

UCISD: What Improvement Feels Like

From Classrooms to Board Goals

Historical Data

							School Progress					
			Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps	
Year	Students	Eco Dis	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score
2022 What If			D	68	D	63	D	67	D	67	C	71
2023 (Yr 1)	4,059	80.70%	D	61	D	60	D	62	D	64	F	55
2024 (Yr 2)	4,036	80.50%	D	64	F	59	D	65	D	62	D	60
2025 (Yr 3)	4,010	84.40%	F	59	F	59	F	58	D	63	F	52

“All organizations are perfectly designed to get the results they are now getting. If they want different results, we must change the way we do things.”

-Tom Northup, author Five Hidden Mistakes CEOs Make

Campus Improvement Plans

A Campus Improvement Plan is essentially a roadmap for how each school will improve student outcomes. It is required by the state and aligns directly with accountability ratings (the A–F system) and district goals; recommendation based on the performance indicators of each campus.

Batesville: Domain 1: Tier 1 Instruction

MJH: Domain 2 Student Growth

Dalton: Early literacy and numeracy foundational skills need targeted improvement

UDLA: Domain 3: Closing the Gaps

CAHS: Domain 1: Tier 1 Instruction & CTE

UHS: Domain 3: Closing the Gaps

Legacy: Domain: 3 Closing the Gaps

Deeper Planning for 4 campuses

♦ TAP = Turnaround Plan (Legacy & Morales JH)

Purpose:

Required for campuses with multiple years of unacceptable performance; a **two-year, intensive intervention** focused on sustainable improvement.

Phases & Key Actions:

- **Phase 1 – Foundation (Aug–Oct 2025):** Form Campus Intervention Team (CIT), hold public hearing, conduct **root-cause needs assessment** using STAAR & subgroup data.
- **Phase 2 – Plan Development** Draft 2-year TAP with **SMART goals, evidence-based strategies, and clear action steps**; refine with district feedback; present for **Board approval** by Nov 21 2025.
- **Phase 3 – Implementation & Monitoring (Feb 2026+):** Launch plan with PD, resources, and stakeholder communication; monitor via **weekly data meetings, walkthroughs, and quarterly CIT reviews**.

Keys to Success:

- Relentless focus on **Tier 1 instruction**
- **Data-driven decisions** for interventions & resources
- **Transparent communication** with staff, families, community

👉 **Board Meaning:** TAPs are about **turning around chronic struggles before they deepen**. Monitor to ensure struggling campuses implement evidence-based strategies, meet accountability goals, and achieve sustainable student success.

Deeper Planning for 4 campuses

♦ TIP = Targeted Improvement Plan (Dalton & UHS)

Purpose:

A state-required, annual plan for campuses with unacceptable performance; focused on **root-cause analysis, SMART goals, and evidence-based strategies** to move the accountability needle.

Key Roles:

- **Principal (UHS & Dalton):** Leads the Campus Intervention Team (CIT) and drives instructional improvement.
- **DCSI (Graeber):** Chief performance manager; ensures fidelity, removes barriers, and bridges campus & district leadership.
- **Dalton Elementary:** Unique paired campus role—must address local early-grade needs and aligned feeder pattern gaps.

Phases & Timeline:

- **Phase 1 – Foundation (Aug–Oct 2025):** Form CIT, public hearing, deep-dive needs assessment, finalize root-cause problem statements.
- **Phase 2 – Development:** Draft TIP with SMART goals, strategies, timelines; refine with district input; Board approval by May 2026.
- **Phase 3 – Implementation & Monitoring (Feb 2026+):** Launch TIP, provide PD & resources, and monitor through **weekly data meetings, walkthroughs, and quarterly CIT reviews**.

Board Role:

- ✓ **Approve** the plan in
- ✓ **Support** resources and accountability
- ✓ **Monitor** ongoing progress reports

👉 **Board Meaning:** Formally approve, support, and monitor a focused, data-driven plan to ensure struggling campuses make measurable academic gains.

Focus on Learning:

When efforts and resources are not focused on learning, learning will suffer.

Collaborative Culture and Collective Responsibility

Ensure all students will learn at high levels,
Collective inquiry = working together

*Kids learn more when adults learn more!

Results Orientation

Using results to determine where a school currently is regarding student achievement and to determine the effectiveness of all efforts focused on increased levels of learning.

Using live data to make decisions!

Mission	Vision	Values	Goals
Anchor for the school's day-to-day priorities and functions.	Clarity of what the school will look like in the future; it paints a picture that makes all members excited to be part of the school.	Values bring explicit clarity to the commitments necessary to make the vision a reality. Values are for all stakeholders.	Goals are used to measure progress and set time-bound targets. Goals provide clarity on what all members are working toward.
What is it we want our students to know and be able to do?	How will we know if each student has learned it?	How will we respond when some students do not learn it?	How will we extend the learning for students who have demonstrated proficiency?
Essential learner outcomes, guaranteed for all students	Team-developed common formative assessments, Visible common summative assessments	Systematic, timely, and targeted skill building sessions, clear MTSS for academic and behavior- explicit systems	Extension of the learning related to the curriculum

