Consider approval of school design plan and the performance agreement
April 14, 2025

1. Background:

   Uvalde CISD received TEA SAF planning grants for Batesville Elementary and Morales Jr. High School. The grant is for redesign of the campuses using the P20 model with a goal of increasing student outcomes both in state assessments and completion of student associate degrees and/or industry based certifications while in high school. The P20 model extends to years 13/14 after high school with the PTECH designation. The expectation will be to receive the implementation grants for the next two years once the plans are approved by TEA.

2. Process:

   CEN has supported the district in designing the P20 school design plans for both campuses which is attached to this presentation.

3. Fiscal Impact:

   Grant funded

4. Recommendation:

   To approve the School Design Plan for Batesville School and Morales Jr High School.

   Batesville Agreement

   MJH Agreement

5. Action Required:

   Board action

6. Contact Person:

   Amy Graeber, CIO

UVALDE ISD P-20 REDESIGN

DISTRICT PLAN

DISTRICT LEADER:
ASHLEY CHOHLIS

CAMPUS LEADER:
SANDRA GONZALES

COLLEGIATE EDU-NATION

Technical Assistance Contact:
Chantel Schulz, PhD

CEN
COLLEGIATE EDU-NATION

BATESVILLE
AgriTech Leadership Academy

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CEN OVERVIEW

Collegiate Edu-Nation (CEN) is a statewide network that facilitates the transformation of rural student outcomes and rural workforce development by partnering with local school, community, and business leaders to establish and support regionally relevant P-20 education systems. CEN acts in the role of an intermediary by connecting member school districts with training and resources in a number of critical areas, including: capacity building, intentional service supports, statewide networking, professional development, and continuous improvement systems. CEN leads toward the future by focusing on a college and career vision of achieving affordable access and educational attainment, integrating transformative educator development, and providing exemplary technical support. For more information visit https://edu-nation.org/.

OVERVIEW OF DISTRICT

BATESVILLE

AgriTech Leadership Academy

DISTRICT VISION AND MISSION

GUIDING QUESTIONS

- What are the Mission, Vision, & Core Values of the school?
- What is the profile of the community (e.g. demographics of the school, how the school has performed to date, regional characteristics, etc)?
- What is the case for change? Why is this school action needed in this community?
- What insights have been gathered from students, staff, and families about what must be preserved and honored in the redesign? What insights identify the community's future aspirations?
- How have inequities historically played out in the community as well and how do they show up in school today?
- What are the overall goals for campus?

Overview

Core Values

Our Beliefs
- We believe every person has value.
- We believe every person has potential.
- We believe every person learns.
- We believe in individual uniqueness.
- We believe individual determination is vital to success.
- We believe respect is the foundation for relationships.
- We believe community is essential for success.

Objectives
- Each student will achieve global experiences through technology and community resources.
- Each student will demonstrate citizenship by contributing to the global community.
- Each student will be equipped for college and/or career opportunities.

Profile of a Graduate

Regional Landscape Analysis

Balanced Scorecard

Community/District SWOT Analysis

Overview

Community Profile

Batesville is a tight-knit, economically disadvantaged community deeply proud of its Bobcat mascot and blue school colors, with families showing loyalty despite past challenges like Improvement Required (IR) status. Locals want to preserve the school's identity while improving academics, including sports, honors classes, and pathways to early college success. Historically underrepresented within Uvalde CISD, they seek equitable resources and a future where students can transcend poverty and violence. Through community-driven redesign efforts, Batesville Agritech Leadership Academy aims to honor its heritage while ensuring a high-quality education for all.

Case for Change & Stakeholder Insights

Batesville Agritech Leadership Academy (BALA) is at a crossroads: With around 100 students and mounting financial pressure, closing the campus might seem inevitable. Yet for the community, the school is a cornerstone of identity and pride, and preserving it hinges on improving academic outcomes and proving its worth through rising accountability ratings. Stakeholders value tradition, including the iconic Bobcat mascot and royal blue colors, but also aspire to elevate opportunities, from strong sports and 4H programs to honors classes, PTECH tracks, and college readiness. Parents want Batesville Agritech Leadership Academy to be known beyond its immediate challenges—appearing in the newspaper for successes and rebranding as a beacon of achievement—demonstrating that the school can honor its roots while striving for excellence and a brighter future for its students.

Reason for School Action

Batesville Agritech Leadership Academy is facing a crucial moment, as district financial challenges have created uncertainty about the school's future, with potential discussions around closure emerging. Yet the community views the campus as its heartbeat, deeply tied to local pride, culture, and tradition. Stakeholders urge higher academic standards, alignment with CTE and PTECH pathways, and a renewed commitment to college readiness, seeing these as key steps to elevate Batesville's profile. The plan for School Action, therefore, is not merely to keep doors open, but to transform Batesville Agritech Leadership Academy into a high-performing, future-focused campus that tackles long-standing inequities. By building on its unique identity, rebranding efforts, and strong parent engagement, Batesville Agritech Leadership Academy aims to prove its worth through improved accountability ratings, ensuring the school remains a vibrant, integral part of the community's future.

Overview

 Batesville stands at a pivotal crossroads, with fewer than 100 students enrolled and the district grappling with serious financial challenges that could justify closing the campus. Yet this school is far more than bricks and mortar—it is the heartbeat of a close-knit community, woven into local identity through its royal blue and white colors, Bobcat mascot, and generations of traditions celebrated in sports, band, and 4H. Despite a history of feeling overlooked and grappling with infrastructure issues —including reliance on bottled water and health concerns from crop dusting—the town's resilience shines through. Families here are determined to see Batesville not only survive, but excel, demanding stronger academics, more advanced programs, and clear pathways toward high school graduation, honors courses, and postsecondary success. By rebranding itself—drawing inspiration from innovative schools like UDLA—and carving out a distinctive focus that highlights Batesville's unique strengths, the campus can step beyond outdated stigmas and low socioeconomic assumptions. Instead of allowing outside perceptions to dictate its future, Batesville aims to raise accountability ratings, bridge opportunity gaps through improved technology and instruction, and inspire students from early grades through junior high to dream bigger, learn deeper, and become part of a success story that resonates well beyond these city limits. Through a unifying vision, shared leadership, and a focus on closing historical inequities, Batesville can reaffirm its rightful place as a pillar of local pride and a forward-looking center of learning that draws in new families, retains its best teachers, and solidifies its reputation as a beacon of achievement in the region.

Historic Inequities

Batesville has long grappled with systemic inequities, including persistent poverty, inadequate infrastructure, and underrepresentation within the larger Uvalde CISD. For years, the campus relied on bottled water due to poor water supply and had to advocate for the cessation of nearby crop dusting to safeguard student health. Many residents feel their concerns have been overshadowed by district-wide priorities, leaving the community to fight for basic resources and improvements. Determined to preserve the school's identity while seeking greater support, Batesville families now see a redesign as a crucial opportunity to address these historical injustices. By involving the community directly in decision-making and aligning the school's future direction with local values, they aim to ensure every child receives equitable access to a high-quality education.

Overview

Overall Goals for District

Primary Performance Goal: Improve long-term post-secondary outcomes for students					
	Annual Targets				
Performance Measures	Y1	Y2	Y3	Y4	Y5 and beyond
Standardized Assessments					
% of students in grades 1-12 earning RIT score at/above growth in reading	70%	75%	80%	85%	90%
% of students in grades 1-12 earning RIT score at/above growth in math	70%	75%	80%	85%	90%
State district report A-F rating			B	A	A
Postsecondary Outcomes					
% of students in grade 12 graduating with an AS/AA/AAS degree				80%	90%
% of students pursuing bachelor's degree					80%
% of students earning a high wage, high demand industry certification				70%	80%
Additional CEN Benchmarks					
% of grade 10-12 students with workforce experience			80%	85%	90%
% of students in grades 3-12 planning and conducting an approved PBL research project		75%	75%	80%	90%
% of students in grades 3-12 students communicating results through posters, presentations, and manuscripts		75%	75%	80%	90%
Annual district diagnostic assessment/FIT	Continuous growth across indicators; specific goals set by CEN and district				

Overview

Overall Goals for Campus and Implementation Tracking Plans

Batesville Campus Goals for Implementation

	SMART Goal (include baseline data from 2024-will adjust to 2025 for the SY25-26)	Tracking	Q1	Q2	Q3	Q4
HQIM Implementation Goal ESF Lever 4	By the end of the 2026-2027 academic year, Batesville School will fully implement High-Quality Instructional Materials (HQIM) for Reading and Math in grades K–8, with 100% of teachers trained and using HQIM in their classrooms, as verified through the district observation tool. As the state approves HQIM in Open Educational Resources (OER), the school will expand its adoption to include Science and Social Studies, ensuring HQIM is used across all core subjects. This goal aligns with the school's commitment to instructional excellence and student success.	Data Tracker PLC Agendas & Professional Development Training Sign-In Walk-Through Data	2 aligned PD 70% HQIM Implementation	2 additional aligned PD 80% HQIM Implementation	2 additional aligned PD 90% HQIM Implementation	2 additional aligned PD 100% HQIM Implementation
Staff Capacity Building Goal ESF Lever 2	By the end of the 2026–27 school year, Batesville Agritech Leadership Academy will ensure that 100% of its teaching staff are trained and proficient in implementing Project-Based Learning (PBL) aligned to the P-20 model. Success will be measured by completion of PBL training sessions (through CEN and 4H), classroom observation checklists showing evidence of PBL integration, and teacher self-assessments reflecting increased confidence in designing and facilitating PBL units. Progress will be monitored each semester through PLC reflections and administrative walkthroughs to provide timely support and ensure full implementation.	Professional Development Sessions PLC reflections Walk-Through Data	2 aligned PD 50% PBL Implementation	2 additional aligned PD 60% PBL Implementation	2 additional aligned PD 80% PBL Implementation	2 additional aligned PD 100% PBL Implementation
Leadership/Coaching Capacity Building Goal ESF Levers 1/5	By the end of the 2026-2027 academic year, all campus administrators will complete the "Get Better Faster" book study through Region 20, as evidenced by documented participation, to standardize walkthroughs, establish structured feedback, and align teacher action plans with performance goals.	Coaching Tracking Tool	Identify teachers on Tier 2 and 3 coaching list	5% reduction in Tier 2 and 3 baseline data	10% reduction in Tier 2 and 3 baseline data	20% reduction in Tier 2 and 3 baseline data
Campus/LEA Selected Model Specific goal	By May 2027, all RLA and Math teachers will implement RBIS (Research-Based Instructional Strategies), verified through lesson plans, walkthroughs, and PLC discussions. Ongoing training and support will be provided by campus leaders and Region 20, with fidelity monitored using a standardized observation tool and actionable feedback to enhance student engagement and learning outcomes.	Lesson plans walkthroughs PLC discussions Professional Development sessions	1 aligned PD 50% RBIS Implementation	1 additional aligned PD 60% RBIS Implementation	1 additional aligned PD 80% RBIS Implementation	1 additional aligned PD 100% RBIS Implementation
Math Student Outcomes	The Math student outcome goal for 2027 is to increase student performance on STAAR as follows: Approaches from 48% (2024) to 80%, Meets from 21% (2024) to 50%, and Masters from 3% (2024) to 20%.	STAAR	40% Approach; 25% Meet; 5% Masters	55% Approach; 35% Meet; 10% Masters	70% Approach; 45% Meet; 15% Masters	80% Approach; 50% Meet; 20% Masters
ELAR Student Outcomes	The ELAR student outcome goal for 2027 is to increase student performance on STAAR as follows: Approaches from 70% (2024) to 80%, Meets from 43% (2024) to 50%, and Masters from 16% (2024) to 20%.	STAAR	40% Approach; 25% Meet; 5% Masters	55% Approach; 35% Meet; 10% Masters	70% Approach; 45% Meet; 15% Masters	80% Approach; 50% Meet; 20% Masters
Sub-Populations Student Outcomes	The percentage of Economically Disadvantaged students achieving Meets Grade Level or above on STAAR in Math will increase from 22% (2024) to 50% and ELAR will increase from 39% (2024) to 50% by June 2027.	STAAR	Math: 27% ELAR: 41%	Math: 35% ELAR: 45%	Math: 42% ELAR: 48%	Math: 50% ELAR: 50%
Campus/LEA selected Student Outcome	By May 2027, 100% of K–8 students will complete an age-appropriate research project that incorporates AI skills and focuses on identifying and solving complex challenges through advanced problem-solving, risk evaluation, and iterative solution testing. Students will demonstrate ethical and sustainable practices by conducting research, considering environmental and social impacts, engaging stakeholders, and ensuring data privacy and security. Success will be measured through project presentations, evaluations, and evidence of applied learning in innovation and critical thinking.	Student Records	25%	50%	75%	100%

SECTION ONE: STRONG SCHOOL LEADERSHIP AND PLANNING

- *ESF 1.1: Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.*
- *ESF 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction*
- *ESF 1.3: Focused plan development and regular monitoring of implementation and outcomes*

Guiding Questions

- What are the roles and responsibilities of the campus leadership team?
- Who are the campus leaders and how do district leaders know they have the highest likelihood of success to plan and implement the school model?
- When do core leadership tasks take place (observations, debriefs, data analysis, team meetings, etc)?
- How will campus leaders collect and use data to drive decisions?
- How will campus leaders be instructional leaders on their campus?

Leadership and Planning

Change Management

Effective change management at Batesville Agritech Leadership Academy is essential because long-standing inequities and under-resourced conditions have hindered the community's academic growth. By adopting transparent communication, collaborative planning, and consistent follow-through on new initiatives, the school can address historical challenges, empower local stakeholders, and foster a shared vision that leads to sustainable improvement.

Change Management Plan

- Diagnostic

- Stakeholder Identification Plan

- Project Plan

Leadership Team Job Descriptions

- P-20 Project Leader
- Campus Leader

Leadership Resumes

- Project Leader
- Campus Leader

Roles and Responsibilities of Campus Leadership Team

The campus leadership team at Batesville Agritech Leadership Academy —comprising the principal, counselor, behavior academic coordinator, special education case manager, and a general education teacher—plays a pivotal role in fostering a high-achieving, innovative environment aligned with the Agro-Tech Academy vision. They oversee the implementation of High-Quality Instructional Materials (HQIM) and manage PBIS and MTSS frameworks, ensuring that instruction and behavioral supports meet every student's needs. By systematically scheduling classroom observations, debrief sessions, data reviews, and collaborative meetings throughout the year, the leadership team uses tools like Eduphoria and Branching Minds to track student performance and inform strategic decision-making. Their responsibilities also include providing professional development, facilitating PLCs, and mentoring teachers in research-based instructional practices such as RBIS. Through regular classroom walkthroughs and structured feedback, they maintain instructional excellence and advance Batesville Agritech Leadership Academy's goals for student success in agricultural science technology careers.

Leadership Team Roles and Responsibilities

Leadership and Planning

PLC Agendas (Including Leadership Team)

Data Tracker

Observation, Walk-Through and Feedback Cycles

Harvard Instructional Rounds Resources

Teacher Coaching Tracker

CEN Leadership Resources & Training

Leadership and Planning

Leadership Training and Professional Development

Batesville Agritech Leadership Academy campus and district leaders engage in a robust professional development sequence that integrates ongoing, multi-level support. Through the CEN/AASA Professional Learning Series & Resources, they participate in weekly virtual PLCs focusing on innovation, academic best practices, CTE/P-TECH alignment, and culture/data analysis—all tailored to the P-20 Model. The Uvalde CISD Board also supports TSL Training, self-monitoring the implementation of TSL practices to track student outcomes. In addition, leadership teams will undergo "Get Better Faster" training with Region 20, further enhancing instructional coaching and data-driven decision-making. To broaden their perspectives and strengthen rural initiatives, staff will attend the CEN Rural Empowerment Conference, and they have already expanded their tech-savvy approaches by participating in the TCEA conference.

P-20 Model Specific Leadership Roles

Age-Appropriate Research	At Batesville Agritech Leadership Academy School, teachers currently guide students in grades 1–8 through creating science and social studies infographics, while GT students engage in specialized projects via Canvas. Moving forward, the school will partner with Texas A&M AgriLife Research Center and 4H to expand this work, ensuring every K–8 student undertakes hands-on, age-appropriate research connected to career and college exploration (e.g., fifth graders studying moon phases also learn about related astronomy careers). This collaboration will deepen STEM and agricultural learning, preparing students for future academic and professional success.
Project-Based Learning	The principal and Behavior Academic Coordinator lead Project-Based Learning (PBL) at Batesville, guiding teachers in real-world research projects that connect to academic standards. Going forward, the school will partner with Texas A&M AgriLife and 4H so each K–8 student explores career- and college-focused projects (e.g., fifth graders studying plant life cycles also learn about related careers in agriculture, such as agronomists, crop scientists, and horticulturists.), ensuring STEM and agricultural science pathways are integrated across grade levels.
College & Career Awareness	The campus counselor and ACE College and Career Readiness Specialist lead Batesville's college and career awareness initiatives, hosting career fairs during Red Ribbon Week and Texas Public School Week with colleges, businesses, and military recruiters. They also conduct monthly after-school sessions featuring virtual reality career exploration and parent engagement through Get Fit. Meanwhile, grades 6–8 participate in counselor-led rotations on college and career pathways. Moving forward, Batesville will partner with 4H and Texas A&M AgriLife Research to integrate agro-tech career options into PBL, further enhancing future-focused learning opportunities.
RBIS & HQIM Implementation (including alignment to STEM & CIF)	Batesville's campus principal and the district C&I team are jointly responsible for implementing RBIS (Research-Based Instructional Strategies) and High-Quality Instructional Materials (HQIM), ensuring they align with the school's STEM focus. Having completed RBIS Math training in May 2024, the campus will prepare for RBIS RLA training in 2025–2026. In March, they will collaborate with Region 20 to develop a Strong Foundations Grant framework and systematically integrate CIF strategies, further enhancing instructional effectiveness and student engagement.

Leadership and Planning

Schedule of Core Leadership Tasks

Teacher Observations & Feedback Cycle	The principal conducts formal evaluations annually under the T-TESS schedule and provides same-day feedback from daily 10-minute class visits. In 2024–2025, the campus will complete Get Better Faster training, introducing a targeted coaching protocol for leadership to support teachers. Principals and district leaders have already completed a book study to establish a common coaching language, with instructional coaches and assistant principals next in line for training.
Data Collection & Analysis	Teachers follow a pacing guide, track data in Eduphoria, and use a digital Data Wall for Math and RLA to drill down student growth via Zone Maps. They conduct weekly data checks using Star Renaissance, focusing on individual student growth and celebrating progress. Though HQIM demands considerable time and effort, students also track their own data in various formats and participate in student-led teacher/parent conferences. Moving forward, the campus will streamline MTSS/RTI interventions, document them in Branching Minds, and continue weekly data discussions in PLCs.
Classroom Walkthroughs/Learning Walks	Weekly classroom walks by the principal and Behavioral Academic Coordinator support HQIM implementation, with Region 20 also conducting walkthroughs. Teachers will soon visit each other's classrooms during PLCs ("field trips") to observe and share best practices, aligning with Uvalde CISD T-TESS goals for 2024–2025.
Instructional Rounds	Teachers currently conduct campus-based instructional rounds to observe HQIM best practices and discuss feedback. They plan to expand these rounds to include Moonshot strategies such as competency-based learning, AI, and PBL.
PLCs	PLC schedules may adjust based on the school calendar and HQIM/rural Agritech priorities. Currently, teachers have a 45-minute daily conference period and a weekly 2.5-hour "mega PLC" with the instructional coach for lesson internalization. Plans include exploring additional prep time for Moonshot-focused training (competency-based learning, AI, PBL) depending on the master schedule and board decisions.
Instructional Planning	Teachers meet in a weekly 2.5-hour "mega PLC" with an instructional coach to internalize lessons, using a set protocol that incorporates Agritech, AI, PBL, and competency-based strategies. An advisory committee reviews PLC processes and will recommend improvements. Elementary and secondary math teachers follow specific internalization protocols, supported by district data guides.
Campus Culture/SEL Program	Batesville's SEL and culture plans emphasize a tiered approach with strong foundational lessons for all students, individualized supports for those needing extra help, and targeted referrals to external resources as needed. The campus integrates daily character messages, employs a PBIS framework anchored by core values, and leverages tools like Branching Minds to track student needs, fostering a supportive, inclusive environment where every learner thrives.

