

Hays Consolidated Independent School District

Uhland Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

[5.2.5 Bullseye Frequency PDF Report](#)

[5.2.5 Hays CISD Administrator Guidelines for Monitoring Instruction.pdf](#)

[5.2.5 TTESS Walkthroughs.pdf](#)

[5.2.5 Weekly Overview - TCSC Coordinator Progress Report.pdf](#)

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 26, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

[9-15-26 Public Hearing UES 26-27 with Notes.pdf](#)

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 13

How many district staff members will be responsible for capacity building with this campus?

7

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

\$75,000 to \$80,000 in order to increase the number of FTEs supporting STAAR level grade levels. The district has undergone right-sizing to ensure the appropriate use of funds across the district. In order to decrease class sizes for Uhland, an extra FTE was requested in 5th grade to maximize student growth. The following HQIM were purchased with IMTA and IMRA funding: HMM "Into Reading" (Core Tier I, purchased 2018), Amplify BOOST Reading (Supplemental Reading, \$17,000), Accelerate Learning "STEMscopes Math and Science (Core Tier 1, \$19,000)" STMath (Supplemental Math, \$8,000). Local funding for Cloud 9 (SEL, \$1,500) and Bullseye (Observation and Feedback tool, \$1800)

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The district is prepared to make adjustments in their general funds. The campus has allotted federal funds to fund an academic facilitator to improve PLCs

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district currently has allotted an FTE to prevent 5th classrooms from exceeding the 1 to 24 ratio. This FTE was initially going to be allotted to another campus, but the district has redistributed talent to support academic achievement at Uhland to improve the "F" rating.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

STEMscopes Texas Math

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

169

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/EOY	K-5 mClass data will be used to ensure students are meeting grade level phonics requirement and fluency. The campus will use an MTSS process based on results to support Tier 2. and Tier 3 interventions for students. K-5 students will use MAP Math and Reading. This data will be used to support instructional scaffolding and monitor student growth. This data will also be used to support the Teacher Incentive Allotment to retain High Quality teachers.
Curriculum Based Assessment	District	Monthly	Common Formative Assessments will take two forms: Unit Checks and Content Based Assessments. Unit Checks will be done periodically during units of study. The data from the checks will be adjust instruction prior to Content Based Assessments. Content Based Assessments are used at the end of units of study. This data will be used to project performance on STAAR. Individual student data will be addressed be used to support intervention plans and small group instruction.
STAAR Released Test	District	Semester	This data will be used to project performance on STAAR. Individual student data will be addressed be used to support intervention plans and small group instruction.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	Campus	Weekly	Common Formative Assessments are campus created assessments which serve as exit tickets and are used as student artifacts to examine during PLCs to address daily instruction.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The district utilizes Eduphoria to upload and disaggregate data from common assessments and district assessments. The district accountability department provides the campus with data trackers to monitor student growth and prevent regression. The data trackers is able to be disaggregated by teacher and student groups. Teachers are able to create their own data trackers to ensure interventions and student groups are tracked daily.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

UES implements a daily WIN time for each grade level at 30 minutes a day. The campus has implemented an MTSS process to ensure that students are receiving Tier 2 and Tier 3 interventions. The campus is also receiving district support from the Special Education and Multilingual departments to support instructional scaffolding supports to enhance achievement for special populations.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Weekly PLCs are organized by grade level. Within departmentalized grades, content areas are able to meet with their content specific areas. Special education teachers are also able to join PLCs biweekly to ensure they are up to date with content level instruction.

How frequently will PLCs occur?

Weekly, with opportunities at least twice a month to have extended PLCs including but not limited to planning days, faculty meetings, and district/campus professional development days.

Who will facilitate PLCs?

Administrators, the academic facilitator, or team leads will lead PLCs depending on the topic and level of modeling required for new to campus staff or familiarity with the PLC structure.

Who is required to attend PLCs?

Administrators, teachers and special education staff as needed.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

PLCs are centered around the 4 critical questions to collaborate on a cycle of inquiry to improve instruction. Below is a link to the campus PLC Hub, which includes the PLC calendar, various protocols, and resources needed to support the PLC structure. Other protocols also include data analysis, lesson internalization, and student artifact analysis. Teachers receive professional development on the PLC process and instructional best practices for each specific content. These PD sessions occur during staff development days and on Just-In-Time training days, approximately 2-3 per year based on grade level and content.

<https://sites.google.com/g.hayscisd.net/ues-plc-hub>

Upload PLC agenda (optional):

[5.2.2 UES PLC 26-27 Beginning of the Year Presentation 8-7-26.pdf](#)
[3rd Grade PLC Meeting Notes 26-27.pdf](#)

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Effective School Framework - Diagnostic	Region 13	DCSI, Principal Manager, and Principal
Teacher	District PD Days - 10 days throughout the instructional calendar year.	Principal	Teachers
Teacher	INSPIRE - Ongoing professional development for first year teachers. Categorized by grade level and content areas. Includes, but is not limited to Reading Academies and Sheltered Instruction	District Staff	First Year Teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

New to profession teachers receive mentorship opportunities and intentional sessions supported by our INSPIRE program. The campus also utilizes tiered support to ensure new to profession teachers receive coaching and feedback opportunities.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The campus uses two main tools purchased by the district. Bullseye is used as a walkthrough tool and houses numerous rubrics including, Get Better Faster Rigor/Management Trajectory, TTESS, and Open Court phonics for K-2 teachers. Frontline is another platform that is used for TTESS formal observations and summative evaluations.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Through a district collaborative support structure, Special Education coordinators are engaging in biweekly walks to support co-teaching/inclusion supports and special programming needs.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Onboarding staff to new leadership including Principal, Assistant Principal and Academic Facilitator as well as new PLC structure.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Executive Officer of Schools (Principal Manager)

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas, HQIM implementation, and campus data meeting the district average on district common assessments for Meets and Masters performance in Math and Reading.