LEARNING



250

F5.6

-2+0+2+

150400

Blank Student Work Review Overview

Results Overview

RLA

62%

of assignments are
TEKS Aligned

24%

of assignments are
aligned to the RBIS

24%

of assignments are
considered high
quality

Math

94%

of assignments are
TEKS Aligned

41%

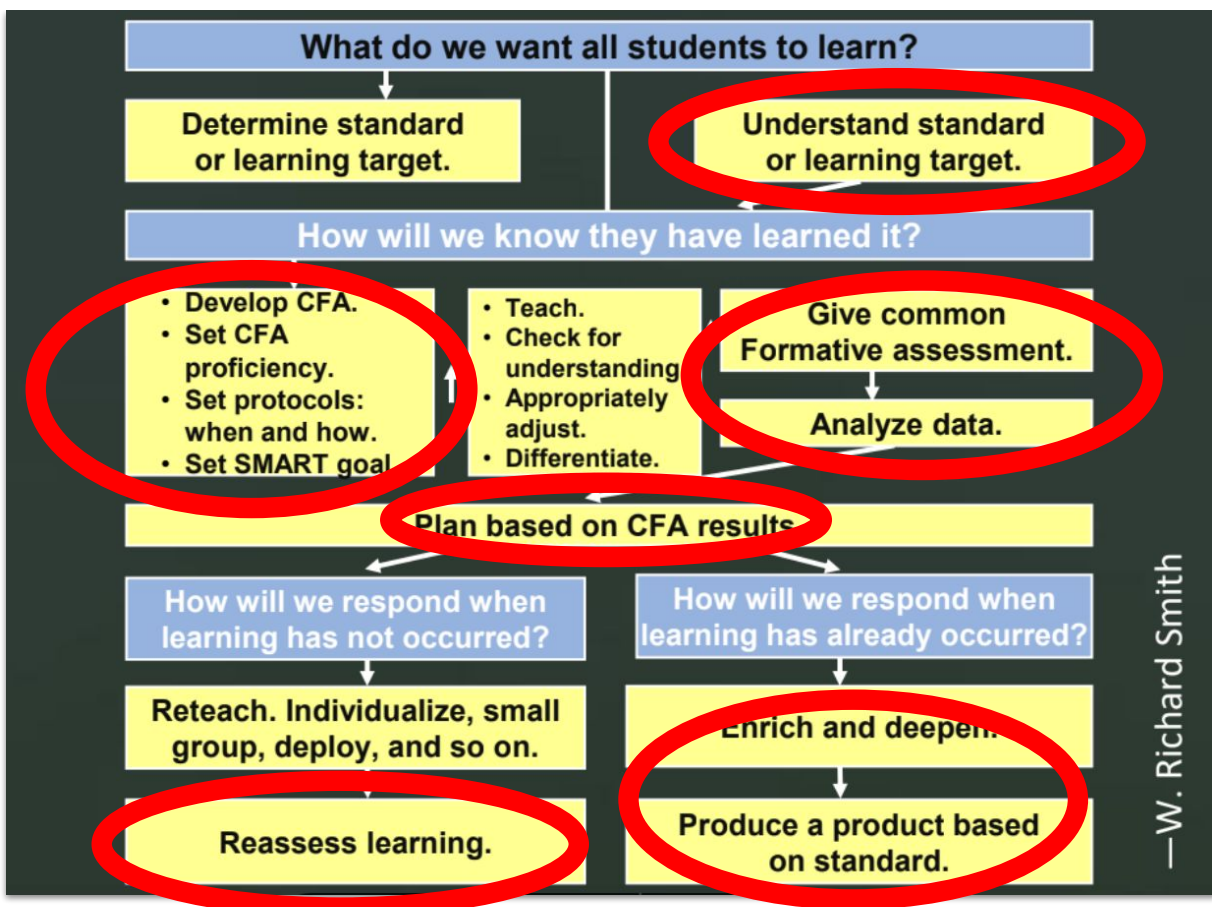
of assignments are
aligned to the RBIS

41%

of assignments are
considered high
quality

*Percentage of assignments that scored at or above the 1.6 threshold.

*Student work reviewed and analyzed by Center for Academic Review
Work was collected in August*



“A **guaranteed curriculum** means that no matter which teacher a student is assigned, the curriculum will be the same ...

“A **viable curriculum** means that teachers can actually teach and students can learn the essential standards in the time allotted.”

—Kramer, *How to Leverage PLCs for School Improvement* (2015), p. 21

Learning Experience



Teaching skill by skill isolated

Focusing only on lower-level, foundational, or basic skills

An overabundance of direct instruction to fill in gaps

Primarily whole-group instruction

Following a textbook

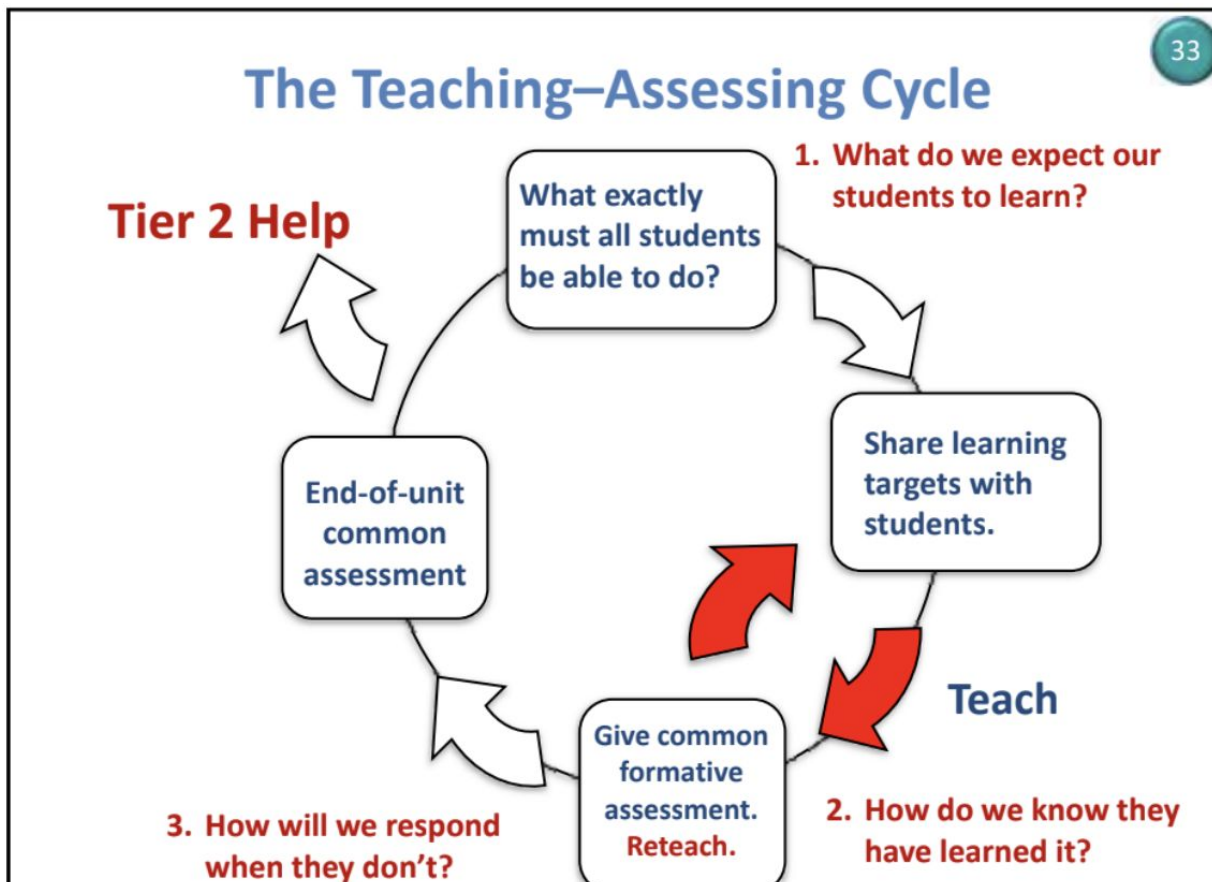
Low expectations and excuses

Teaching through a lens of conceptual understanding to build retention through connections and understanding of content.

Teaching foundational skills in small chunks and engaging students in higher-order reasoning and sense-making when teaching content

Selecting the most important parts of resources to use that best match the priority standards and adopting as needed

Believing all students can and will learn grade-level priority standards and working in collaborative teams to ensure students meet these high expectations.



Research shows that principals spend less than **6%** of their time on instruction: observing classrooms, coaching teachers to make them better, leading or planning professional training for teachers, using data to drive instruction, and evaluating teachers. Day-to-Day instruction - what teachers do in the classroom with students and how they do it- is not the focus of most school leaders. The most important work in the building goes largely unmanaged **94%** of the time in the face of a thousand other tasks and distractions. - Leverage Leadership, Paul Bambrick-Santoyo



15

2022-2023 TTESS vs Student Growth

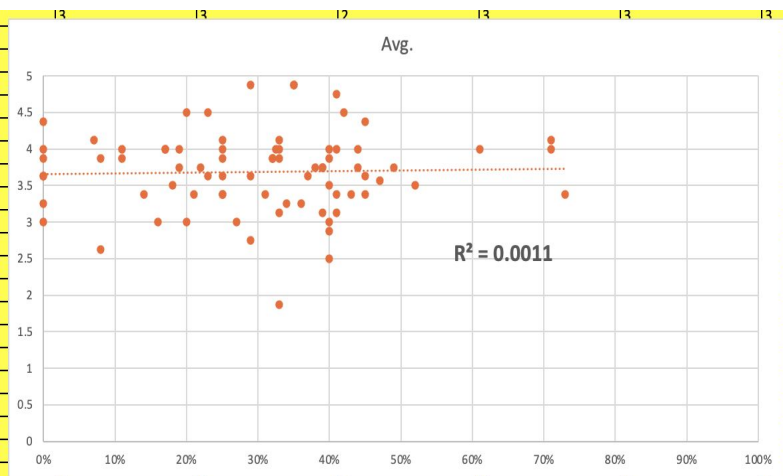
- There are six teachers with 0% growth, yet T-TESS appraisals above a 3.0
- Additionally, when examining the data along either the horizontal or vertical axis, there is a wide distribution of results. This spread produces a flat linear line and led to the conclusion that T-TESS ratings showed little intentional alignment to actual growth.