Members of the Campus Leadership Team

Sandra Gonzales	Campus Campus principal
Sonia Gonzalez	Counselor
Christina Sanchez	Academic Academic and behavior coordinator
Shawna Wolbert	General education teacher
Jake McWhinney	Special education teacher
Frances Rivera	Safety and security coordinator/nurse
Lynn Simpson	PBIS PBIS coordinator/librarian/paraprofessional

SECTION TWO: STRATEGIC STAFFING & INSTRUCTIONAL STRATEGIES

- *ESF 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators*
- *ESF 5.1: Professional Development for Effective Classroom Instruction*
- *ESF 5.2: Build teacher capacity through observation and feedback cycles*
- *ESF 5.3: Data-driven instruction*
- *ESF 5.4: MTSS for students with learning gaps*

Guiding Questions

- High-quality Teachers:
  - How will the campus recruit, select, assign, induct, and retain highly qualified teachers for the specific model being designed and implemented?
  - How will teachers be trained throughout the implementation of the specific model proposed for the school action?
  - What tools will be used to ensure teachers are well-supported?

Guiding Questions
Research-Based Instructional Strategies
  - What is the campus' instructional model? How does it align with the needs of students and the community?
  - What research-based instructional strategies will be used to meet student needs?
  - How will the campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups?
  - How will teachers incorporate learning acceleration strategies into the school day?

SECTION TWO: STRATEGIC STAFFING & INSTRUCTIONAL STRATEGIES

Guiding Questions

- Effective classroom routines
  - How will campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships?
- Build teacher capacity through observation and feedback cycles
  - What tools and processes will be used to conduct observations, capture trends, and track progress over time? How will campus leaders calibrate on these tools and processes?
  - What observation and feedback cycles will be incorporated throughout the school year?
  - How will observation and feedback cycles be differentiated based on teacher need?

Guiding Questions

- Data-driven instruction
  - How will campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers?
  - How will teachers collaborate to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach?
  - What are the measurable goals the campus will use to track student progress (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.)?
- Multi-Tiered Systems of Support
  - How will students with significant learning gaps be identified?
  - How will timely interventions be provided throughout the year?

Strategic Staffing and Instructional Strategies

Campus Staffing Plan

Batesville Agritech Leadership Academy prioritizes strategic staffing to meet the needs of the Batesville Agrotech Leadership Academy, emphasizing career-connected, competency-based learning across K–8. Model-specific hires will center on Agritech, AI Integration, and advanced STEM roles, with recruitment efforts targeting Region 20 networks, university partnerships, and local industry to attract highly qualified educators. Teacher placement will be data-driven, leveraging platforms like Star Renaissance and Branching Minds to identify areas of need and ensure stability in core content while expanding innovative offerings in AI-enhanced STEM and agricultural pathways. Retention will be supported through mentorship programs, ongoing professional development, and performance-based incentives, aligning with the Texas Teacher Incentive Allotment (TIA). Ongoing teacher training will focus on PBL, blended learning, HQIM fidelity, and data-driven instruction, with PLCs, coaching cycles, and structured feedback sessions providing continuous support. Campus leaders will facilitate frequent classroom observations and collaborative planning time, using tools like Eduphoria to monitor student progress and inform instructional adjustments. By strategically hiring, developing, and supporting educators, Batesville Agritech Leadership Academy ensures a robust environment of instructional excellence and future-ready opportunities for all students.

Model-Specific Staffing Needs

Under the P-20 system model, Batesville Agritech Leadership Academy is strategically aligning staffing to support its Agritech Leadership Academy initiative focused, should the budget allow, on AI-enhanced STEM pathways, agricultural technology, and competency-based learning. Current efforts center on fortifying career and college readiness, with an Agri-Tech Coordinator leading program alignment and AI Integration Specialists supporting staff in embedding advanced technology into instruction. Plans include expanding blended learning options in the upper grades, requiring additional staff with expertise in AI, robotics, and project-based learning to enrich student experiences.

Future staffing needs include adding an AI Integration Specialist with a middle school focus to guide students through advanced STEM projects and apprenticeships, collaborate with dual credit instructors, and track student progress via data analytics. As Batesville refines its early college and workforce pathways, targeted professional development, mentorship programs, and local certification initiatives will help attract and retain highly qualified educators, ensuring the district meets its goals for future-readiness and innovative career-connected learning.

Profile of the Ideal P-20 Teacher

Campus and Project Leaders Selection Process

The selection of Batesville's project leaders centered on a thorough vetting of each candidate's experience, leadership style, and proven ability to foster meaningful transformation. At the campus level, Sandra Gonzales was appointed as principal due to her nearly four decades of educational leadership and her capacity to rapidly stabilize a campus experiencing upheaval. Initially stepping in as a substitute principal at the superintendent's request, Sandra swiftly built rapport with families, staff, and district officials. Her prior role as Director of Advanced Academics and GT Services gave her a deep understanding of Batesville's unique needs, from addressing achievement gaps to securing grant funding for school improvement. Recognized for her data-driven interventions and skill in developing high-quality instructional practices, Sandra became the clear choice to lead the SAF and redesign initiatives, leveraging her commitment to academic excellence and social-emotional growth.

On the district side, Amy Graeber was selected after an extensive interview process involving the Superintendent, senior staff, and campus administrators. With significant leadership experience—from Chief Instructional Officer to Principal Supervisor—Amy possesses the strategic acumen to oversee comprehensive reforms and ensure that district-wide goals align with workforce relevance and community expectations. Her background in guiding CTE, CCMR, and MTSS initiatives, as well as her success in implementing grant-funded programs like SAF and HQIM, underscores her ability to integrate innovative practices into the broader educational framework. Moreover, her demonstrated success in using data-driven coaching and system-wide academic interventions assures the district that she can effectively collaborate with Sandra to implement and sustain the new school model.

Strategic Staffing and Instructional Strategies

Teacher Recruitment Plan

Batesville aims to attract high-quality educators by promoting its innovative Agro-Tech Academy, inclusive culture, and commitment to professional growth. Through targeted outreach at university job fairs, partnerships with Region 20, and online platforms, the school highlights the opportunity to engage in competency-based learning, AI-integration, and project-based methodologies. Once hired, teachers benefit from strong mentorship, including ongoing coaching and a supportive PLC structure, ensuring they quickly acclimate to Batesville's teaching community. Competitive incentives, coupled with a tight-knit rural environment and a focus on college and career readiness, further positions Batesville as a desirable location for passionate, forward-thinking educators.

High-Quality Teachers

Batesville enhances teacher quality within its P-20 framework by emphasizing high-fidelity implementation of High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS). Through targeted professional development sessions, educators learn methods aligned with both state standards and the district's innovative Agro-Tech focus. Regular classroom monitoring pinpoints coaching needs, enabling personalized support that fosters continuous improvement. This structured approach ensures teaching practices remain effective and responsive to each student's academic and career preparation needs.

Teacher Development Plan

- CEN Teach Where It Matters (Rural Teacher Development) Mentoring Course

Uvalde CISD Hiring Procedures

Professional Development Plan

- CEN Summer Rural Empowerment Conference
- SY25-26
- New Teacher Orientation

Master Schedule

Strategic Staffing and Instructional Strategies

New Teacher Orientation

Batesville's New Teacher Orientation spans several days, offering a comprehensive introduction to district protocols, classroom management, and instructional strategies. Attendees begin with a welcome session, icebreakers, and key information on the district's new teacher programming, followed by Mental Health First Aid training. Time is devoted to technology essentials (e.g., Classlink and work orders), mentor-led sessions for first-year teachers, and T-TESS training for all newcomers. Additional workshops focus on classroom setup, district procedures (payroll, benefits, and communications), and day-to-day tasks like lesson planning in Canvas or SeeSaw. Through these sessions, new hires gain the foundational knowledge, mentorship, and resources they need for a successful start in Batesville.

Instructional Job Descriptions

Campus Observation Tool:
- T-TESS Rubric
- Walk-Through Form

Data Tracking Tool

Strategic Staffing and Instructional Strategies

Teacher Capacity and HQIM Implementation	
Walkthrough Schedule	The campus walkthrough plan calls for the principal to conduct daily informal classroom observations, promoting a hands-on understanding of teacher-student interactions and fostering a culture of continuous improvement. Each week, these observations are formally documented to identify areas for growth and ensure the principal's direct involvement in enhancing teaching practices. Additionally, Region 20 will visit once a month for observations, and Collegiate Edu-Nation (CEN) will conduct two walkthroughs quarterly. CEN Walk Through Form UCISD Calibration/Fidelity Walkthrough Tool
Learning Walks	The campus will conduct 9-week learning walks, facilitated by both district and campus administrative teams. These walks are designed to foster the development of a problem of practice for instructional rounds, ensuring alignment between district and campus instructional strategies. CEN staff will actively participate in these walks. Additionally, the district admin, campus admin and teachers and additional staff plan to tour Lytle in Spring 2025 to view the implementation of Eureka and Carnegie, have a Q&A sessions with staff and leadership, and participate in rounds to help provide foundation for learning walks and instructional rounds to further enhance collaborative learning and alignment efforts within the P-20 Network.
Instructional Rounds	Batesville administrators plan to visit Alpha Brownsville in Brownsville Texas and a school in South Dakota that is implementing competency based standards instruction. The initiative will expand to internal rounds in Fall 2025, and external rounds will be requested for Spring 2026, allowing for a comprehensive approach to enhancing instructional practices across the district. Rounds Resources
Effective Schools Framework Progress Monitoring	Template for ESF progress monitoring that will be completed each 9 weeks with meetings with campus administration.

Strategic Staffing and Instructional Strategies

Building Teacher Capacity

Batesville will foster teacher capacity by offering a multi-tiered professional development plan tied to its Agritech Academy vision and the P20 model. First, ongoing training sessions in AI and Project-Based Learning (PBL) will be integrated into weekly PLC meetings, ensuring teachers learn how to incorporate interactive, career-focused projects and adaptive technologies into daily instruction. High-Quality Instructional Materials (HQIM) training will run concurrently, with district coaches and Region 20 specialists guiding lesson internalization and demonstrating best practices to keep content aligned with state standards. Teachers will also participate in peer-led workshops highlighting successful classroom strategies, receive in-class coaching through frequent walkthroughs, and utilize digital platforms (e.g., Eduphoria, Branching Minds) for real-time data and feedback. This layered approach enables educators to confidently adopt age-appropriate research tasks, AI tools, and PBL frameworks across all grade levels, ultimately creating a cohesive learning environment that prepares students for future academic and career success.

[Mentor Program](#)

[New Teacher Orientation](#)

[Effective Schools Framework Progress Monitoring Tool](#)

Data-Driven Instruction

Batesville Agritech Leadership Academy employs a comprehensive, data-driven approach to support student growth and align with the campus's P-20 vision. Leaders and teachers systematically analyze performance metrics—such as Star Renaissance scores, AI-generated insights, and formative assessments—through weekly and monthly PLCs, guided by district protocols and pacing calendars. During these sessions, staff use tools like Eduphoria, a digital Data Wall, and teacher-created data trackers to identify trends, address learning gaps, and celebrate individual growth. Students also maintain their own progress folders or digital portfolios, fostering self-awareness and ownership of learning. This collaborative process extends to Region 20's data dashboard and ongoing support from Collegiate Edu-Nation (CEN), which provides enrollment and status updates to ensure transparent progress monitoring. By integrating AI-enhanced modules, flexible scheduling, and targeted interventions, Batesville ensures every student's academic journey remains career-connected, reflective of individual needs, and continuously strengthened through real-time data insights.

Batesville/UCISD Data Report(s) Teacher Guide Sheet

Summer Learning Plan

Batesville Agritech Leadership Academy (BALA) hosts a two-week summer school program informed by End-of-Year (EOY) Star Renaissance data to identify students needing Tier 2 and Tier 3 support. During this program, all students are invited to participate in "master camps," themed weekly sessions emphasizing Project-Based Learning (PBL) and career exploration. BALA partners with ACE, which runs a concurrent five-week enrichment program offering tutoring and additional STEM or career-focused activities, creating a full-day experience integrated with the summer feeding program to support student well-being. Each thematic "master camp" highlights a different career pathway, aligning with the school's P20 model to cultivate college and career readiness skills while reinforcing academic foundations. Bilingual and Migrant support programs are

The district has embraced High Quality Instructional Materials (HQIM), specifically adopting Carnegie and Eureka (math), to enhance educational outcomes. These HQIM selections come with comprehensive supports and resources tailored for special education and emergent bilingual students, ensuring inclusive and effective learning experiences. Moving forward the district intends to adopt Bluebonnet for k-5 RLA and K-5 for math plus algebra 1 and Amplify RLA for 6-8 and Carnegie 6th accelerated and 7th accelerated in the 2025-2026 school year.

HQIM Assessment Resources

The campus will continue to strategically utilize High Quality Instructional Materials (25-26 most grade levels will transition from Eureka/Carnegie to Texas Bluebonnet materials as they become available). The district will utilize the HQIM aligned resources for leveraging formative assessment resources, enabling the collection of actionable formative data to inform instruction. These resources will be complemented by the Star Renaissance assessments at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) to provide a comprehensive view of student progress. This approach ensures targeted instruction that meets students' needs throughout the academic year, enhancing learning outcomes.

Alignment to High-Dosage Tutoring

Batesville Agritech Leadership Academy conducts data digs after each Star Renaissance assessment (BOY, MOY, EOY) to pinpoint individual learning categories and determine which students require targeted tutoring. Flexible tutoring groups are adjusted every three weeks based on progress monitoring, ensuring instruction aligns with students' evolving needs. By combining high-dosage tutoring from Progress Learning with insights from STAR Renaissance, LLI, TPRI, and benchmark reading materials—as well as upcoming resources like Eureka/Zearn, Carnegie/Mathia, and Amplify/Boost—the campus delivers precisely tailored interventions that address each student's unique learning gaps and optimize educational outcomes.

Model-Specific Instructional Practices	Training Plan & Schedule	Support Plans	How will this look in the classroom?
PK-5-experiential learning integrated into instruction6-8-blended learning model in place with HQIM and Progress Learning	Batesville integrates experiential learning into PK-5 instruction, while grades 6-8 follow a blended learning model using HQIM and Progress Learning for personalized, competency-based education.	Batesville integrates experiential learning into PK-5 instruction while implementing a blended learning model for grades 6-8, supported by HQIM and Progress Learning to enhance student engagement and mastery.	Batesville's PK-5 students engage in hands-on, project-based learning, while grades 6-8 follow a blended model with HQIM, Progress Learning, AI-enhanced instruction, and collaborative problem-solving.
RBIS Training	Batesville's RBIS training includes ongoing Region 20 and CEN support, with Math training in 2024 and RLA training in 2025. K–5 began with Amplify in January, 6–8 HQIM review is March 14, and K–5 RLA training for principals and ICs is March 24.	RBIS support includes AI-enhanced lessons, leadership feedback, and Region 20 coaching. Monthly walkthroughs focus on productive struggle, while ongoing PD and PLCs integrate RBIS with career-connected PBL. Administrators provide calibrated feedback to align with the Agritech Leadership Academy framework.	Teachers will integrate HQIM with CEN and Region 20 support, fostering productive struggle, student-led discourse, and hands-on learning. AI-infused lessons and competency-based strategies will enhance group projects, note-taking, and reflection, promoting self-directed learning for college and career readiness.
Special Populations Support	Each core RLA and Math teacher will receive training and access to HQIM resources in Eureka and Amplify, with Special Education support provided through an inclusion model assisted by instructional aides.	Batesville ensures inclusive support for special populations by integrating HQIM resources like Carnegie and Eureka Math, with plans to adopt Bluebonnet and Amplify RLA, providing tailored instructional strategies for special education and emergent bilingual students.	Data tracking and classroom walk throughs and observations
RBIS Aligned to P-20 Model CIF/WICOR	CEN will provide CIF lessons for PD in PLCs to support teachers beginning Fall of 2025	CEN walkthroughs using CIF/PBL focused tools	RBIS Aligned to P-20 Model
PBL/Experiential Learning	CEN will provide CIF lessons in PLCs starting Fall 2025. PBL training with CEN is set for March 2024, with additional 4H workshops in Summer 2025. Students will explore PBL in May 2024, integrating real-world scenarios and AI to align with Batesville's Agritech Leadership Academy.	Teachers engage in PBL workshops with 4H and CEN, collaborate in PLCs to refine projects, and integrate AI and career-connected themes. Campus leaders provide coaching, feedback, and model strategies, while online resources and peer observations support continuous improvement in experiential learning.	PBL and experiential learning immerse students in real-world projects, fostering collaboration, problem-solving, and critical thinking, while teachers guide goal-setting, project management, and reflection.
P-20 Model Student Journey	CEN P-20 Student Journey		

SECTION THREE:
POSITIVE SCHOOL CULTURE

- *3.1: Explicit school-wide behavioral expectations and culture routines*
- *3.2: Proactive and responsive student support services*
- *3.3: Involving families and community*

Guiding Questions

- Safe Environment with High Expectations:
  - How will the campus engage families (i.e., translation services, parent/student surveys, online communication structures)?
  - How will the campus mission, vision, and values be present in the daily life of the school?
  - How will the campus assess and measure progress on student and staff experiences?
- Student Support Services:
  - How will the campus proactively teach mental health and wellness skills to students?
  - How will the campus teachers and leaders identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs?
  - How will the district provide the campus with access to external student support services?

Guiding Questions

- Family and Community Involvement
  - How will the campus regularly engage with families about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success?
  - What communication strategies will be used to engage with families? How are these strategies integrated into teacher roles and responsibilities?
  - How will the district ensure that campus buildings are well maintained, safe, and conducive to learning?
  - What are the District policies and practices that promote positive school culture and how will campus practices align with those policies?

Positive School Culture

PBIS Plan

Batesville Agritech Leadership Academy uses a campus based PBIS (Positive Behavioral Interventions and Supports) system to include a discipline-focused RTI protocol. This PBIS framework focuses on positive reinforcement and building a values-based culture, supporting students in developing behaviors aligned with core values rather than relying on punitive measures. However, teachers do have guidance and support for appropriate punitive measures as needed depending on the severity of infractions.

Each day, the Morning Message reinforces the PBIS framework by sharing attributes from the "Profile of a UCISD Graduate," highlighting a specific attribute each month. This consistent reinforcement helps students internalize these ideals, encouraging them to embody qualities such as responsibility, respect, and safety. Additionally, the campus has created posters that display these graduate attributes, providing visual reminders throughout the school that serve to reinforce the positive values students are encouraged to uphold. This approach aims to build a positive, student-centered environment where students are guided toward self-reflection and personal growth. Additionally, the Leader in Me program will be incorporated into BALA's curriculum in the 25-26 school year.

Community/Stakeholder Communication Plan

Culture & Climate Surveys Timeline

25-26 School Calendar

Family Engagement Policy.

PBIS Systems
- PBIS Handbook

Positive School Culture

PBIS Framework

Batesville's PBIS framework fosters a positive school culture through the 4 B's: Be Respectful, Be Responsible, Be Safe, and Be Proud. Clear behavioral expectations are reinforced with incentives, mentoring, and intervention supports, tracked through Branching Minds for data-driven decision-making. Weekly PBIS meetings refine strategies to reduce referrals and boost student engagement, while ongoing staff training ensures effective classroom management. A mentorship program and Morning Message further promote leadership, accountability, and social-emotional learning, creating a supportive and empowering environment for students.

Expectations:

Students at Batesville Agritech Leadership Academy follow the 4 B's—Be Respectful, Be Responsible, Be Safe, and Be Proud—across all learning environments. They take ownership of their learning through active participation, collaboration, and perseverance.
Positive behavior is reinforced through PBIS incentives, mentorship, and SEL activities, while students track their progress with data folders, goal setting, and student-led conferences. These expectations foster a culture of accountability, leadership, and academic success.

