



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

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL District Improvement Plan 2025-2026

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 1, 2025

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
Claire Alvardado, Ph.D.-Member
Eboni Caesar, Ph.D. - Member
Nathan Clemens, Ph.D.-Member
Vanessa Davila-Member
Jane Gray, Ph.D.-Member
Judith Loreda, Ph.D. - Member
Christine Nishimura, J.D.-Member
Cynthia Franklin, Ph.D. - Member
Suzon Kemp – Member
Michael Schultze -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 2025-2026, 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.*
14. *Incarceration: The student has been incarcerated, or has a parent or guardian who has been incarcerated (within the student's lifetime), in a penal institution as defined by Texas Penal Code §1.07*
15. *Dropout Recovery Enrollment: The student is enrolled in a dropout recovery school under Section 39.0548 of the TEC*

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:

Grades K–8: Campuses will review diagnostic screening data from Edgenuity MyPath to identify students who meet Response to Intervention (Rtl) criteria—specifically, those performing more than one grade level below or repeating a grade.

High School: Students who have failed a course or an End-of-Course (EOC) assessment will require a meeting to develop an accelerated instructional plan. Data from Edgenuity MyPath will also be used to address skill-based learning gaps.

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	\$428,116
IDEA B, Preschool	\$1,531
Title I, Part A	\$466,484
Title II, Part A	\$21,408
Title IV, Part A	\$35,687
Title I, Part D, Subpart 2	\$306,405
State	
Program/Funding Source	Amount of Funding
Regular Program SFF	\$5,368,578
Special Education Allotment	\$6,177,185
Dyslexia	\$59,942
State Compensatory Education	\$623,656
Bilingual Education	\$10,425
Early Education Allotment	\$7,073
School Safety Allotment	\$612,954
Teacher Incentive Allotment	\$170,755

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance
Demographic Data
Enrollment
Ethnicity

Demographics Strengths

UT Charter School has a diverse student population.

- 42% White,
- 36% Hispanic
- 17% are African American
- 4% Two or More Races

Demographics Weaknesses

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

Demographics Needs

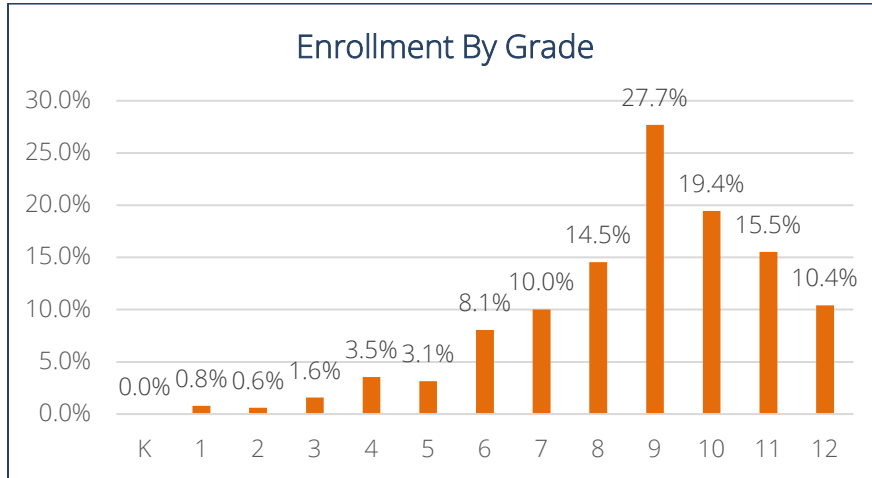
- Teachers require professional development on working with highly mobile students who have experienced trauma.
- Consistent communication and collaboration with partner facilities.

UT CHARTER SCHOOL DEMOGRAPHIC DATA

Report Date: September, 2025

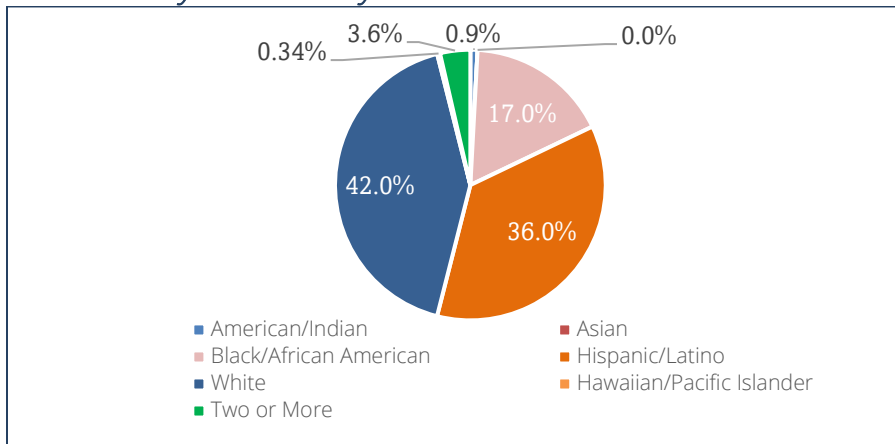
Enrollment

There were 587 students enrolled at UT Charter School K-12th Grade based on the "Snapshot" date of October 25, 2024.



UT Charter School campuses operate in diverse settings and serve students across multiple age groups. However, the student population is primarily composed of secondary-level students, with the largest concentration in 9th grade.

Enrollment by Race/Ethnicity

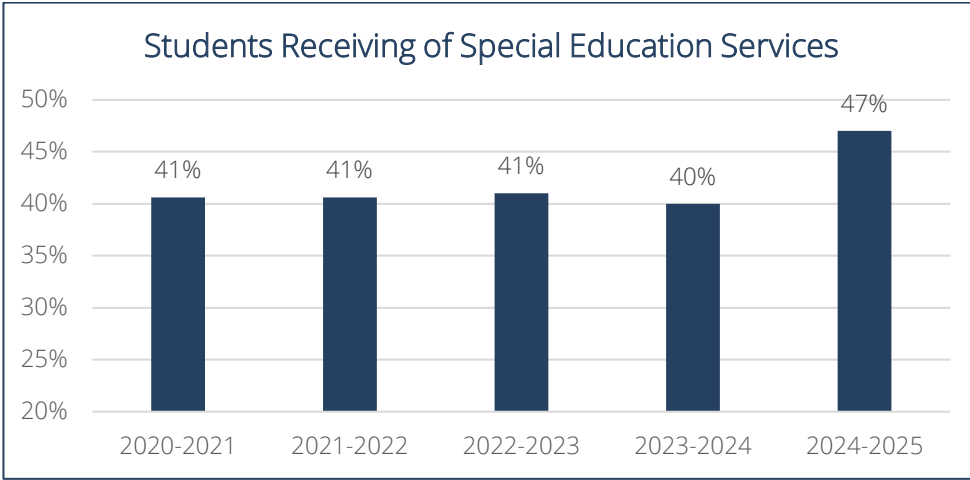


Turnover

Turnover			
School Year	Entry	Withdrawal	%
2024-2025	2111	1551	73%
2023-2024	2130	1651	78%
2022-2023	2113	1580	75%
2021-2022	2130	1652	78%
2020-2021	2255	1673	74%