- At 20% growth, there are ratings from a 3.0 to a 4.5
- At 30% growth, there are ratings from a 2.0 to a 5.0
- At a 3.5 on T-TESS, there are growth scores from 14% to 72%
- At a 4.0 on T-TESS, there are growth scores from 0% - 70%

It is important to keep in mind the TEA performance standards, as they define the general expectations for how T-TESS ratings should align with student growth:

- 3.7 on T-TESS = 55% of students meeting growth
- 3.9 on T-TESS = 60% of students meeting growth
- 4.5 on T-TESS = 70% of students meeting growth

16



15 teachers received 0 walkthroughs/observations during this year



Instructional Vision

All Schools in UCISD will be high performing, not by chance, but by design.

Leaders will implement systems that create successful conditions for learning.

Observation and Feedback Cycles

Trained all instructional leaders in Observation and Feedback Cycles (Principals, Aps, Instructional Coaches)

Giving written feedback.

-Identifying strengths and gaps and an action step.

- Observing the teacher, determining the steps of Cycle 1 and then leading an effective coaching conversation with the teacher.
- Campus walks with C&I and administrators and IC implementing the model
- Consistently presented administration with exemplar models and non-examples, spotlighting successes when we found early adopters.



Evidence of Implementation

Before the Observation and Feedback Cycles Training

The teacher was working through solving an equation with the whole group. Students were attentive and following along through the process. After the direct teach the students were given four minutes to solve the equation. The teacher asked the whole group an answer and one student shared the correct answer. The class was complaint but seemed to be distracted.

After the Observation and Feedback Cycles Training

The teacher was working through solving an equation with the whole group. Students were When I entered the room, you were actively monitoring and provide individual assistance to students that needed support. You also privately addressed a student that made an inappropriate comment.

Great job planning and administering individual student corrections!

There were some students doing a lot of off-task chattering while they had their laptops out. Because of this, they were not engage in the assignment. I want you to continue to revise and perfect routines and procedures for your classroom by giving clear what do directions:

- Plant your body in an area where all students can see you.
- Use your attention grabber to get 100% of eyes and ears on you.
- Give directions in 3-5 steps that are sequential and time bounds
- Check for understanding.

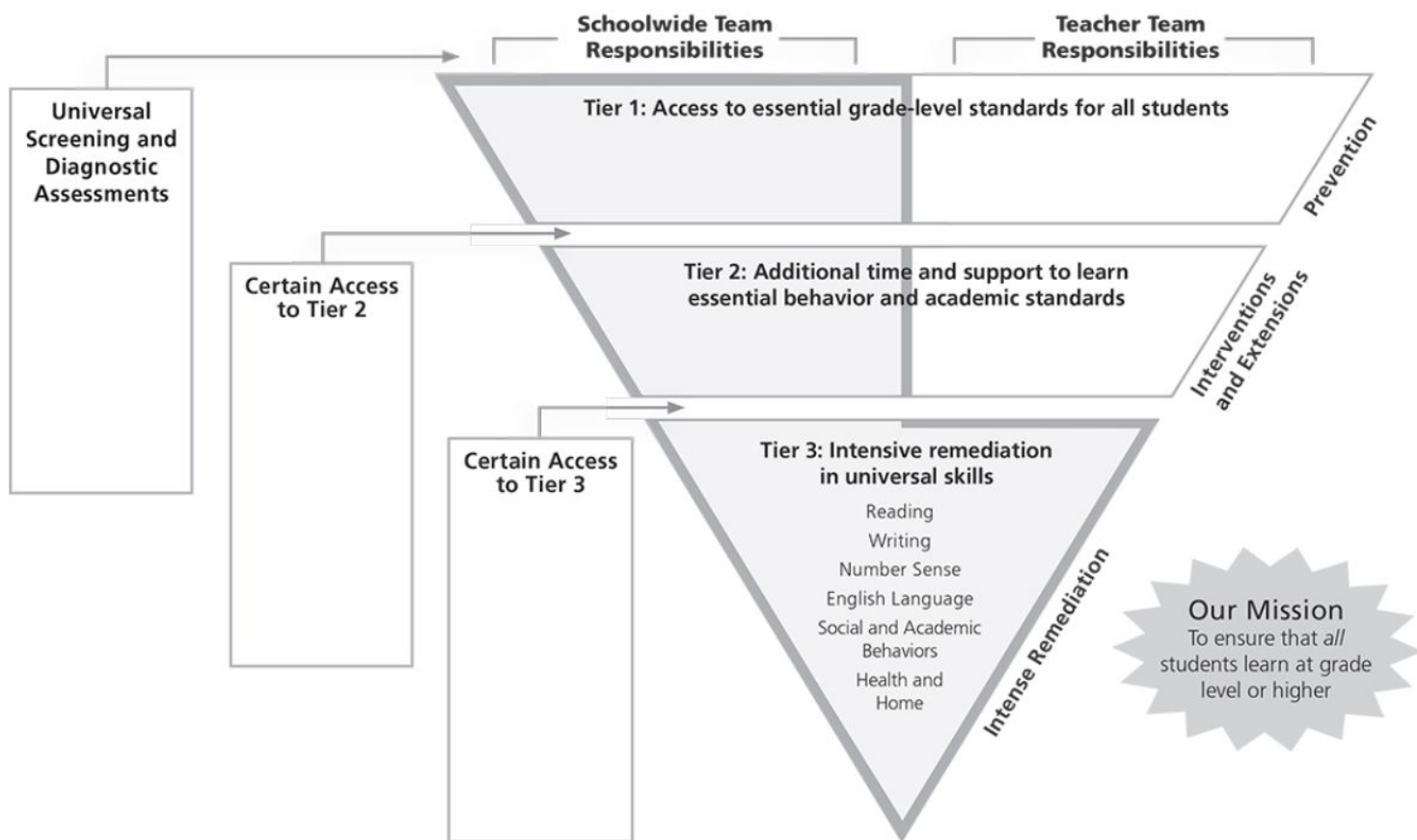
Coaching Cycles

Coaching Instructional Leaders on the following:

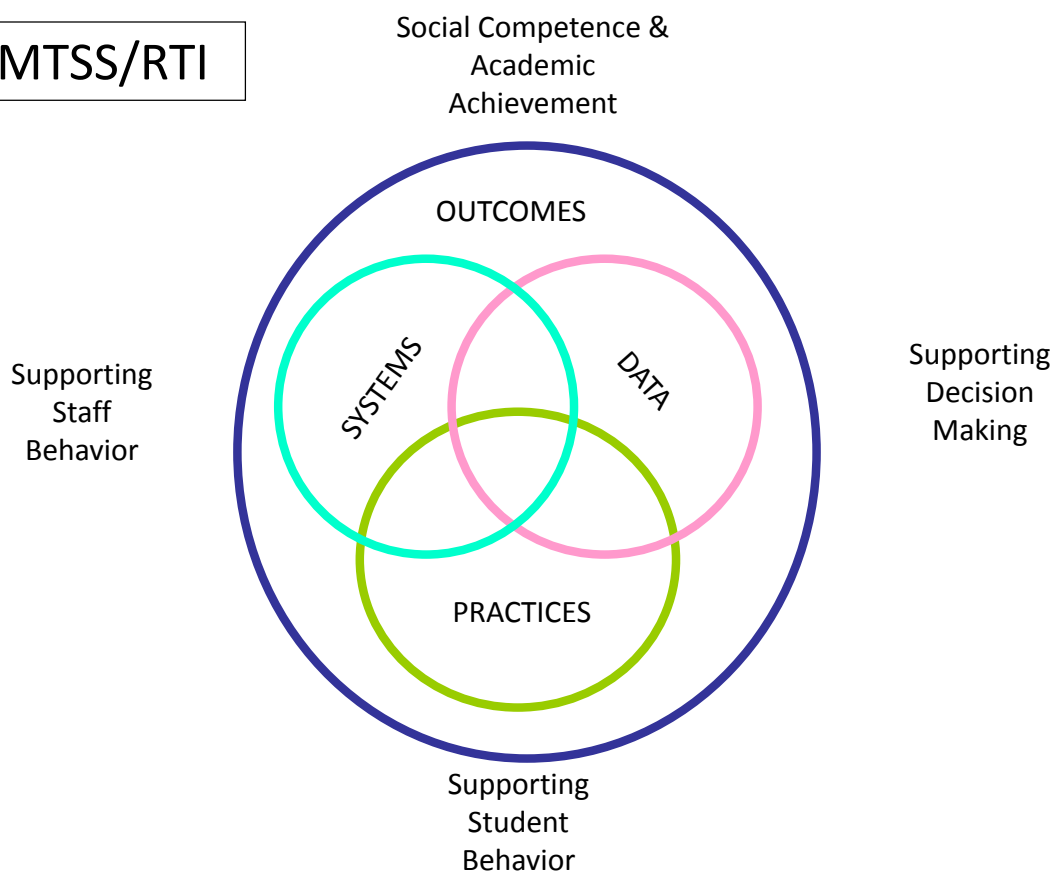
- Observation and Feedback Cycles with teachers
- Coaching Log
- Instructional Leadership Team Meeting
- Data Driven Instruction and Lesson Internalization
- Student Culture
- MTSS/RtI Meetings





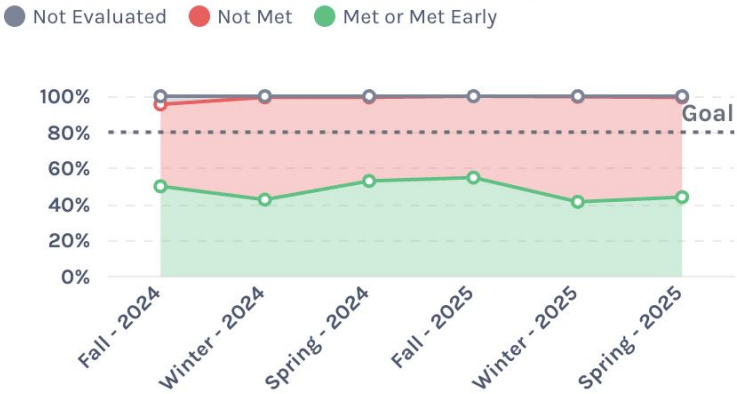


MTSS/RTI

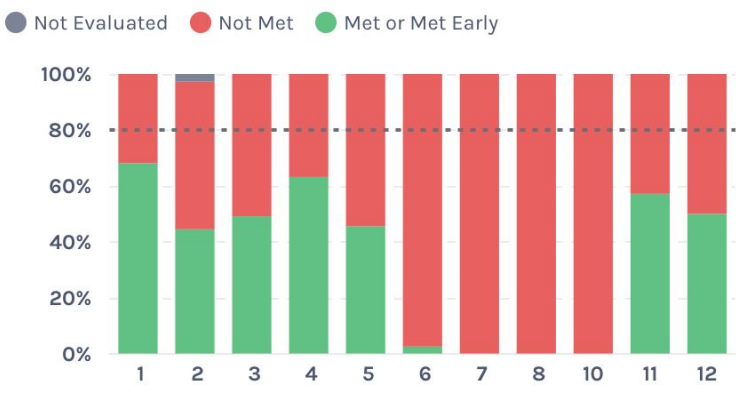


Evaluation of MTSS for Math over 2 years

Evaluation of Math Goals by Screening Window

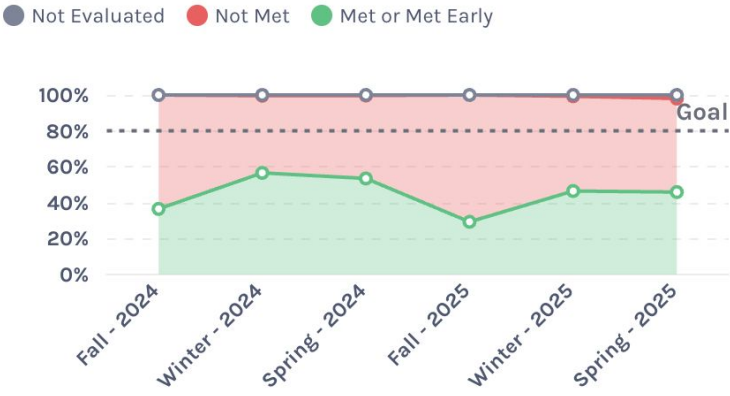


% with Completed Math Goals by Grade - 24-25 SY

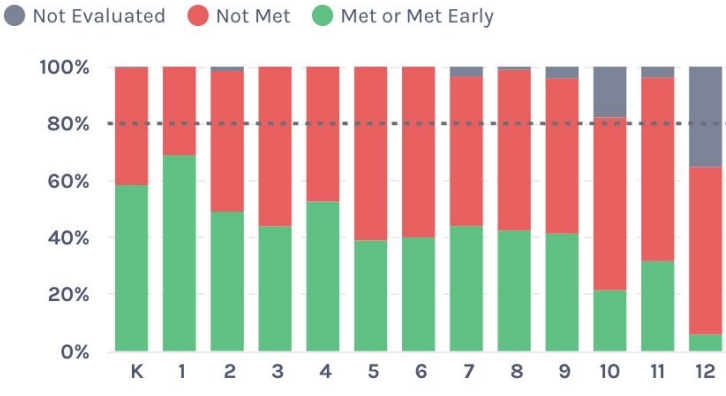


Evaluation of MTSS for Reading over 2 years

Evaluation of Reading Goals by Screening Window



Evaluation of Reading Goals by Grade - 24-25 SY



Shift of Understanding of MTSS goals

FROM

Improve their lexile score by 65 SPG.

Improve reading one level. F&P B to F&P C.

Students will pass the Unit 9 exam.

The student will achieve a goal of SGP on their STAR Ren.

Increase her comprehension and critical thinking

Student will demonstrate growth in fluency, critical thinking to improve comprehension, and vocabulary in their EOY English Star Renaissance Test.

Reading Skills

___ will improve her score by 20 points

TO

By the end of 8 weeks, 80% of ___ will increase phonemic awareness skills (segmenting and blending sounds) as measured by weekly DIBELS phoneme segmentation probes, through 15-minute small-group intervention sessions 4x per week.

By the end of a 9-week cycle, ___ below benchmark in fluency will increase their WCPM by at least 15 words, as measured by oral fluency probes administered every 2 weeks, through daily 10-minute repeated reading activities with individual teacher checks.

By the end of 9 weeks, ___ will demonstrate at least 70% accuracy on multi-step word problems aligned to TEKS, as measured by weekly progress checks, through 30-minute small-group problem-solving sessions 2–3 times per week using Bluebonnet HQIM problem-solving routines and scaffolded practice tasks.