Recognition and Reinforcement:

Batesville Agritech Leadership Academy reinforces positive student behavior through a structured PBIS framework that aligns with the 4 B's—Be Respectful, Be Responsible, Be Safe, and Be Proud. Students earn PBIS points and incentives for demonstrating these values, with rewards distributed through a tiered incentive system that includes privileges, recognition, and special events.
Mentorship programs, student shout-outs, awards, and celebrations highlight individual and group achievements. Monthly assemblies, student-led conferences, and goal-tracking systems encourage ongoing self-reflection and personal growth, reinforcing a culture of accountability, leadership, and academic success.

Positive School Culture

Family and Community Involvement

Batesville ALA actively engages families in their child's academic and career journey through individualized updates via Blackboard, Canvas, and SeeSaw, biannual in-person conferences, and workshops on college readiness, dual credit, and industry certifications. Families attend college and career fairs, receive CTE and PTECH program info, and join monthly meetings on career opportunities. Parents are also invited to student research presentations, fostering a collaborative culture that supports success.

School Safety

BALA upholds a comprehensive safety plan with monthly safety meetings guided by the district's Year-at-a-Glance (YAG) protocols. Staff and students receive ongoing response protocol training, reinforced through enrichment rotations with counselor support. The campus partners with SlideSoft for safety walks and Behavior Threat Assessments, reviewed in monthly meetings to evaluate student needs. BALA collaborates with law enforcement agencies to strengthen security efforts.

Recent safety audits by ESC 4 and SlideSoft informed a community committee that develops strategies to enhance campus security. Safety is a standing item on Faculty Meeting agendas, ensuring discussions on scenarios, exit routes, and best practices. A Centegix grant provides staff with location-based emergency badges, supports vestibule redesigns, and upgrades the intercom system. Monthly maintenance meetings address work orders to keep the campus safe.

Culture and Climate Survey Plans

CEN conducts annual surveys and data analysis to assess P-20 Model implementation, identifying successes and areas for improvement to support district progress.

Positive School Culture

Batesville Agritech Leadership Academy (BALA) cultivates a positive school culture centered on student growth, accountability, and leadership development. Through a combination of Positive Behavioral Interventions and Supports (PBIS), mentorship programs, and social-emotional learning (SEL), the campus ensures that students thrive academically, socially, and emotionally. The foundation of this culture is built on the **4 B's—Be Respectful, Be Responsible, Be Safe, and Be Proud—**which establish clear expectations for behavior in all areas of the school. These values are embedded into daily routines and reinforced through structured incentives, student recognition, and proactive interventions.

The PBIS framework provides a structured approach to behavior management that prioritizes positive reinforcement over punitive measures. Students receive incentives and recognition for demonstrating positive behaviors, while mentoring programs pair older students with younger peers to build relationships, foster leadership, and create a supportive, student-led culture. Behavior tracking through Branching Minds allows teachers and administrators to monitor student progress, identify areas for additional support, and intervene effectively when needed. Weekly PBIS team meetings ensure that behavioral trends are analyzed and addressed in real time, contributing to a consistent and data-driven approach to student support.

To strengthen the social-emotional well-being of students, Batesville integrates SEL lessons into the daily routine. Beginning in the 2025–2026 school year, the campus will adopt the Leader in Me framework to further enhance student leadership, personal responsibility, and character development. Grounded in Stephen Covey's 7 Habits of Highly Effective People, Leader in Me provides a structured approach for teaching students to take initiative, set goals, and reflect on their personal growth. The Morning Message will continue to connect the 4 B's with both Leader in Me habits and the Portrait of a Graduate attributes, reinforcing the importance of responsibility, perseverance, and leadership.

Teachers will integrate SEL strategies into classroom instruction, equipping students with tools to build self-awareness, develop healthy relationships, and manage emotions effectively. The addition of Leader in Me will strengthen the school's holistic approach to student development by aligning leadership principles with daily routines and long-term goals.

Teachers receive ongoing PBIS training during staff meetings and professional development sessions to ensure a consistent approach to classroom management, behavior reinforcement, and student engagement. The school also prioritizes family and community involvement, hosting monthly meetings, student showcases, and career-focused events to strengthen the connection between school, home, and the broader community.

Batesville's commitment to a nurturing and inclusive school culture ensures that students feel safe, valued, and empowered to take ownership of their learning. Through positive reinforcement, mentorship, SEL integration, and family engagement, BALA creates an environment where students develop the skills, character, and confidence needed to succeed in school and beyond.

Actions	Team(s) Responsible	Frequency	Narrative Explanation
Family Communication	Leadership Team & Teachers	Daily	The district has implemented Blackboard as a comprehensive platform for all parent information and two-way communication. Through Blackboard, teachers, administrators, and other district staff can share updates and community information via email, text, phone calls, and social media. Additionally, teachers choose to use SeeSaw and Canvas to communicate directly with parents.
Family Engagement (Diversity)	All Staff	Dailiy	Batesville Agritech Leadership Academy (BALA) is committed to fostering strong, inclusive family engagement by honoring the diverse backgrounds and experiences of its community. The campus hosts monthly family meetings, bilingual events, and student showcases to ensure all families feel welcomed, informed, and empowered to support their child's educational journey. Communication tools like Blackboard, Seesaw, and Canvas are used in both English and Spanish to provide accessible, real-time updates on student progress and school initiatives. Additionally, BALA partners with ACE and Get Fit to provide culturally responsive workshops, college and career readiness resources, and wellness events tailored to meet the needs of all families. This approach ensures that every family—regardless of language or background—has a voice in their child's learning and a clear path to partnership with the school.
Campus Safety Program	All Staff	Daily	Batesville Agritech Leadership Academy (BALA) engages proactively with its campus safety program through a comprehensive, community-centered approach. Monthly safety meetings with Central Office leadership ensure alignment with the district's Year-at-a-Glance safety protocols, while staff and students receive ongoing training on standard response procedures. The campus integrates safety awareness into enrichment rotations and morning messages, reinforcing preparedness and positive behavior expectations. BALA also partners with law enforcement agencies—including local police, sheriffs, and state troopers—for visibility, drills, and collaborative safety planning. Tools like SlideSoft are used for behavior threat assessments and safety walks, and the Centegix badge system enhances emergency communication. By combining structured training, responsive technology, and community partnerships, BALA maintains a secure, supportive learning environment for all students and staff.
PBIS	Committee comprised of teachers and campus leaders	Weekly	Batesville Agritech Leadership Academy's classroom management aligns with the P20 framework, emphasizing student-centered growth, self-reflection, and proactive support through the PBIS system and "4 Bs" values: Be Respectful, Be Responsible, Be Safe, and Be Proud. Daily morning messages reinforce these values and the "Portrait of a Graduate" ideals, setting a positive tone school-wide. Additionally, Capturing Kids' Hearts and the "Mindful Mornings" routines encourage students to self-reflect, manage emotions, and practice calming techniques, supported by Calming Corner Kits in each classroom. This holistic approach prioritizes both behavioral guidance and emotional well-being. This program aims to align with the existing district discipline structure based on Texas School Procedures and a multi-tiered system of supports.
Classroom Management	Teachers & Campus Leadership	Daily	Batesville Agritech Leadership Academy implements a PBIS system with a discipline-focused RTI protocol, promoting positive reinforcement and core values over punitive measures. The Morning Message reinforces these values by highlighting monthly attributes from the "Profile of a UCID Graduate," and posters around campus serve as visual reminders. This approach fosters a positive, student-centered environment, encouraging self-reflection and personal growth.
Mission and Vision on Campus	Campus Staff & Leadership	Daily	The Core Values, mission and vision statements, and board goals are displayed in all classrooms and hallways and are included in all staff communications and agendas. Each quarter, the campus assesses the climate and culture among staff, students, and parents through a brief 10-question survey to gather meaningful feedback. This feedback is then reviewed and discussed by the leadership team in their meetings. The PBIS team meets weekly and is responsible for overseeing and nurturing the campus climate and culture.

Culture on Campus	Campus Leadership Team	Daily	Our campus is raising expectations for students and staff, fostering a culture of excellence. A new data room will highlight our focus on goal-setting and data tracking, while continuing the use of data binders, a proven tool over the past three years. The *Brilliant Bobcat Initiative* emphasizes mastery of high expectations and celebrates excellence, empowering students to take ownership of their growth. This cultural shift is being embedded during the planning year, with further activities introduced in 2024-2025 to reinforce these priorities. Campus culture is enriched through full implementation of the PBIS program. We are also exploring an AVID program, starting in 6th grade, pending grant funding. Each morning begins with the *Morning Message*, where the principal or staff connects the PBIS Core Values—Be Respectful, Be Responsible, Be Safe, Be Proud— to the *Portrait of a Graduate*, setting a positive tone and reinforcing values. *Mindful Mornings* incorporate *Branching Minds*, encouraging students to engage in calming exercises that support their well-being and growth. Together, these efforts create a nurturing environment that supports holistic student success.
Focus on College	Campus Leadership Team and Counselor	Daily	Activities currently in place or expanding in the future: • College Tee-Shirt Day every Wednesday • Teacher College • The Counselor works with local colleges and universities for visits, presentations, fairs (8th graders) • College visits annually (8th graders) after visiting the high school • College and Career Fair during Red Ribbon Week and Texas Public School Week • The Counselor collects college swag for displays, etc • College banners, infographics, and pennants are posted in highly trafficked areas
Focus on Career	Campus leadership team, teachers, Counselor	6-Week Activity	Currently, students participate in a variety of career exploration activities. Younger grades take field trips to local institutions like the fire department, police department, hospital, newspaper, and courthouse to learn about different professions. Through *The Mentor Project*, 7th graders visit professionals such as doctors and lawyers each quarter for mentoring opportunities. Starting in spring 2025, Batesville students will engage in 6-week career projects led by Batesville Bobcat staff. Younger students will explore careers related to their curriculum, while junior high students will focus on fields aligned with the planned P-TECH programs in high school. Additional activities include: • Career T-Shirt Day • Edu-Connect Events • Batesville Homegrown Heroes
Surveys to Students	CEN/Distric	annually	CEN Data Collection Timeline
Surveys to Staff	CEN/District	annually	CEN Data Collection Timeline
Partnership Engagement	All staff	Daily	At Batesville Agritech Leadership Academy (BALA), partnership engagement is rooted in building strong, sustainable relationships with local businesses, higher education institutions, and community organizations to enrich student learning and expand career-connected opportunities. The campus prioritizes regular communication and collaboration with partners such as the Texas A&M AgriLife Extension and 4H, who support project-based learning aligned with agri-tech career pathways. Engagement efforts include hosting college and career fairs, inviting guest speakers, and offering real-world learning experiences like internships, mentorships, and site visits. BALA also works closely with ACE, Get Fit, and other organizations to provide wraparound services for both students and families. To deepen these partnerships, BALA leadership conducts quarterly check-ins with stakeholders, shares student outcomes and program impact, and invites partners to participate in exhibitions of student learning, reinforcing a shared commitment to student success and community advancement.

Student Support Services

Batesville Agritech Leadership Academy is committed to nurturing student leadership and resilience as part of its BALA initiative. To achieve this, the school offers a tiered mental health and wellness program centered on SEL instruction, targeted supports, and opportunities for students to develop essential life skills that foster both personal growth and community engagement.

At the foundational (Tier 1) level, the school counselor provides a thematic SEL curriculum during weekly lessons, introducing strategies for emotional regulation, communication, and problem-solving. These lessons align with the academy's leadership focus by encouraging students to take ownership of their well-being, develop self-advocacy skills, and model positive behaviors for peers. Classroom teachers reinforce these concepts through morning messages, the Character Trait of the Month, and integration with the "Core Values"—Be Respectful, Be Responsible, Be Safe, and Be Proud and reinforce the Portrait of a Graduate's qualities.

For students requiring more specialized support (Tiers 2 and 3), Batesville Agritech Leadership Academy uses Branching Minds to document concerns and coordinate interventions, including referrals to external agencies when necessary. This comprehensive approach—supported by partnerships with organizations like Communities in Schools and Safe and Supportive School Specialists—ensures that each student has access to a broad range of services. Through these layers of support, all students learn critical skills in resilience, collaboration, and leadership, laying the groundwork for their future success both within and beyond the academy.

External Student Supports

External support services available to Batesville Agritech Leadership Academy (BALA) students include referrals to organizations like Communities in Schools and Safe and Supportive School Specialists, which offer counseling, mentoring, and additional resources beyond the school's Tier 1 interventions. When more intensive help is needed, the campus follows a tiered matrix system to guide referrals for mental health and counseling services, ensuring that every student can access specialized support tailored to their individual circumstances. This approach complements BALA's in-school offerings by providing a broader network of assistance, helping meet students' social, emotional, and behavioral needs holistically.

SECTION FOUR: HIGH QUALITY INSTRUCTIONAL MATERIALS AND ASSESSMENTS

- *4.1: Daily use of high-quality instructional materials*

Guiding Questions

- What high-quality instructional materials (HQIM) will be used? How were these materials chosen? How do they align with the school model? How do campus and district leaders know the materials are high-quality?
- How will campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences?
- How will the materials meet the needs of students with disabilities, English learners, and other student groups with diverse needs?
- What assessments will be used? How will they be used to inform instruction?
- How will high-dosage tutoring be incorporated to ensure students are able to access grade-level content?

High-Quality Instructional Materials and Assessments

High-Quality Instructional Materials

Batesville Agritech Leadership Academy (BALA) is committed to providing students with rigorous, research-based instruction through the strategic implementation of High-Quality Instructional Materials (HQIM). The school has already adopted Eureka and Carnegie for math instruction, ensuring that students engage with structured, standards-aligned content that promotes conceptual understanding and problem-solving. Teachers utilize Eduphoria and Branching Minds to track student progress and inform instructional adjustments, ensuring that HQIM is effectively implemented to meet individual student needs.

Currently, HQIM integration is supported through targeted professional development and instructional coaching. Teachers receive ongoing training from Region 20 and Collegiate Edu-Nation (CEN), focusing on Research-Based Instructional Strategies (RBIS) to enhance HQIM implementation. PLCs provide a collaborative space for teachers to internalize HQIM lessons, analyze student data, and refine instructional practices based on student needs. Math RBIS training took place in Spring-Summer 2024, and RLA RBIS training is scheduled for Spring-Summer 2025. In early 2025, K–5 teachers began working with Amplify materials to familiarize themselves with HQIM for RLA, with 6–8th grade teachers set to review HQIM resources on March 14th.

Looking ahead, Batesville plans to expand HQIM adoption to further enhance instruction across all subjects. In the 2025–2026 school year, the district will implement Bluebonnet for K–5 RLA, Amplify for 6–8 RLA, and additional Carnegie math resources for accelerated pathways in grades 6–8. This transition will be supported by a structured rollout plan, training sessions, and instructional coaching to ensure successful integration.

BALA's HQIM vision aligns with its broader commitment to innovative, career-connected learning. The integration of competency-based instruction, AI-driven adaptive learning, and project-based applications ensures that students engage deeply with content, develop critical thinking skills, and apply knowledge to real-world scenarios. Through ongoing professional development, structured implementation plans, and robust instructional support, Batesville is positioned to leverage HQIM to drive student success and future-readiness.

High-Quality Instructional Materials Monitoring & Support Plan

To monitor and refine instruction, administrators participate in PLCs and conduct informal walkthroughs, as well as Region 20 observations and Collegiate Edu-Nation (CEN) campus visits, offering structured feedback on HQIM implementation. Formative and summative assessments integrated within the HQIM—combined with local data tools—inform teachers' decisions about reteaching, intervention, and high-dosage tutoring. These supports help students access grade-level content and progress toward competency-based goals. Looking ahead, Batesville will adopt Amplify for RLA in 2025–2026, providing a similar internalization framework, with teachers previewing materials in February 2025 and beginning formal training in May 2025. Moving forward the district intends to adopt Bluebonnet for k-5 RLA and K-5 for math plus algebra 1 and Amplify RLA for 6-8 and Carnegie 6th accelerated and 7th accelerated in the 2025-2026 school year.

HQIM Internalization Process

Batesville Agritech Leadership Academy's HQIM internalization process begins with teachers following the district's protocol, guided by the Academic Behavior Coordinator in a dedicated 2.5-hour PLC block each week. During these sessions, educators annotate Math HQIM lessons from Carnegie (grades 6–8) and Eureka (grades K–5) rather than writing formal lesson plans, allowing them to incorporate culturally relevant examples, scaffolds, and differentiation strategies that meet the diverse needs of students with disabilities, English learners, and other student groups. The district's P-20 network webinars and Region 20 support strengthen this process by facilitating cross-campus collaboration, ensuring teachers adapt rigorous content to students' real-world experiences.

High-Quality Instructional Materials

Research-Based Instructional Plan (RBIS)

P-20 Model Elements RBIS Crosswalk

RBIS Training Plan

Training Plan & Schedule:
Batesville Agritech Leadership Academy's RBIS training plan involves a structured, ongoing collaboration with Region 20 and CEN, providing professional development, classroom coaching, and data-driven practice sessions to ensure consistent, high-quality instruction across all classrooms.

Admin and teachers trained in Math RBIS in Spring of 2024 and continued into the summer of 2024 by Region 20

RLA RBIS training planned for Spring of 2025 and into the summer of 2025 with CEN
January teachers were introduced to RBIS through Amplify k-5 materials, then on March 14th 6th-8th grade teachers will look at HQIM materials

K-5 RLA principal and IC training on March 24th with Region 20

Support Plans:
RBIS will be supported through flexible, AI-enhanced lessons and ongoing feedback from campus leadership, CEN, and Region 20, ensuring consistent, high-quality instruction within the competency-based framework.
- **RBIS-Aligned Walkthroughs:** Monthly campus and Region 20 coaching cycles include classroom visits focused on productive struggle, student discourse, and AI-enhanced strategies.
- **Ongoing Professional Development:** Staff attend regular training sessions on blended learning, competency-based instruction, and refined RBIS techniques, tying each strategy to specific student engagement metrics.
- **Collaborative PLCs:** Weekly teacher PLCs use data analysis and shared planning time to integrate RBIS with the Moonshot model's emphasis on career-connected, project-based learning.
- **Calibration & Feedback:** Administrators conduct walkthrough calibration at least once a month, offering structured feedback tied to RBIS fidelity, student progress, and alignment with the Agritech Leadership Academy framework.

In the Classroom:
In the classroom, teachers will fully integrate HQIM with support from CEN and Region 20 guidance, ensuring daily opportunities for productive struggle, student-led discourse, and hands-on activities. By weaving in AI-infused lessons and competency-based strategies, students will engage in group projects, focused note-taking, and reflection activities that deepen conceptual understanding. This consistent, rigorous approach promotes self-directed learning, preparing students for college, careers, and beyond.

Data PLC Processes

Moving forward, the PLC model may shift depending upon the school calendar that is adopted by the board, as well as meeting the needs of teachers for HQIM lesson internalization and our rural agritech initiative.

Daily conference period that is 45 minutes to take care of teacher business. And weekly mega PLC blocked time weekly for 2.5hrs and are able to sit with the Instructional Coach for support on lesson internalization and modeling opportunities. Will explore opportunities to expand teacher prep time for moonshot specific training (competency based learning, AI, PBL) based on master schedule and school calendar.

UCISD PLC Hub

Campus Goals & Data Tracker

Batesville Agritech Leadership Academy's campus goals center on improving academic outcomes through data-driven instruction, personalized learning, and career-connected experiences. Key goals include increasing student mastery using HQIM and RBIS, improving fluency through regular assessments, integrating workforce-aligned competencies via AI and project-based learning, and fostering student ownership through data tracking tools like journals and digital portfolios. Weekly PLCs and leadership data reviews ensure continuous instructional improvement and alignment with the P-20 model.
Batesville Agritech Leadership Academy Data Wall in PLC Room
UCISD IAP Tool 24-25
Math Internalization Protocol K-5 & Math internalization Protocol 6-8
Strong Foundations HQIM Implementation Schedule
Data Discussion
Batesville Digital Data Wall
Batesville/UCISD Data Report(s) Teacher Guide Sheet
Data Report Guide for Teachers

CEN Data Tracker Enrollment

Collegiate Edu-Nation is set to enhance Uvalde CISD's data-driven approach by providing dashboards that incorporate STAAR, Star Renaissance, CCMR, and culture data, accessible to the superintendent and project manager for detailed analysis. This initiative will enable a focused identification of trends, strengths, and areas needing improvement, supported by technical assistance. Additionally, the CEN Data Tracker Enrollment will offer insights into demographics and enrollment patterns, while regular status updates will keep all stakeholders informed about the progress toward achieving campus goals.