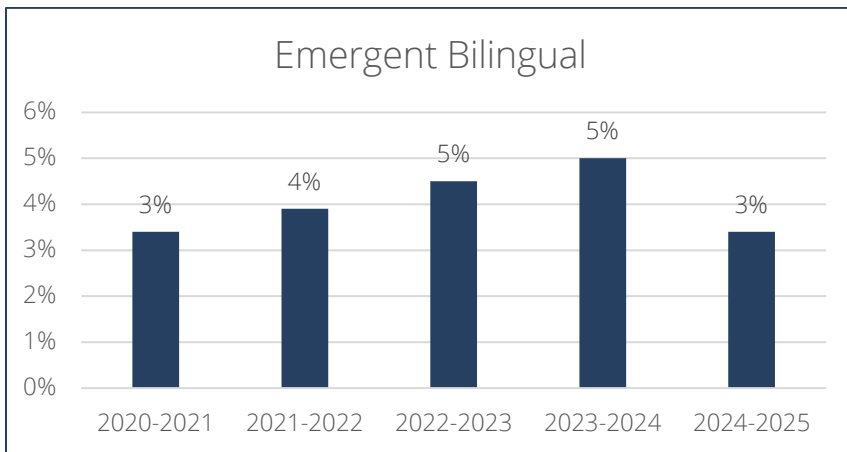
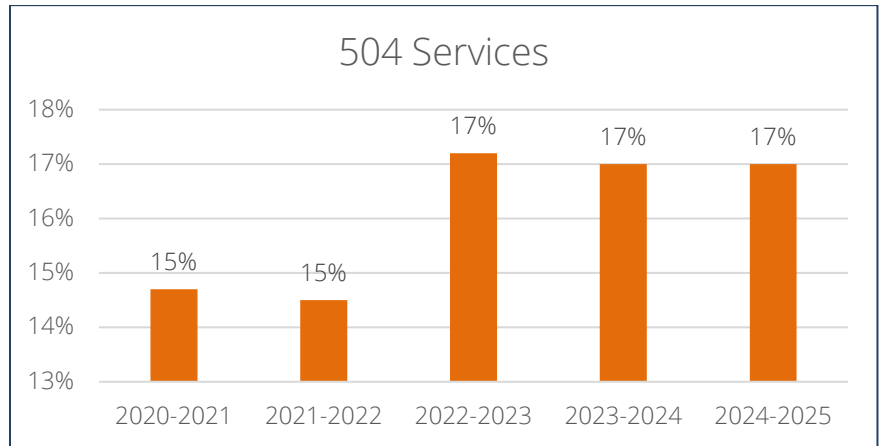


Special Populations



Approximately **47%** of students enrolled (274 students) meet eligibility for special education services. Almost 65 percent of students have a behavior disability as their primary disability.

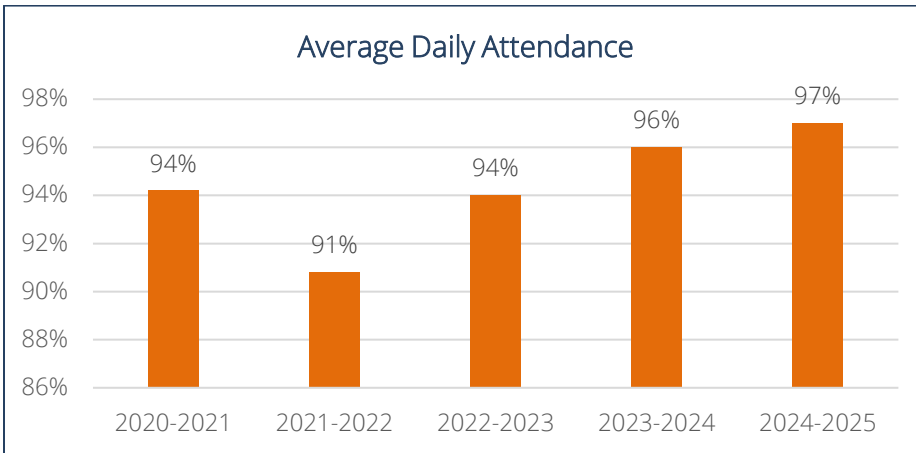
Historically, more than 15% of students have qualified for services under Section 504, which supports students with physical or mental impairments that substantially limit one or more major life activities. These impairments may include dyslexia, ADHD, depression, and various chronic health conditions. Since 2020, the percentage of students receiving Section 504 services has remained consistent, currently accounting for 17% of total enrollment.



Students who are developing academic English are identified as Emergent Bilinguals. As of the 2024-2025 snapshot date, approximately 3% of enrolled students required language support and accommodations based on their English proficiency. The district has observed a gradual decline in this student population over time.



Average Daily Attendance



Average Daily Attendance (ADA) has increased over the past four years, supported by the implementation of targeted strategies aimed at improving student attendance.

Academic Progress

Upon enrollment, students complete a diagnostic assessment that generates a personalized learning path. Students who remain enrolled through at least two diagnostic cycles consistently demonstrate academic growth, as illustrated in the charts below.

Math		
Year	#of Students Tested Both Diagnostics	% Made Progress
2024-2025	265	71%
2023-2024	263	75%
2022-2023	243	57%
2021-2022	217	58%

Reading		
Year	#of Students Tested Both Diagnostics	% Made Progress
2024-2025	259	68%
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 students in reading increased from 45% to 48%.

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 showed a moderate increase compared to the previous year. A detailed data analysis reveals that students who participate in testing from year to year are not consistently enrolled. Despite this, the number of students approaching or meeting benchmarks through the Exact Path Intervention remains steady, with 71% of students in Math and 68% in Reading demonstrating progress.

2024-2025 Year To Date Totals				
Turnover May				
Campus Number	Campus Name	Entry	Withdraws	Turnover Percentage
056	Clearfork Academy South	151	137	91%
058	Basepoint-Arlington	100	83	83%
059	Basepoint-Forney	96	78	81%
034	High Point	373	355	95%
044	Georgetown Behavioral Health Institute	191	106	55%
054	Clearfork Academy	164	139	85%
045	Cedar Crest	400	340	85%
030	Laurel Ridge	110	75	68%
052	SJRC Texas	26	15	58%
057	Boysville	28	16	57%
024	Texas Neurorehabilitation Center	105	52	50%
053	Safe Haven	21	13	62%
005	Settlement Home	47	27	57%
023	Pathways 3H	24	14	58%
032	Helping Hand	40	20	50%
025	Methodist Children's Home	117	41	35%
009	Pathfinder Camp	33	17	52%
031	Olympia Hills	21	2	10%
061	Nexus-Houston	26	10	38%
060	Nexus-Woodlands	28	20	71%
	Total:	2101	1560	74%