Support Needed – What training, coaching, resources, or tools are required?

Campus is funding an academic facilitator to support PLC implementation and classroom walkthroughs.

Milestone 2

Description – What specific action or deliverable will be completed?

Effective School Framework Diagnostic

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Executive Officer of Schools, and Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Region 13 post observation evaluation

Support Needed – What training, coaching, resources, or tools are required?

Attending Region 13 ESF Framework and Diagnostic Training

Milestone 3

Description – What specific action or deliverable will be completed?

Walkthroughs will show HQIM evident in all core content classrooms

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Asst. Principal, Academic Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

By December, 80% of walkthroughs will show evidence of teachers using HQIM with fidelity. This will be further evident by the campus being at or above the district average in Meets and Masters on district assessments for RLA and Math.

Support Needed – What training, coaching, resources, or tools are required?

District coordinators will work with UES teachers and administration bi-weekly to support alignment of daily instruction with district HQIM.

Milestone 4

Description – What specific action or deliverable will be completed?

Tier 3 teachers will move to Tier 2 or Tier 1 based on campus walkthroughs and TTESS rubric. The Principal and Assistant Principal will provide specific goals of improvement for Tier 3 teachers that will be met through individualized coaching, instructional feedback, and professional development.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Asst. Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

TTESS rubric and Bullseye platform frequency and proficiency reports.

Support Needed – What training, coaching, resources, or tools are required?

Teachers will receive training on instructional strategies such as Sheltered Instruction, Higher order questioning, and classroom management. The training will be provided by district departments and campus leadership.

Milestone 5

Description – What specific action or deliverable will be completed?

Principal and Leadership Team will receive campus mentoring and coaching opportunity through leadership consultant. This includes guidance on campus operations, instructional leadership, and professional growth for teachers and staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Executive Officer of Schools and Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY TPESS conference will show progress on goal attainment.

Support Needed – What training, coaching, resources, or tools are required?

MGW Consultancy will offer weekly coaching sessions with campus leadership to support effectiveness of observation and feedback and campus operational systems.

Milestone 6

Description – What specific action or deliverable will be completed?

Implement campus-wide MTSS system for Tier 2 and Tier 3 academic and behavioral interventions, including bi-weekly data tracking and student progress monitoring.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Facilitator, Counselor

Evidence of Completion – What artifact, data, or observable action will verify completion?

MTSS committee schedules, universal screening data, student tiering rosters, and documented intervention logs showing progress toward MOY benchmarks.

Support Needed – What training, coaching, resources, or tools are required?

District MTSS Coordinator consultation, intervention curriculum materials, and staff coaching on progress monitoring tools.

Milestone 7

Description – What specific action or deliverable will be completed?

Integrate linguistic accommodations (ELPS) and IEP-aligned instruction into daily HQIM lesson planning and execution for Special Education and Emergent Bilingual students.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Special Education Teachers, EB Specialists, General Education Teachers, Academic Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

Co-planning agendas, walk-through data showing targeted accommodations in 100% of core classrooms, and TELPAS / STAAR Alt / STAAR interim

Support Needed – What training, coaching, resources, or tools are required?

District Coordinators for Special Populations will provide professional development on scaffolding HQIM for diverse learners.

Milestone 8

Description – What specific action or deliverable will be completed?

Conduct quarterly Data-Driven Instruction (DDI) analysis meetings following major assessments to adjust Tier 1 instruction and target student intervention groups.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Facilitator, Grade-Level / Content PLC Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

Quarterly DDI action plans, updated student mastery tracking boards, and re-teaching schedules. This also includes the district Campus Showcase opportunity to show campus progress and celebrations.

Support Needed – What training, coaching, resources, or tools are required?

District assessment reports and dedicated PLC release time for deep-dive data analysis.

Milestone 9

Description – What specific action or deliverable will be completed?

Conduct a comprehensive year-end review of TIP strategies, student growth data, and campus culture metrics to evaluate plan effectiveness and set priorities for the following year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, Executive Officer of Schools, Campus Improvement Team (CCNA Team))

Evidence of Completion – What artifact, data, or observable action will verify completion?

Summative TIP Evaluation Report, EOY STAAR performance/growth data, and preliminary 2027–2028 Campus Improvement Plan draft.

Support Needed – What training, coaching, resources, or tools are required?

Facilitation from District Coordinator for School Improvement (DCSI) and district data analysts.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Campus EOS meets weekly with the principal to build campus leadership capacity through weekly instructional observation and feedback coaching cycles aligned to ESF strategies. EOS meets weekly with DCSI and district leadership to update on district targeted collaborative support, student data, campus progress and/or barriers needing to be lifted to ensure district success. Coaching consultant and EOS meet monthly to monitor principal progress.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

DCSI and EOS will work collaboratively to ultimately ensure milestones are being met.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Weekly

How will milestone progress data be collected?

Through campus data trackers, a campus check-in pulse sheet, an EOS weekly campus check-in pulse sheet, a weekly targeted collaborative update, and the targeted improvement plan.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

EOS and DCSI will share with other district leadership at weekly meetings and upon request.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	30

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	30

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	30

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

20

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

20

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

9

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

More explicitly the district is providing a targeted support collaborative to ensure UES is supported with HQIM implementation and Tier I instructional delivery. District meets weekly to discuss support progress and provides the campus with explicit action plans for specific grade levels, content areas, and individual teachers as needed.

Upload additional documents (optional):

[5.2.5 Weekly Overview - TCSC Coordinator Progress Report.pdf](#)
[TCSC Outline 2026.docx](#)