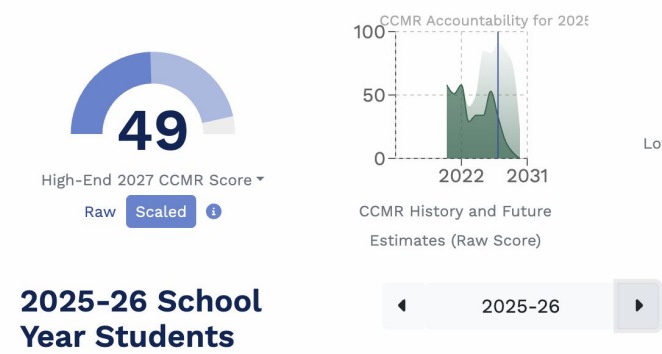
Within 6 weeks, 80% of ___ will increase addition and subtraction fact fluency (within 20) by 20% on weekly timed fluency probes, through 15-minute small-group interventions 5x per week using Bluebonnet HQIM fluency routines, manipulatives, and scaffolded practice tasks.



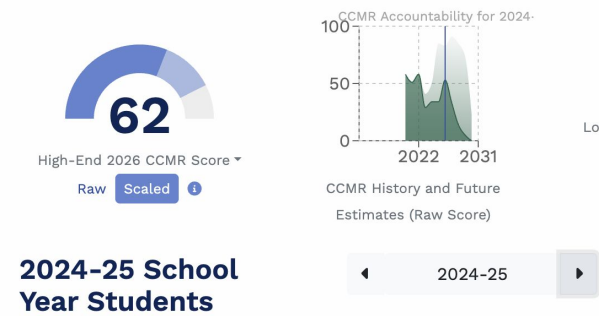
Uvalde CISD: CCMR Data Center



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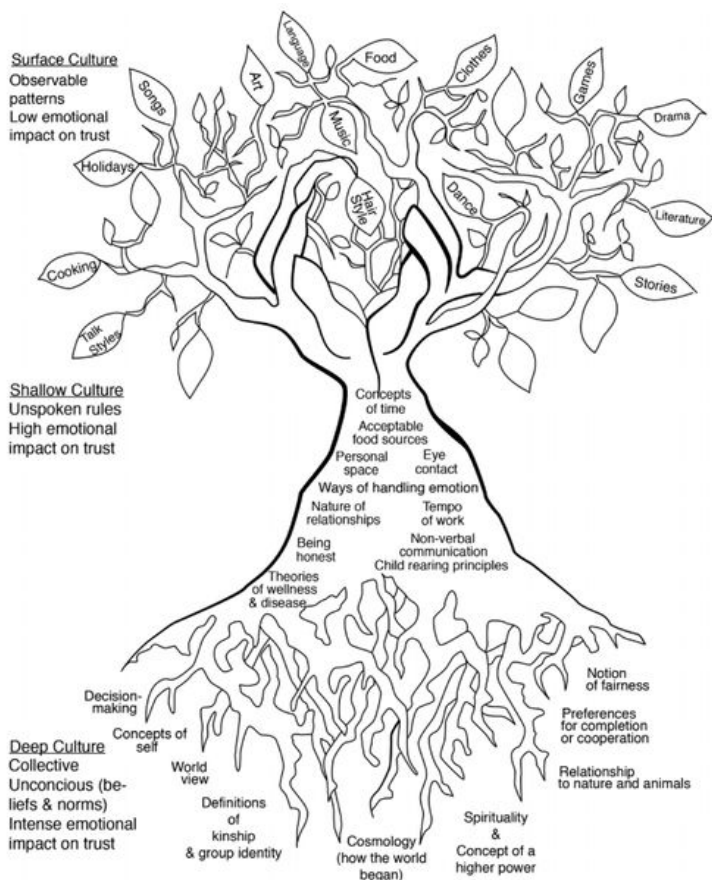
Uvalde CISD: CCMR Data Center



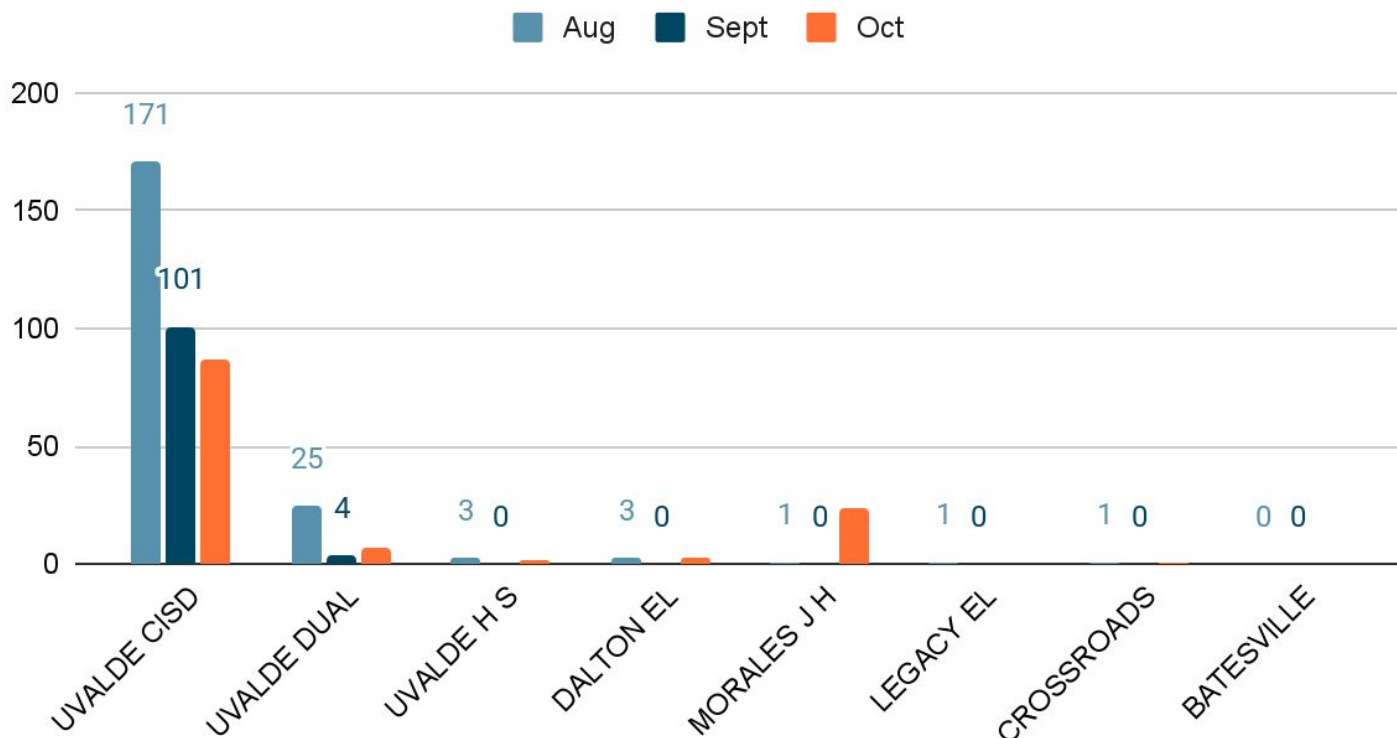
Graduates 2023= 2 students for Outcome Bonus

Graduates 2024 = 20 students for Outcome Bonus**

** Working through Summer 2024 to update coding on students**



SEL Instruction by Hours



Definitions

UDL - Universal Design for Learning: UDL is an educational framework that allows learners to engage with content and represent their knowledge in multiple ways. The 3 components of UDL are Engagement, Representation, and Action/Expression. UDL creates a more accessible and effective learning environment for every student.