STAAR Campus Drilldown for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

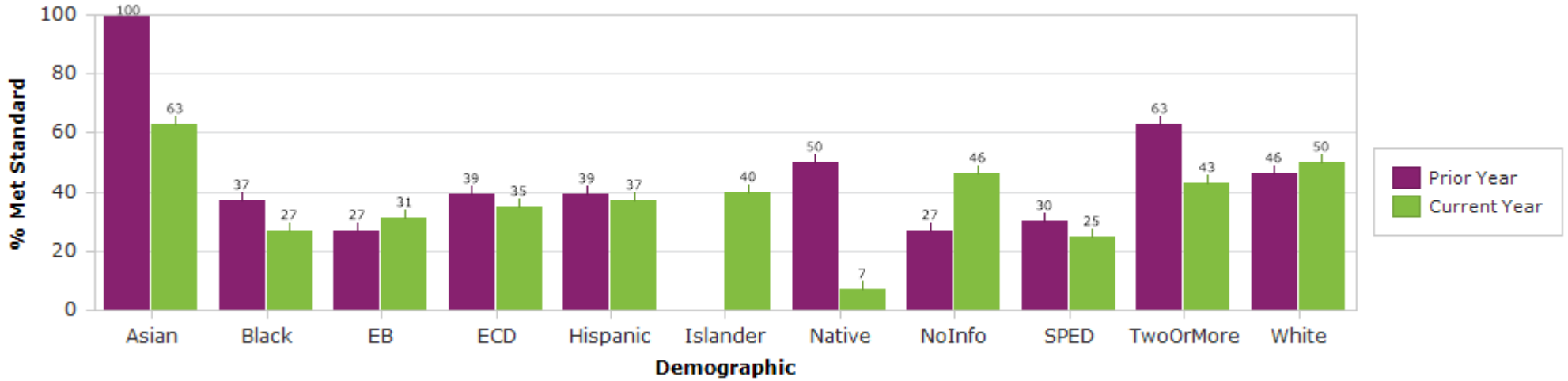
Source: Admin Year:
 Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
 Drilldown Filter: UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Campus	Prior Year	Current Year
AUSTIN OAKS (CLOSED)	45%	0%
BASEPOINT ACADEMY - ARLINGTON	0%	54%
BASEPOINT ACADEMY - FORNEY	0%	51%
BOYSVILLE	43%	50%
CEDAR CREST	34%	42%
CLEARFORK ACADEMY	67%	32%
CLEARFORK ACADEMY SOUTH	48%	50%
GEORGETOWN BEHAVIORAL HEALTH I	50%	49%
HELPING HAND	12%	7%
LAUREL RIDGE	46%	39%
METHODIST CHILDREN'S HOME	46%	43%
NEXUS - HOUSTON	0%	0%
NEXUS - WOODLANDS	0%	20%
OLYMPIA HILLS	100%	93%
PATHFINDER CAMP	43%	53%
PATHWAYS 3H CAMPUS	34%	10%
SAFE HAVEN	33%	21%
SETTLEMENT HOME	58%	43%
SJRC TEXAS	45%	27%
TNC CAMPUS (TEXAS NEUROREHABIL	5%	6%
UT - UNIVERSITY CHARTER SCHOOL	42%	41%

STAAR Demographic Drilldown for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Source: Admin Year:
 Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
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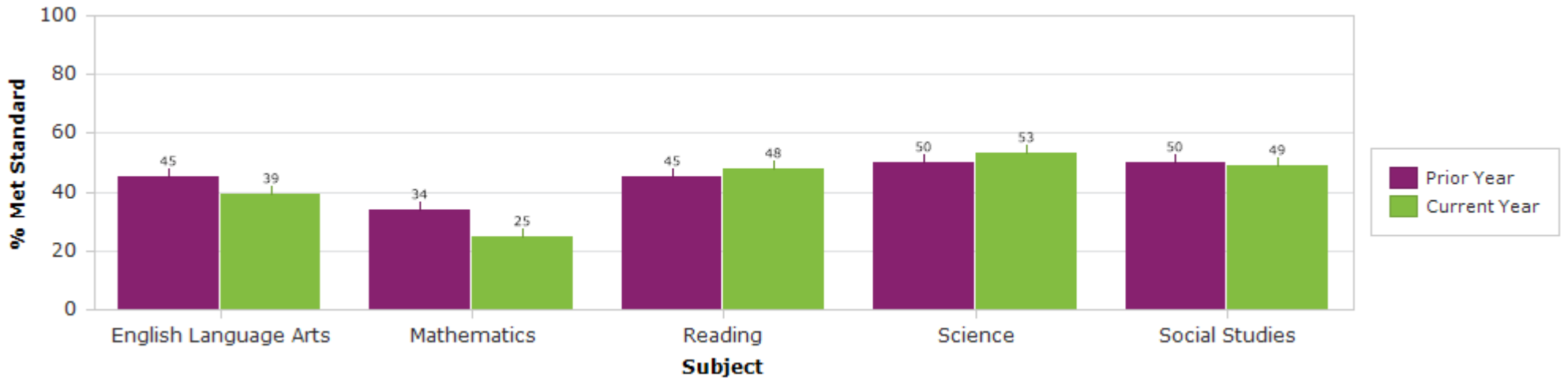
Demographic	Prior Year	Current Year
Asian	100%	63%
Black	37%	27%
EB	27%	31%
ECD	39%	35%
Hispanic	39%	37%
Islander	0%	40%
Native	50%	7%
NoInfo	27%	46%
SPED	30%	25%
TwoOrMore	63%	43%
White	46%	50%



STAAR Subject Drill-down 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	45%	39%
Mathematics	34%	25%
Reading	45%	48%
Science	50%	53%
Social Studies	50%	49%



STAAR Curriculum Drilldown

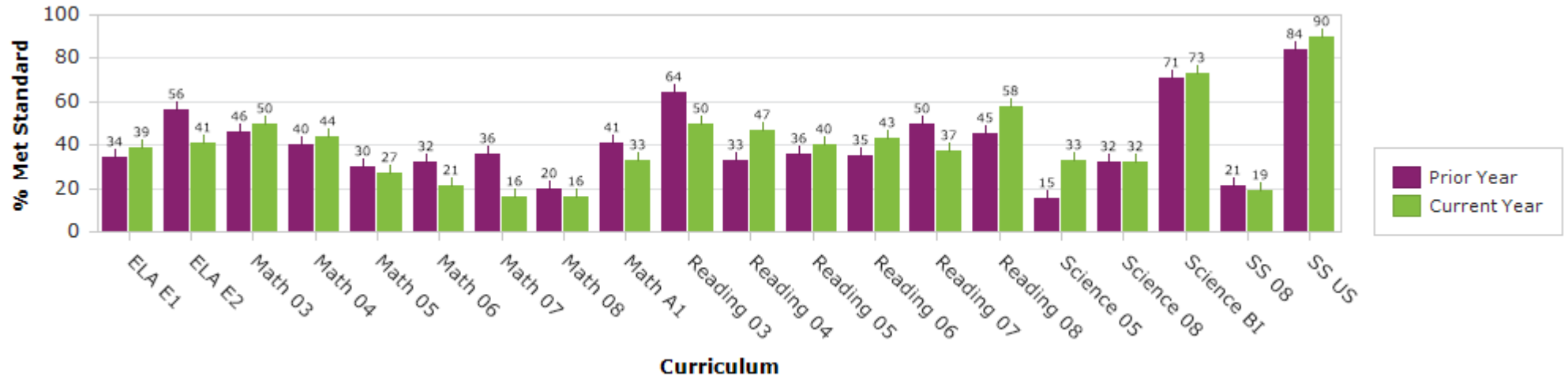
for UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

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	34%	39%
English Language Arts E2	56%	41%
Mathematics 03	46%	50%
Mathematics 04	40%	44%
Mathematics 05	30%	27%
Mathematics 06	32%	21%
Mathematics 07	36%	16%
Mathematics 08	20%	16%
Mathematics A1	41%	33%
Reading 03	64%	50%
Reading 04	33%	47%
Reading 05	36%	40%
Reading 06	35%	43%
Reading 07	50%	37%
Reading 08	45%	58%
Science 05	15%	33%
Science 08	32%	32%
Science BI	71%	73%
Social Studies 08	21%	19%
Social Studies US	84%	90%

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.

