Uvalde Consolidated Independent School District
District & Campus Improvement Plan
Board Summary

Mission: Empowering Bold Leaders to Shape the Future!

Vision: We envision a world transformed by the leaders we empower today—fearless, compassionate, and driven individuals who embrace change and ignite progress wherever they go. Our students will not only adapt to the future—they will define it. Through innovation, resilience, and purpose, they will become architects of a more just, dynamic, and inspired world.

Plan Integration Overview

The plan carries forward the relevant objectives and strategies from the previous District Improvement Plans and aligns them to the Board-approved 2025–2026 Student Outcomes Goals and Implementation Levers.

The alignment preserves the original intent of previously effective strategies while connecting them to the 2025–2026 priorities of:

- Improved STAAR mathematics and reading performance
- College, Career, and Military Readiness
- High-Quality Instructional Materials implementation
- Instructional coaching and professional learning
- A culture of respect, dignity, safety, and belonging
- Responsible fiscal and operational management
- Equitable support for special populations

Student Targeted Outcomes: STAAR Mathematics and Reading Achievement, and College, Career, Military Readiness

Focus: Increase the percentage of students performing at Meets Grade Level or above on STAAR assessments:

- **Outcome 1:** Increase Third-grade STAAR Math from 21% to 60% by June 2030.
- **Outcome 2:** Increase Eighth-grade STAAR Math from 20% to 60% by June 2030.
- **Outcome 3:** Increase Third-grade STAAR Reading from 29% to 62% by June 2030.
- **Outcome 4**: Increase Eighth-grade STAAR Reading from 32% to 70% by June 2030.

- **Outcome 5:** Increase the percentage of graduates meeting CCMR criteria from 45% to 88% by August 2030.

Aligned District & Campus Goals

- **Goal 1:** Uvalde CISD will ensure the consistent use of a rigorous, standards-aligned curriculum delivered with proven instructional strategies across all classrooms district-wide.
- **Goal 2:** Uvalde CISD will embed coaching as a cornerstone of district culture.
- **Goal 3:** Uvalde CISD will create a culture of respect & dignity by holding each other to high standards.
- **Goal 4:** UCISD will manage a fiscally responsible budget that supports strategic priorities.

Aligned Objectives:

- **Goal 1, Performance Objective 1:** Early learners in PK–2 will increase performance in reading and mathematics as measured by CLI Engage and Renaissance Star
- **Goal 1, Performance Objective 2:** The percentage of Tier 3 students will decrease in mathematics and reading.
- **Goal 1, Performance Objective 3:** Dual Language students will demonstrate growth in Spanish proficiency as measured by HQIM Module Assessments in Spanish.
- **Goal 1, Performance Objective 4:** Dual Language students will demonstrate growth in English proficiency as measured by TELPAS performance levels.
- **Goal 1, Performance Objective 5:** UCISD will strengthen 504 operating procedures and student progress monitoring.
- **Goal 1, Performance Objective 6:** Gifted and Talented students will demonstrate advanced academic achievement.
- **Goal 1, Performance Objective 7:** Migrant students will increase postsecondary readiness.
- **Goal 1, Performance Objective 8:** Secondary campuses will increase Special Education STAAR/EOC success rates.
- **Goal 1, Performance Objective 9:** Graduates will achieve college, career, or military readiness indicators.
- **Goal 1, Performance Objective 10:** Increase the percentage of students receiving a high school diploma.

- **Goal 2, Performance Objective 1:** Support teacher retention through professional learning, PLCs, coaching, and mentoring.
- **Goal 2, Performance Objective 2:** Support Special Education, CCMR, CTE, and Dual Language teachers.
- **Goal 3, Performance Objective 1:** Improve attendance and reduce chronic absenteeism.
- **Goal 3, Performance Objective 2:** PBIS, discipline, trauma-informed care, mental health, physical safety, emergency management, and student well-being.
- **Goal 3, Performance Objective 3:** Parent involvement, communications, community relations, and stakeholder engagement.
- **Goal 4, Performance Objective 1:** Coordinate federal, state, and local programs to meet requirements and align with program intent.
- **Goal 4, Performance Objective 2:** Provide resources for MTSS, intervention, and extended learning.

