Early Education Allotment	\$6,955
School Safety Allotment	\$290,420

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance
Demographic Data
Enrollment
Ethnicity

Demographics Strengths

UT Charter School has a diverse student population.

- 43% White,
- 34% Hispanic
- 17% are African American

Teacher demographics-Teachers by Ethnicity

- African American 9.5%
- Hispanic 13%
- White 70.9%
- American Indian 4.6%
- Asian 1.5%
- Pacific Islander 0%
- Two or More Races .4%

Demographics Weaknesses

Total Mobile Students=92%;students frequently are in and out of placement which interrupts their education

Comprehensive Needs Assessment

Demographics Needs

- Teachers require professional development on working with highly mobile students who have experienced trauma.
- Consistent communication and collaboration with partner facilities.

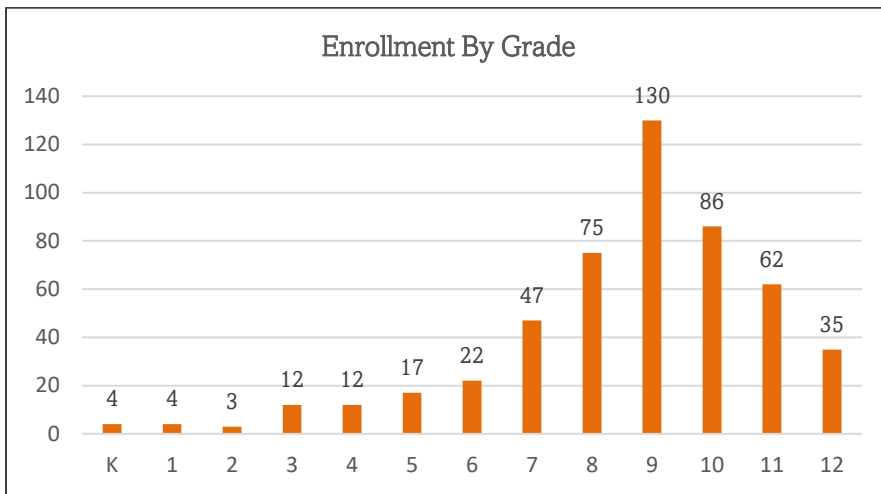
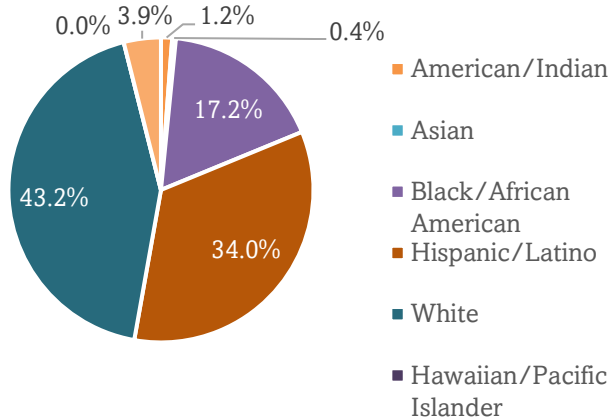
UT CHARTER SCHOOL DEMOGRAPHIC DATA

Report Date: September, 2024

Enrollment

There were 509 students enrolled at UT Charter School K-12th Grade based on the “Snapshot” date of October 27, 2023. Forty-three percent of the enrollment is White, 34% are Hispanic and 17% are African American.

Enrollment by Race/Ethnicity



UT Charter School campuses serve a variety of settings with multi-age students. However, the majority of students are in the secondary grades with the majority of students in grade 9.

Turnover

Turnover			
School Year	Entry	Withdrawal	%
2023-2024	2130	1651	78%
2022-2023	2113	1580	75%
2021-2022	2130	1652	78%
2020-2021	2255	1673	74%
2019-2020	1995	1540	77%
2018-2019	2698	2096	78%

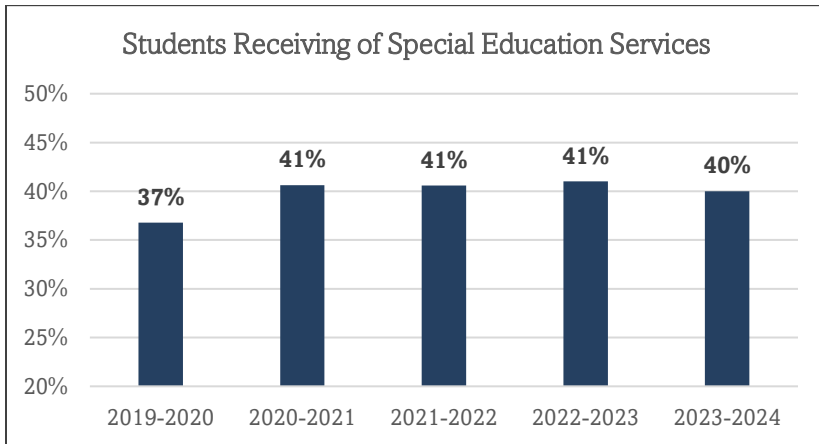


Mobility

The Texas Education Agency considers a student as mobile if they have been in membership at the school for less than 83% of the school year (i.e., has missed six or more weeks). Mobility percentage at the campus level is based on prior-year attendance. It is calculated by taking the number of mobile students during the school year and dividing by the number of students who were in membership at **any time** during that school year. The district mobility rate reflects school-to-school mobility within or outside the same district.

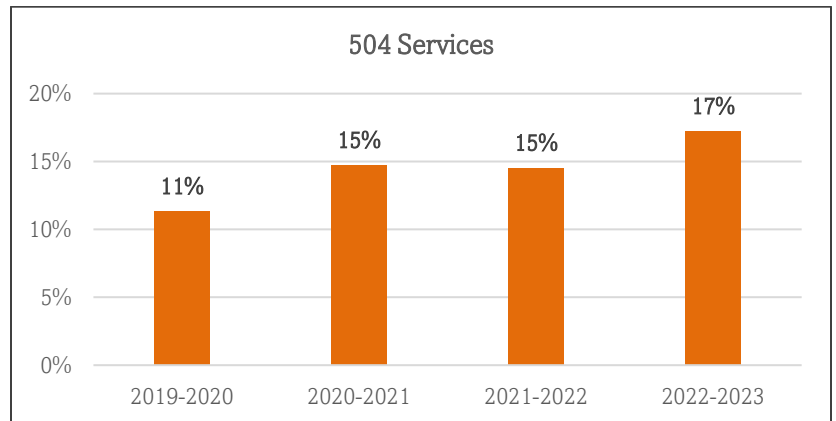
	#	%
<i>Total Mobile Students</i>	<i>1961</i>	<i>92.1</i>
African American	238	12.1%
Hispanic	714	36.4%
White	897	45.7%
American Indian	16	0.8%
Asian	12	0.6%
Pacific Islander	7	0.4%
Two or More Races	77	3.9%

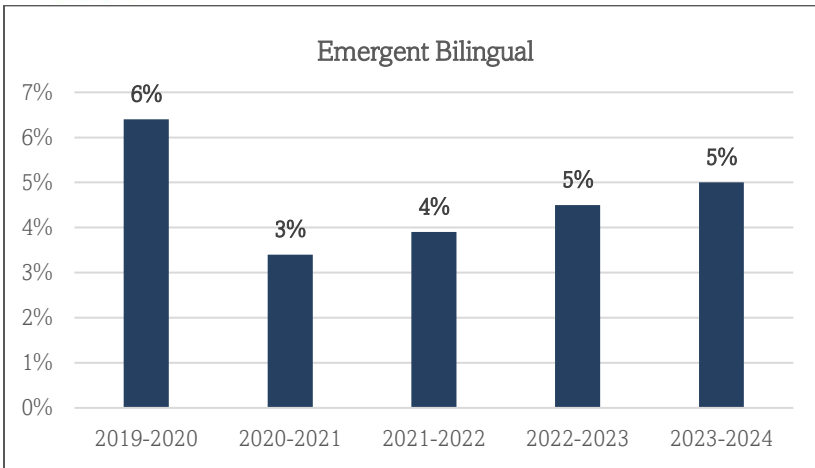
Special Populations



Approximately 40.6% of students enrolled (216 students) meet eligibility for special education services. Almost 65 percent of students have a behavior disability as their primary disability.