- 89% that their on-site supervisor fosters an environment of trust and respect
- 95% report that they feel supported by their principal.

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.

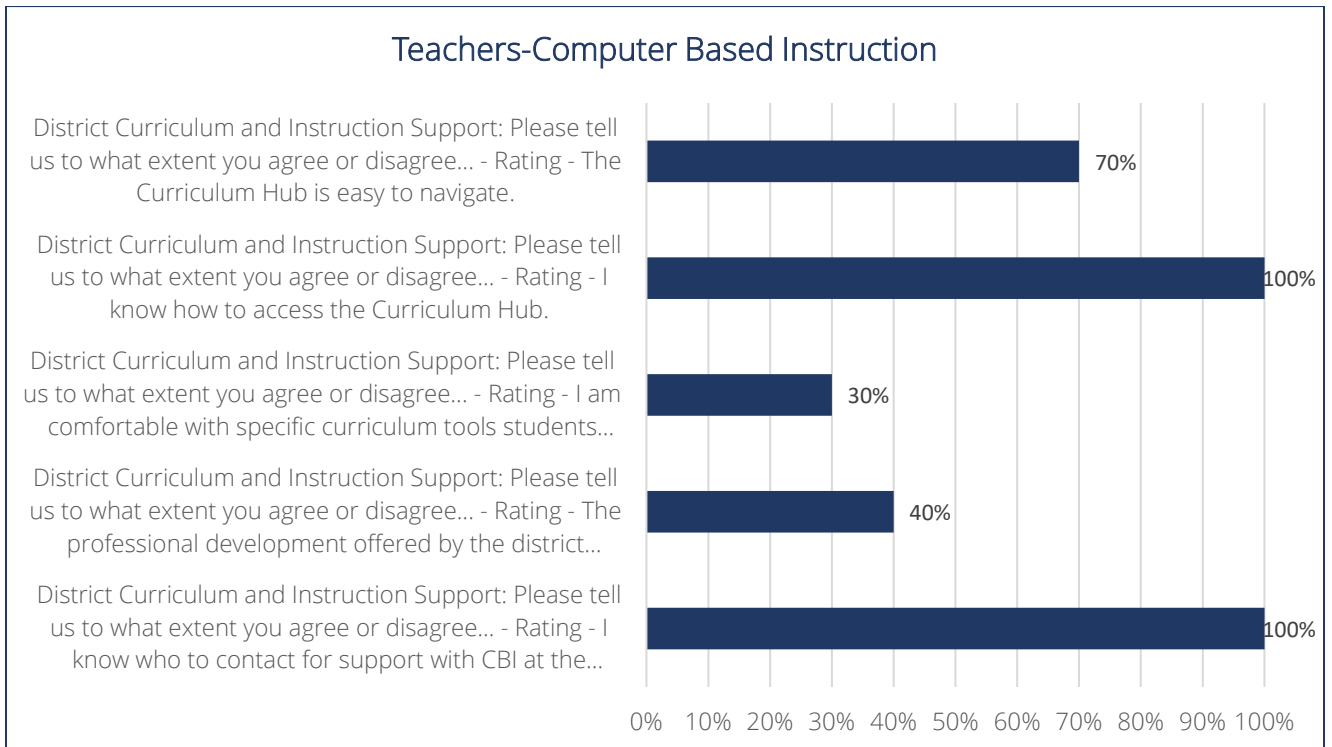
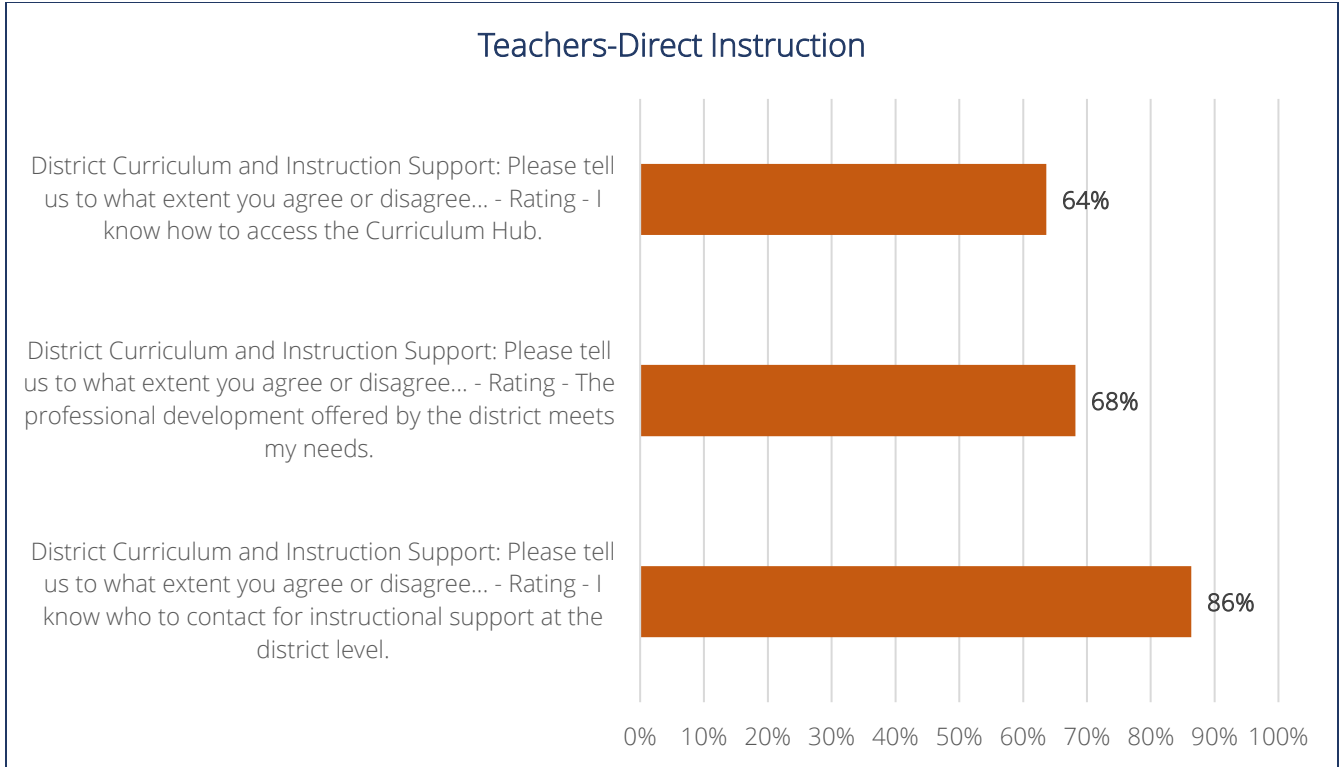
School Culture and Climate Needs