Campus Leader Data Tracking & Monitoring Process

At Batesville Agritech Leadership Academy, campus instructional leaders follow a data-driven approach that aligns with the Batesville Agritech Leadership Academy vision of personalized, career-connected learning. Using tools such as Eduphoria and adaptive learning platforms, leaders systematically review disaggregated data, including AI-generated insights and formative assessments, to monitor student progress. These reviews examine grade-level performance, subgroups, and mastery indicators, pinpointing trends and root causes of learning gaps. The findings are shared during regular leadership debriefs and PLC meetings, where teachers receive evidence-based feedback that fosters immediate instructional refinements—ranging from targeted re-teaching to restructured project-based learning activities.

Teachers collaborate weekly and monthly in PLCs to examine metrics such as competency mastery rates, improvements in fluency, and timely resolution of misconceptions. They use flexible scheduling to provide individualized interventions and enhance real-world application of skills. By establishing measurable goals tied to both academic and workforce-ready competencies, Batesville Agritech Leadership Academy ensures continuous monitoring and support of every student's progress. This structured, data-driven process helps integrate advanced technology tools (AI, VR) and real-world problem-solving experiences, all while maintaining a clear focus on student growth and success.

District leadership has established a PLC protocol that focuses on predetermined matters, usually pertaining to HQIM.
Batesville Agritech Leadership Academy Data Wall in PLC Room
UCISD IAP Tool 24-25
Math Internalization Protocol K-5 & Math internalization Protocol 6-8
Strong Foundations HQIM Implementation Schedule
Data Discussion
Batesville Digital Data Wall
Batesville/UCISD Data Report(s) Teacher Guide Sheet
Data Report Guide for Teachers

SECTION 5:
P-20 DESIGN

Guiding Questions

- How will the district ensure the campus is implementing the P-20 Model Elements with integrity?
- What is the planned implementation of model elements over a two-year period?
- What are the P-TECH plans and how will the P-20 inputs support the intended outcomes?

P-20 Design

P-20 Model Elements

Uvalde CISD is engaging in a district redesign process focusing on aligned instruction to achieve significantly increased post-secondary outcomes for all students. The P-20 Student Journey is attached to visually demonstrate the implementation timeline of the P-20 elements:

- Apprenticeships/Internships
- Common Instructional Framework
- Culture of innovation and change
- Pathways in Technology Early College High School (P-TECH)
- Harvard Instructional Rounds
- Mentoring (peer, adult)
- Early childhood experiential learning
- Problem-based learning
- STEM Strategies
- Student research (age-appropriate)

P-20 Model Elements Implementation

Batesville Agritech Leadership Academy is integrating the P-20 model through hands-on, career-connected learning across all grade levels. Students in grades 1–8 complete research-based projects in science and social studies, with GT students participating in online projects through Canvas. By June 2027, a partnership with Texas A&M AgriLife and 4-H will guide all K–8 students in career-focused, age-appropriate research projects—such as 5th graders exploring moon phases alongside space science careers.

The school hosts career fairs during Red Ribbon Week and Texas Public School Week, supported by ACE and Get Fit through monthly workshops, VR career experiences, and family engagement. Grades 6–8 receive counselor-led sessions on college and career options. Moving forward, PBLs will focus on agro-tech careers, supported by Region 20 and ongoing RBIS and HQIM training, aligning instruction with real-world opportunities and the P-20 vision.

P-20 Student Journey

P-TECH Application/Designation

P-20 Partnership Playbook

Uvalde CISD CTE Website

P-TECH Recruiting and Marketing Plans

Batesville Agritech Leadership Academy aims to attract students from neighboring districts, homeschools, and private schools by highlighting its cutting-edge Rural Innovation P-20 Leadership Academy, designed to prepare learners for future-ready careers. Through competency-based blended learning and the integration of AI, VR, and other advanced technologies, students engage in hands-on, career-connected experiences that build leadership, critical thinking, and problem-solving skills. The school's commitment to flexible scheduling, personalized learning plans, and access to real-world industry partnerships ensures that each student's academic journey is both rigorous and relevant.

To spread the word, Batesville Agritech Leadership Academy will organize open houses, community events, and targeted outreach campaigns, showcasing success stories from current programs and emphasizing opportunities for internships, mentorships, and innovative STEM-based agriculture tracks. Families will receive clear information about enrollment procedures, and wraparound supports, making the transition from neighboring districts, homeschools, or private schools straightforward. By blending a culture of innovation, personalized instruction, and strong industry connections, Batesville Agri-tech Leadership Academy stands out as a premier choice for families seeking a transformative educational experience.

Examples of Outreach/Recruitment Events:

Community Showcase Events: Host open houses or "Innovation Nights" where families can explore hands-on demonstrations of AI, VR, and STEM-based projects, meet faculty, and discover personalized learning pathways.

Industry-Partnered Workshops: Collaborate with local businesses and agricultural organizations for career workshops or mini-internship fairs, giving prospective families a real glimpse into the Academy's career-connected approach.

Virtual Information Sessions: Offer live online Q&A sessions, virtual classroom tours, and student panels for families who can't attend in-person, ensuring wide accessibility and engagement.

Student Ambassadors Program: Empower current students to share their experiences at local community events, online forums, and feeder schools, fostering peer-to-peer recruitment and authentic storytelling.

Social Media & Local Media Campaigns: Leverage social platforms, local radio, and newspapers to highlight success stories, scholarship opportunities, and the Academy's innovative curriculum, reaching families across the region.

To ensure a smooth registration experience, Batesville Agritech Leadership Academy will offer both online and in-person registration, with support available for families facing language barriers or requiring assistance with specialized forms. The district will advertise registration via its website, social media, local newspapers, and family messaging systems, ensuring broad outreach. Information will also be shared with neighboring communities to attract potential students. Through these comprehensive efforts, Batesville Agritech Leadership Academy aims to create an inclusive, welcoming enrollment process that supports families and enhances student engagement.

SECTION 6: GOVERNANCE

Guiding Questions

- How will the district ensure the campus is rigorously planned and will result in an A/B campus within two years of implementation?
- What is the process by which campus leaders review, provide feedback, and approve the proposed school plan?
- How will the district Board be engaged throughout the planning activities? How will the district Board be engaged during the implementation phase?
- How will the district monitor implementation of the campus model (ie, through ESF Diagnostics, school quality reviews, etc)?

Governance

Governance Policies and Procedures

The Batesville Agritech Leadership Academy Board of Trustees, having completed Texas Strategic Leadership (TSL) training, is committed to prioritizing student outcomes and long-term success over adult comfort. This dedication is reflected in their governance practices, which emphasize regular updates on the implementation of the P-20 model and tracking progress on student achievement aligned with district priorities. With continued support from CEN trainers, the board maintains a focused approach to decision-making, ensuring that all actions are strategically aligned to enhance educational outcomes and support the vision of college and career readiness for all Batesville students.

P-20 District Policies & Procedures

School Re-design Timeline
- Approval Process
- Design Plan

School Performance Agreement

CEN MOU

TSL Board Training

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Student Enrollment Pattern

Batesville Agritech Leadership Academy is the only public school in Batesville and serves PreK-8th grade students who then transition into Uvalde High School. Students who have special needs or are enrolled in Life Skills or self contained classes transfer to Dalton Elementary School.

Transfer Policy

Batesville Agritech Leadership Academy follows **Board Policy FDA** for student transfers, ensuring a transparent and equitable process. The policy allows for the acceptance of students from **neighboring districts** and the enrollment of **children of district employees**, provided there is available capacity. All transfer requests must go thorough a preliminary approval process and ultimately be approved by the **Superintendent of Schools** to ensure alignment with district enrollment goals and resources.

To maintain **healthy and stable enrollment**, the district continuously monitors student numbers and adjusts as needed to accommodate changes. The campus remains committed to providing a supportive and inclusive learning environment for all transfer students while balancing capacity and resource availability.

ADDTIONAL ARTIFACTS

School Action Redesign
Planning Documents

UVALDE CISD AND BATESVILLE AGRITECH LEADERSHIP ACADEMY
SCHOOL PERFORMANCE AGREEMENT

Uvalde CISD has engaged in the P-20 Rural Design Planning Process during the SY24-25 and *Sandra Gonzales*, principal of Batesville School, along with the other district and campus leaders in Uvalde CISD, have developed a two-year implementation plan to create an educational setting where all students are prepared and have access to college degrees and career preparation opportunities as part of the Collegiate Edu-Nation P-20 Rural Education Model.

Recognizing the unique circumstances of Uvalde CISD and the districts ongoing legal and policy obligations, the following provisions shall guide the implementation of this performance agreement:

1. **Shared Governance Structure**: The campus principals shall work in partnership with district leadership to ensure that all key decisions, including those regarding budget allocations, instructional programming, and personnel selection, align with district policies, legal mandates, and the goals of the campus redesign plan.

2. **Approval Processes**: All significant changes or innovations proposed by the campus principal, including educational programming adjustments and resource management decisions, shall require a prior review and approval by the designated district oversight committee or administrator.

3. **Regular Oversight Meetings:** To ensure accountability and transparency, the campus principals shall participate in monthly oversight meetings with district representatives to review progress, address challenges, and align campus initiatives with district expectations.

4. **Policy Compliance:** The campus principal is responsible for adhering to Uvalde CISD's established policies, with any deviations or exceptions requiring explicit approval from the district's legal or administrative team. The section related to policy differences shall remain under review and updated in accordance with district guidelines.

5. **District Supported Resources:** The district shall provide additional support to the campus, including but not limited to technical assistance, professional development, and access to data systems, to facilitate the principal's leadership within the framework of this agreement.

By incorporating these provisions, the agreement ensures that district level oversight is maintained without undermining the principal's leadership role, balancing autonomy with necessary accountability.

The campus principal, as the academic leader of the campus, will be responsible for:

PROGRAMMING & SUPPORTS

Uvalde CISD principals are held accountable for overseeing the programs and support needed to ensure the success of all student populations, as described below.

A. Educational Programming

Which includes:

- Professional development and instructional support for school staff and administration

- Implementation of the TEKS core curriculum
- Identification and use of high-quality instructional materials and research-based instructional strategies
- Age-appropriate college, career, and research-based instructional opportunities
- Implementation of the formative assessment processes and data tracking
- Summer and extended-day programming designed to achieve grade-level academic success
- School schedule that ensures planning, teaching, and re-teaching opportunities for all teachers
- Instructional support for providing services to ELL and Special Education students, consistent with applicable laws and regulations
- Program development and implementation support to ensure the success of all student groups
- New teacher mentoring

B. Resource Management

As the campus leader, the principal is responsible for budget management in order to access and provide the needed materials and supports to ensure classrooms are using high-quality instructional materials and supplied with needed resources

C. Network Support & CEN Structure

As the leader of a CEN P-20 School, the campus principal should participate regularly in the leadership development support from CEN. Additionally, the campus principal should be free to request and access support from CEN, Network Districts, and other technical assistance providers as needed.

ACCOUNTABILITY

Uvalde CISD principals are held accountable for improving student performance, and for other indicators of progress and school management as described below.

A. Meeting Student Achievement Goals

Within the expectations of the TEA's School Action, the campus should perform at an A or B level as defined in the Texas State Accountability System within 2 years of launching the redesign plan. Additionally, CEN P-20 Campuses and Districts are encouraged to achieve the following outcomes based on the timeline indicated:

Primary Performance Goal: Improve long-term post-secondary outcomes for students					
	Annual Targets				
Performance Measures	**Y1**	**Y2**	**Y3**	**Y4**	**Y5 and beyond**
Standardized Assessments					
% of students in grades 1-12 earning RIT score at/above growth in reading	70%	75%	80%	85%	90%
% of students in grades 1-12 earning RIT score at/above growth in math	70%	75%	80%	85%	90%
State district report A-F rating			B	A	A
Postsecondary Outcomes					
% of students in grade 12 graduating with an AS/AA/AAS degree				80%	90%
% of students pursuing bachelor's degree					80%
% of students earning a high wage, high demand industry certification				70%	80%
Additional CEN Benchmarks					
% of grade 10-12 students with workforce experience			80%	85%	90%
% of students in grades 3-12 planning and conducting an approved PBL research project		75%	75%	80%	90%
% of students in grades 3-12 students communicating results through posters, presentations, and manuscripts		75%	75%	80%	90%
Annual district diagnostic assessment/FIT	Continuous growth across indicators; specific goals set by CEN and district				

Campus Implementation Goals:

	SMART Goal (include baseline data from 2024-will adjust to 2025 for the SY25-26)	Tracking	Q1	Q2	Q3	Q4
HQIM Implementation Goal **ESF Lever 4**	By the end of the 2026-2027 academic year, Batesville School will fully implement High-Quality Instructional Materials (HQIM) for Reading and Math in grades K–8, with 100% of teachers trained and using HQIM in their classrooms, as verified through the district observation tool. As the state approves HQIM in Open Educational Resources (OER), the school will expand its adoption to include Science and Social Studies, ensuring HQIM is used across all core subjects. This goal aligns with the school's commitment to instructional excellence and student success.	Data Tracker PLC Agendas & Professional Development Training Sign-In Walk-Through Data	2 aligned PD 70% HQIM Implementation	2 additional aligned PD 80% HQIM Implementation	2 additional aligned PD 90% HQIM Implementation	2 additional aligned PD 100% HQIM Implementation
Staff Capacity Building Goal **ESF Lever 2**	By the end of the 2026–27 school year, Batesville Agritech Leadership Academy will ensure that 100% of its teaching staff are trained and proficient in implementing Project-Based Learning (PBL) aligned to the P-20 model. Success will be measured by completion of PBL training sessions (through CEN and 4H), classroom observation checklists showing evidence of PBL integration, and teacher self-assessments reflecting increased confidence in designing and facilitating PBL units. Progress will be monitored each semester through PLC reflections and administrative walkthroughs to provide timely support and ensure full implementation.	Professional Development Sessions PLC reflections Walk-Through Data	2 aligned PD 50% PBL Implementation	2 additional aligned PD 60% PBL Implementation	2 additional aligned PD 80% PBL Implementation	2 additional aligned PD 100% PBL Implementation

Leadership/Coaching Capacity Building Goal ESF Levers 1/5	By the end of the 2026-2027 academic year, all campus administrators will complete the "Get Better Faster" book study through Region 20, as evidenced by documented participation, to standardize walkthroughs, establish structured feedback, and align teacher action plans with performance goals.	Coaching Tracking Tool	Identify teachers on Tier 2 and 3 coaching list	5% reduction in Tier 2 and 3 baseline data	10% reduction in Tier 2 and 3 baseline data	20% reduction in Tier 2 and 3 baseline data
Campus/LEA Selected Model Specific goal	By May 2027, all RLA and Math teachers will implement RBIS (Research-Based Instructional Strategies), verified through lesson plans, walkthroughs, and PLC discussions. Ongoing training and support will be provided by campus leaders and Region 20, with fidelity monitored using a standardized observation tool and actionable feedback to enhance student engagement and learning outcomes.	Lesson plans walkthroughs PLC discussions Professional Development sessions	1 aligned PD 50% RBIS Implementation	1 additional aligned PD 60% RBIS Implementation	1 additional aligned PD 80% RBIS Implementation	1 additional aligned PD 100% RBIS Implementation
Math Student Outcomes	The Math student outcome goal for 2027 is to increase student performance on STAAR as follows: Approaches from 48% (2024) to 80%, Meets from 21% (2024) to 50%, and Masters from 3% (2024) to 20%.	STAAR	40% Approach; 25% Meet; 5% Masters	55% Approach; 35% Meet; 10% Masters	70% Approach; 45% Meet; 15% Masters	80% Approach; 50% Meet; 20% Masters
ELAR Student Outcomes	The ELAR student outcome goal for 2027 is to increase student performance on STAAR as follows: Approaches from 70% (2024) to 80%, Meets from 43% (2024) to 50%, and Masters from 16% (2024) to 20%.	STAAR	40% Approach; 25% Meet; 5% Masters	55% Approach; 35% Meet; 10% Masters	70% Approach; 45% Meet; 15% Masters	80% Approach; 50% Meet; 20% Masters
Sub-Populations Student Outcomes	The percentage of Economically Disadvantaged students achieving Meets Grade Level or above on STAAR in Math will increase from 22% (2024) to 50% and ELAR will increase from 39% (2024) to 50% by June 2027.	STAAR	Math: 27% ELAR: 41%	Math: 35% ELAR: 45%	Math: 42% ELAR: 48%	Math: 50% ELAR: 50%

Campus/LEA selected Student Outcome	By May 2027, 100% of K–8 students will complete an age-appropriate research project that incorporates AI skills and focuses on identifying and solving complex challenges through advanced problem-solving, risk evaluation, and iterative solution testing. Students will demonstrate ethical and sustainable practices by conducting research, considering environmental and social impacts, engaging stakeholders, and ensuring data privacy and security. Success will be measured through project presentations, evaluations, and evidence of applied learning in innovation and critical thinking.	Student Records	25%	50%	75%	100%

B. Providing a Safe and Secure Learning Environment

The Campus Principal should ensure all incident reports are accurately reported and develop systems for maintaining a safe and orderly learning environment.

C. Enrolling Students

The Campus Principal is responsible for complying with all state and district enrollment policies and practices including the district transfer policies.

D. Demonstrating Fiscal Integrity

The Campus Principal is responsible for expending resources consistent with the allocated budget and applicable categorical funding restrictions. By working with the district office, the campus principal is also responsible for ensuring spending complies with contracting and purchasing policies and procedures.

E. Complying with Applicable Laws, Regulations, and Policies

The Campus Principal is responsible for ensuring full compliance with all applicable federal, state, and local laws and regulations.

AMENDMENT/CANCELLATION OF AGREEMENT

The terms of this agreement may be amended annually by the Superintendent and Board of Trustees in consultation with the campus principal to ensure consistency with the goals and objectives of the district. The principal supervisor will annually provide a review of the principal's performance as measured by TPESS.

Campus Principal: _____ Date:_____

Principal Name: _____

District Superintendent: _____ Date: _____

Superintendent Name: _____

UVALDE ISD P-20 REDESIGN

DISTRICT PLAN

**DISTRICT LEADER:
ASHLEY CHOHLIS**

**CAMPUS LEADER:
PATRICIA MERLOS**

COLLEGIATE EDU-NATION

Technical Assistance
Contact:
Chantel Schulz, PhD

CEN
COLLEGIATE EDU-NATION

TABLE OF CONTENTS

UYALDE
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

CEN OVERVIEW

Collegiate Edu-Nation (CEN) is a statewide network that facilitates the transformation of rural student outcomes and rural workforce development by partnering with local school, community, and business leaders to establish and support regionally relevant P-20 education systems. CEN acts in the role of an intermediary by connecting member school districts with training and resources in a number of critical areas, including: capacity building, intentional service supports, statewide networking, professional development, and continuous improvement systems. CEN leads toward the future by focusing on a college and career vision of achieving affordable access and educational attainment, integrating transformative educator development, and providing exemplary technical support. For more information visit https://edu-nation.org/.

OVERVIEW OF DISTRICT

GUIDING QUESTIONS

- What are the Mission, Vision, & Core Values of the school?
- What is the profile of the community (e.g. demographics of the school, how the school has performed to date, regional characteristics, etc)?
- What is the case for change? Why is this school action needed in this community?
- What insights have been gathered from students, staff, and families about what must be preserved and honored in the redesign? What insights identify the community's future aspirations?
- How have inequities historically played out in the community as well and how do they show up in school today?
- What are the overall goals for campus?