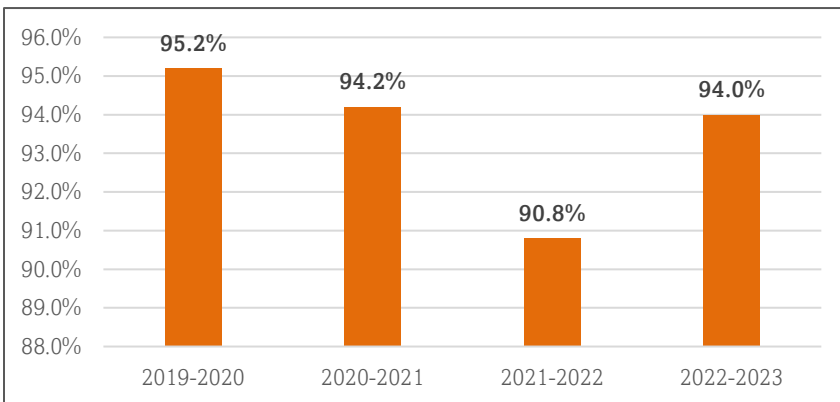
Historically, over 15% of students qualified for services under Section 504. Under §504, a student is considered to have a disability if they have a physical or mental impairment that substantially limits one or more major life activities. The range of impairments include Dyslexia, Attention Deficit and Hyperactivity Disorder, depression and various types of chronic illnesses. The number of students qualifying for services has steadily increased since 2019 and is currently at 18% of student enrollment.





Student who are developing their academic English language are considered Emergent Bilinguals. For the 2023-2024 snapshot date there were approximately 5% of students enrolled who required language supports and accommodations based on their English proficiency status.

Average Daily Attendance



Academic Progress

Exact Path Growth Comparison Rates-EOY

Math		
Year	#of Students Tested Both Diagnostics	% Made Progress
2023-2024	263	75%
2022-2023	243	57%
2021-2022	217	58%

Reading		
Year	#of Students Tested Both Diagnostics	% Made Progress
2023-2024	268	70%
2022-2023	272	55%
2021-2022	223	50%

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

At-Risk by Category
Disaggregated STAAR Data
Enrollment
Mobility/Stability
State Assessment Data
Student-Specific and Differentiated Strategies

Student Achievement Strengths

State assessment scores for All Students=44%
State assessment scores for students in the accountability subset=71%

Student Achievement Weaknesses

- Students are highly mobile.
- Teachers must teach multiple courses across multiple grades.
- Algebra I EOC Scores are below the state standard.
- There is an achievement gap between African-American students and White and Hispanic students in Reading and Math. African American students scored on average 20 + points lower in Reading and Math.
- The achievement gap between students in foster care and those not in foster care is evident in all subject areas and grades (38% achieve at or above grade level).

Student Achievement Needs

Teachers need specific training in interventions for highly mobile students experiencing trauma.

Comprehensive Needs Assessment

Student Achievement Summary

State assessment scores moderately increased from the prior year. A thorough analysis of data shows that students who test from year to year are not students who are continuously enrolled. However, the number of students approaching or meeting benchmarks according to the Exact Path Intervention has increased from 50% in 2022-2023 to 70% in 2023-2024.

2023-2024 Year To Date Totals

Turnover | May

Campus Number	Campus Name	Average Enrollment	Turnover Rate	% Foster Care	Math Skills Mastered	Reading Skills Mastered
005	Settlement Home	30	43%	100%	353	51
009	Pathfinder Camp	14	31%	100%	100	75
023	Pathways 3H	11	39%	100%	530	77
024	Texas Neurorehabilitation Center	57	46%	24%	1043	326
025	Methodist Children's Home	89	35%	19%	691	569
030	Laurel Ridge	37	80%	0%	90	28
031	Olympia Hills	23	8%	0%	1006	215
032	Helping Hand	20	37%	82%	812	375
045	Cedar Crest	75	82%	17%	131	72
052	SJRC Texas	11	58%	100%	110	43
053	Safe Haven	13	45%	90%	132	72
054	Clearfork Academy	21	89%	0%	85	26
056	Clearfork Academy South	23	100%	0%	108	48
057	Boysville	14	52%	100%	85	26
	Total:	438	79%		5276	2003



STAAR Campus Drilldown for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin Year:

Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration

Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Campus	Prior Year	Current Year
AUSTIN OAKS	42%	45%
BOYSVILLE	41%	43%
CEDAR CREST	36%	34%
CLEARFORK ACADEMY	39%	67%
CLEARFORK ACADEMY SOUTH	50%	48%
GEORGETOWN BEHAVIORAL HEALTH I	48%	50%
HELPING HAND	15%	12%
LAUREL RIDGE	58%	46%
METHODIST CHILDREN'S HOME	55%	46%
MUNDAY	58%	0%
OLYMPIA HILLS	98%	100%
PATHFINDER CAMP	41%	43%
PATHWAYS 3H CAMPUS	30%	34%
SAFE HAVEN	33%	33%
SETTLEMENT HOME	77%	58%
SJRC TEXAS	41%	45%
TNC CAMPUS (TEXAS NEUROREHABIL	13%	5%
UNLIMITED VISIONS AFTERCARE	20%	0%
UT - UNIVERSITY CHARTER SCHOOL	49%	42%

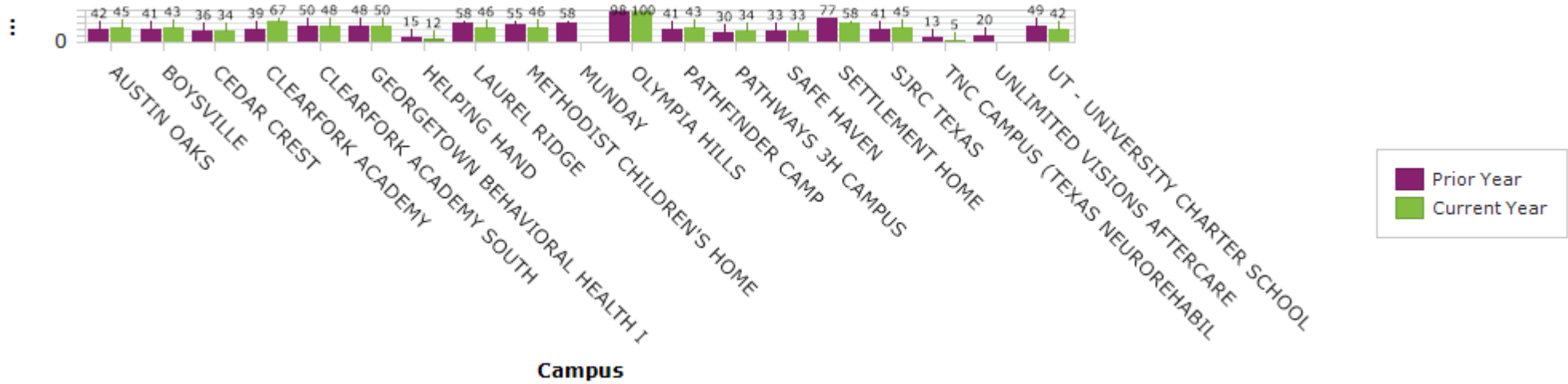


STAAR Campus Drilldown for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin Year:

Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration

Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL





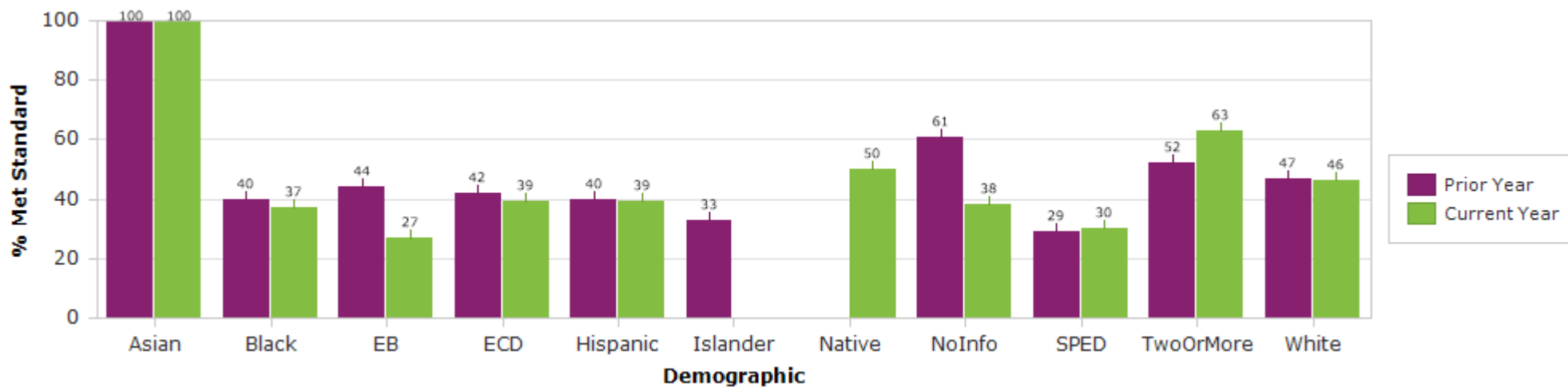
STAAR Demographic Drilldown for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin Year:

Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration

Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Demographic	Prior Year	Current Year
Asian	100%	100%
Black	40%	37%
EB	44%	27%
ECD	42%	39%
Hispanic	40%	39%
Islander	33%	0%
Native	0%	50%
NoInfo	61%	38%
SPED	29%	30%
TwoOrMore	52%	63%
White	47%	46%

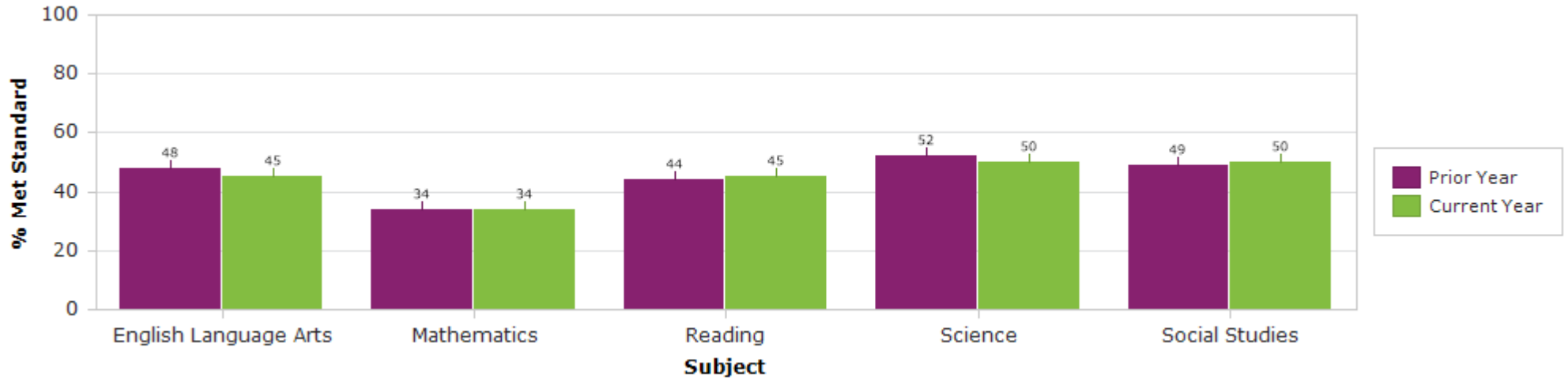




STAAR Subject Drilldown for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Subject	Prior Year	Current Year
English Language Arts	48%	45%
Mathematics	34%	34%
Reading	44%	45%
Science	52%	50%
Social Studies	49%	50%





STAAR Curriculum Drilldown for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin Year:

Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration

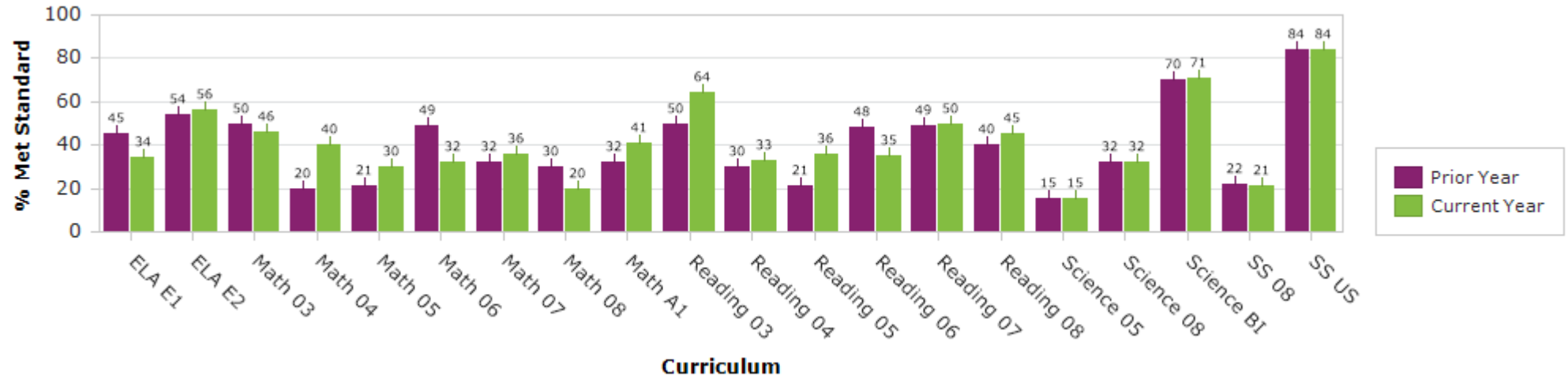
Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Curriculum	Prior Year	Current Year
English Language Arts E1	45%	34%
English Language Arts E2	54%	56%
Mathematics 03	50%	46%
Mathematics 04	20%	40%
Mathematics 05	21%	30%
Mathematics 06	49%	32%
Mathematics 07	32%	36%
Mathematics 08	30%	20%
Mathematics A1	32%	41%
Reading 03	50%	64%
Reading 04	30%	33%
Reading 05	21%	36%
Reading 06	48%	35%
Reading 07	49%	50%
Reading 08	40%	45%
Science 05	15%	15%
Science 08	32%	32%
Science BI	70%	71%
Social Studies 08	22%	21%
Social Studies US	84%	84%



STAAR Curriculum Drilldown for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL



Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Classroom and School Walkthrough Data
Feedback Data
Other Staff Effectiveness Data
Parent and Community Partnership Data
Staff Development
Surveys
Teacher Certifications/Qualifications Data
Teacher Turnover Rates

School Culture and Climate Strengths

Campus climate is overall positive.
Survey results show that 58% of staff are inspired by our mission.

- 65% report that their supervisor values their time.
- 75% of staff report that the safety on their campus is "Excellent" or "Good."
- 73% report that communication on their campus is "Very effective."

Safety plans have been established and an MEOP has been developed.
The district SEL Coordinator manages SEL implementation and support. This includes providing resources to campus leadership on strategies to support teacher wellness.

School Culture and Climate Weaknesses

Frequent facility turnover impacts classroom environment consistency on some campuses.

School Culture and Climate Needs

Comprehensive Needs Assessment

Increase opportunities to collaborate with facility staff.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Staff Mobility/Stability
Survey and Interviews of Students/Staff/Parents
Surveys

Staff Quality, Recruitment and Retention Strengths

- Teachers at UT Charter School can earn additional income by earning designations through the Teacher Incentive Allotment.
- The University of Texas provides quality, competitive benefits.
- Staff surveys consistently report positive school climate.