Comprehensive Needs Assessment

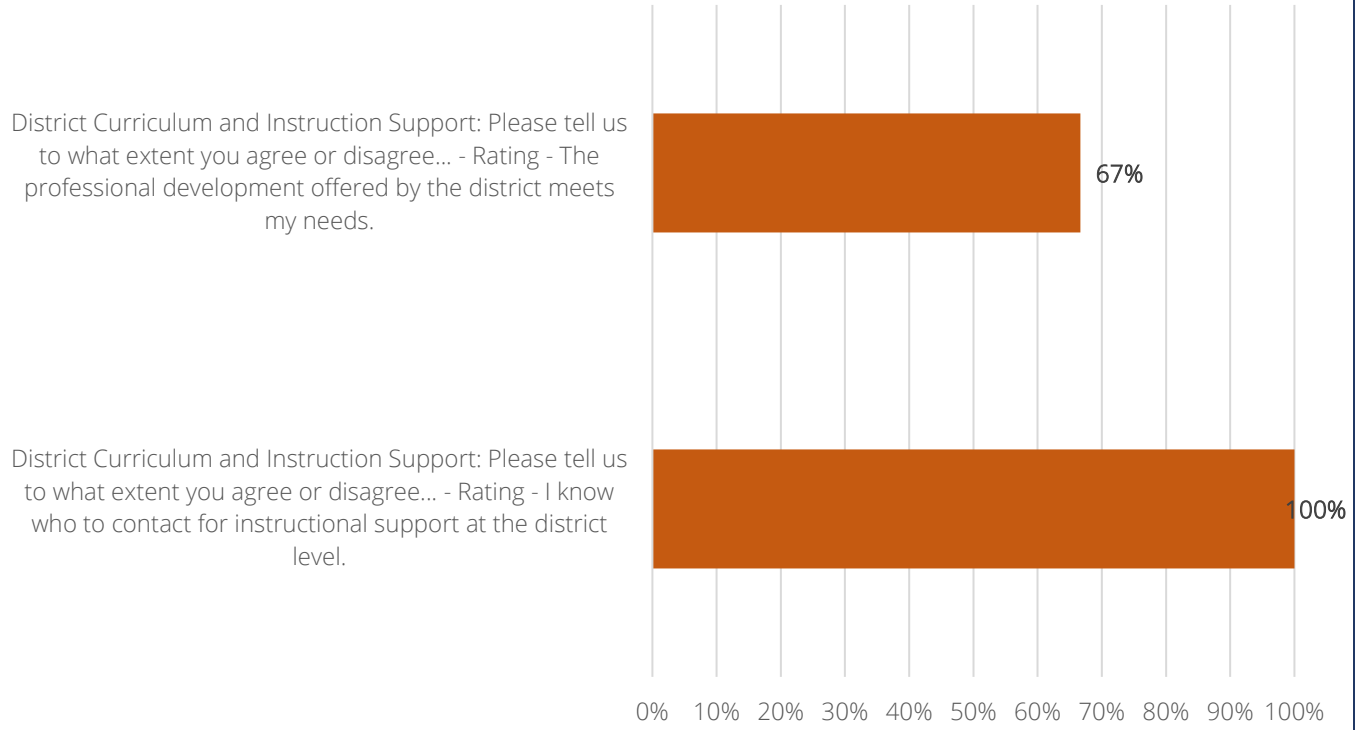
School Culture and Climate Needs (Continued)

Increase opportunities to collaborate with facility staff.

UT Charter Staff Survey-Curriculum Questions



Teachers-Hybrid (Direct Teach & CBI)



Comprehensive Needs Assessment

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.

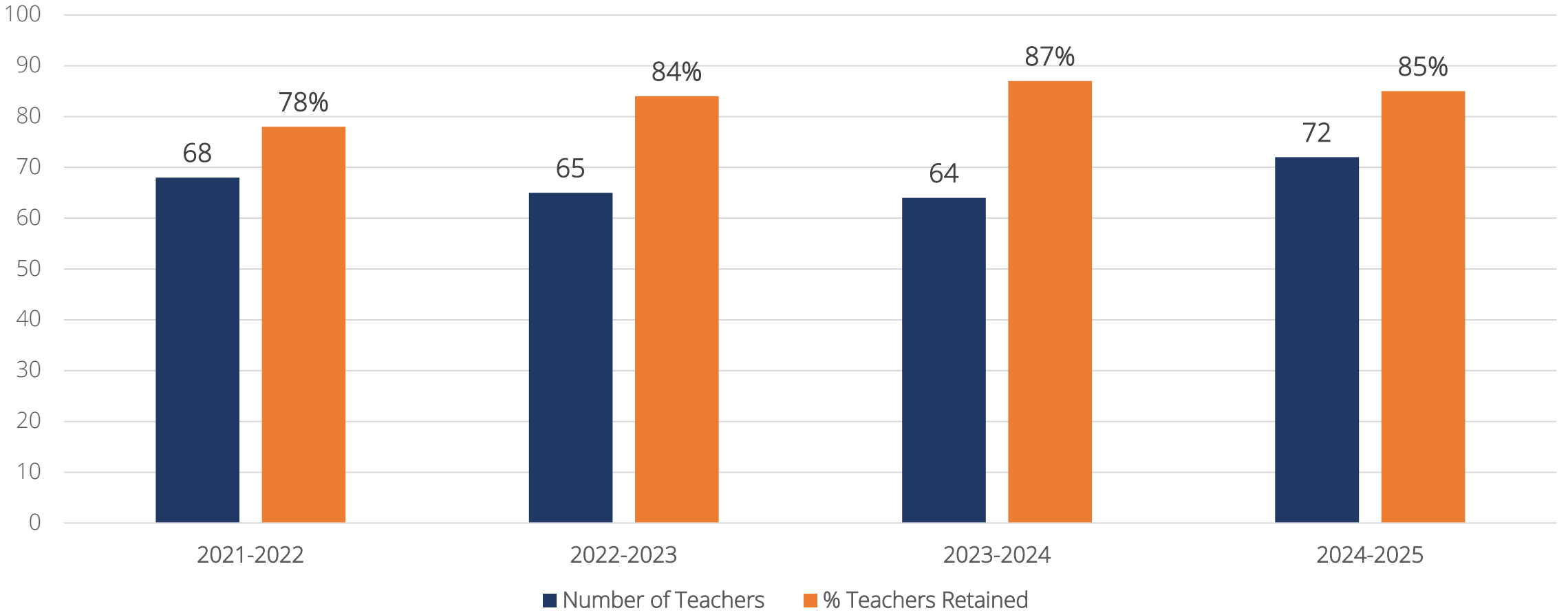
Staff Quality, Recruitment and Retention Weaknesses

- 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.
- 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.