DISTRICT VISION AND MISSION

Overview

Core Values

Our Beliefs

- We believe every person has value.
- We believe every person has potential.
- We believe every person learns.
- We believe in individual uniqueness.
- We believe individual determination is vital to success.
- We believe respect is the foundation for relationships.
- We believe community is essential for success.

Objectives

- Each student will achieve global experiences through technology and community resources.
- Each student will demonstrate citizenship by contributing to the global community.
- Each student will be equipped for college and/or career opportunities.

Profile of a Graduate

Regional Landscape Analysis

Balanced Scorecard

Community/District SWOT Analysis

Overview

Community Profile

The Uvalde community, home to Morales Junior High, is deeply rooted in tradition, resilience, and a strong sense of identity. While the area faces ongoing challenges related to historical inequities, economic disparity, and trauma from the May 24 tragedy, it remains committed to rebuilding and supporting its youth. The district serves a Title I, predominantly Hispanic student population, many of whom come from low socioeconomic backgrounds, though pockets of wealth also exist, creating visible divides. Despite this, the community has demonstrated a desire for transparency, healing, and positive change, with many residents stepping into leadership roles to advocate for student and school success. The P20 initiative reflects this spirit, aiming to create a unified, high-quality educational experience that honors community traditions—like the "Loyal and True" motto—while preparing students for bright futures.

Case for Change & Stakeholder Insights

Morales Junior High has faced ongoing academic challenges, leadership instability, and the lasting impact of the May 24 tragedy, highlighting the urgent need for systemic change. In response, the campus is partnering with the School Action Fund (SAF), Collegiate Edu-Nation (CEN), and TEA to transition to a P20 model that promotes college and career readiness, SEL, and high-quality instruction—while honoring community traditions. The redesign also aims to reduce student transitions through a pre-K–12 pipeline and rebuild trust through transparency and consistency. With strong community support, MJH is working to become a stable, student-centered environment focused on long-term success.

Reason for School Action

The reason for pursuing a School Action at Morales Junior High is driven by the urgent need to address persistent academic underperformance, leadership turnover, and the lasting impact of the May 24 tragedy. These challenges have disrupted stability, eroded community trust, and limited student success. Through the School Action, MJH aims to implement a comprehensive redesign that focuses on academic rigor, social-emotional learning, and college and career readiness within a P20 framework. This structured approach, supported by TEA, SAF, and CEN, provides the tools and guidance needed to rebuild systems, support staff, and ensure that all students have access to a safe, high-quality, and future-focused education.

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Overview

Overview
Morales Junior High, part of Uvalde CISD, serves 6th through 8th grade students in a community deeply rooted in tradition, resilience, and a commitment to healing. The campus reflects the diverse demographics of Uvalde, with a predominantly Hispanic, Title I student population and a strong cultural identity. MJH has faced significant challenges, including academic underperformance, leadership turnover, and the lasting impact of the May 24 tragedy. Despite these obstacles, the campus is focused on transformation and growth through the implementation of the P20 model, which emphasizes college and career readiness, social-emotional learning, and high-quality instruction.

With strong community ties and a student body eager for opportunity, Morales Junior High is working to rebuild trust and improve outcomes through comprehensive redesign efforts supported by the School Action Fund (SAF), Collegiate Edu-Nation (CEN), and TEA. The school is prioritizing stability, student well-being, and academic excellence, while honoring traditions that foster school pride and engagement. Through a collaborative and forward-thinking approach, MJH is committed to creating a safe, supportive, and future-focused learning environment for all students.

Historic Inequities
Uvalde CISD, including Morales Junior High, has a long history of racial and socioeconomic inequities that continue to shape the educational experience today. The district was historically segregated, and although desegregation began in the 1970s, structural inequities persisted—particularly through a two-year school model that created frequent transitions and disrupted academic continuity for many students. This instability disproportionately affected students from low-income and minority backgrounds, limiting access to consistent, high-quality instruction and support services.

Today, the district serves a largely Hispanic, Title I population, with significant portions of the student body facing economic hardship. These disparities have contributed to gaps in academic achievement, engagement, and opportunity. The P20 initiative and current redesign efforts aim to address these longstanding inequities by creating a cohesive pre-K through postsecondary pipeline that ensures stability, equity, and access to high-quality educational opportunities for all students, regardless of background.

Overview

Overall Goals for District

Primary Performance Goal: Improve long-term post-secondary outcomes for students					
	Annual Targets				
Performance Measures	Y1	Y2	Y3	Y4	Y5 and beyond
Standardized Assessments					
% of students in grades 1-12 earning RIT score at/above growth in reading	70%	75%	80%	85%	90%
% of students in grades 1-12 earning RIT score at/above growth in math	70%	75%	80%	85%	90%
State district report A-F rating			B	A	A
Postsecondary Outcomes					
% of students in grade 12 graduating with an AS/AA/AAS degree				80%	90%
% of students pursuing bachelor's degree					80%
% of students earning a high wage, high demand industry certification				70%	80%
Additional CEN Benchmarks					
% of grade 10-12 students with workforce experience			80%	85%	90%
% of students in grades 3-12 planning and conducting an approved PBL research project		75%	75%	80%	90%
% of students in grades 3-12 students communicating results through posters, presentations, and manuscripts		75%	75%	80%	90%
Annual district diagnostic assessment/FIT	Continuous growth across indicators; specific goals set by CEN and district				

Overview

Overall Goals for Campus and Implementation Tracking Plans

Morales Campus Goals for Implementation

	SMART Goal (include baseline data from 2024-will adjust to 20245for the SY25-26)	Tracking	Q1	Q2	Q3	Q4
HQIM Implementation Goal ESF Lever 4	By the end of the 2026-2027 academic year, Morales Junior High will adopt High-Quality Instructional Materials (HQIM) for Reading and Math in grades 6–8, with 100% of teachers trained in and implementing HQIM in the classroom, as measured by the district observation tool. As the state approves HQIM in Open Educational Resources (OER), the school will expand HQIM adoption and implementation to include Science and Social Studies across all core subjects.	Data Tracker PLC Agendas & Professional Development Training Sign-In Walk-Through Data	2 aligned PD 70% HQIM Implementation	2 additional aligned PD 80% HQIM Implementation	2 additional aligned PD 90% HQIM Implementation	2 additional aligned PD 100% HQIM Implementation
Staff Capacity Building Goal ESF Lever 2	By the end of the 2026-2027 academic year, 100% of core instructional staff and campus/district administrators will review student achievement data—including STAR Renaissance screeners (administered three times annually), informal and summative assessments, and interim assessments—and develop actionable plans to address learning needs. Progress will be monitored through documented data reviews (student artifacts), completed action plans, and teacher entries in the district-wide tracking system, with support from Region 20 to establish a consistent district-wide monitoring framework.	data reviews, student artifacts, action plans, teacher use of tracking software,	25%	50%	75%	100%
Leadership/Coaching Capacity Building Goal ESF Levers 1/5	By the end of the 2026-2027 academic year, 100% of campus administrators will complete the Get Better Faster book study through Region 20, as evidenced by agendas and documented participation, to establish a common language, implement a standardized walkthrough form, and create a structured feedback system with actionable steps to enhance teacher performance and align walkthroughs with teacher action plans.	Coaching Tracking Tool	Identify teachers on Tier 2 and 3 coaching list	5% reduction in Tier 2 and 3 baseline data	10% reduction in Tier 2 and 3 baseline data	20% reduction in Tier 2 and 3 baseline data
Campus/LEA Selected Model Specific goal	By May 2027, 100% of RLA and Math teachers will implement RBIS (Research-Based Instructional Strategies) as evidenced by lesson plans, walkthrough observations, and PLC discussions. Teachers will receive ongoing training, coaching, and support through PLCs and ongoing professional development sessions facilitated by campus instructional leaders and Region 20. Implementation fidelity will be monitored through a standardized observation tool, and feedback will be provided with actionable steps to improve student engagement and learning outcomes.	Lesson plans walkthroughsPLC discussions Professional Development sessions	1 aligned PD 50% RBIS Implementation	1 additional aligned PD 60% RBIS Implementation	1 additional aligned PD 80% RBIS Implementation	1 additional aligned PD 100% RBIS Implementation
Math Student Outcomes	The Math student outcome goal for 2027 is to increase student performance on STAAR as follows: Approaches from 47% (2024) to 80%, Meets from 19% (2024) to 50%, and Masters from 4% (2024) to 20%.	STAAR	40% Approach; 25% Meet; 5% Masters	55% Approach; 35% Meet; 10% Masters	70% Approach; 45% Meet; 12% Masters	80% Approach; 50% Meet; 20% Masters
ELAR Student Outcomes	The ELAR student outcome goal for 2027 is to increase student performance on STAAR as follows: Approaches from 62% (2024) to 80%, Meets from 33% (2024) to 50%, and Masters from 10% (2024) to 20%.	STAAR	40% Approach; 25% Meet; 5% Masters	55% Approach; 35% Meet; 10% Masters	70% Approach; 45% Meet; 12% Masters	80% Approach; 50% Meet; 20% Masters
Sub-Populations Student Outcomes	The percentage of Hispanic students achieving Meets Grade Level or above on STAAR in Math will increase from 21% (2024) to 50% and Reading will increase from 39% (2024) to 50% by June 2027.	STAAR	Math: 27% ELAR: 41%	Math: 32% ELAR: 45%	Math: 37% ELAR: 48%	Math: 50% ELAR: 50%
Campus/LEA selected Student Outcome	By June 2027, 100% of students enrolled in CTE courses will develop and implement a comprehensive solution to a real-world problem related to planned PTECH programs offered at the high school by conducting research (e.g., surveys or interviews), creating a detailed implementation plan, collaborating with stakeholders to refine their approach, and presenting their solution in a clear and compelling manner using visual aids, examples, and feedback-driven improvements. Progress will be evidenced through completed research, a finalized plan, stakeholder collaboration, and a professional presentation.	Student Records	25%	50%	75%	100%

SECTION ONE: STRONG SCHOOL LEADERSHIP AND PLANNING

- *ESF 1.1: Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.*
- *ESF 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction*
- *ESF 1.3: Focused plan development and regular monitoring of implementation and outcomes*

Guiding Questions

- What are the roles and responsibilities of the campus leadership team?
- Who are the campus leaders and how do district leaders know they have the highest likelihood of success to plan and implement the school model?
- When do core leadership tasks take place (observations, debriefs, data analysis, team meetings, etc)?
- How will campus leaders collect and use data to drive decisions?
- How will campus leaders be instructional leaders on their campus?

Leadership and Planning

Change Management

Morales Junior High is approaching change management with a focus on transparency, collaboration, and consistency to support its ongoing campus redesign. Recognizing the challenges of past instability and trauma, leadership is prioritizing clear communication, stakeholder input, and phased implementation of new systems. Staff are engaged through regular PLCs, professional development, and leadership meetings, while families are informed and involved through events, newsletters, and the Parent Outreach Program. By building trust and creating shared ownership of goals, MJH is fostering a culture that embraces change as a pathway to stability, growth, and long-term student success.

Change Management Plan
- Diagnostic

- Stakeholder Identification Plan

Leadership Team Job Descriptions
- P-20 Project Leader
- Campus Leader

Leadership Resumes
- Campus Leader
- Project Leader

Leadership and Planning

Campus and Project Leaders Selection Process
District Leader:

The campus leader, Amy Graeber, was appointed following an extensive interview process conducted by a hiring committee, including the Superintendent, senior staff, and campus administrators. With an extensive background in education leadership, including roles as Chief Instructional Officer, Principal Supervisor, and various other positions in curriculum development, Graeber is highly qualified to lead the implementation of the new school model. Her vision focuses on aligning data driven instruction and academic practices with workforce relevance, fostering a supportive culture for educators, students, and the community. Her extensive experience in managing CTE, CCMR, and MTSS initiatives, along with her leadership in grant-funded programs like SAF and HQIM, positions her as a leader capable of driving the redesign effectively.

Her commitment to both academic rigor and socio-emotional support aligns well with the district's aspirations for success. Graeber's professional experience, particularly her success in improving student performance through personalized coaching and system-wide academic interventions, assures district leaders that she has the highest likelihood of success in planning and implementing the school model.

Campus Leader:

Patricia Merlos, the current principal of Morales Junior High School, serves as the campus leader for the School Action Fund (SAF) initiative. Her selection for this role is grounded in her extensive experience, spanning two decades of leadership in both Title 1 and affluent school settings. Merlos is a visionary leader, known for her transformational approach to education and her ability to build systems that are data-driven and solution-oriented. Her academic background includes a Bachelor's degree in English and a Master's degree in Counseling from the University of Texas at San Antonio, as well as certifications in Principalship, Counseling, and English for grades 6-12.

Merlos' professional history reflects a strong capacity for leadership and innovation. Her roles have ranged from Assistant Principal and Academic Dean at Bellaire Elementary to a lengthy tenure as Assistant Principal and Counselor at Salado Elementary. These positions provided her with experience in academic oversight, individual and group counseling, and the management of key educational programs like STAAR testing and McKinney-Vento. Her experience in coordinating student services, such as 504 plans and transitional services for at-risk students, highlights her commitment to addressing diverse student needs.

District leaders selected Merlos for the principal position because of her proven track record in leadership and her dedication to fostering both academic achievement and student well-being. She excels in coaching, conflict resolution, and behavior support, all essential for implementing a transformative school model. Her innovative mindset, coupled with a passion for supporting students' mental health, positions her as a leader with the highest likelihood of success in guiding Morales Junior High through its redesign under the P20 initiative. With her communication skills and understanding of social-emotional learning, Merlos is well-equipped to lead a holistic, student-centered educational approach aligned with district goals.

Leadership and Planning

Roles and Responsibilities of Campus Leadership Team

The leadership team at Morales Junior High plays a vital role in fostering a positive, data-driven, and student-centered environment. This team includes the principal, assistant principals, instructional coaches, and counselors, all of whom collaborate to support academic achievement, staff development, and campus culture. The principal leads by setting clear expectations, guiding campus priorities, and ensuring alignment with district goals, while assistant principals oversee behavior management, safety, and teacher evaluations. Instructional coaches support teachers by facilitating PLCs, providing professional development, and analyzing student performance data to inform instruction. Counselors focus on students' academic, social-emotional, and career readiness, ensuring alignment with initiatives like P-TECH pathways and SEL practices.

Core leadership tasks, such as classroom observations, data analysis, team meetings, and debriefs, occur regularly to monitor progress and adjust strategies. Leadership also collects and uses data from tools like Branching Minds, screeners, and digital data walls to make informed decisions about interventions, reteaching, and curriculum adjustments. By actively participating in PLCs and professional development alongside teachers, campus leaders act as instructional leaders, modeling best practices and fostering a collaborative culture that emphasizes continuous improvement and student success.

Leadership Team Roles and Responsibilities

Leadership and Planning

PLC Agendas (Including Leadership Team)

Data Tracker

Observation, Walk-Through and Feedback Cycles

Harvard Instructional Rounds Resources

Teacher Coaching Tracker

CEN Leadership Resources & Training

Leadership and Planning

Leadership Training and Professional Development

Morales Junior High and district leaders engage in a robust professional development sequence that integrates ongoing, multi-level support. Through the CEN/AASA Professional Learning Series & Resources, they participate in weekly virtual PLCs focusing on innovation, academic best practices, CTE/P-TECH alignment, and culture/data analysis—all tailored to the P-20 Model. The Uvalde CISD Board also supports TSL Training, self-monitoring the implementation of TSL practices to track student outcomes. In addition, leadership teams will undergo Get Better Faster training with Region 20, further enhancing instructional coaching and data-driven decision-making. To broaden their perspectives and strengthen rural initiatives, staff will attend the CEN Rural Empowerment Conference, and they have already expanded their tech-savvy approaches by participating in the TCEA conference.

P-20 Model Specific Leadership Roles	
Age-Appropriate Research	At Morales Junior High, the principal oversees staff leading key P-20 initiatives that promote student leadership and future readiness. These include ProSolve: SLED in 7th grade social studies, with plans to expand to 8th grade and launch a SLED Club. Other efforts include the science fair, GT Showcase, and career vision boards. Sixth graders will also present Tori Boards, interactive digital game boards funded by a 2024–2025 grant. These initiatives align with the P-20 model by encouraging real-world skills, creativity, and student ownership of learning.
Project-Based Learning	At Morales Junior High, the principal oversees staff leading key P-20 initiatives that support student leadership and real-world learning. Current efforts include ProQuest SLED through 7th grade social studies, the science fair, GT Showcase, and career vision boards, with plans to expand SLED to 8th grade and introduce a SLED Club. Sixth graders will also present Tori Boards, an interactive digital learning project available for the 2024–2025 school year. Looking ahead, by June 2027, 100% of students enrolled in CTE courses will complete a real-world problem-solving project aligned to high school P-TECH pathways, including research, stakeholder collaboration, and a professional presentation.
College & Career Awareness	Teacher Observations & Feedback Cycle
RBIS & HQIM Implementation (including alignment to STEM & CIF)	In alignment with the P-20 model, Morales Junior High has completed RBIS training for math and will extend this training to ELAR, science, and social studies in the 2025–2026 school year. Campus leadership will support implementation by planning quarterly staff development sessions focused on high-yield CIF and WICOR strategies, ensuring instructional consistency and alignment with the P-20 goal of preparing all students for college and career success.

Leadership and Planning

Schedule of Core Leadership Tasks

Teacher Observations & Feedback Cycle	At Morales Junior High, leadership tasks include one formal TTESS observation and five walkthroughs per teacher annually, conducted by the principal, campus administrators, and district staff. As part of the Teacher Incentive Allotment (TIA), the principal and two administrators complete five weekly walkthroughs focused on behavioral and academic support, with feedback delivered through Eduphoria STRIVE. Support from Region 20, C&I, and HQIM teams includes calibration walks and feedback. All administrators are being trained in Get Better Faster during the 2024–2025 school year, with full implementation planned for 2025–2026, allowing trained leaders to conduct consistent, high-impact observations and coaching across the campus.
Data Collection & Analysis	At Morales Junior High, teachers meet daily in PLCs to review and analyze STAR Renaissance, interim, and STAAR data, using zone maps, quintiles, and TEKS analysis to guide instruction. These meetings follow the Instructional Assessment Protocol (IAP), with campus leadership overseeing major assessments and ensuring alignment. The goal moving forward is to strengthen PLCs by consistently reviewing student work and mastery examples, while improving data tracking systems. In collaboration with Region 20, the district is developing a data dashboard to reduce time spent on data entry and allow teachers to focus more on analysis and instructional planning.
Classroom Walkthroughs/Learning Walks	At Morales Junior High, the principal and two campus administrators conduct five walkthroughs per week, focusing on TTESS Domains 2 and 3, integrating elements from Get Better Faster, TEA's HQIM guidance, and the Fundamental Five framework. Walkthroughs are tracked using a C&I-developed Google form, ensuring consistency and follow-up. Additionally, the Instructional Coach conducts monthly fidelity walks for all math teachers in collaboration with Region 20, and quarterly math walkthroughs are held with Region 20 and the Director of Secondary Education to support instructional alignment and improvement.
Instructional Rounds	Morales Junior High works closely with C&I leadership, who conduct calibration walks with the administrative team to align observation practices and highlight instructional trends. As part of the campus improvement plan, MJH launched a coaching cycle in the 2024–2025 school year, where teachers observe peers on campus and model effective instruction during PLCs. This focused, systematic approach strengthens instructional practices and fosters a collaborative, growth-minded culture across the campus.
PLCs	At Morales Junior High, teachers meet daily by department to focus on math lesson internalization and the Instruction and Assessment Protocol (IAP) for all other subjects. To enhance instructional planning and data use, campus leadership plans to adjust the master schedule to allow for extended conference periods, enabling administrators to hold focused data discussions with teachers. In Spring 2025, the school will form advisory committees to provide input on strengthening PLCs—ensuring they are purposeful, effective, and aligned to improving student outcomes.
Instructional Planning	At Morales Junior High, core leadership tasks include supporting teachers through the Instruction and Assessment Protocol (IAP), which is grounded in TEKS, rigor, student mastery, assessment, and data analysis. Teachers meet in content-specific PLCs to collaboratively print, annotate, and internalize lessons, with a focus on vertical alignment and instructional clarity. The campus principal regularly attends PLCs to guide discussions, support alignment, and ensure lessons are effectively tailored to meet student needs.
Campus Culture/SEL Program	At Morales Junior High, counselors follow a pacing calendar to deliver monthly guidance lessons aligned to character traits, which are also highlighted in daily announcements. They support SEL through ProSolve: Quest and SLED, which promote teamwork, emotional awareness, communication, and self-reflection. Students engage in scenario-based learning and community projects that build leadership and social-emotional skills. The AEAP Program Specialist adds another layer of support through current and upcoming grants like Just Keep Living, Save the Children, and AEAP, which aim to provide mentorship, family support, guest speakers, and resources for at-risk students. Department chairs also lead family engagement events, playing a vital role in strengthening campus culture and rebuilding trust within the community. The district's PBIS framework is expected to launch fully in 2025–2026, reinforcing these efforts with structured, proactive behavior supports.