Staff Quality, Recruitment and Retention Weaknesses

- Currently, all subject areas do not qualify for the Teacher Incentive Allotment. (Reading & Math only)
- It is challenging for teachers to earn multiple certifications to teach in multilevel classrooms.
- As a result of the district's small size, career advancement opportunities are limited.

Staff Quality, Recruitment and Retention Needs

- Continue to recruit experienced teachers.
- Provide opportunities for teacher leadership and compensation.

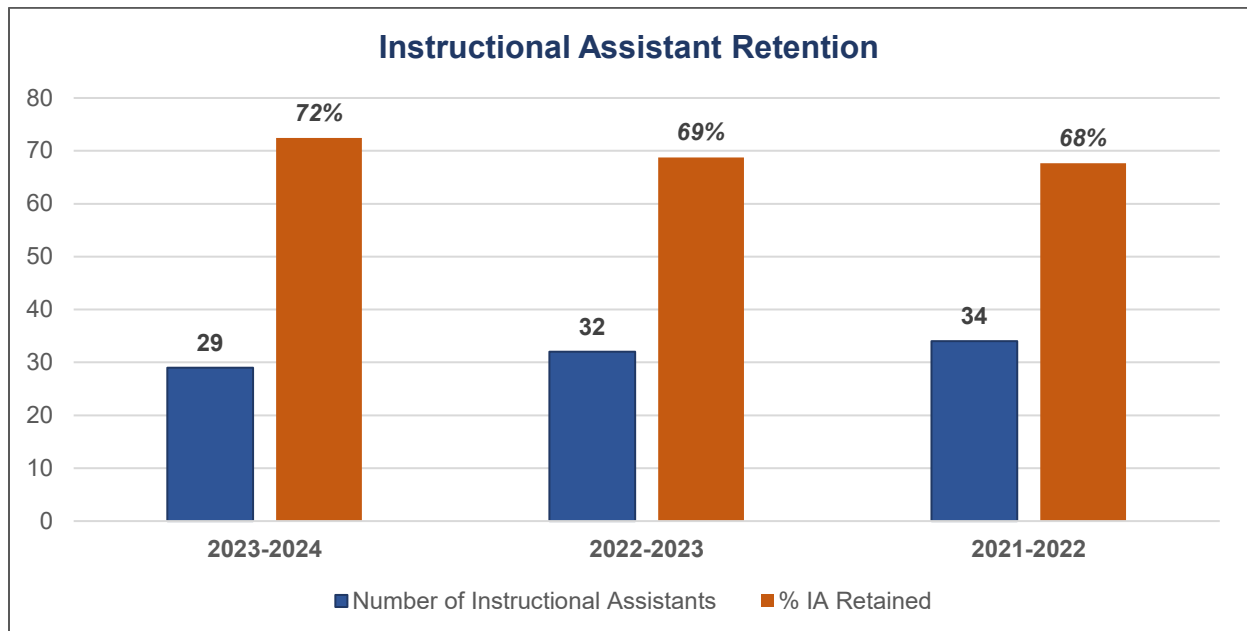
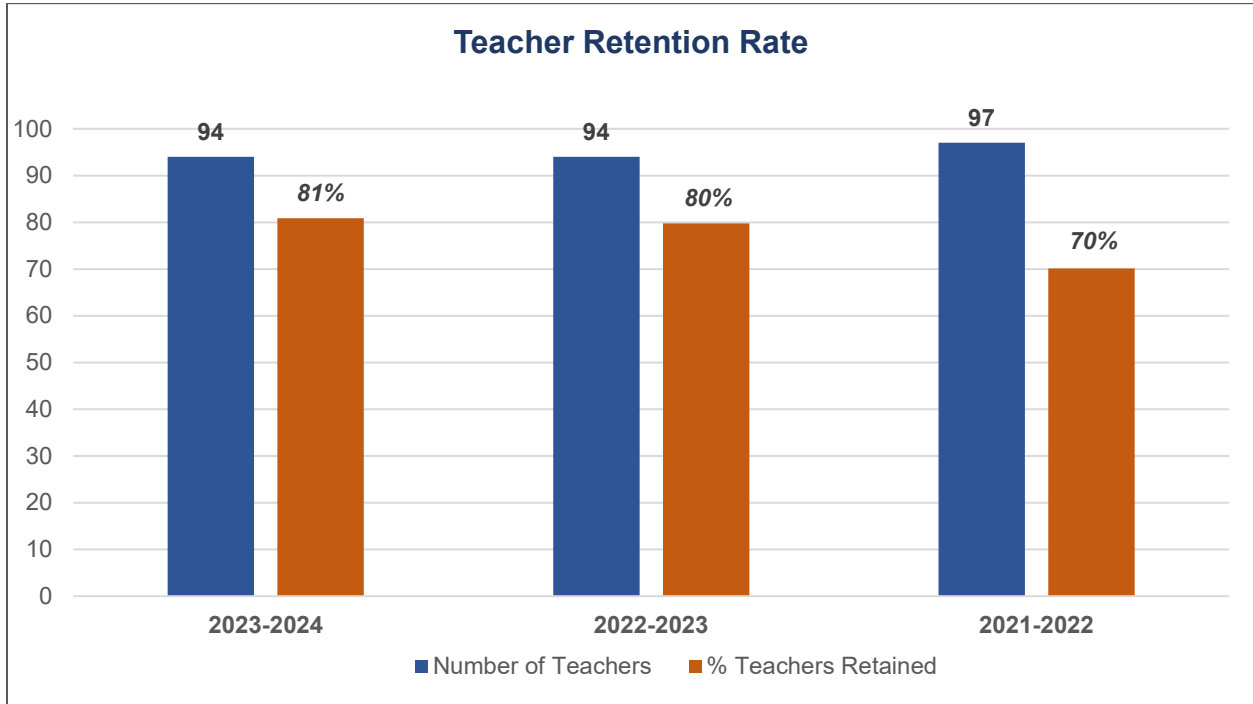
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

- Create district incentive programs for teachers who teach on campuses where students do not remain enrolled long enough to meet the student growth requirement for the Teacher Incentive Allotment.
- Teacher Incentive Allotment-ensure fidelity of data capture.



Staff Retention Data



Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Classroom and School Walkthrough Data
Disaggregated STAAR Data
Instructional Design/Delivery
Professional Development Data
Staff Mobility/Stability

Curriculum, Instruction and Assessment Strengths

- Implementation of online credit recovery program.
- Increased graduates.
- Students have the opportunity to participate in On-Ramps courses at certain campuses.
- A robust professional development strategy was developed to provide more individualized opportunities for instructional staff.

Curriculum, Instruction and Assessment Weaknesses

- Teachers face challenges maintaining a consistent scope and sequence due to the frequent interruption of educational opportunities for students with high mobility.
- Because school sizes, vertical alignment and lesson planning among colleagues are limited.
- There are fewer opportunities for teachers of similar grades and content areas to collaborate because campuses are spread out across the state.
- The central office curriculum team is small due to budgetary constraints which limits the amount of support provided to instructional staff.

Curriculum, Instruction and Assessment Needs

- Professional development is needed for teachers who serve multiple subject areas and teach at multiple levels.
- Increased funding for more curriculum team members to provide instructional staff support and curriculum development.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Community Service Agencies and Support Services
Family and Community Participation Counts
Feedback Data

Family and Community Involvement Strengths

- 2023-2024 Facility Survey Results indicate that 90% believe the partnership between UT Charter School and their organization has been productive.
- Virtual community outreach on important topics, (special education, behavior, Emergent Bilingual topics) has been effective on reaching diverse parent/guardian entities.
- Schools consistently hold open houses; facility meetings; awards/celebrations; monthly newsletters.