Teacher Retention- UT Charter School



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

- 2024-2025 Facility Survey Results indicate that 88% 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

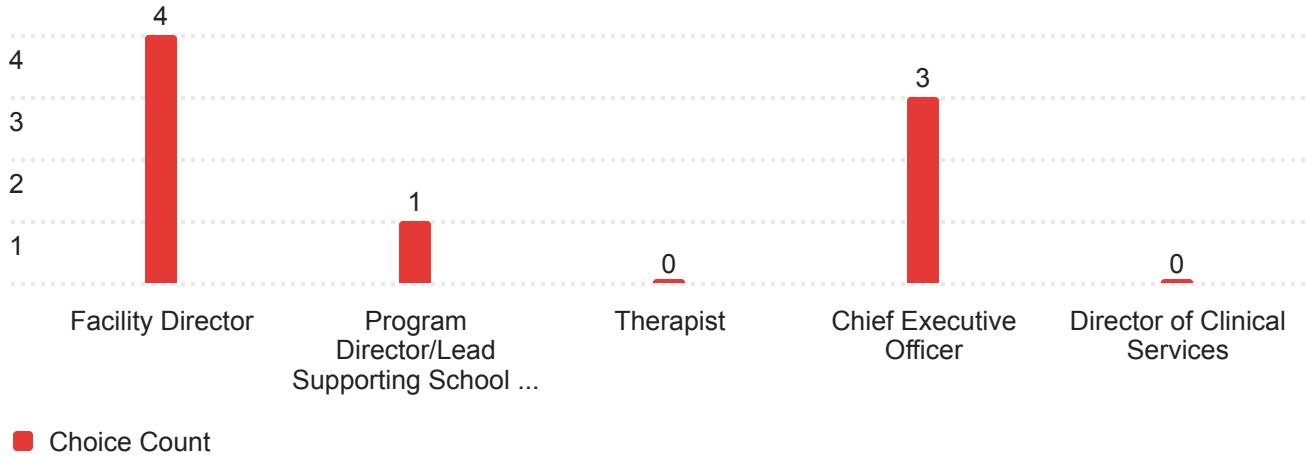
- The majority of students are in the foster care system and family contact with the school is limited.
- Students in state custody frequently change caseworkers.

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 2024-2025

Q1 - What best describes your position?

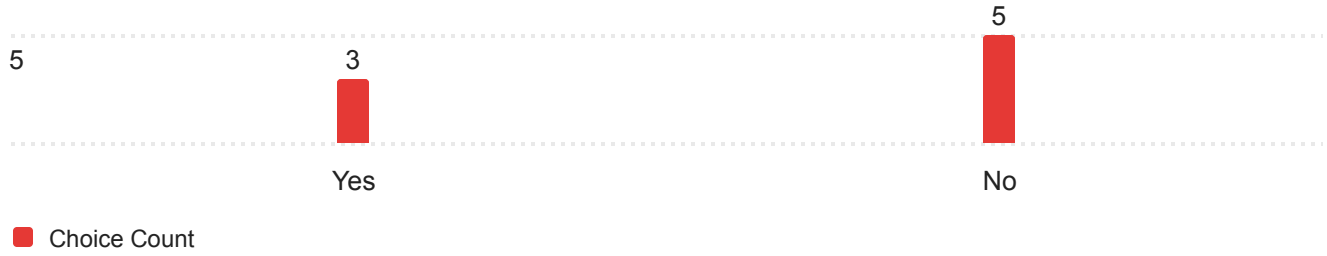


Q2#1 - Strongly Agree

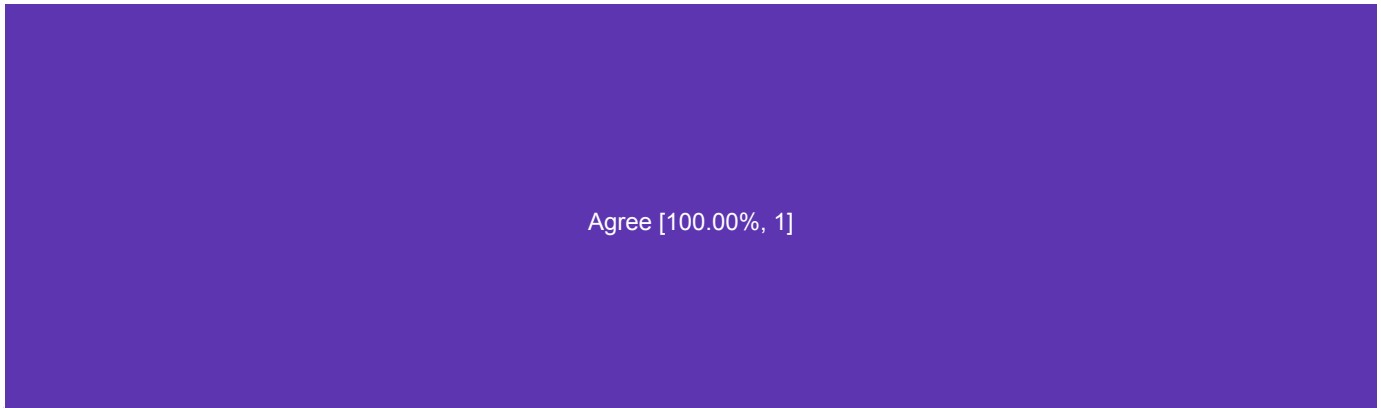
Field	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I believe the partnership between UT Charter School and my organization has been productive.	5	2	0	0	1
I believe UT Charter School has a good understanding of our organization's needs as partners.	5	2	0	0	1
We have an effective principal at our facility.	7	0	0	0	1
We have effective school staff at our facility.	4	3	0	0	1
I would recommend UT Charter School to anyone seeking a charter program for their facility or organization.	5	2	0	0	1

UT Charter School System Facility Survey 2024-2025

Q6 - Were you able to attend the Facility Collaboration Meeting in August 2024?



The objectives of the session were made clear.



0.00% 100.00% 0.00% 0.00% 0.00%

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 73% in spring 2025 to 78% in spring 2026. Percentage of students performing at or above grade level as measured by the Approaches Grade Level Standard on STAAR/EOC Math from 69% to 74% in spring 2026.

Objective 1. (Academic Growth) All students will show measurable growth aligned to their MyPath 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: 1.1,1.2,4.1,5.2)	Assistant Superintendent(s), Director of Academics & Professional Development, Director of Special Programs, Principal, Superintendent(s)	August 2025- March 2026	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 2025- May 2026	Time	Criteria: Student assessment data Teacher observation data
3. Student progress on individualized learning targets will be evaluated every six weeks. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,5.1,5.3)	Director of Academics & Professional Development, Principal	September 2025- June 2026	Time, Regular Program SFF	Criteria: State assessment results MyPath academic performance 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 73% in spring 2025 to 78% in spring 2026. Percentage of students performing at or above grade level as measured by the Approaches Grade Level Standard on STAAR/EOC Math from 69% to 74% in spring 2026.

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 2025-May 2026	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 2025-May 2026	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 2025-May 2026	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 2025-May 2026	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 5 percentage points by May 2026.
- Objective 1.** (ESL Instruction) All enrolled students receiving special services will demonstrate one grade-level growth in reading, as measured by MyPath assessment data and progress monitoring tools.