CBLI - Content Based Language Instruction: CBLI is an integrated approach to language instruction in which language is developed within the context of content delivery that is culturally and linguistically responsive.

Students: Engaged in discussion, making connections (“This is like when we studied...”). **Teachers:** Asking “why” and “how” questions, not just “what.”

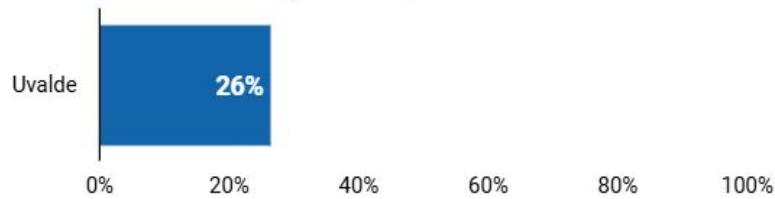
RBIS - Research Based Instructional Strategies: How the content is delivered to students.

RLA example - using text evidence, formative assessment and feedback, Reciprocal Teaching / Collaborative Learning, Writing in Response to Reading, Text-Dependent Questioning, Guided Reading / Small Group Instruction, Explicit Vocabulary Instruction

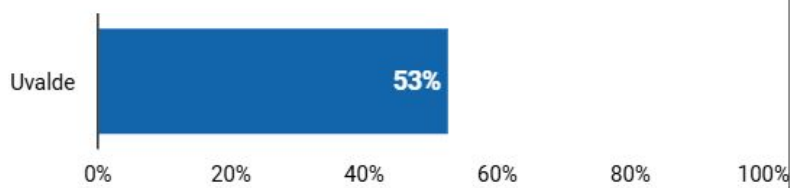
Math example - allowing for productive struggle, students pick method and materials to solve complex problems, High-Quality Questioning & Academic Talk, Problem-Solving with Real-World Applications, Multiple Representations, Error Analysis & Feedback, Student Ownership of Learning,

Reading Language Arts (RLA)

% of classrooms showing **UDL** components



% of classrooms showing **CBLI** components



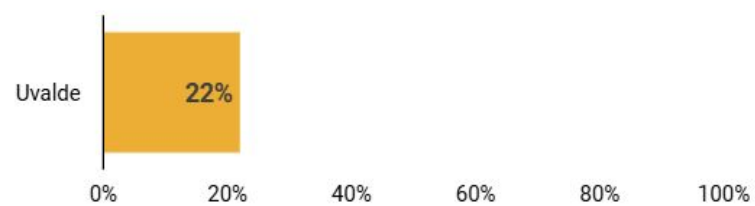
% of classrooms showing **RBIS**



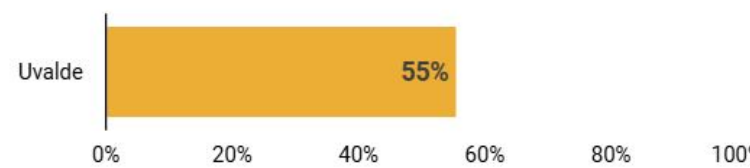
Uvalde CISD All

Math

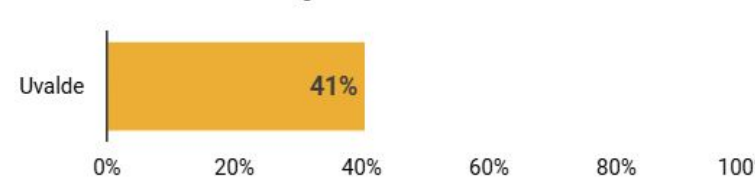
% of classrooms showing **UDL** components



% of classrooms showing **CBLI** components

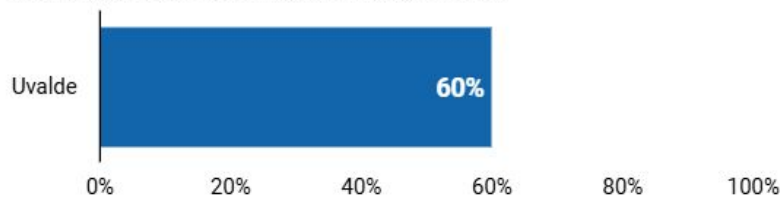


% of classrooms showing **RBIS**

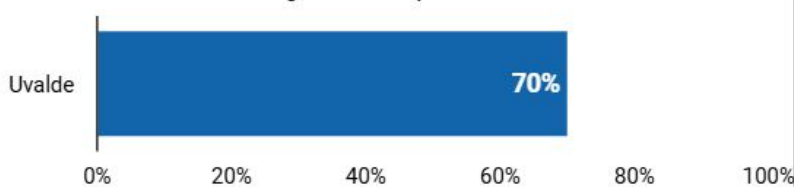


Reading Language Arts (RLA)

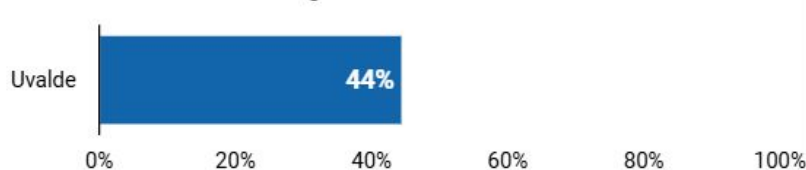
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% of classrooms showing **RBIS**



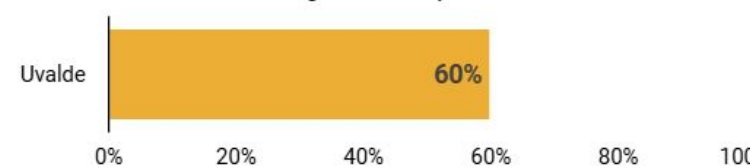
Batesville School

Math

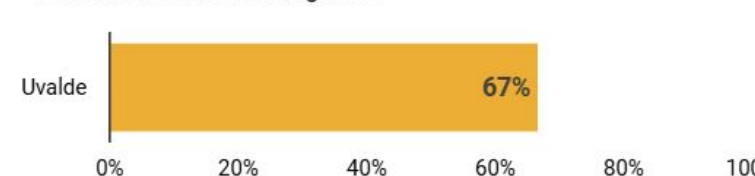
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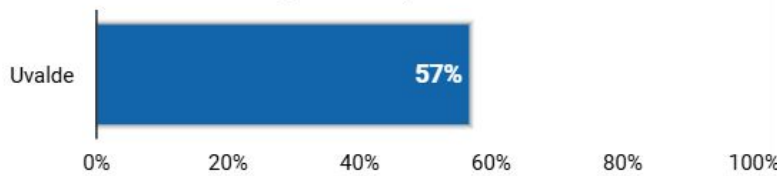


Reading Language Arts (RLA)

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% of classrooms showing **CBLI** components



% of classrooms showing **RBIS**



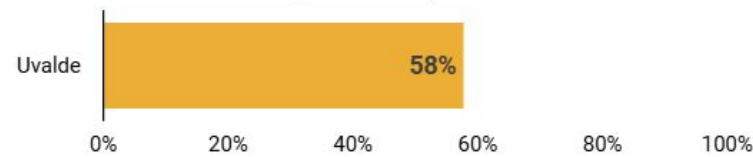
Dalton Elementary

Math

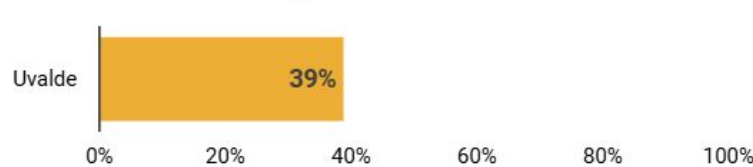
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% of classrooms showing **CBLI** components