Members of the Campus Leadership Team

Principal	Patricia Merlos
Campus Administrator	Kris Harrell
Campus Administrator	Danielle Alaniz
Guidance Counselor	Jessyca Cazares
Guidance Counselor	Jessica Tijerina
Instructional Coach	Roxanne Parker

SECTION TWO: STRATEGIC STAFFING & INSTRUCTIONAL STRATEGIES

- *ESF 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators*
- *ESF 5.1: Professional Development for Effective Classroom Instruction*
- *ESF 5.2: Build teacher capacity through observation and feedback cycles*
- *ESF 5.3: Data-driven instruction*
- *ESF 5.4: MTSS for students with learning gaps*

Guiding Questions

- High-quality Teachers:
  - How will the campus recruit, select, assign, induct, and retain highly qualified teachers for the specific model being designed and implemented?
  - How will teachers be trained throughout the implementation of the specific model proposed for the school action?
  - What tools will be used to ensure teachers are well-supported?

Guiding Questions
Research-Based Instructional Strategies
- What is the campus' instructional model? How does it align with the needs of students and the community?
- What research-based instructional strategies will be used to meet student needs?
- How will the campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups?
- How will teachers incorporate learning acceleration strategies into the school day?

SECTION TWO: STRATEGIC STAFFING & INSTRUCTIONAL STRATEGIES

Guiding Questions

- Effective classroom routines
  - How will campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships?
- Build teacher capacity through observation and feedback cycles
  - What tools and processes will be used to conduct observations, capture trends, and track progress over time? How will campus leaders calibrate on these tools and processes?
  - What observation and feedback cycles will be incorporated throughout the school year?
  - How will observation and feedback cycles be differentiated based on teacher need?

Guiding Questions

- Data-driven instruction
  - How will campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers?
  - How will teachers collaborate to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach?
  - What are the measurable goals the campus will use to track student progress (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.)?
- Multi-Tiered Systems of Support
  - How will students with significant learning gaps be identified?
  - How will timely interventions be provided throughout the year?

Campus Staffing Plan

Morales Junior High (MJH) strategically places teachers based on student needs and educator strengths, ensuring that classrooms are led by individuals best equipped to support diverse learners. Currently, five newly hired educators lack certification and must reapply once they have earned it, reflecting the campus's commitment to maintaining high instructional standards. To support these teachers, MJH and the district offer 240 Tutoring for exam preparation and are exploring local certification pathways. Additionally, the district provides employee housing to help offset living expenses, attends job fairs to recruit promising candidates, and hosts an advisory council to discuss staffing budgets and allocations.

Once onboard, teachers—especially those new to the profession—receive comprehensive support through a revamped new teacher mentoring program, frequent PLC meetings, and peer-led presentations where veteran teachers share best practices. The district is also considering a hybrid calendar with four-day work weeks and restructured PLC times, which may serve as a draw for new hires while optimizing staff utilization in the master schedule. This multifaceted approach ensures that the campus not only attracts and retains highly qualified teachers but also provides them with the training and resources necessary to excel in the specific school model being implemented.

Model-Specific Staffing Needs

Morales Junior High is aligning staffing to support a seamless, career-focused P20 model. Plans include shifting the current STEM teacher to Principles of Agriculture and assigning the Touch Data Systems teacher to a Marketing pathway, expanding CTE offerings aligned with high school programs. The campus may share a CTE teacher with the high school and renew a recently expired contract. Additionally, Principles of Ag instructors from the high school will mentor the junior high teacher to ensure consistency and quality instruction. These moves reinforce a robust pipeline from junior high to high school, preparing students for college and career success. The CTE director has attended CTE conferences to learn more about best practices and exploring the best curricular materials available for the CTE programs.

Profile of the Ideal P-20 Teacher

Strategic Staffing and Instructional Strategies

Teacher Recruitment Plan

The district's recruitment strategy centers on attracting and retaining highly qualified educators through a multifaceted approach that includes attending job fairs, offering employee housing to offset living expenses, and exploring a hybrid calendar with four-day work weeks to boost appeal for prospective hires. Additionally, the district supports uncertified teachers through local certification pathways, including 240 Tutoring, to ensure a growing pool of certified professionals. A revamped mentoring program, alongside structured PLCs, further enhances the district's commitment to supporting new teachers, helping them integrate quickly and effectively into the campus community.

High-Quality Teachers

Morales Junior High is focused on recruiting and supporting high-quality teachers through a multi-faceted approach. The district attends job fairs, offers affordable district housing, and is exploring local certification pathways to grow and retain talent. New teachers receive targeted support through an improved mentoring program, and ongoing professional development is provided through PLCs, coaching, and quarterly training sessions. To ensure staff success, the campus is aligning its support systems with the P20 model, emphasizing collaboration, instructional coaching, and the implementation of high-quality instructional materials (HQIM) across content areas.

Teacher Development Plan

- CEN Teach Where It Matters (Rural Teacher Development) Mentoring Course

Uvalde CISD Hiring Procedures

Professional Development Plan

- CEN Summer Rural Empowerment Conference
- SY24-25
- New Teacher Orientation

Master Schedule

Strategic Staffing and Instructional Strategies

New Teacher Orientation

Morales Junior High's new teacher orientation is a comprehensive, multi-day experience designed to welcome and equip educators with the tools they need to succeed. The program begins with introductions, team-building activities, and an overview of new teacher programming, followed by Mental Health First Aid training to ensure staff are prepared to support student well-being. Teachers receive essential technology onboarding, including training on ClassLink, Skyward, and Canvas, and are introduced to district communication tools. First-year teachers attend mentoring and coaching sessions, while returning staff engage in targeted onboarding aligned with their experience level. Orientation also includes a campus tour, TTESS training, classroom setup strategies, and sessions on district operations, payroll, HR policies, and communication protocols. The experience is designed to foster connection, build confidence, and ensure every new teacher begins the year informed, supported, and ready to thrive.

Instructional Job Descriptions

Campus Observation Tool:
- T-TESS Rubric
- Walk-Through Form

Data Tracking Tool

Strategic Staffing and Instructional Strategies

Teacher Capacity and HQIM Implementation	
Walkthrough Schedule	At Morales Junior High, walkthroughs are strategically scheduled to support instructional improvement and alignment with district priorities. The principal and two campus administrators conduct five walkthroughs weekly, focusing on TTESS Domains 2 and 3, using a blended approach that incorporates Get Better Faster, TEA's HQIM guidance, and the Fundamental Five. Walkthrough data is tracked using a C&I-developed Google form to monitor trends and provide timely feedback. Additionally, the Instructional Coach conducts monthly math walkthroughs with Region 20 to monitor fidelity of implementation, and the math department participates in quarterly walkthroughs with Region 20 and the Director of Secondary Education for deeper instructional support and calibration.
Learning Walks	Learning walks at Morales Junior High are conducted regularly to ensure instructional alignment and support teacher growth. The principal and two campus administrators complete five walks per week, focusing on TTESS Domains 2 and 3, using a blend of Get Better Faster, TEA's HQIM guidance, and the Fundamental Five. Observations are tracked through a C&I Google form to monitor trends and guide coaching. Additionally, the Instructional Coach partners with Region 20 to conduct monthly fidelity walks for math teachers, and quarterly walkthroughs are held with Region 20 and the Director of Secondary Education to strengthen math instruction and support implementation of high-quality instructional materials.
Instructional Rounds	At Morales Junior High, instructional rounds are an integral part of the school's coaching and professional growth model. C&I leadership conducts calibration walks with administrators to align observation practices and refine assessment of instruction. Beginning in the 2024–2025 school year, the campus launched a coaching cycle that includes peer walkthroughs and teacher-led lesson modeling during PLCs, following a focused schedule. These rounds allow staff to identify trends, share best practices, and build a collaborative culture centered on instructional improvement and student achievement.
Effective Schools Framework Progress Monitoring	[Template](#)for ESF progress monitoring that will be completed each 9 weeks with meetings with campus administration.

Strategic Staffing and Instructional Strategies

Building Teacher Capacity

Morales Junior High is deeply committed to building teacher capacity through a comprehensive, year-round professional development system tailored to teacher needs, content areas, and district priorities. With support from Region 20, district leadership, and grant-funded opportunities, teachers participate in targeted sessions on topics such as high-quality instructional materials (HQIM), differentiated instruction, restorative practices, assessment analysis, and content-specific strategies across all grade levels. New and experienced teachers benefit from job-embedded coaching, PLC collaboration, and specialized trainings for CTE, GT, EL, and special populations. A structured mentor program supports first-year educators, while ongoing walkthroughs, fidelity checks, and learning walks ensure accountability and consistent implementation. This layered, strategic approach ensures Morales JH teachers are equipped with the tools, knowledge, and confidence needed to improve student outcomes and grow professionally.

[Mentor Program](#)

[New Teacher Orientation](#)

[Effective Schools Framework Progress Monitoring Tool](#)

Data-Driven Instruction

At Morales Junior High, data-driven instruction is central to improving student achievement. Campus leaders, in partnership with Region 20, are building a comprehensive data dashboard to track STAAR, interim, and unit assessment results, allowing disaggregated analysis by student and teacher. Teachers meet regularly in PLCs—embedded in the master schedule—to review performance data, identify trends in student misconceptions, and plan targeted interventions. Star Renaissance screeners are administered three times a year, and the results are used to guide instructional planning and monitor growth. Instructional Coaches and district leaders support teachers in interpreting data and implementing evidence-based strategies. Using tools like the Digital Data Wall, Eduphoria, and the UCISD Data Discussion Template, teachers analyze TEKS mastery, set measurable goals, and track progress. Advisory periods are strategically used for interventions, where student groups are formed based on performance data. The ultimate goal is for 100% of instructional staff to consistently use data to inform instruction and drive student growth, with accountability built into every step of the process.

Data Dig Template

Summer Learning Plan

Morales Junior High offers a two-week summer school program designed to provide targeted support for students in need of Tier 2 and Tier 3 interventions. Using End-of-Year (EOY) STAR Renaissance data, interim assessments, and unit assessments, the campus identifies students who would benefit from academic reinforcement, particularly through novel-based reading interventions. In addition, MJH partners with ACE, which hosts a five-week enrichment program that includes tutoring, STEM activities, and career-focused experiences, creating a full-day summer learning opportunity. The program is integrated with the summer feeding program, ensuring students receive nutritional support while engaging in meaningful learning experiences. To help incoming students transition smoothly, MJH also offers a Bridge Camp, allowing 5th graders to visit the campus, participate in activities, and familiarize themselves with their new school environment. Through these summer learning opportunities, MJH provides academic, social, and enrichment experiences that support student success and readiness for the upcoming school year.

Special Populations

Morales Junior High has fully embraced High-Quality Instructional Materials (HQIM) to enhance student learning, with a focus on Carnegie Math for grades 6–8. These materials include comprehensive support designed to meet the needs of special education and emergent bilingual students, ensuring inclusive and effective instruction. Looking ahead, the district plans to expand HQIM adoption in the 2025–2026 school year, incorporating Amplify RLA for grades 6–8, Bluebonnet Math for 6-8, Algebra 1, and Carnegie Math for 6th Accelerated and 7th Accelerated, further strengthening instructional consistency across all campuses.

Star Renaissance Data Digs (24-25)

HQIM Assessment Resources

At Morales Junior High, the campus will continue to strategically implement High-Quality Instructional Materials (HQIM) to support student learning. In the 2025–2026 school year, most grade levels will transition from Carnegie to Texas Bluebonnet materials as they become available. The district will leverage HQIM-aligned formative assessment resources to collect actionable data that informs instruction. Additionally, STAR Renaissance assessments will be administered at the beginning (BOY), middle (MOY), and end of the year (EOY) to provide a comprehensive view of student progress. This data-driven approach ensures targeted instruction that meets students' needs throughout the year, ultimately enhancing learning outcomes.

Alignment to High-Dosage Tutoring

At Morales Junior High, data digs are conducted after each Star Renaissance assessment (BOY, MOY, EOY) to identify student learning needs and determine who requires targeted tutoring. Flexible tutoring groups are adjusted every quarter with plans to move to adjustments every three weeks or less to make groups more fluid, based on progress monitoring, ensuring instruction aligns with students' evolving needs. The campus utilizes high-dosage tutoring (intervention class, advisory period, before/after school tutoring sessions, and ACE), combined with insights from Star Renaissance, STAAR Interim Data, LLI, benchmark reading materials, exit tickets and multiple assessment data. Additionally, upcoming resources like Carnegie/Mathia, Texas Bluebonnet, and Amplify/Boost will further enhance targeted interventions, ensuring students receive personalized support to close learning gaps and improve academic outcomes.

UCISD Middle School Intervention Guide

Model-Specific Instructional Practices	Training Plan & Schedule	Support Plans	How will this look in the classroom?
6-8-blended learning model in place with HQIM and Progress Learning	CEN will provide CIF lessons for PD in PLCs to support teachers beginning Fall of 2025	CEN walkthroughs using CIF/PBL focused tools	RBIS Aligned to P-20 Model
RBIS Training	RBIS training in Math completed May 2024 and new teachers August of 2024 RLA RBIS training planned for all admin and K-8 admin and instructional coaches and C&I team in March 2025 ELAR Science and Social Studies staff will be trained by CEN on RLA RBIS in August 2025	CEN walkthroughs using CIF/PBL focused tools C&I, camus leadership, region 20 walkthroughs	Full implementation of HQIM with the support of Strong Foundations funding, with support of CEN
Special Populations Support	Each core RLA/Math teacher will have access and training to the HQIM resources in Carnegie/Amplify. Special Education-inclusion and co-teach model supported by instructional aides	Special Education and dual language staff receive on-going training on effective inclusion strategies. Dual Language teachers have ongoing training with CBLI (content based language Instruction)	Data tracking and classroom walk throughs and observations
RBIS Aligned to P-20 Model CIF/WICOR	CEN will provide CIF lessons for PD in PLCs to support teachers beginning Fall of 2025	CEN walkthroughs using CIF/PBL focused tools	RBIS Aligned to P-20 Model
PBL/Experiential Learning	ProSolve SLED stands for "Students Leading Education," which is a project-based learning program designed to empower students to identify and solve real-world problems within their schools and communities, fostering leadership skills, collaboration, and critical thinking through hands-on projects, essentially allowing them to take charge and make a tangible impact through active learning. Currently, MJH 7th grade social studies teachers are facilitating SLED. Next year SLED will be opened to more grade levels, and potentially an after school leadership club.	CEN and campus leadership walkthroughs (using CIF/PBL focused tools	Students will participate in their 7th grade social studies class in 25-26 and expand to additional grade levels the following year
P-20 Model Student Journey	CEN P-20 Student Journey		

SECTION THREE: POSITIVE SCHOOL CULTURE

- *3.1: Explicit school-wide behavioral expectations and culture routines*
- *3.2: Proactive and responsive student support services*
- *3.3: Involving families and community*

Guiding Questions

- Safe Environment with High Expectations:
  - How will the campus engage families (i.e., translation services, parent/student surveys, online communication structures)?
  - How will the campus mission, vision, and values be present in the daily life of the school?
  - How will the campus assess and measure progress on student and staff experiences?
- Student Support Services:
  - How will the campus proactively teach mental health and wellness skills to students?
  - How will the campus teachers and leaders identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs?
  - How will the district provide the campus with access to external student support services?

Guiding Questions

- Family and Community Involvement
  - How will the campus regularly engage with families about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success?
  - What communication strategies will be used to engage with families? How are these strategies integrated into teacher roles and responsibilities?
  - How will the district ensure that campus buildings are well maintained, safe, and conducive to learning?
  - What are the District policies and practices that promote positive school culture and how will campus practices align with those policies?

Positive School Culture

PBIS Plan

Morales Junior High is committed to fostering a positive and structured campus culture through a hybrid approach to classroom management that integrates Capturing Kids' Hearts (CKH) and Positive Behavioral Interventions and Supports (PBIS). Teachers establish strong relationships by greeting students at the door and creating social contracts that set clear expectations. The campus promotes the "Three Be's"—Be Respectful, Be Responsible, Be Safe—through morning announcements, Bay Talks, and guidance lessons. Behavior expectations and procedures, including restroom protocols, are explicitly taught at the beginning of the year and revisited as needed. To encourage positive behavior and attendance, students are rewarded quarterly with incentives such as dances, movies, courtyard activities, water play days, and field trips through Motivate Texas.

The district is in the early stages of implementing a PBIS framework as part of a Multi-Tiered System of Supports (MTSS) rather than a discipline-focused RTI approach. This transition includes PLCs, professional development sessions, and collaboration with Region 20 to develop structured supports for students. The PBIS rollout was on December 20th, 2024, beginning with Tier 1 behavioral strategies, with plans to expand support for Tier 2 and Tier 3 interventions.

To ensure effective classroom management, assistant principals lead year-round training on procedures and expectations, reviewing behavior data to identify areas needing intervention. Teachers receive ongoing support through new teacher orientation, mentorship programs, and leadership meetings, ensuring they are equipped with strategies to create engaging, well-managed classrooms. Additionally, MJH is exploring digital tools like ePass to efficiently manage student movement.

By aligning PBIS with campus culture initiatives, Morales Junior High ensures a safe, respectful, and student-centered environment that supports both academic success and personal growth.

Community/Stakeholder Communication Plan

Culture & Climate Surveys Timeline

25-26 School Calendar

Family Engagement Policy.

PBIS Systems
- Discipline Matrix- Secondary
- Student Expectations

Positive School Culture

PBIS Framework

Morales Junior High is implementing a Positive Behavioral Interventions and Supports (PBIS) framework to create a consistent, supportive, and proactive campus culture. The foundation of the framework is built on the "Three B's" – Be Respectful, Be Responsible, Be Safe – which are explicitly taught and reinforced through campuswide routines and expectations. Teachers utilize strategies from Capturing Kids' Hearts (CKH) to build strong relationships and establish social contracts with students. Positive behavior is acknowledged through a variety of incentives, including quarterly celebrations, dances, and attendance-based field trips. Behavior data is tracked using Branching Minds and the DESSA screener to ensure students receive timely support. As the district prepares for a full PBIS rollout in 2025–2026, Morales JH is aligning its practices and staff training to ensure a seamless transition into a structured, MTSS-aligned behavioral support system.

Expectations:

At Morales Junior High, PBIS expectations are proactively taught and reinforced to create a safe, supportive, and consistent school environment. Through a trauma-informed and SEL-focused lens, the campus teaches students wellness and behavioral skills aligned to the "Three B's"—Be Respectful, Be Responsible, Be Safe—using morning announcements, Bay Talks, and monthly guidance lessons. Counselors deliver Tier 1 lessons across grade levels and work with staff to identify students in need of Tier 2 and Tier 3 interventions, leveraging tools like the DESSA screener and Branching Minds to monitor behavior, mental health, and academic progress. Teachers and administrators collaborate through leadership and RTI meetings to develop personalized support plans, while external partnerships with Hazel Health, Communities in Schools, and the Bereavement Center provide additional layers of care. The district also supports campus efforts through the Parent Outreach Program (POPs), bringing families into the process by offering education and resources around mental health and wellness. Through this integrated PBIS framework and MTSS-aligned supports, Morales Junior High fosters a positive campus culture focused on student growth, resilience, and community healing.