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 2025-May 2026	Title III Bilingual / ESL	Criteria: Teacher observation data Student achievement results (STAAR, TELPAS, locally developed assessments)
2. 100% of ESL teachers will implement required English Language Proficiency Standards. (Target Group: ESL) (Strategic Priorities: 2) (ESF: 1.1,1.2,4.1,5.2)	Director of Special Programs, Lead Teacher, Principal	August 2025-May 2026	Title III Bilingual / ESL	Criteria: Student achievement data (STAAR, TELPAS, locally developed assessments) 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 5 percentage points by May 2026.

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 working with students who have been identified as having 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 2025-May 2026	Dyslexia	Criteria: Reading assessment data STAAR data disaggregated by students with Dyslexia

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 5 percentage points by May 2026.
- Objective 3.** (Special Education) All students receiving special services who are enrolled for at least 90 days will demonstrate one grade level of skill growth based on their Edgenuity MyPath learning targets.

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 academic intervention. (Target Group: SPED,AtRisk) (Strategic Priorities: 2) (ESF: 5.1,5.3)	Director of Academics & Professional Development, Lead Teacher, Principal	August 2025-May 2026	State Compensatory	Criteria: State assessment data Classroom Observation data Learning path documentation and assessment results
2. The district will offer summer and intersession learning opportunities for students receiving special education services, including targeted reading and math interventions, social-emotional learning activities, and individualized academic support. (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 2025-June 2026	Local Funds, State Compensatory	Criteria: State assessment data Summer and/or intersession enrollment and student academic progress data
3. Provide professional development for instructional staff on high-leverage practices that support students with diverse 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 2025-May 2026	IDEA Special Education, Regular Program SFF	Criteria: Student assessment data. Professional development schedule. Coaching Classroom observations.
4. Quarterly formative audits will ensure ARD documentation is compliant and aligned with best practices to meet student needs. Findings from these audits will be used to guide professional development, improve documentation quality, and inform instructional planning. (Target Group: SPED) (Strategic Priorities: 2) (ESF: 1.2,5.1)	ARD Facilitator, Director of Special Programs	September 2025-June 2026	IDEA Special Education, Regular Program SFF	Criteria: Audit reports. Campus feedback reports.
5. District will collaborate with partner facility to ensure students are using supplemental supports and UT Charter SEL lessons (e.g. student support center at MCH). (Target Group: SPED,504) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s)	September 2025 - May 2026	Time	

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 5 percentage points by May 2026.

Objective 3. (Special Education) All students receiving special services who are enrolled for at least 90 days will demonstrate one grade level of skill growth based on their Edgenuity MyPath learning targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 3,3.2,3.3,5,5.4)				

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 5 percentage points by May 2026.

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 complete diagnostic assessments in reading and math. The results will be used to identify learning gaps and guide individualized instruction. (Target Group: FC) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Director of Academics & Professional Development, Lead Teacher, Principal	August 2025-May 2025	Time, Regular Program SFF	Criteria: Academic performance data for students in foster care. Learning plan data.
2. Teachers will identify and implement appropriate social-emotional supports to help students in foster care make academic progress. (Target Group: FC) (Strategic Priorities: 2) (ESF: 3.3)	Lead Teacher, Principal, SEL Director	August 2025-June 2026	Special Revenue-Locally Defined, Time	Criteria: Student behavior data Academic data Teacher observation data
3. Team members—including lead teachers, the principal, academic advisor, and records clerks—will collaborate to ensure students in foster care are enrolled in appropriate courses and receive necessary academic interventions. (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 2025-June 2026	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 2025-2026 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) By the end of the 2025-2026 school year, 85% of students will report they are learning in a safe and supported learning environment as measured by student survey results.

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 2025-May 2026	Special Revenue-Locally Defined, Time	Criteria: Classroom Observation Data Student achievement Data Annual survey results Student discipline Data
2. Support district staff through positive behavior intervention strategies and wellness initiatives that integrate social-emotional learning with academic instruction. (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 2025-May 2026	Time	Criteria: Climate survey results Classroom observation data Student progress data
3. Incorporate character education and social-emotional learning into the daily curriculum through evidence-based programs. Staff will receive ongoing professional development in SEL integration and trauma-informed practices. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.2,3.3)	Lead Teacher, Principal, SEL Director	August 2025-May 2026	Regular Program SFF	Criteria: Program effectiveness will be evaluated through student surveys, behavioral data, academic progress monitoring, and staff feedback. Classroom observation data Student discipline data Academic progress data
4. Implement a dating violence policy with reporting procedures and guidelines. (Target Group: All) (ESF: 3.1)	Assistant Superintendent(s), Operations Specialist, Principal, Superintendent(s)	August 2025-December 2025		Criteria: Board approval of the dating violence policy. Compliance with reporting procedures.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

- Goal 3.** (School Safety and Wellness) By the end of 2025-2026 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. Conduct an annual review and update of emergency operations plans. (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 2025-June 2026	Time, Regular Program SFF	Criteria: Completion of safety drill documentation. Updated MEOP Staff/students demonstrate protocols.
2. Sentinel will be used to document 100% of school-based behavioral threat assessments. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)	Assistant Superintendent(s), Lead Teacher, Principal	August 2025-June 2026	Time	Criteria: Sentinel reports
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, Superintendent(s)	August 2025-January 2026	Time	Criteria: Documentation for each campus will be uploaded to Sentinel upon completion.
4. All mandated safety documents will be uploaded to Sentinel. The operations team will oversee staff training and the completion of spot check audits. (Target Group: All) (ESF: 1.1,3.1,3.2)	Assistant Superintendent(s), Operations Specialist, Principal	August 2025-June 2026	Time	Criteria: Sentinel reports
5. Each classroom will have access to silent panic alert technology. (ESF: 3.1,3.3)	Assistant Superintendent(s), Operations Specialist, Principal	August 2025	School Safety Allotment	Criteria: On walkthrough, each classroom will have evidence of silent panic alert technology.
6. The district will be in full compliance with the Alternative Standard related to the Good Cause Exception. (Target Group: All) (ESF: 3.1)	Assistant Superintendent(s), Superintendent(s)	August 2025	School Safety Allotment, Time	Criteria: Sentinel reports.

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 4. (Post-Secondary Outcomes) 100% of graduation surveys conducted throughout the 2025-2026 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 seniors with extensive support, including resources and training, to help them successfully complete 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 2025- June 2026	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 community partners in career-focused events to broaden students' understanding of various professions and highlight the value of continued education. (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3,3.4)	Director of Academics & Professional Development, Principal	September 2025- May 2026	Time	Criteria: Career event flyers Annual post-secondary survey results
3. Assess students' understanding of career pathways and planning needs, then communicate the results to relevant staff or their families/guardians to support their development. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.3,3.4)	Director of Academics & Professional Development, Lead Teacher, Principal	August 2025-May 2026	Special Revenue-Locally Defined, Time	Criteria: Post-secondary survey results Student career inventories
4. Connect 12th grade students with career mentors. (Target Group: 12th) (Strategic Priorities: 3) (ESF: 3,3.3)	Assistant Principal(s), Principal	December 2025 - May 2026	Time	09/22/25 - Pending 09/22/25 - Pending 09/22/25 - Pending

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 4. (Post-Secondary Outcomes) 100% of graduation surveys conducted throughout the 2025-2026 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. To ensure students are on track for graduation, Personal Graduation Plans and Academic Achievement Records all seniors will be reviewed during and at the conclusion of each semester. (Target Group: 12th) (Strategic Priorities: 3) (ESF: 3.1,3.3)	Academic Advisor, Director of Academics & Professional Development, Lead Teacher, Principal	August 2025-May 2026	Time	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 2025-2026 school year will indicate students are connected to career and college opportunities.