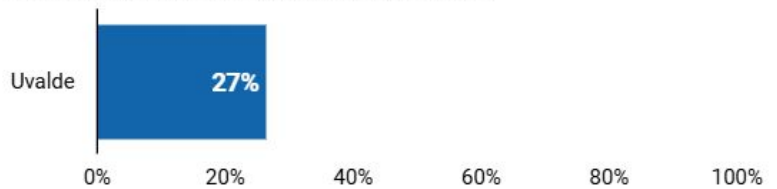


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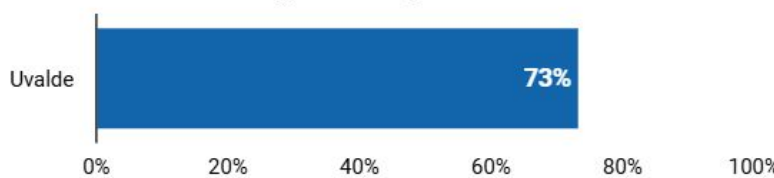


Reading Language Arts (RLA)

% of classrooms showing **UDL** components



% of classrooms showing **CBLI** components



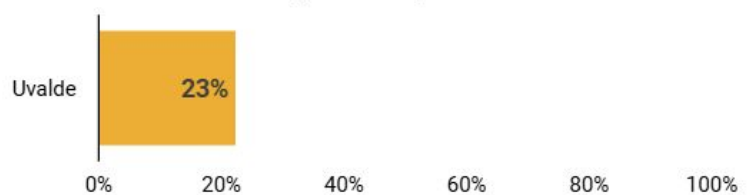
% of classrooms showing **RBIS**



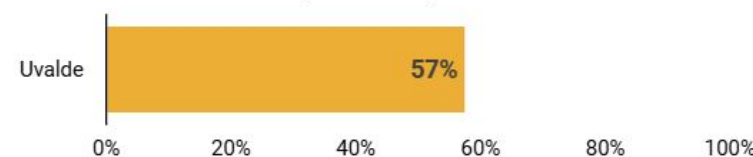
Uvalde Dual LA

Math

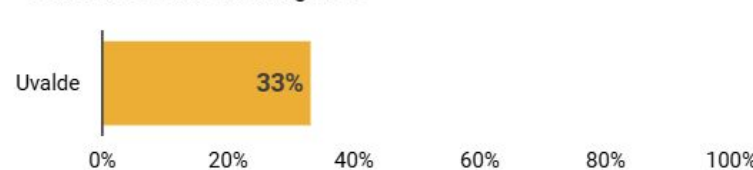
% of classrooms showing **UDL** components



% of classrooms showing **CBLI** components



% of classrooms showing **RBIS**

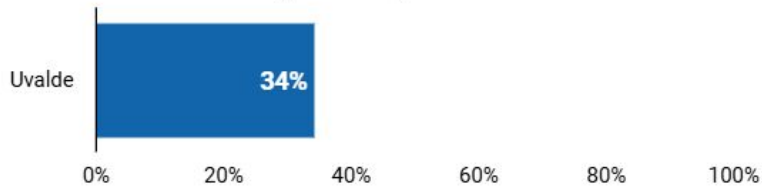


Reading Language Arts (RLA)

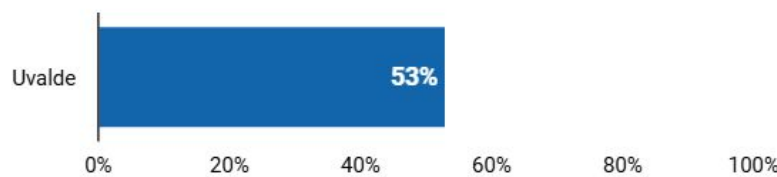
Uvalde Elem @Flores

Math

% of classrooms showing **UDL** components



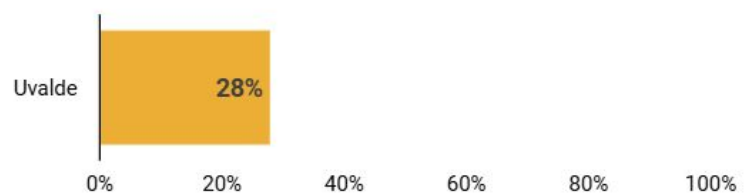
% of classrooms showing **CBLI** components



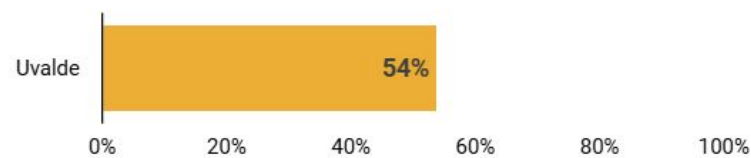
% of classrooms showing **RBIS**



% of classrooms showing **UDL** components



% of classrooms showing **CBLI** components



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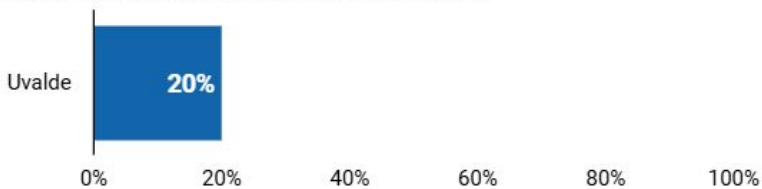


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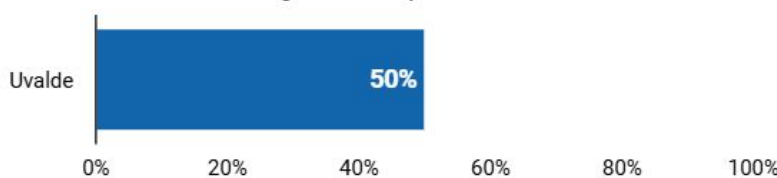
Morales JHS

Math

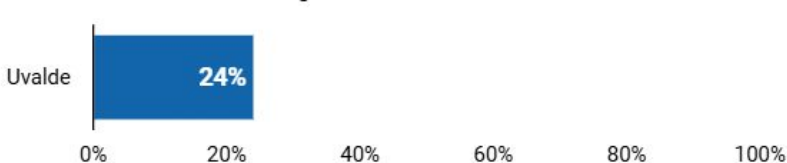
% of classrooms showing **UDL** components



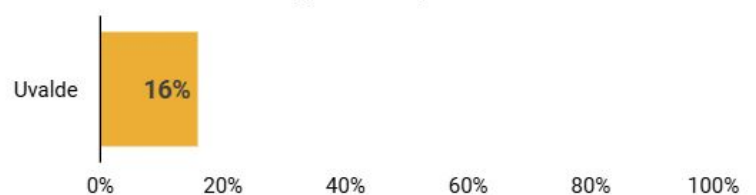
% of classrooms showing **CBLI** components



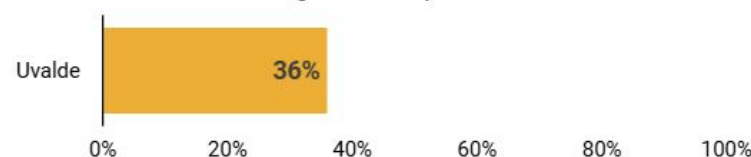
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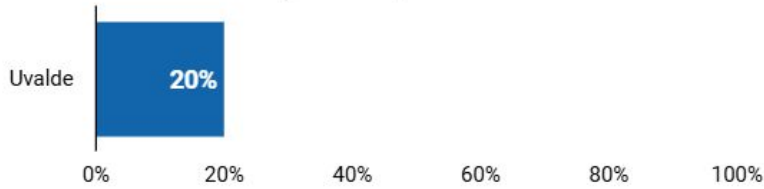