Recognition and Reinforcement:

At Morales Junior High, recognition and reinforcement are key components of the PBIS framework and overall campus culture. The school celebrates positive student behavior, academic growth, and attendance through structured incentive systems that reinforce the "Three B's"—Be Respectful, Be Responsible, Be Safe. Quarterly rewards such as dances, movie days, water play days, and courtyard activities are used to recognize students who meet behavior and attendance expectations. Additionally, attendance-based field trips through Motivate Texas, including visits to SeaWorld and Laughlin Air Force Base, serve as powerful motivators. Recognition is also embedded in daily routines, including shout-outs during announcements, teacher praise, and classroom-level rewards. Staff and administrators consistently reinforce expectations using social contracts, calming corners, and strong voice strategies to create positive, structured learning environments. By regularly acknowledging and celebrating student success, MJH fosters a culture of encouragement, engagement, and continuous improvement.

Positive School Culture

Family and Community Involvement

Morales Junior High emphasizes continuous, positive communication with families to support student performance, college and career readiness, and long-term success. Each month, the principal highlights the P20 model in the campus newsletter, keeping families informed about pathways and postsecondary options. Career fairs are held on campus, supplemented by guidance lessons that focus on future career pathways. Parent meetings and counselor discussions—both individual and in group settings—provide personalized feedback on student progress and next steps for college and career planning. During events like Meet the Teacher Night, high school CTE and CCMR representatives host a table to discuss programs of study, and there are plans to continue this approach at upcoming family engagement events to maintain ongoing awareness of CCMR opportunities.

All teachers use Branching Minds to communicate updates and progress with parents, ensuring timely and constructive feedback. In particular, CTE teachers are expected to engage parents regarding career options, relevant pathways, and the readiness skills necessary for postsecondary success. Through these varied strategies —ranging from newsletters and in-person meetings to interactive campus events—Morales Junior High fosters a collaborative, supportive atmosphere that keeps families actively involved in their children's education and future aspirations.

School Safety

Morales Junior High upholds a comprehensive safety plan, supplemented by monthly safety meetings with Central Office leadership and guided by the district's Year-at-a-Glance (YAG) for safety protocols. Staff and students receive ongoing training on a standard response protocol, reinforced through Bay Talks that foster situational awareness and clarify expectations for emergency procedures. The campus partners with SlideSoft for safety walks and Behavior Threat Assessments, which are reviewed in monthly Behavior Threat Assessment Meetings to evaluate student needs and implement supportive measures. To further strengthen security, Morales Junior High collaborates closely with community police officers, sheriffs' departments, state troopers, and other law enforcement agencies.

Recent safety audits by ESC 4 and SlideSoft informed a community committee, which continues to develop strategies to enhance campus security. Safety remains a standing item on the Faculty Meeting agenda, ensuring staff discuss possible scenarios, exit routes, and best practices for maintaining a safe environment. A grant provided Centegix badges for staff, enabling location-based emergency alerts with color-coded light indicators, and also supports the redesign of vestibules/entryways and the future intercom system upgrade for seamless integration with Centegix. Through these coordinated efforts, Morales Junior High maintains a vigilant, proactive approach to safeguarding students, staff, and the broader community. Each campus has monthly meetings with the maintenance department to discuss work orders and ensure that the campus is safe.

Culture and Climate Survey Plans

CEN conducts annual surveys and data analysis to assess P-20 Model implementation, identifying successes and areas for improvement to support district progress.

Positive School Culture

Morales Junior High fosters a strong, positive school culture rooted in consistent expectations, supportive relationships, and proactive behavioral systems. Using a hybrid model that combines Capturing Kids' Hearts (CKH) and Positive Behavioral Interventions and Supports (PBIS), the campus emphasizes the "Three Be's"—Be Respectful, Be Responsible, Be Safe—as the foundation for all student behavior. Teachers greet students daily, build rapport through social contracts, and teach routines and expectations at the start of the year. These expectations are reinforced through morning announcements, guidance lessons, Bay Talks, and quarterly incentives that reward positive behavior and attendance.

The campus also implements a tiered behavior support system aligned to the district's developing Multi-Tiered System of Supports (MTSS) framework. This includes using data tools like Branching Minds and DESSA screeners to identify and monitor students needing additional social, emotional, or behavioral support. A team approach ensures that teachers, counselors, CIS staff, Licensed Professional Counselors (LPCs), and the Safe and Supportive Schools Specialist work together to create and track individualized student plans.

Morales JH invests in staff training throughout the year, including classroom management refreshers, walkthroughs, and targeted coaching for new teachers. Monthly behavior reviews guide decisions about "hot spots" and areas of concern, while mentorship and outside consultants help strengthen new teacher confidence and classroom control. This comprehensive and data-informed approach to PBIS and culture ensures all students experience a structured, safe, and supportive learning environment, while families stay informed and engaged in their child's journey toward personal and academic success.

Actions	Team(s) Responsible	Frequency	Narrative Explanation
Family Communication	Leadership Team & Teachers	Daily	The district utilizes Blackboard as a centralized platform for parent communication and engagement, enabling two-way interaction. Through Blackboard, administrators, and district staff can share updates and community information via email, text messages, phone calls, and social media, including the MJH Facebook page. In addition many teachers also use Canvas to communicate directly with parents, providing an additional layer of connection and support.
Family Engagement (Diversity)	campus and district leaders, teachers and student support staff	daily	Morales Junior High is committed to fostering inclusive and meaningful family engagement that honors the diverse backgrounds of its students and community. The campus hosts a variety of culturally responsive events, including bilingual parent nights, career and college readiness sessions, and family literacy workshops, ensuring information is accessible to all families. Communications are delivered in both English and Spanish through newsletters, social media, and personal outreach using tools like ClassDojo and Branching Minds. Counselors and teachers regularly connect with families to discuss academic progress, social-emotional development, and postsecondary planning. The Parent Outreach Program (POPs) and community liaisons further support engagement by offering resources on mental health, bullying prevention, and navigating school systems. By celebrating cultural diversity and ensuring all voices are heard, Morales Junior High builds strong family-school partnerships that empower parents as active participants in their children's education.
Campus Safety Program	All staff	daily	Morales Junior High actively engages in the district's comprehensive campus safety program through ongoing staff training, monthly safety meetings, and strong partnerships with local law enforcement. The school follows the Standard Response Protocol and conducts regular emergency drills to ensure staff and student readiness. Safety audits, behavior threat assessments, and collaborative reviews with ESC 4 and SlideSoft guide continuous improvement. The campus uses Centegix alert systems for real-time emergency notifications, and administration meets monthly with the maintenance department to ensure facilities remain secure and well-maintained. These proactive measures create a safe, responsive environment that supports student well-being and learning.
PBIS	Committee comprised of teachers and campus leaders	Quarterly	The PBIS/MTSS system at Morales Junior High (MJH) focuses on teaching, reinforcing, and rewarding positive behaviors. At the start of the year, teachers introduce routines and expectations, anchored by the "Three Be's" — Be Respectful, Be Responsible, Be Safe — reinforced daily through morning announcements. MJH partners with Motivate Texas to reward students with few or no tardies and absences using a wish list of prizes. Teachers support the program by creating social contracts with each class and greeting students at the door, as part of the Capturing Kids' Hearts initiative. This system aligns with the district's discipline structure and MTSS framework to create a safe, positive, and inclusive learning environment.
Classroom Management	Teachers & Campus Leadership	Daily	At Morales Junior High (MJH), classroom management revolves around the "Three Be's" — Be Respectful, Be Responsible, Be Safe — which are emphasized daily morning announcements. Behavior data is regularly analyzed to identify trends and address issues proactively. Staff collaborate through discussions and training, often using videos to review scenarios and explore strategies for prevention. Students receive direct guidance during Bay Talks, where topics such as healthy friendships and vaping are addressed based on insights from discipline data. This approach ensures that both staff and students are equipped with tools and understanding to maintain a positive and respectful learning environment.
Mission and Vision on Campus	Campus Leadership	Annually	Morales Junior High (MJH) is committed to aligning its mission and vision with the evolving needs of its campus community. Last year, MJH developed a mission and vision that was later adjusted to reflect the addition of 6th-grade students. Currently, the district is in the process of creating a unified district-wide mission and vision, which may eventually replace the campus-specific ones. To ensure the mission and vision are reflective of community needs and priorities, the campus engaged in a Thought Exchange activity and a survey conducted through the Texas Institute for Excellence and Mental Health at UT Austin. This collaborative process allowed for input from various stakeholders, with survey feedback expected to be shared with the campus leader in the coming weeks. Through these efforts, MJH demonstrates its dedication to fostering a shared purpose and direction that supports student success, aligns with district goals, and addresses the unique needs of its staff, students, and families.

Culture on Campus	Campus Leadership Team	Daily	Building a positive campus culture at Morales Junior High (MJH) focuses on fostering trust, strengthening relationships, and creating a welcoming environment for students, staff, and families. Recognizing past challenges with negativity in the community, MJH prioritizes transparency and actively highlights the positive happenings on campus through social media. Efforts are also made to rebuild trust by openly sharing information and dispelling perceptions of secrecy. To boost staff morale and engagement, the campus offers incentives like extra blue jeans days and organizes a mid-winter celebration for staff. Teachers are also supported through strengthened PLCs, with weekly assistance from the instructional coach focusing on academics and data-driven practices. Family engagement is a key priority, with events like Día De Los Muertos celebrations, History Jeopardy, and Holiday Luncheon, where students can dine with their families to encourage attendance. Seasonal activities, such as decorating Bay halls with Christmas movie themes, student and staff dress days, and a potential student dance hosted by the PTO, further foster a sense of community and belonging. These initiatives aim to create a campus where students and staff want to be and where parents feel welcomed and involved, ultimately building a stronger, more connected school culture. The Advisory Committee is composed of parents, community members, and business representatives who give input on how the campus can create a safe environment for the students and staff.
Focus on College	Campus leadership team, teachers, Counselor	Weekly	To build a college-going culture, students and staff are encouraged to wear college, career, and military-themed shirts on Fridays, fostering excitement and awareness about post-secondary opportunities. These initiatives, combined with future plans, demonstrate MJH's commitment to equipping students with the knowledge and skills needed for success beyond junior high.
Focus on Career	Campus leadership team, teachers, Counselor	Weekly	Morales Junior High (MJH) places a strong emphasis on preparing students for college and career readiness through a variety of engaging activities and programs. Students currently participate in career exploration courses such as STEM, Dollars and Sense, Touch Systems, and Texas OnCourse, which introduce them to future college career paths and essential life skills. Plans are underway to expand these opportunities, with Principles classes expected to be offered as early as the 2025-2026 school year. These classes will align with the high school CTE Programs of Study, creating a seamless transition and preparing students for advanced career-focused coursework. MJH also collaborates with the CTE director to bring high school student ambassadors to the junior high. These ambassadors share their experiences and explain the high school programs of study, helping MJH students envision their future pathways. Additionally, counselors connect students with college and career fairs in partnership with the Texas Workforce Commission and host parent nights and student information sessions to explain high school programs and the careers they support.
Surveys to Students	CEN/District	Annually based on calendar	CEN Data Collection Timeline BOY Surveys with CEN have been postponed, a district culture survey is being created and may take the place of the CEN BOY Survey
Surveys to Staff	CEN/District	Annually based on calendar	CEN Data Collection Timeline BOY Surveys with CEN have been postponed, a district culture survey is being created and may take the place of the CEN BOY Survey
Partnership Engagement	Campus and District Admin	Daily based on events	Morales Junior High actively engages with a variety of community and educational partners to enhance student learning, well-being, and college and career readiness. The campus collaborates with Collegiate Edu-Nation (CEN) to implement the P-20 model, supporting a seamless educational pathway from early education through postsecondary success. Local organizations such as Communities in Schools (CIS), the Bereavement Center, and Hazel Health provide critical mental health and wraparound services for students and families. Additionally, Morales partners with ProSolve to implement QUEST and SLED, fostering student leadership and project-based learning opportunities. Career fairs, parent nights, and STEM-focused programs are often co-hosted with regional employers, the Texas Workforce Commission, and ACE, a five-week summer enrichment provider. These partnerships create a comprehensive support network that enriches the student experience, connects families to vital resources, and ensures that Morales Junior High is deeply embedded in and supported by the broader community.

Student Support Services

Morales Junior High prioritizes mental health and wellness by integrating a comprehensive SEL and support system that addresses the needs of students, staff, and families. Following a trauma-informed approach, the school ensures students receive Tier 1 guidance lessons, Tier 2 targeted support, and Tier 3 intensive interventions through Communities in Schools, onsite Licensed Professional Counselors (LPCs), Hazel Health, and the Bereavement Center. The DESSA Mini screener helps systematically identify students in need, while all behavioral data is documented in Branching Minds to guide referrals and interventions. Teachers play a key role in identifying concerns and can refer students for additional services, which are coordinated through leadership meetings and student support teams.
For staff, mental health and SEL training is a priority, with Mental Health First Aid certification, annual compliance training, and professional development on SEL best practices. Monthly Counselor PLCs foster collaboration, while empathy dogs, LPC check-ins, and wellness-focused faculty meetings provide emotional support. The Trauma and Grief (TAG) Center partners with MJH to collect data and tailor resources for staff well-being. The principal also ensures that SEL topics are integrated into professional learning days, with training on student risk assessments, including the Columbia Scale, and ongoing staff retraining on identifying warning signs in students.

To further embed SEL into instruction and strengthen family engagement, the district's Parent Outreach Program (POPs) provides resources on mental health, bullying, and emotional wellness. School events, such as career fairs and family engagement nights, include opportunities for families to learn about student support services and college and career readiness. By leveraging internal and external support networks, Morales Junior High ensures that all students and staff have access to the resources needed for emotional resilience, mental well-being, and academic success.

External Student Supports

Morales Junior High is committed to providing comprehensive student support services that address academic, behavioral, and mental health needs. Following a trauma-informed approach, the campus ensures students have access to a tiered system of support, including counseling, mentoring, and external referral services. School counselors provide Tier 1 guidance lessons for all students and Tier 2 targeted interventions as needed. For students requiring intensive support, Tier 3 services are available through on-site Licensed Professional Counselors (LPCs) and partnerships with organizations such as Communities in Schools, the Bereavement Center, and Hazel Health. Teachers can refer students for counseling, after which the principal, counselors, and student support teams collaborate in leadership meetings to ensure students receive the appropriate interventions.

The school also utilizes data-driven tools like the DESSA Mini and Composite to systematically identify students in need of additional support. All behavior data is documented in Branching Minds, which integrates with SEL screeners to streamline referrals and interventions. The district's Parent Outreach Program (POPs) further supports families by providing resources on mental health, bullying, and student wellness. Additionally, partnerships with the Trauma and Grief (TAG) Center in Houston and the Department of Education help guide long-term recovery efforts, ensuring students, staff, and families have the resources necessary for healing and success.

To maintain a strong campus-wide focus on mental health, Morales Junior High integrates SEL instruction into daily lessons through programs like ProSolve Quest for 6th and 7th graders, which teaches social-emotional skills through interactive games and real-life scenarios. The principal also prioritizes staff wellness, embedding self-care strategies into faculty meetings and professional development. Empathy dogs, counselor check-ins, and professional learning days provide staff with emotional support, ensuring they are equipped to help students navigate challenges while fostering a safe, supportive school environment. Through these external partnerships and structured support systems, Morales Junior High is dedicated to addressing students' needs holistically, ensuring their well-being, resilience, and academic success.

SECTION FOUR: HIGH QUALITY INSTRUCTIONAL MATERIALS AND ASSESSMENTS

- *4.1: Daily use of high-quality instructional materials*

Guiding Questions

- What high-quality instructional materials (HQIM) will be used? How were these materials chosen? How do they align with the school model? How do campus and district leaders know the materials are high-quality?
- How will campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences?
- How will the materials meet the needs of students with disabilities, English learners, and other student groups with diverse needs?
- What assessments will be used? How will they be used to inform instruction?
- How will high-dosage tutoring be incorporated to ensure students are able to access grade-level content?

High-Quality Instructional Materials

At Morales Junior High, the use of High-Quality Instructional Materials (HQIM) is central to the campus's instructional strategy and aligned to the district's overall commitment to providing rigorous, engaging, and equitable instruction for all students. Currently, Morales JH has fully implemented Carnegie Learning for Math and Amplify Texas for Reading Language Arts (RLA). These TEA-approved HQIM programs are designed to be deeply aligned to the Texas Essential Knowledge and Skills (TEKS) and support strong Tier 1 instruction. Both programs include embedded supports for differentiation, scaffolding, and acceleration, which are critical to meeting the diverse needs of students, including those receiving special education services, English learners, and students identified as gifted and talented.

To ensure effective implementation, all RLA and Math teachers have been trained in how to internalize, plan, and deliver lessons using Carnegie and Amplify. New teachers are onboarded through district and campus-level training at the beginning of the year, while returning teachers continue to receive support through regular PLCs, coaching cycles, and walkthroughs. Instructional coaches and campus leaders facilitate these PLCs using the Instruction and Assessment Protocol (IAP), which guides teachers in breaking down TEKS, annotating lessons, aligning assessments, and identifying student misconceptions. These sessions often include lesson rehearsal, vertical alignment discussions, and data-informed planning. Monthly fidelity walkthroughs, supported by Region 20 and Collegiate Edu-Nation (CEN), ensure that instructional practices align with HQIM expectations and provide feedback to guide continuous improvement.

Looking ahead, Morales Junior High will expand HQIM implementation to Science and Social Studies beginning in the 2025–2026 school year. The campus is currently evaluating TEA-reviewed HQIM options to select programs that align with both the district's vision and the unique needs of its student population. Teachers in these content areas will receive targeted RBIS (Research-Based Instructional Strategies) training to ensure that the new materials are implemented with the same level of fidelity and support as those in Math and RLA.

These efforts are further supported by the Strong Foundations Grant, which provides funding for professional development, instructional coaching, and walkthrough calibration. With CEN's support, the campus will also use CIF (Critical Instructional Features) and PBL (Project-Based Learning) walkthrough tools to help instructional leaders monitor implementation and support teachers in delivering meaningful, standards-aligned lessons. Through this systematic and intentional approach to HQIM implementation and support, Morales Junior High is laying a strong foundation for instructional excellence, equity, and sustained student growth.

High-Quality Instructional Materials Monitoring & Support Plan

HQIM Internalization Process

At Morales Junior High, the HQIM internalization process begins with teachers following the district's protocol during dedicated PLC sessions each week, guided by campus instructional leadership. Rather than writing formal lesson plans, educators annotate Math HQIM lessons from Carnegie (grades 6–8) to integrate culturally relevant examples, scaffolds, and differentiation strategies for students with disabilities, English learners, and other student groups. District-wide P-20 webinars and Region 20 support further enhance this process by promoting cross-campus collaboration, ensuring teachers adapt rigorous content to students' real-world experiences.

To monitor and refine instruction, administrators regularly participate in PLCs, conduct informal walkthroughs, and receive feedback from Region 20 observations and Collegiate Edu-Nation (CEN) campus visits. Formative and summative assessments embedded in the HQIM—along with local data tools—guide decisions about reteaching, interventions, and high-dosage tutoring, helping all students access grade-level content and progress toward competency-based goals. Looking ahead, Morales Junior High will adopt Amplify for RLA in the 2025–2026 school year, beginning with previews in February 2025 and formal training in May 2025. Concurrently, the district plans to implement Bluebonnet for Math 6-8 (plus Algebra I), Amplify RLA for grades 6–8, and Carnegie Math for accelerated courses in grades 6 and 7, maintaining a cohesive HQIM internalization framework across all campuses.

Math internalization Protocol 6-8

Strong Foundations HQIM Implementation Schedule

UCISD IAP Tool 24-25

 PLC Agenda

High-Quality Instructional Materials

Research-Based Instructional Plan (RBIS)

P-20 Model Elements RBIS Crosswalk

RBIS Training Plan

Morales Junior High's RBIS (Research-Based Instructional Strategies) training plan is aligned with the district's P-20 model and supports high-quality instruction through targeted training, implementation, and classroom support. The campus completed RBIS training in Math in May 2024, with an additional session scheduled for new teachers in August 2024. For RLA, training for administrators, instructional coaches, and C&I teams is planned for March 2025, with ELAR, Science, and Social Studies staff receiving training in August 2025 through Collegiate Edu-Nation (CEN). These trainings focus on implementing high-quality instructional materials (HQIM) like Carnegie and Amplify and incorporate differentiated supports for special populations, including English learners and students with disabilities.