Objective 3. (Credit Acquisition) 100% of secondary students enrolled for at least 90 days will demonstrate progress toward graduation by earning credits aligned with their Personal Graduation Plans (PGPs).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will provide access to credit recovery opportunities so every student receives the support needed to stay on track academically. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1.2,4.1,5.1)	Director of Academics & Professional Development, Principal	August 2025-June 2026	Time, State Compensatory	Criteria: Campus schedules Credit recovery and completion 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 as measured by climate survey results.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will provide at least 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 2025-May 2026	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 as measured by climate survey results.
- Objective 2.** (District Communication) Increase school and district -communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Distribute the District newsletter at least twice a year in both English and Spanish to ensure all families stay informed and engaged. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,3.1,3.4)	Director of Academics & Professional Development, Principal, Superintendent(s)	September 2025-May 2026	Time	Criteria: Increased family/stakeholder engagement as measured by results of the annual family/facility survey.
2. The District website will be updated to provide families with clear access to curriculum information, instructional supports, and mental health resources, in alignment with policies adopted during the most recent legislative session. (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3,3.4)	Assistant Superintendent(s), Director of Academics & Professional Development, Operations Specialist	December 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 as measured by climate survey results.
- 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. The District will administer a survey to families and students to gather insights on school culture, using the data to inform continuous improvement and support a positive learning environment. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,3.1,3.4)	Director of Academics & Professional Development, Principal, Superintendent(s)	April 2026-May 2026	Time	Criteria: Annual surveys will be sent with frequent reminders, increase response rate to 50%.

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. District leadership will review attendance data weekly to support timely, student-centered interventions and decision-making. (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. Deliver comprehensive data reports to the UT Charter Advisory Board covering attendance, enrollment, student withdrawals, and mobility to support oversight and continuous improvement. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,1.2,3.4)	Assistant Superintendent(s), Director of Finance, Principal	October 2025- May 2026	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. Ensure all families and stakeholders receive the Parent/Guardian/Family Handbook and Student Code of Conduct to support informed engagement with district policies and procedures. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,3.4)	Director of Academics & Professional Development, Principal	August 2025-May 2026	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 2025-April 2026	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 deliver monthly professional development aligned to campus-specific needs, supporting the implementation of district initiatives and promoting positive teacher retention. The district will maintain an attrition rate below 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 2026.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enhance the instructional capacity of teachers and teacher leaders by offering differentiated, choice-driven professional learning led by experienced practitioners. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal	August 2025-May 2026	Time, State Compensatory	Criteria: -Instructional staff will develop targeted professional development goals documented in TTESS. -Survey results will reflect an increase in teachers' self-efficacy, indicating growth in instructional confidence and capacity.
2. Survey results will reflect an increase in teachers' self-efficacy, indicating growth in instructional confidence and capacity. (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 2025-May 2026	State Compensatory	Criteria: Survey results will reflect an increase in teachers' self-efficacy, indicating growth in instructional confidence and capacity. A year-over-year increase in teacher retention rates (target: 5% improvement annually).

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will deliver monthly professional development aligned to campus-specific needs, supporting the implementation of district initiatives and promoting positive teacher retention. The district will maintain an attrition rate below 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 to retain high-performing educators whose instructional impact contributes to improved student achievement. (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 2.1,5.1,5.2,5.3)	Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	August 2025-May 2026	Time	Criteria: Retention of high-performing teachers identified through TIA metrics (target: 90% retention rate).
2. Refine district-level data collection systems to strengthen implementation of the Teacher Incentive Allotment. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Academics & Professional Development, Principal, Superintendent(s)	August 2025-May 2026	Time	Criteria: Annual data submissions in October will align with Teacher Incentive Allotment (TIA) standards.
3. Enhance stakeholder participation to drive the successful implementation of the Teacher Incentive Allotment. (Target Group: All) (ESF: 2.1,3.1)	Assistant Superintendent(s), Superintendent(s)	August 2025-May 2026	Time	Criteria: Survey data will reflect an increase in stakeholder engagement.

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Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will deliver monthly professional development aligned to campus-specific needs, supporting the implementation of district initiatives and promoting positive teacher retention. The district will maintain an attrition rate below 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. Allocate time during principal meetings for collaboration and idea-sharing focused on teacher retention and fostering a positive school culture. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Superintendent(s), Principal, SEL Director, Superintendent(s)	August 2025-May 2026	Time	Criteria: Maintain a quality teacher retention rate of 85% or higher.
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 2025-May 2026	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 structured coaching and feedback cycle aligned with 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)	September 2025-May 2026	Time	Criteria: 100% of teachers will score proficient or better in all domains based on the Texas Teacher Evaluation and Support System.
4. Strengthen the curriculum hub to provide teachers with accessible support and high-quality resources. (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,4.1,5.3)	Director of Academics & Professional Development, SEL Director, Superintendent(s)	August 2025-June 2026	Time	Criteria: State assessment data. Annual teacher survey will indicate competency in accessing and using resources available to meet students' needs.
5. Ensure instructional alignment and improve the quality of classroom observations by implementing peer calibration sessions among campus instructional leaders. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.2,2.1,5.1,5.2,5.3)	Assistant Principal(s), Assistant Superintendent(s), Director of Academics & Professional Development, Principal, Superintendent(s)	September 2025-2026	Time, Local Funds	Criteria: 100% of instructional leaders participate in calibration sessions. Observation scores show increased inter-rater reliability across campuses.




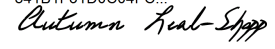

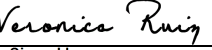


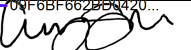

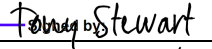
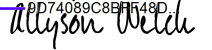
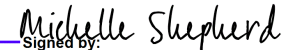
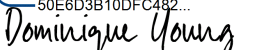

UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL

Goal 7. (Recruit, support and retain high performing staff.) District and campus administrators will deliver monthly professional development aligned to campus-specific needs, supporting the implementation of district initiatives and promoting positive teacher retention. The district will maintain an attrition rate below 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. Leverage monthly district leadership meetings as a platform for principal capacity-building through training and professional learning. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2.1,3.1)	Assistant Superintendent(s), Director of Academics & Professional Development, Superintendent(s)	August 2025-June 2026	Time, Regular Program SFF	Criteria: At least 85% of school leaders will report feeling effective in their roles, as measured by the annual climate survey.
2. Through weekly one-on-one meetings, district leadership will provide personalized support and mentorship to campus administrators. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,1.2,2.1)	Assistant Superintendent(s), Superintendent(s)	August 2025-June 2026	Time	Criteria: Annual climate survey results will show that a minimum of 85% of principals feel adequately supported in their roles.

District Improvement Plan Team

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JORDAN DAVIS

COMMUNITY MEMBER

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