Key Strategies:

1. **Support TEKS-Aligned Reading and Mathematics Curriculum Implementation**
    a. **Description:** Support campus implementation of a Reading and Math TEKS-aligned curriculum through planning, data-driven instruction conversations, effective Professional Learning Communities, and Coaching and Calibration Cycles.
    b. **Staff Responsible:** Executive Director of Curriculum and Instruction; Executive Director of Bilingual Education; Director of Assessment, Academic Technology, & Instructional Coaching; Campus Principals.
    c. **Expected Impact:** Increase the rigor of Tier I instruction in foundational reading and mathematics skills and improve student performance.
2. **Implement CLI Engage-Aligned Instructional Planning and Progress Monitoring**
    a. **Description:** Support implementation of HQIM/TEKS-aligned curriculum connected to the CLI Engage Progress Monitoring Assessment through planning, data-driven instruction conversations, and effective PLCs.
    b. **Staff Responsible:** Executive Director of Curriculum and Instruction; Executive Director of Bilingual Education.
    c. **Expected Impact:** Increase the rigor of instruction and foundational literacy proficiency for Pre-K and Kindergarten students.
3. **Use High-Yield Engagement Strategies to align grant initiatives and campus visions, e.g., Blended Learning and PTECH Initiatives**
    a. **Description:** Provide resources for increased student-focused engagement strategies, data tracking, station rotation, and formative assessment.
    b. **Staff Responsible:** Executive Director of Curriculum and Instruction; Executive Director of Bilingual Education; Director of Assessment, Academic Technology, & Instructional Coaches; Director of Special Education.
    c. **Expected Impact:** Improve performance in core content areas and reduce disparities among targeted subpopulations.
4. **Provide GT Enrichment and Advanced Learning Opportunities**
    a. **Description:** Provide GT students in Grades K–6 with enrichment activities, supplemental instruction, field trips, and opportunities to showcase enrichment projects.
    b. **Staff Responsible:** District GT Teacher; Executive Director of Curriculum and Instruction; Executive Director of Bilingual Education.
    c. **Expected Impact:** Increase advanced academic performance, engagement, creativity, and preparation for future college and career opportunities.
5. **Monitor Migrant Student Postsecondary Readiness**
    a. **Description:** Identify and monitor Migrant Education Program students and Priority for Service students in the NGS data system.
    b. **Staff Responsible:** Executive Director of Bilingual Education and Director of Federal Programs.
    c. **Expected Impact:** Provide supplemental services that increase engagement, achievement, and postsecondary readiness.