Ongoing support will be provided through campus and district walkthroughs, Region 20 coaching, and CEN-led PLCs beginning in Fall 2025, using tools centered on CIF (Critical Instructional Framework) and project-based learning (PBL). RBIS will be reinforced in classrooms through embedded strategies that promote learning acceleration, scaffolding, and student engagement. Morales JH also integrates experiential learning through ProSolve's SLED program, allowing students to address real-world challenges collaboratively. This comprehensive plan ensures instructional practices are not only evidence-based but also tailored to meet the diverse needs of learners while preparing them for long-term academic and career success.

Data PLC Processes

At Morales Junior High, Data PLCs (Professional Learning Communities) are a central component of instructional planning and student growth. Scheduled at key intervals throughout the year—after each assessment cycle—these PLCs are designed to empower teachers to make data-informed decisions that directly impact classroom instruction. During these sessions, educators review Star Renaissance reports, including Student Growth Percentiles (SGP), and other key data points to assess both individual and group progress. Under the guidance of the Instructional Coach, PLCs follow a structured agenda to analyze trends, uncover student misconceptions, and identify root causes of academic gaps. Teachers reflect on their own performance, compare data within their PLC, and highlight effective strategies from peers who demonstrate high student growth. The team then develops actionable plans with evidence-based interventions tailored to the needs of specific students, especially those in sub-populations or near mastery ("bubble students"). This ongoing, reflective process not only promotes accountability but ensures that instruction remains responsive and aligned to TEKS standards. It also allows for targeted reteaching, small group instruction, and continuous progress monitoring. By embedding this cycle into the campus culture, MJH fosters a collaborative, student-centered environment where data drives meaningful outcomes.
PLC Agenda
UCISD Fall STAAR Interim Data
UCISD Data Discussion Template
GP & Other Star Ren Reports

Campus Goals & Data Tracker

Morales Junior High is committed to meeting UCISD's Board Goal #1 under Domain 1: High-Quality Curriculum and Effective Instruction, with the aim of increasing student achievement by at least three percentage points in the "Meets" category on tested subjects by July 2025, and improving CCMR (College, Career, and Military Readiness) data by 20% by September 2027. To support this goal, the campus utilizes a digital data wall and is transitioning to Eduphoria and a Region 20-developed data dashboard by the 2025–2026 school year. These tools will allow teachers to analyze data at the student expectation (SE) level and monitor progress vertically across TEKS.
To drive instructional decisions, a new teacher data dig protocol is in development to guide educators in using data effectively. Intervention strategies are built into the advisory period using flex days, small group rotations, and programs like Freckle. Teachers strategically group and regroup students, including identifying "bubble" students who are close to mastery, and targeting them during warm-up and independent practice time. These efforts are grounded in a strong focus on Tier 1 instruction, ensuring that foundational teaching practices are in place and continuously improved to drive academic success for all students.

Data Tracker

Campus Leader Data Tracking & Monitoring Process

Morales Junior High is committed to a data-driven approach to improve student achievement by systematically tracking and analyzing performance data. In partnership with Region 20, the campus is developing a data dashboard where STAAR, interim, and unit assessments will be uploaded, allowing instructional leaders to identify trends by student and teacher. Additionally, teachers will conduct mid-teach check-ins using common formative assessments to gauge student understanding and collaborate on intervention strategies. Teachers with higher scores will share & model how they taught the lesson to their partner teachers.

To ensure consistent data monitoring, PLCs are embedded in the master schedule, with Data PLCs occurring after each unit assessment to review disaggregated data following the PLC Agenda. The campus principal actively engages in data conversations with students, particularly in classrooms, to help them understand their progress. Instructional leaders use this data to implement targeted scaffolding strategies, ensuring students receive the support they need at different mastery levels. With the goal of 100% of core instructional staff and administrators reviewing student achievement data by the 2026-2027 academic year, data-driven decision-making will be central to improving instructional practices and student success.
Example of the data dashboard:

C&I Dashboard
HQIM Dashboard
MJH Digital Data Wall 24-25

SECTION 5:
P-20 DESIGN

Guiding Questions

- How will the district ensure the campus is implementing the P-20 Model Elements with integrity?
- What is the planned implementation of model elements over a two-year period?
- What are the P-TECH plans and how will the P-20 inputs support the intended outcomes?

P-20 Design

P-20 Model Elements

Uvalde CISD is engaging in a district redesign process focusing on aligned instruction to achieve significantly increased post-secondary outcomes for all students. The P-20 Student Journey is attached to visually demonstrate the implementation timeline of the P-20 elements:

- Apprenticeships/Internships
- AVID (Advancement via Individual Determination)
- Common Instructional Framework
- Culture of innovation and change
- Pathways in Technology Early College High School (P-TECH)
- Harvard Instructional Rounds
- Mentoring (peer, adult)
- Early childhood experiential learning
- Problem-based learning
- STEM Strategies
- Student research (age-appropriate)

P-20 Model Elements Implementation

To support the age-appropriate implementation of the P-20 model at the middle school campus, the district uses Xello to track student interests and programs of study. The district plans to use the program starting in 6th grade (interest inventory & learning styles) and continue using the age-appropriate career-focused materials through 12th grade.

The district also uses an age-appropriate virtual work-based learning program starting in 7th grade to provide virtual job shadows, tours, guest speakers, etc to support the high school programs of study.

P-20 Student Journey

P-TECH Application/Designation

P-20 Partnership Playbook

Uvalde CISD CTE Website

P-TECH Recruiting and Marketing Plans

Morales Junior High (MJH) is committed to increasing student enrollment by implementing a strategic recruitment plan that engages families, streamlines the registration process, and strengthens community partnerships. The school will utilize flyers, giveaways (such as backpacks), and community partnerships to promote MJH and encourage families to enroll their students. Initiatives like food distribution events and Stuff the Bus will serve as opportunities to connect with families, provide resources, and share important enrollment information. Additionally, early registration initiatives will be promoted to help the district anticipate staffing and resource needs, with the possibility of a summer registration drive to make enrollment more accessible.

To ensure a smooth registration process, MJH offers <u>both online and in-person registration,</u> with assistance available for families facing language barriers or requiring support with specialized forms. The district will advertise registration through its website, social media, newspapers, and Skyward family messaging, ensuring broad outreach. Information about MJH registration will also be shared with neighboring communities to attract potential students. Additionally, elementary schools will host a Pre-K Roundup, where older siblings will be encouraged to complete their registration online. Through these efforts, MJH aims to provide an inclusive and welcoming enrollment process that supports families and strengthens student engagement.

SECTION 6: GOVERNANCE

Guiding Questions

- How will the district ensure the campus is rigorously planned and will result in an A/B campus within two years of implementation?
- What is the process by which campus leaders review, provide feedback, and approve the proposed school plan?
- How will the district Board be engaged throughout the planning activities? How will the district Board be engaged during the implementation phase?
- How will the district monitor implementation of the campus model (ie, through ESF Diagnostics, school quality reviews, etc)?

Governance

Governance Policies and Procedures

Morales Junior High follows clear governance policies and procedures aligned with UCISD district expectations to ensure transparency, accountability, and effective leadership. Campus operations are guided by the District's Strategic Plan and Board Goals, which serve as the foundation for all campus improvement efforts. Leadership decisions are made collaboratively through established structures, including the Campus Leadership Team (CLT), which meets regularly to review data, monitor implementation of campus initiatives, and gather stakeholder feedback. These meetings are documented and follow set agendas that align with both campus and district priorities.

Morales JH also adheres to district protocols for budget management, instructional planning, safety procedures, and personnel support. Teachers and staff are involved in campus-level decision-making through advisory committees and department teams, ensuring that a variety of perspectives inform policies and instructional adjustments. Additionally, the campus follows UCISD's policies for communication, discipline, and family engagement to ensure consistency and fairness.

To support strong governance, Morales JH maintains alignment with state and federal compliance requirements, participates in Region 20-supported trainings, and partners with external agencies like CEN and TEA for capacity building. This structured, collaborative approach ensures that Morales operates efficiently and effectively in service of student achievement and well-being.

P-20 District Policies & Procedures

School Re-design Timeline
- Approval Process
- Design Plan

School Performance Agreement

CEN MOU

TSL Board Training

Student Enrollment Pattern

Morales Junior High (MJH) serves as the primary junior high school for Uvalde CISD, with most students in the district attending MJH unless they reside in Batesville. Several elementary and private schools feed into Morales JH, creating a diverse student population. Uvalde Dual Language Academy (UDLA) students transition to MJH in 7th grade, while students from St. Philip's Episcopal School enter in 6th grade. Sacred Heart Catholic School students complete 6th grade before transitioning directly to Morales High School in 7th grade.

Additionally, students from Concan, which does not have a school district, may choose to attend either Leakey ISD or Uvalde CISD. Morales Junior High also competes with Knippa ISD, which has higher academic and behavioral expectations and selectively accepts students with strong attendance, academics, and conduct records. Students from The Classical Academy, a local charter school, may also opt to enroll at MJH, providing another source of student recruitment.

Through its comprehensive academic and extracurricular offerings, Morales Junior High continues to serve as a central educational hub for the district, welcoming students from various backgrounds and feeder schools.

Transfer Policy

Morales Junior High follows Board Policy FDA for student transfers, ensuring a transparent and equitable process. The policy allows for the acceptance of students from neighboring districts and the enrollment of children of district employees, provided there is available capacity. All transfer requests must be approved by the Superintendent of Schools to ensure alignment with district enrollment goals and resources.

To maintain healthy and stable enrollment, the district continuously monitors student numbers and adjusts as needed to accommodate changes. The campus remains committed to providing a supportive and inclusive learning environment for all transfer students while balancing capacity and resource availability.

ADDTIONAL ARTIFACTS

School Action Redesign
Planning Documents

UVALDE CISD AND MORALES JUNIOR HIGH SCHOOL
SCHOOL PERFORMANCE AGREEMENT

Uvalde CISD has engaged in the P-20 Rural Design Planning Process during the SY24-25 and *Patricial Merlos*, principal of Morales Junior High School, along with the other district and campus leaders in Uvalde CISD, have developed a two-year implementation plan to create an educational setting where all students are prepared and have access to college degrees and career preparation opportunities as part of the Collegiate Edu-Nation P-20 Rural Education Model.

Recognizing the unique circumstances of Uvalde CISD and the districts ongoing legal and policy obligations, the following provisions shall guide the implementation of this performance agreement:

1. **Shared Governance Structure**: The campus principals shall work in partnership with district leadership to ensure that all key decisions, including those regarding budget allocations, instructional programming, and personnel selection, align with district policies, legal mandates, and the goals of the campus redesign plan.
2. **Approval Processes**: All significant changes or innovations proposed by the campus principal, including educational programming adjustments and resource management decisions, shall require a prior review and approval by the designated district oversight committee or administrator.
3. **Regular Oversight Meetings:** To ensure accountability and transparency, the campus principals shall participate in monthly oversight meetings with district representatives to review progress, address challenges, and align campus initiatives with district expectations.
4. **Policy Compliance:** The campus principal is responsible for adhering to Uvalde CISD's established policies, with any deviations or exceptions requiring explicit approval from the district's legal or administrative team. The section related to policy differences shall remain under review and updated in accordance with district guidelines.
5. **District Supported Resources:** The district shall provide additional support to the campus, including but not limited to technical assistance, professional development, and access to data systems, to facilitate the principal's leadership within the framework of this agreement.

By incorporating these provisions, the agreement ensures that district level oversight is maintained without undermining the principal's leadership role, balancing autonomy with necessary accountability.

The campus principal, as the academic leader of the campus, will be responsible for:

PROGRAMMING & SUPPORTS

Uvalde CISD principals are held accountable for overseeing the programs and support needed to ensure the success of all student populations, as described below.

A. Educational Programming

Which includes:

- Professional development and instructional support for school staff and administration
- Implementation of the TEKS core curriculum
- Identification and use of high-quality instructional materials and research-based instructional strategies
- Age-appropriate college, career, and research-based instructional opportunities
- Implementation of the formative assessment processes and data tracking
- Summer and extended-day programming designed to achieve grade-level academic success
- School schedule that ensures planning, teaching, and re-teaching opportunities for all teachers
- Instructional support for providing services to ELL and Special Education students, consistent with applicable laws and regulations
- Program development and implementation support to ensure the success of all student groups
- New teacher mentoring

B. Resource Management

As the campus leader, the principal is responsible for budget management in order to access and provide the needed materials and supports to ensure classrooms are using high-quality instructional materials and supplied with needed resources

C. Network Support & CEN Structure

As the leader of a CEN P-20 School, the campus principal should participate regularly in the leadership development support from CEN. Additionally, the campus principal should be free to request and access support from CEN, Network Districts, and other technical assistance providers as needed.

ACCOUNTABILITY

Uvalde CISD principals are held accountable for improving student performance, and for other indicators of progress and school management as described below.

A. Meeting Student Achievement Goals

Within the expectations of the TEA's School Action, the campus should perform at an A or B level as defined in the Texas State Accountability System within 2 years of launching the redesign plan. Additionally, CEN P-20 Campuses and Districts are encouraged to achieve the following outcomes based on the timeline indicated:

Primary Performance Goal: Improve long-term post-secondary outcomes for students					
	Annual Targets				
Performance Measures	**Y1**	**Y2**	**Y3**	**Y4**	**Y5 and beyond**
Standardized Assessments					
% of students in grades 1-12 earning RIT score at/above growth in reading	70%	75%	80%	85%	90%
% of students in grades 1-12 earning RIT score at/above growth in math	70%	75%	80%	85%	90%
State district report A-F rating			B	A	A
Postsecondary Outcomes					
% of students in grade 12 graduating with an AS/AA/AAS degree				80%	90%
% of students pursuing bachelor's degree					80%
% of students earning a high wage, high demand industry certification				70%	80%
Additional CEN Benchmarks					
% of grade 10-12 students with workforce experience			80%	85%	90%
% of students in grades 3-12 planning and conducting an approved PBL research project		75%	75%	80%	90%
% of students in grades 3-12 students communicating results through posters, presentations, and manuscripts		75%	75%	80%	90%
Annual district diagnostic assessment/FIT	Continuous growth across indicators; specific goals set by CEN and district				

Campus Implementation Goals:

	SMART Goal (include baseline data from 2024-will adjust to 2025 for the SY25-26)	Tracking	Q1	Q2	Q3	Q4
HQIM Implementation Goal ESF Lever 4	By the end of the 2026-2027 academic year, Morales Junior High will adopt High-Quality Instructional Materials (HQIM) for Reading and Math in grades 6–8, with 100% of teachers trained in and implementing HQIM in the classroom, as measured by the district observation tool. As the state approves HQIM in Open Educational Resources (OER), the school will expand HQIM adoption and implementation to include Science and Social Studies across all core subjects.	Data Tracker PLC Agendas & Professional Development Training Sign-In Walk-Through Data	2 aligned PD 70% HQIM Implementation	2 additional aligned PD 80% HQIM Implementation	2 additional aligned PD 90% HQIM Implementation	2 additional aligned PD 100% HQIM Implementation
Staff Capacity Building Goal ESF Lever 2	By the end of the 2026-2027 academic year, 100% of core instructional staff and campus/district administrators will review student achievement data—including STAR Renaissance screeners (administered three times annually), informal and summative assessments, and interim assessments—and develop actionable plans to address learning needs. Progress will be monitored through documented data reviews (student artifacts), completed action plans, and teacher entries in the district-wide tracking system, with support from Region 20 to establish a consistent district-wide monitoring framework.	data reviews, student artifacts, action plans, teacher use of tracking software,	25%	50%	75%	100%
Leadership/Coaching Capacity Building Goal ESF Levers 1/5	By the end of the 2026-2027 academic year, 100% of campus administrators will complete the Get Better Faster book study through Region 20, as evidenced by agendas	Coaching Tracking Tool	Identify teachers on Tier 2 and 3 coaching	5% reduction in Tier 2 and 3 baseline	10% reduction in Tier 2 and 3 baseline	20% reduction in Tier 2 and 3 baseline

	and documented participation, to establish a common language, implement a standardized walkthrough form, and create a structured feedback system with actionable steps to enhance teacher performance and align walkthroughs with teacher action plans.		list	data	data	data
Campus/LEA Selected Model Specific goal	By May 2027, 100% of RLA and Math teachers will implement RBIS (Research-Based Instructional Strategies) as evidenced by lesson plans, walkthrough observations, and PLC discussions. Teachers will receive ongoing training, coaching, and support through PLCs and ongoing professional development sessions facilitated by campus instructional leaders and Region 20. Implementation fidelity will be monitored through a standardized observation tool, and feedback will be provided with actionable steps to improve student engagement and learning outcomes.	Lesson plans walkthroughs PLC discussions Professional Development sessions	1 aligned PD 50% RBIS Implementation	1 additional aligned PD 60% RBIS Implementation	1 additional aligned PD 80% RBIS Implementation	1 additional aligned PD 100% RBIS Implementation
Math Student Outcomes	The Math student outcome goal for 2027 is to increase student performance on STAAR as follows: Approaches from 47% (2024) to 80%, Meets from 19% (2024) to 50%, and Masters from 4% (2024) to 20%.	STAAR	40% Approach; 25% Meet; 5% Masters	55% Approach; 35% Meet; 10% Masters	70% Approach; 45% Meet; 12% Masters	80% Approach; 50% Meet; 20% Masters
ELAR Student Outcomes	The ELAR student outcome goal for 2027 is to increase student performance on STAAR as follows: Approaches from 62% (2024) to 80%, Meets from 33% (2024) to 50%, and Masters from 10% (2024) to 20%.	STAAR	40% Approach; 25% Meet; 5% Masters	55% Approach; 35% Meet; 10% Masters	70% Approach; 45% Meet; 12% Masters	80% Approach; 50% Meet; 20% Masters

Sub-Populations Student Outcomes	The percentage of Hispanic students achieving Meets Grade Level or above on STAAR in Math will increase from 21% (2024) to 50% and Reading will increase from 39% (2024) to 50% by June 2027.	STAAR	Math: 27% ELAR: 41%	Math: 32% ELAR: 45%	Math: 37% ELAR: 48%	Math: 50% ELAR: 50%
Campus/LEA selected Student Outcome	By June 2027, 100% of students enrolled in CTE courses will develop and implement a comprehensive solution to a real-world problem related to planned PTECH programs offered at the high school by conducting research (e.g., surveys or interviews), creating a detailed implementation plan, collaborating with stakeholders to refine their approach, and presenting their solution in a clear and compelling manner using visual aids, examples, and feedback-driven improvements. Progress will be evidenced through completed research, a finalized plan, stakeholder collaboration, and a professional presentation.	Student Records	25%	50%	75%	100%

B. Providing a Safe and Secure Learning Environment

The Campus Principal should ensure all incident reports are accurately reported and develop systems for maintaining a safe and orderly learning environment.

C. Enrolling Students

The Campus Principal is responsible for complying with all state and district enrollment policies and practices including the district transfer policies.

D. Demonstrating Fiscal Integrity

The Campus Principal is responsible for expending resources consistent with the allocated budget and applicable categorical funding restrictions. By working with the district office, the campus principal is also responsible for ensuring spending complies with contracting and purchasing policies and procedures.

E. Complying with Applicable Laws, Regulations, and Policies

The Campus Principal is responsible for ensuring full compliance with all applicable federal, state, and local laws and regulations.

AMENDMENT/CANCELLATION OF AGREEMENT

The terms of this agreement may be amended annually by the Superintendent and Board of Trustees in consultation with the campus principal to ensure consistency with the goals and objectives of the district. The principal supervisor will annually provide a review of the principal's performance as measured by TPESS.

Campus Principal: _____ Date:_____

Principal Name: _____

District Superintendent: _____ Date: _____

Superintendent Name: _____