Family and Community Involvement Weaknesses

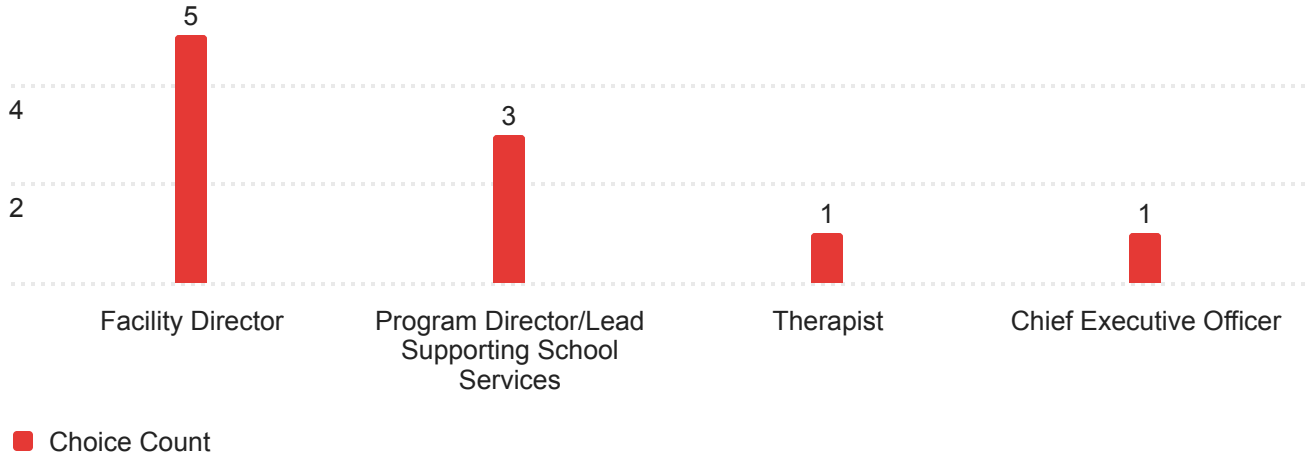
- The majority of students are in the foster care system and family contact with the school is limited.
- Students in state custody frequently change caseworkers.

Family and Community Involvement Needs

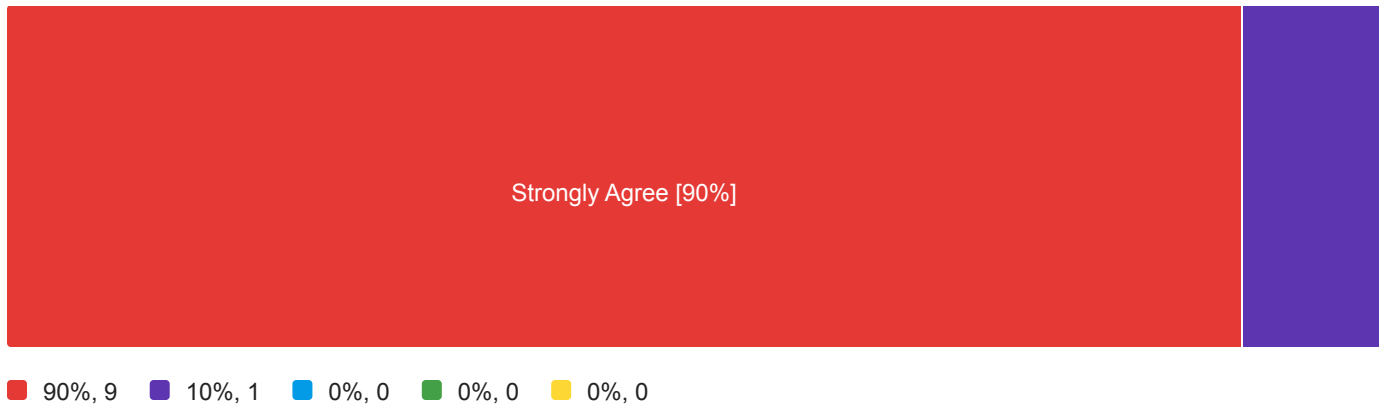
- Expand support for schools by engaging businesses.
- Create additional virtual opportunities for the community to find out more about the services the district offers.

UT Charter School System Facility Survey 2023-2024

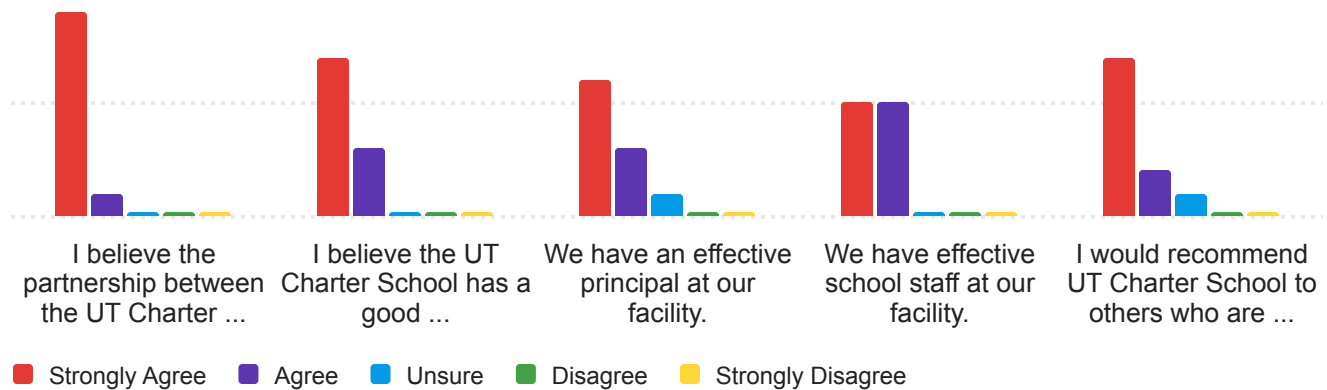
Q1 - What best describes your position?



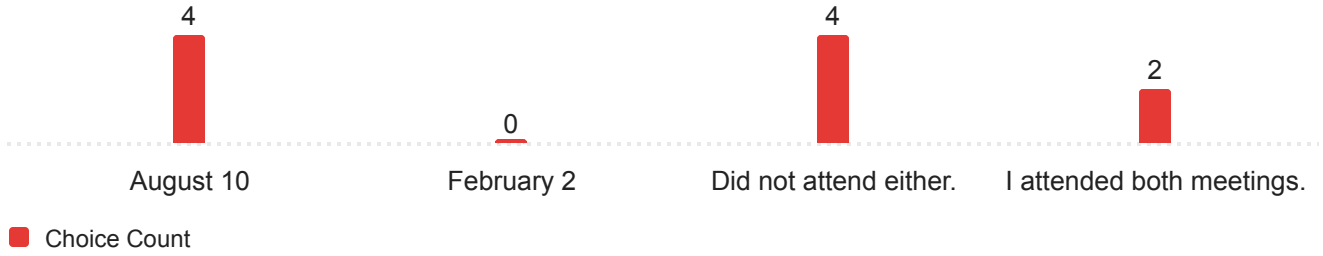
I believe the partnership between the UT Charter School and my organization has been productive.



Q2 - Evaluate the following: Please tell us to what extent you agree or disagree...



Q6 - Please select the date of the district-wide collaboration meetings that you were able to attend this year.



The objectives of the session were made clear.



75% 25% 0% 0% 0%

Comprehensive Needs Assessment Data Sources

At-Risk by Category
Attendance
Class, School, and Special Program Schedules
Classroom and School Walkthrough Data
Demographic Data
Disaggregated STAAR Data
Enrollment
Family and Community Participation Counts
Feedback Data
Graduation, Completion, and Dropout Rates
High-Yield Strategies
Instructional Design/Delivery
Leadership and Administrative Support Structures
Master Schedule
Mobility/Stability
PEIMS Reports
Professional Development Data
Special Program Participation
Staff Mobility/Stability
State Assessment Data
Summary of Student Progress (not taking STAAR)
Surveys
Teacher Certifications/Qualifications Data
Teacher Turnover Rates
Technology
Texas Teacher Evaluation & Support System (T-TESS)

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 1. (Academic Achievement) The percentage of students reading at or above grade level as measured by the Approaches Grade Level Standard on STAAR will increase 5 percentage points from 79% in spring 2024 to 85% in spring 2025. Percentage of students performing at or above grade level as measured by the Approaches Grade Level Standard on STAAR/EOC Math from 71% to 75% in spring 2025.