6. **Implement Dual Language Curriculum and Biliteracy Trajectories**
    a. **Description:** Provide Dual Language instruction, professional learning, Spanish and English language acquisition strategies, biliteracy development zones, and student literacy trajectories.
    b. **Staff Responsible:** Uvalde CISD Bilingual Department; Campus Leadership teams; Dual Language teachers.
    c. **Expected Impact:** Increase English and Spanish proficiency, biliteracy, engagement, and academic achievement.
7. **Refine the Multi-Tiered System of Support (MTSS)**
    a. **Description:** Provide resources and professional development to improve the rigor and effectiveness of the Multi-Tiered System of Support and track interventions.
    b. **Staff Responsible:** Campus Principals; Campus Instructional Coaches; Executive Director of Bilingual Education; Assistant Director of MTSS
    c. **Expected Impact:** Improve identification, intervention tracking, and progress monitoring for Tier 2 and Tier 3 students.
8. **Coordinate Extended-Day and Extended-Year Intervention Programs**
    a. **Description:** Coordinate extended-day and extended-year intervention and enrichment programs and provide necessary resources.
    b. **Staff Responsible:** Campus Principals; Instructional Coaches; Executive Director of Curriculum and Instruction.
    c. **Expected Impact:** Ensure students needing academic support are identified and connected to appropriate interventions.
9. **Refine Student Data-Tracking Processes**
    a. **Description:** Provide resources for student data tracking and multiple opportunities to gather data from station rotations and formative and summative assessments across core content areas.
    b. **Staff Responsible:** Executive Director of Bilingual Education; Director of Assessment, Academic Technology, & Instructional Coaching; Campus Principals; Instructional Coaches.
    c. **Expected Impact:** Increase the rigor of Tier 1 instruction and improve academic readiness.
10. **Increase Instructional Leadership Teams Capacity**
    a. **Description:** Provide Instructional Leadership Teams with professional development, mentoring, and modeling to support teacher content knowledge and pedagogical practice.
    b. **Staff Responsible:** Executive Director of Curriculum and Instruction; Executive Director of Bilingual Education; Intervention and Enrichment Specialist; Director of Assessment, Academic Technology, & Instructional Coaching; Campus Principals
    c. **Expected Impact:** Increase teacher instructional capacity to increase student academic readiness and reduce the performance gap with at-risk students.

11. Conduct District Instructional Rounds

a. **Description:** Conduct instructional rounds in the fall and spring to determine the implementation status of high-yield instructional strategies.
b. **Staff Responsible:** Executive Director of Curriculum and Instruction.
c. **Expected Impact:** Increase teacher efficacy, student engagement, and instructional consistency while reducing performance gaps.

12. Provide Special Education Instructional and Assessment Supports

a. **Description:** Provide specifically designed instruction training, instructional strategy training, individualized state testing preparedness plans, relevant instructional materials, IEP training, and dyslexia training.
b. **Staff Responsible:** Director of Special Education; campus administrators; general and special education teachers.
c. **Expected Impact:** Increase access to grade-level instruction, improve STAAR/EOC performance, ensure accommodations and instructional supports are implemented consistently, and proactively address student needs via MTSS to reduce Special Education referrals

13. Refine CCMR Procedures and Practices

a. **Description:** Provide staffing, professional learning opportunities, and increased instructional resources and exams to support college, career, and military readiness.
b. **Staff Responsible:** CCMR Advisor; Director of CTE; Director of Assessment, Academic Technology, & Instructional Coaching.
c. **Expected Impact:** Reduce disparities among subpopulations achieving postsecondary readiness.

14. Refine CTE Instructional Resources and Experiences

a. **Description:** Provide professional development, curriculum, materials, technology, activities, Career and Technical Student Organization opportunities, and field trips.
b. **Staff Responsible:** CCMR Advisor, Director of CTE; Executive Director of Curriculum & Instruction.
c. **Expected Impact:** Promote program completion, student engagement, industry certification, and postsecondary readiness.

15. Improve Attendance and Reduce Chronic Absenteeism

a. **Description:** Use automated attendance notification systems, family outreach, chronic absenteeism interventions, dropout recovery, and Crossroads Academy.
b. **Staff Responsible:** Director of Student Services; PEIMS Coordinator; Director of Recovery Services; Crossroads Academy Administration.
c. **Expected Impact:** Increase attendance, reduce dropout risk, recover students who have left school, and support diploma attainment.