% of classrooms showing **RBIS**

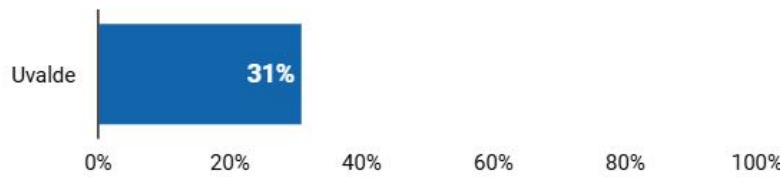


Reading Language Arts (RLA)

% of classrooms showing **UDL** components



% of classrooms showing **CBLI** components



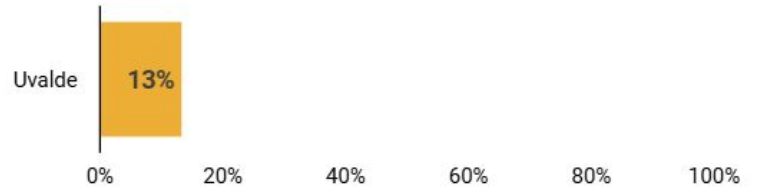
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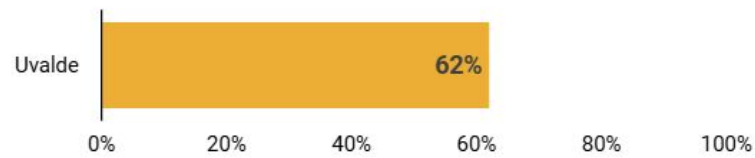
Uvalde HS

Math

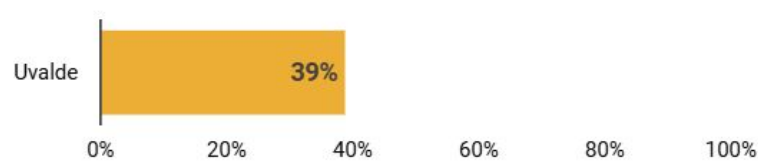
% of classrooms showing **UDL** components



% of classrooms showing **CBLI** components



% of classrooms showing **RBIS**



■ A culture of accountability



■ Direct in-person accountability



Monitoring & Accountability



Students

Ownership: Complete reteach cycles within 48 hours of missed mastery.

Strategy: Use reteach logs.

Tracking: Attendance and grade at 90%.



Teachers

Ownership: Analyze CFA data bi-weekly in PLCs. Internalize Tier 1 instruction. RTI planning and documentation. Participate in coaching cycles with instructional leadership team.

Strategy: PLC prepared and with student work for data alignment and data conversations.

Tracking: Walkthrough data, CFA/CSA data in Eduphoria, Branching Minds MTSS documentation.

Monitoring & Accountability



Campus Leaders

Ownership: Facilitate PLC and PD. Lead and align PD to data both teacher and student. Coaching logs and walkthrough in STRIVE.

Strategy: Use Cluster agendas with data bring at every meeting; monitoring subpops.

Tracking: Dynamic data in Eduphoria tracking sub pops in TEKS Analysis.



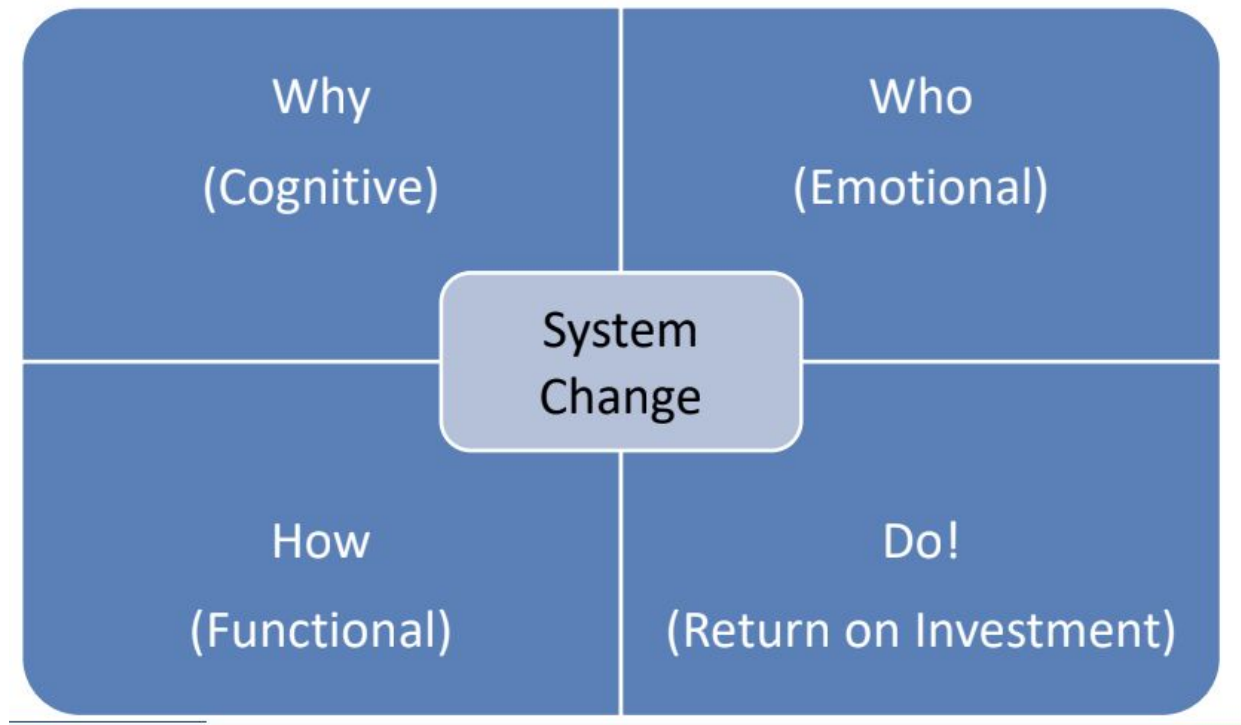
District Leaders

Ownership: Deliver quarterly reviews to Trustees.

Strategy: Maintain dashboards tying adult practice to student outcomes. Training of Euphoria and subpops. Coaching walks with campus administrators. Alignment of qualitative and quantitative data in PD YAG.

Tracking: Student growth data and teacher evaluation data alignment; PD YAG responsive to data

Rational vs. Irrational Resistance



AI Notebook for YOU!

How to Guide: Click [HERE](#) to access (it's simple)

The screenshot displays the AI Notebook interface with the following components:

- Header:** UCISD Board: C&I Reform Transparency, Share, Settings, and a user profile icon.
- Sources Panel (Left):** Includes a list of sources with checkboxes, such as "2026-academic-accountabili...", "25-26 Batesville Campus Imp...", "25-26 Board Presentations", "25-26 CAHS Campus Improv...", "25-26 Dalton Campus Improv...", and "25-26 MJH Campus Improve...".
- Chat Panel (Center):** Displays the document title "UCISD Board: C&I Reform Transparency" with a teacher icon, a "33 sources" count, and a preview of the document content. A "Jump to bottom" button is visible.
- Studio Panel (Right):** Features various output options: Audio Overview, Video Overview, Mind Map, Reports, Flashcards, and Quiz.