Objective 1. (Academic Growth) All students will show measurable growth aligned to their Exact Path learning target.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build strong literacy and math foundations for all students by establishing expectations, quality resources, and supports for instruction. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.1,4.1,5.2)	Assistant Superintendent(s), Director of Academics & Professional Development, Director of Special Programs, Principal, Superintendent(s)	August 2024-March 2025	IDEA B Formula, State Compensatory	Criteria: Professional development offerings/attendance. Implementation of strategies in the classroom. Data from walkthroughs and teacher observations.
2. Implement rigorous and aligned curriculum and formative assessments. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1,1.2,4.1,5.1,5.2,5.3,5.4)	Director of Academics & Professional Development, Principal	September 22024-May 2025	Time	Criteria: Student assessment data Teacher observation data
3. Student progress on individualized learning targets will be evaluated every nine weeks. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,5.1,5.3)	Director of Academics & Professional Development, Principal	September 2024-June 2025	Time, Regular Program SFF	Criteria: State assessment results Exact Path Learning target data

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 1. (Academic Achievement) The percentage of students reading at or above grade level as measured by the Approaches Grade Level Standard on STAAR will increase 5 percentage points from 79% in spring 2024 to 85% in spring 2025. Percentage of students performing at or above grade level as measured by the Approaches Grade Level Standard on STAAR/EOC Math from 71% to 75% in spring 2025.

Objective 2. (Professional Development) Professional development will be provided to instructional staff which focuses on strengthening tier 1 instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District-wide Professional Learning Communities will focus on brain-based and trauma-informed classroom practices. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.1,4.1,5.1,5.2)	Director of Academics & Professional Development, Lead Teacher, Principal, SEL Director, Superintendent(s)	August 2024-May 2025	State Compensatory	Criteria: Classroom Observation data Student discipline data Academic achievement data Student and staff survey data
2. Establish, cultivate, and sustain a culture of data-driven instruction throughout the district in order to gain a clear understanding of students' knowledge and skills, reflect on how to improve tier 1 instruction, and determine how to close understanding gaps. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.2,3.3,4.1,5.1,5.2,5.3)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	August 2024-May 2025	Time	Criteria: Student assessment data Classroom observation data
3. A district walkthrough format incorporating the Fundamental 5, Talk/Read-Talk/Write, and The Neurosequential Model of Education will be utilized to provide consistent coaching and feedback. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.1,5.2)	Director of Academics & Professional Development, Lead Teacher, Principal	September 2024-May 2025	Time	Criteria: Teacher observation data Student achievement/progress data
4. Develop strategies to support students' proficiency on STAAR/EOC by providing professional development for teachers on the format. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.2,5.3)	Director of Academics & Professional Development, Principal, Superintendent(s)	August 2024-May 2025	Special Revenue-Locally Defined, Time, Regular Program SFF	Criteria: Student assessment data Teacher observation data

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 2. (Special Population Academic Achievement) The percentage of students receiving special program 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 by 10 percentage points by May 2025.

Objective 1. (ESL Instruction) All students receiving special services enrolled at least 90 days will demonstrate one grade level skill growth on their Reading Exact Path Learning Path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of ESL Teachers will implement language supports and accommodations to ensure growth for Emergent Bilingual students. (Target Group: ESL,AtRisk) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3,5.4)	Director of Academics & Professional Development, Director of Special Programs, Principal	August 2024-May 2025	Title III Bilingual / ESL	Criteria: Teacher observation data Student achievement results (STAAR & TELPAS)
2. 100% of ESL teachers will implement required English Language Proficiency Standards and Sheltered Instruction Strategies. (Target Group: ESL) (Strategic Priorities: 2) (ESF: 1.1,1.2,4.1,5.2)	Director of Special Programs, Lead Teacher, Principal	August 2024-May 2025	Title III Bilingual / ESL	Criteria: Student achievement data (STAAR & TELPAS) Classroom observation data

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 2. (Special Population Academic Achievement) The percentage of students receiving special program 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 by 10 percentage points by May 2025.

Objective 2. (Dyslexia Instruction) Provide resources and support to teachers that work with students identified with Dyslexia.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide resources and support to teachers who work with students identified with Dyslexia. (Target Group: Dys) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.3)	Director of Academics & Professional Development, Director of Special Programs	August 2024-May 2025	Dyslexia	Criteria: Reading assessment data STAAR data disaggregated by students with Dyslexia
2. Hire central office dyslexia interventionist to provide direct services to students across the district either in person or using the Amplio Platform. (Target Group: Dys) (Strategic Priorities: 2) (ESF: 2.1,4.1)	Director of Academics & Professional Development, Director of Special Programs, Dyslexia specialist	August 2024	Dyslexia	Criteria: Student assessment data disaggregated by student demographics. Student service logs.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

- Goal 2.** (Special Population Academic Achievement) The percentage of students receiving special program 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 by 10 percentage points by May 2025.
- Objective 3.** (Special Education) All students receiving special services enrolled at least 90 days will demonstrate one grade level skill growth on their Math Exact Path Learning Path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A district diagnostic is given to every student who receives special services, along with a period of time for Exact Path Learning Intervention. (Target Group: SPED,AtRisk) (Strategic Priorities: 2) (ESF: 5.1,5.3)	Director of Academics & Professional Development, Lead Teacher, Principal	August 2024-May 2025	State Compensatory	Criteria: State assessment data Classroom Observation data Learning path documentation
2. The district will provide summer and/or intercession learning opportunities to students receiving special education services. (Target Group: SPED,AtRisk,FC) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.2)	Director of Academics & Professional Development, Lead Teacher, Principal, Superintendent(s)	September 2024-June 2025	Local Funds, State Compensatory	Criteria: State assessment data Summer and/or intercession enrollment and student data
3. Provide professional development for instructional staff on high leveraged practices that support students with a variety of disabilities. (Target Group: SPED) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.2)	Director of Academics & Professional Development, Director of Special Programs, Principal, Superintendent(s)	August 2024-May 2025	IDEA Special Education, Regular Program SFF	Criteria: Student assessment data. Professional development schedule. Teacher/instructional staff feedback. Classroom observations.
4. Formative audits will ensure that all ARD paperwork is compliant and addresses student needs according to best practices. (Target Group: SPED) (Strategic Priorities: 2) (ESF: 1.2,5.1)	ARD Facilitator, Director of Special Programs	September 2024-May 2025	IDEA Special Education, Regular Program SFF	Criteria: Audit reports. Campus feedback reports.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 2. (Special Population Academic Achievement) The percentage of students receiving special program 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 by 10 percentage points by May 2025.

Objective 4. (Foster Care) All students in foster care enrolled at least 90 days will demonstrate at least one skill level growth in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Upon enrollment each student will take a diagnostic in reading and math. Diagnostics will be used to identify learning gaps and provide individualized instruction. (Target Group: FC) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Director of Academics & Professional Development, Lead Teacher, Principal	August 2024-May 2025	Time, Regular Program SFF	Criteria: Students in foster care assessment data. Learning plan data.
2. Teachers will identify appropriate social-emotional support for students in foster care so they can make academic progress. (Target Group: FC) (Strategic Priorities: 2) (ESF: 3.3)	Lead Teacher, Principal, SEL Director	August 2024-June 2025	Special Revenue-Locally Defined, Time	Criteria: Student behavior data Academic data Teacher observation data
3. Team members (lead teachers, principal, academic advisor and record clerks) will collaborate to ensure students in foster care are enrolled in the appropriate courses and receive necessary intervention. (Target Group: FC) (Strategic Priorities: 2) (ESF: 1.1,4.1,5.1,5.3)	Academic Advisor, Director of Academics & Professional Development, Lead Teacher, Principal	August 2024-June 2025	Regular Program SFF, State Compensatory	Criteria: Student assessment data Academic Achievement Records Learning plans Report cards

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 3. (School Safety and Wellness) By the end of 2024-2025 school year, 80% of students will report they are learning in a safe and supported learning environment as measured by student survey results.