16. **Support Beginning Teachers Through Professional Development and PLCs**
    a. **Description:** Provide beginning teachers with professional development, PLC participation, and on-site coaching.
    b. **Staff Responsible:** Executive Director of Curriculum and Instruction; Executive Director of Bilingual Education.
    c. **Expected Impact:** Increase beginning teacher capacity in instruction and classroom management and improve student outcomes.
17. **Refine PBIS Across All Campuses**
    a. **Description:** Provide PBIS professional learning, incentive activities, and campus walkthroughs focused on implementation look-fors.
    b. **Staff Responsible:** Campus PBIS teams; campus administrators; district PBIS coach.
    c. **Expected Impact:** Establish consistent positive behavior expectations, strengthen school culture, and improve student behavior and engagement while reducing disciplinary referrals and expulsions.
18. **Provide Trauma-Informed Classroom Training**
    a. **Description:** Provide ongoing training and support on trauma-informed strategies for classroom use.
    b. **Staff Responsible:** Director of Recovery Services.
    c. **Expected Impact:** Reduce classroom removals, increase attendance, preserve instructional time, and support students affected by adverse childhood experiences.
19. **Provide Safety and Violence-Prevention Training**
    a. **Description:** Provide training and resources related to violence prevention, bullying, cyberbullying, suicide prevention, dating violence, and other student safety concerns.
    b. **Staff Responsible:** Director of Recovery Services.
    c. **Expected Impact:** Improve prevention, early intervention, student safety, attendance, and engagement.
20. **Provide Support for Homeless Students and Students with Basic Needs**
    a. **Description:** Provide McKinney-Vento and Title I services, school supplies, educational aids, and other necessary resources.
    b. **Staff Responsible:** Homeless Liaison; Director of Federal Programs; campus administrators.
    c. **Expected Impact:** Remove barriers to attendance, participation, academic success, and student dignity.
21. **Provide Pregnancy-Related Services and Childcare**
    a. **Description:** Provide daycare, supplies, resources, qualified care providers, and substitutes for teen parents.
    b. **Staff Responsible:** Crossroads Academy and New Hope Day Care Campus Administrative Team.
    c. **Expected Impact:** Reduce barriers to school participation, graduation, and postsecondary readiness.

22. Maintain Emergency Management Systems and Safety Drills

a. **Description:** Use emergency management systems for drills, lockdowns, evacuations, reunification, and emergency response; train staff in implementation.
b. **Staff Responsible:** UCISD Police Chief; Director of Student Services.
c. **Expected Impact:** Improve physical safety, emergency readiness, communication, and continuity of learning.

23. Provide Parent Informational Sessions

a. **Description:** Provide parent information on academic support, social-emotional learning, mental health, attendance, and student resources.
b. **Staff Responsible:** Director of Recovery Services; Director of Federal Programs.
c. **Expected Impact:** Strengthen family partnership and support student attendance, engagement, and behavior.

24. Expand Dual Language Community Awareness

a. **Description:** Use parent meetings, brochures, speakers, social media, bilingual communication, and community awareness activities to explain the academic, cognitive, and socioeconomic benefits of Dual Language education.
b. **Staff Responsible:** Dual Language Department; Bilingual Department; campus staff.
c. **Expected Impact:** Increase parent understanding, trust, participation, and equitable access to Dual Language services.

25. Acquire Technical Assistance for Special Revenue Fund Management

a. **Description:** Acquire technical assistance related to managing special revenue funds.
b. **Staff Responsible:** Federal Programs and Business and Operations personnel.
c. **Expected Impact:** Improve compliance, fiscal management, and alignment of expenditures to program intent.

26. Use Professional Learning to Maintain Program Compliance

a. **Description:** Use professional workshops, conventions, and resources to keep staff current regarding federal and state programming.
b. **Staff Responsible:** District administrators; program directors; Federal Programs personnel.
c. **Expected Impact:** Improve compliance, program implementation, and responsible use of funds.

27. Coordinate Federal, State, and Local Programs

a. **Description:** Coordinate services across Bilingual Education, CTE, Dyslexia, ESSA programs, GT, Special Education, Recovery Services, Safety and Security, State Compensatory Education, and ACE.
b. **Staff Responsible:** Program directors; Federal Programs Overseer; district leadership.
c. **Expected Impact:** Reduce duplication, maximize resources, and ensure services meet student needs and program requirements.