Objective 1. (Social-Emotional Practices) Support staff through positive behavior support and integration of SEL practices in the curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with facilities to implement Social Emotional Learning in all schools utilizing School Connect and Second Step. (Target Group: All) (ESF: 3.1,3.2,3.3,3.4)	Director of Academics & Professional Development, Principal, SEL Director, Superintendent(s)	August 2024-May 2025	Special Revenue-Locally Defined, Time	Criteria: Classroom Observation Data Student achievement Data Annual survey results Student discipline Data
2. Provide support to district staff through positive behavior interventions and staff wellness which connect social/emotional learning to academics. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,3.1,3.3)	Director of Academics & Professional Development, Director of Special Programs, SEL Director, Superintendent(s)	August 2024-May 2025	Time	Criteria: Annual survey results Classroom observation data Student progress data
3. Incorporate character education and social and emotional learning into the daily curriculum. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.2,3.3)	Lead Teacher, Principal, SEL Director	August 2024-May 2025	Regular Program SFF	Criteria: Classroom observation data Student discipline data Academic progress data

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 3. (School Safety and Wellness) By the end of 2024-2025 school year, 80% of students will report they are learning in a safe and supported learning environment as measured by student survey results.

Objective 2. (Multi-hazard Emergency Operations Plan) Review and revise the MEOP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annually review and revise emergency operations. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.3)	Assistant Superintendent(s), Director of Finance, Director of Special Programs, HR Director, Operations Specialist, Principal, SEL Director, Superintendent(s)	August 2024-June 2025	Time, Regular Program SFF	Criteria: Completion of safety drill documentation. Updated MEOP Staff/students demonstrate protocols.
2. Implement behavior threat assessments as needed. Ensure appropriate staff is trained on the appropriate implementation of behavior threat assessments. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)	Assistant Superintendent(s), Lead Teacher, Principal	August 2024-June 2025	Time	Criteria: Each campus will submit documentation of completed threat assessments. Training certificates.
3. A Safe and Supportive School Program (SSSP) Team will be implemented at each campus and trained. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.3)	Assistant Superintendent(s), Principal	August 2024-December 2024	Time	Criteria: Each campus will have completed documentation uploaded.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 4. (Post-Secondary Outcomes) 100% of graduation surveys conducted throughout the 2024-2025 school year will indicate students are connected to career and college opportunities.

Objective 1. (College & Career Opportunities) Implement a comprehensive college advising strategy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a wide array of resources, trainings, and supports to assist seniors through the financial aid and scholarship process. (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 3.3)	Academic Advisor, Director of Academics & Professional Development, Lead Teacher, Principal	August 2024-May 2025	Special Revenue-Locally Defined	Criteria: 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. Engage diverse community members in the implementation of Career Day to expose students to a variety of careers and develop an appreciation for post-secondary opportunities. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.3,3.4)	Director of Academics & Professional Development, Principal	September 2024-May 2025	Time, CCMR Outcomes Bonus	Criteria: Career day flyers Annual post-secondary survey results
3. To support student needs, assess students' career knowledge and planning needs and share them with the facility or their families/guardians. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.3,3.4)	Director of Academics & Professional Development, Lead Teacher, Principal	August 2024-May 2025	Special Revenue-Locally Defined, Time	Criteria: Post-secondary survey results Student career inventories
4. Plan and coordinate visits to postsecondary vocational and college institutions. (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.1)	Academic Advisor, Lead Teacher, Principal	September 2024-May 2025	Time	Criteria: Graduation survey results Field trip documents Increased engagement from vocational and/or colleges

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 4. (Post-Secondary Outcomes) 100% of graduation surveys conducted throughout the 2024-2025 school year will indicate students are connected to career and college opportunities.

Objective 2. (Personal Graduation Plans) 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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 9-12. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.1,3.3)	Academic Advisor, Director of Academics & Professional Development, Lead Teacher, Principal	August 2024-May 2025	Time, CCMR Outcomes Bonus, State Compensatory	Criteria: PGP Documentation Course data Credit recovery data

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 4. (Post-Secondary Outcomes) 100% of graduation surveys conducted throughout the 2024-2025 school year will indicate students are connected to career and college opportunities.

Objective 3. (Credit Acquisition) 100% of students in grade 9-12 enrolled 90 or more days will earn 3 graduation credits each semester.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The master schedule of each campus will include credit recovery options. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1.2,4.1,5.1)	Director of Academics & Professional Development, Principal	August 2024-June 2025	Time, Local Funds, State Compensatory	Criteria: Campus master schedules. Credit completion data.
2. Instructional staff will conduct a minimum of three progress checks with students every six weeks to ensure they are on track to graduate. (Target Group: AtRisk,FC,9th,10th,11th,12th) (Strategic Priorities: 2,3) (ESF: 3.3,5.3)	Director of Academics & Professional Development, Lead Teacher, Principal	September 2024-June 2025	Time	Criteria: Student achievement data Credit acquisition data

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 5. (Family/Community Engagement) Successfully implement a strategic engagement plan to touch all stakeholders-staff, parents, students, partners, community, and others to ensure all are well-informed and invested in UT Charter School's mission and vision.

Objective 1. (Family Engagement) Families and stakeholders will be actively engaged in the school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create workshops for families, surrogates, and guardians to include communication skills, anger management, special education information, post secondary options, instructional strategies and state assessment information. (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3.3,3.4)	Assistant Superintendent(s), Director of Academics & Professional Development, Director of Special Programs, Principal	September 2024-May 2025	Title I, A, Time	Criteria: Each campus will provide one community engagement opportunity for campus families and stakeholders, and the district will sponsor four district-wide workshops.
2. Each campus will provide one community engagement program. (Open House, Literacy Night, etc.) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.3,3.4)	Director of Academics & Professional Development, Lead Teacher, Principal	September 2024-May 2025	Time	Criteria: Event documents/flyers Annual family/facility survey results will indicate an increase in school engagement/knowledge.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 5. (Family/Community Engagement) Successfully implement a strategic engagement plan to touch all stakeholders-staff, parents, students, partners, community, and others to ensure all are well-informed and invested in UT Charter School's mission and vision.

Objective 2. (District Communication) Increase school and district -communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send out District newsletter at least 4 times a year in English and Spanish. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,3.1,3.4)	Director of Academics & Professional Development, Principal, Superintendent(s)	September 2024- May 2025	Time	Criteria: Increased family/stakeholder engagement as measured by results of the annual family/facility survey.
2. District website will be updated to provide parents/guardians with information regarding curriculum supports as well as mental health resources. (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3,3.4)	Assistant Superintendent(s), Director of Academics & Professional Development, Operations Specialist	May 2025	Time, Regular Program SFF	Criteria: Updated website Parent/guardian feedback based on survey results

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 5. (Family/Community Engagement) Successfully implement a strategic engagement plan to touch all stakeholders-staff, parents, students, partners, community, and others to ensure all are well-informed and invested in UT Charter School's mission and vision.

Objective 3. (Annual Survey) Send out an annual survey to teachers, students, facility staff, and parents/guardians for feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send out district survey and collect data on school culture (families and students). (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,3.1,3.4)	Director of Academics & Professional Development, Principal, Superintendent(s)	April 2025-May 2025	Time	Criteria: Annual surveys will be sent with frequent reminders, increase response rate to 40%.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 6. (District Resources/Funding) Maintain fiscal responsibilities to provide exceptional education opportunities for all students.