28. **Fund MTSS, CTE, GT, CCMR, and Other Special Programs**
    a. **Description:** Provide appropriate funding, digital tools, intervention resources, extended-day services, extended-year programs, and professional learning.
    b. **Staff Responsible:** Executive Director of Curriculum & Instruction; Business Office; Director of Federal Programs; Campus Principals; Instructional Coaches.
    c. **Expected Impact:** Direct resources toward students with the greatest academic needs and support measurable achievement gains.

Special Populations

Dual Language and Bilingual Education

Connections to District Goals:

- Reading and mathematics achievement for Emergent Bilingual students.
- HQIM implementation, language development, scaffolds, and biliteracy.
- Bilingual teacher training, coaching, and professional development.
- Equity, belonging, culturally responsive instruction, and family engagement.
- Goal 5: CCMR and postsecondary readiness for bilingual students.
- Coordination and funding of Bilingual and Dual Language services with other programs.

Strategies to Continue:

1. Ensure the Dual Language Academy provides two-way immersion instruction for students in Grades 3K–6.
2. Identify and recruit Emergent Bilingual students into the Dual Language Academy.
3. Recruit and consolidate appropriately certified bilingual teachers.
4. Meet with parents of students identified as Parent Denials to explain Dual Language benefits.
5. Expand Dual Language instruction through Grade 12.
6. Maintain a three-year, multi-level professional development plan for Dual Language instruction.
7. Monitor participation in the bilingual professional development plan.
8. Provide professional learning on Spanish language acquisition, English language acquisition, biliteracy, and multicultural awareness.
9. Establish biliteracy development zones and trajectories.

10. Use district screeners and formative assessments to monitor English and Spanish proficiency.
11. Provide bilingual parent meetings, brochures, speaker sessions, and social media communication in English and Spanish.

Migrant Education

Connections to District Goals:

- Academic achievement and intervention.
- Graduation and CCMR.
- Grade-level instruction, progress monitoring, and accelerated support to support gaps in learning opportunities
- Staff training and cross-departmental coordination.
- Social-emotional, family, and community support due to high mobility.
- Coordination of program services and funding.

Strategies to Continue:

1. Identify and monitor Migrant and Priority for Service students in the NGS data system.
2. Provide campus principals and staff with updated Migrant and Priority for Service reports.
3. Establish a Migrant Education Program Taskforce to monitor implementation.
4. Provide priority access to social workers and community social services.
5. Provide homework assistance, instructional materials, college visits, career exploration, and leadership opportunities.
6. Work with counselors to develop graduation plans, course placement, and postsecondary readiness plans.
7. Continued collaboration with ESc-20 as part of the MEP Shared Service Arrangement

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Special Education and Section 504

Connections to District Goals:

- Academic achievement and closing performance gaps.
- Graduation and postsecondary readiness.
- Inclusive Tier 1 instruction, scaffolds, accommodations, and specially designed instruction.
- Special Education, co-teaching, IEP, and 504 professional learning.
- Inclusive culture, behavior supports, and alternatives to exclusionary discipline.
- Compliance, contracted services, and resource management.

Strategies to Continue:

1. Provide specifically designed instruction training for Special Education teachers, co-teachers, and administrators.
2. Provide instructional strategy training for secondary Special Education teachers and co-teachers.
3. Establish a Special Education Administrator Academy.
4. Provide Special Education parent training opportunities.
5. Develop individualized state testing preparedness plans.
6. Contract for physical therapy, occupational therapy, LSSP, and SLP services as needed.
7. Provide viable, relevant, and engaging instructional materials.
8. Consider alternatives to ISS, OSS, and DAEP for students receiving Special Education services.
9. Train general and Special Education teachers in IEP development and implementation.
10. Continue Autism support team training with parent and teacher input.
11. Train teachers in research-based dyslexia practices.
12. Provide parent education for families of students with dyslexia.
13. Design and implement a 504 Administrator Academy.
14. Maintain an official 504 student list with annual meeting due dates.
15. Monitor 504 student progress and update operating procedures.

16. Provide parent education regarding dyslexia evaluation, instruction, accommodations, modifications, and available services.