Objective 1. (Attendance) Each campus will increase their attendance rate to 98%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with facility partners to ensure students attend class every day. (Target Group: All) (Strategic Priorities: 2) (ESF: 3.2)	Assistant Superintendent(s), Lead Teacher, Principal	Ongoing	Time	Criteria: Increased attendance rate. ADA reports
2. Review attendance data with district leadership weekly. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.1)	Assistant Superintendent(s), Director of Finance, Principal, Superintendent(s)	Ongoing	Time	Criteria: ADA Reports Attendance plans for campuses with low attendance.
3. Collaborate with facility partners to provide incentives to students with good attendance. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.1,3.2)	Lead Teacher, Principal	Ongoing	Time, State Compensatory	Criteria: ADA reports Recognition programs
4. Provide monthly reports to the UT Charter Advisory Board on attendance, enrollment, withdrawals and mobility. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,1.2,3.4)	Assistant Superintendent(s), Director of Finance, Principal	October 2024-May 2025	Time	Criteria: ADA reports Turnover and mobility data Board agendas

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 6. (District Resources/Funding) Maintain fiscal responsibilities to provide exceptional education opportunities for all students.

Objective 2. (Communication) Facility stakeholders will be provided data on the impact of low attendance on district finances.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Distribute Parent/Guardian/Family Handbook, Student Code of Conduct to all stakeholders in order to provide clear communication regarding district policies and procedures. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,3.4)	Director of Academics & Professional Development, Principal	August 2024-May 2025	Time	Criteria: Distribution documentation Community feedback
2. School newsletters will inform parents/families about school activities. (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.4)	Lead Teacher, Principal	August 2024-April 2025	Time, Regular Program SFF	Criteria: A minimum of four newsletters will be produced by each campus throughout the year.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will provide monthly professional development based on campus need to implement district initiatives to ensure positive teacher retention. District attrition rate will be less than 5%.

Objective 1. (Teacher Retention) The percentage of new teachers who struggle to adapt to campus and district expectations will decrease by 30% and show growth in their instructional practice by the end of the school year, measured by a teacher survey in April 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve instructional capacity of teacher and teacher leaders by providing differentiated, choice-based professional learning opportunities facilitated by practitioners. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal	August 2024-May 2025	Time, State Compensatory	Criteria: Instructional staff will develop targeted professional development goals documented in TTESS.
2. Create a system of support for assisting teachers in preparing for certification exams. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Assistant Superintendent(s), Director of Academics & Professional Development, HR Director, Principal	August 2024-May 2025	Regular Program SFF	Criteria: Teachers who need additional certifications will earn them.
3. Increase student achievement by providing incentives for the retention of teachers in critical shortage areas. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Assistant Superintendent(s), Director of Academics & Professional Development, Director of Finance, HR Director, Superintendent(s)	August 2024-May 2025	State Compensatory	Criteria: The district will be able to retain quality teachers.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will provide monthly professional development based on campus need to implement district initiatives to ensure positive teacher retention. District attrition rate will be less than 5%.

Objective 2. (Teacher Incentive Allotment) Continue to implement the teacher incentive allotment designation which recognizes and rewards teacher performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the Teacher Incentive Allotment. (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 2.1,5.1,5.2,5.3)	Director of Academics & Professional Development, Principal, Superintendent(s)	August 2024-May 2025	Time	Criteria: TIA submission and/approval data. Increase in the number of TIA designated teachers.
2. Refine data collection for the Teacher Incentive Allotment. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Academics & Professional Development, Principal, Superintendent(s)	August 2024-May 2025	Time	Criteria: Data submitted annually in October will meet TIA standards.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will provide monthly professional development based on campus need to implement district initiatives to ensure positive teacher retention. District attrition rate will be less than 5%.

Objective 3. (Teacher Support) Continue development and implementation of a professional development plan tied to the observation and feedback cycle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide time during principal meetings to collaborate and share suggestions related to teacher retention and building a positive school culture. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Superintendent(s), Principal, SEL Director, Superintendent(s)	August 2024-May 2025	Time	Criteria: Quality teacher retention will be at least 85%.
2. Improve instructional capacity of teacher/teacher leaders by providing differentiated, choice-based professional learning opportunities facilitated by practitioners. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	August 2024-May 2025	Time, State Compensatory	Criteria: According to the annual survey, at least 85% of teachers will report that the professional development they received was effective in improving their practice.
3. Implement a rigorous coaching and feedback cycle for teachers using the Texas Teacher Evaluation and Support System (T-TESS). (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,5.2)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	August 2024-May 2025	Time	Criteria: 100% of teachers will score proficient or better in all domains based on the Texas Teacher Evaluation and Support System.
4. Establish a robust curriculum hub where teachers can get support and resources. (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,4.1,5.3)	Director of Academics & Professional Development, Operations Specialist, SEL Director, Superintendent(s)	August 2024-June 2025	Time, Regular Program SFF	Criteria: State assessment data. Annual teacher survey will indicate competency in accessing and using resources available to meet students' needs.

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Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will provide monthly professional development based on campus need to implement district initiatives to ensure positive teacher retention. District attrition rate will be less than 5%.

Objective 4. (Administrative Support) Campus administrators will report 85% effectiveness across all facets of their work in an annual employee survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Through monthly district leadership meetings, provide principals with training, support, and professional development. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2.1,3.1)	Assistant Superintendent(s), Director of Academics & Professional Development, Superintendent(s)	August 2024-May 2025	Time, Regular Program SFF	Criteria: The annual climate survey will reveal that 85% of school leaders feel effective.
2. District superintendent and assistant superintendent will utilize weekly one-on-one meetings to provide support and mentoring to campus administrative staff. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,1.2,2.1)	Assistant Superintendent(s), Superintendent(s)	August 2024-May 2025	Time	Criteria: The annual climate survey will reveal that at least 85% of school principals feel supported.

DISTRICT IMPROVEMENT PLAN TEAM MEMBERS

Meeting Date: October 4, 2024

Name	Position	Signature
DR. NICOLE WHETSTONE	SUPERINTENDENT	<small>DocuSigned by:</small> <i>Nicole Whetstone</i> <small>5F0776AA5492422...</small>
DR. AUTUMN LEAL	ASSISTANT SUPERINTDENT	<small>Signed by:</small> <i>Autumn Leal</i> <small>E0A807C0EFC42...</small>
JENNY DAVIS	DIRECTOR OF FINANCE	<small>DocuSigned by:</small> <i>Jenny Davis</i> <small>D0E15254D8D7A5A...</small>
ROBERT MICKS	TITLE 1 COORDINATOR	<small>Signed by:</small> <i>Bob Micks</i> <small>0944267DF169478...</small>
DR. JANINA ROBERTS	DIRECTOR OF SPECIAL PROGRAMS	<small>Signed by:</small> <i>Dr. Janina Roberts</i> <small>20E3F4A9745411...</small>
DR. VERONICA RUIZ	DIRECTOR OF ACADEMICS & PROFESSIONAL DEVELOPMENT	<small>Signed by:</small> <i>Dr. Veronica Ruiz</i> <small>111406F609714F8...</small>
RAUL KASTNER	EXECUTIVE PRINCIPAL	<small>Signed by:</small> <i>Raul Kastner</i> <small>81FA0B2E030D45B...</small>
AMY GRISHAM	COMMUNITY MEMBER MCH DIRECTOR OF STUDENT SUPPORT	<small>Signed by:</small> <i>Amy Grisham</i> <small>5B4B4B901502400...</small>
SCOTT STANLEY	PARENT REPRESENTATIVE	<small>DocuSigned by:</small> <i>Scott Stanley</i> <small>3E2832E718044F7...</small>
ALLYSON WELCH	COMMUNITY MEMBER	<small>Signed by:</small> <i>Allyson Welch</i> <small>05200E0EE0540F...</small>
TONY STEWART	BUSINESS REPRESENTATIVE-BOYS RANCH	<small>Signed by:</small> <i>Tony Stewart</i> <small>03020F77A7F734AC...</small>
PATRICIA DUKE	SPECIAL EDUCATION TEACHER	<small>Signed by:</small> <i>Tricia Duke</i> <small>08F0BF02B0042U...</small>