

Hays Consolidated Independent School District

Uhland Elementary School

2023-2024



Board Approval Date: November 28, 2023
Public Presentation Date: November 13, 2023

Mission Statement

The mission of Hays CISD, an innovative community of learners that values the diversity and legacy of the people, is to nurture students to become extraordinary citizens through personal educational experiences.

Vision

Our vision is to empower students to become Resilient, Optimistic, Outstanding, and Successful life-long learners.

Goals

Goal 1: Hays CISD believes in the achievement, growth, and success of every student.

Performance Objective 1: Through attention to individual student's needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement, including intervention and enrichment. The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

High Priority

HB3 Goal

Evaluation Data Sources: Student Advising: The district will utilize a career interest profiler to track academic advising beginning the spring semester of 5th grade based on student interest and academic achievement. In June 2024, the district will provide a comprehensive report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: In February, a public hearing on TAPR will be held to summarize student academic performance/achievement and accessibility gaps, including the district's college, career, and military readiness counts. In August 2024, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/ masters % vs. the state performance.

College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE courses. The district will monitor progress throughout the 2023-2024 school year and will provide an update on college readiness to the Board by January 2024 for the final 2022 CCMR results.

Professional Development: Campus staff will participate in differentiated Just-in-Time professional development offered by the District in all content areas to support our campus initiatives and student achievement goals. To inform campus professional development, campus administrators will conduct at least 60 minutes of walk-throughs per day. A focus on lesson design and delivery will amplify student learning experiences that will lead to mastery learning and improved student outcomes. Phonics instruction will be required in the primary grades.

Strategy 1 Details

Strategy 1: Reading Language Arts: The campus will improve student performance in reading by focusing on structured literacy, meaningful stations, and a purposeful environment. The campus will implement HMH and Open Court phonics with fidelity. The campus will follow the district's expectations for implementing the early exit bilingual model. All teachers were provided substitutes to cover for a day of planning and pacing in the fall semester of 2023. The purchase of El Proximo Camino al Exito will support our bilingual teachers in accelerating their students' Spanish reading instruction. The campus also purchased a Raz Kids for students in K-5 in order to support students with fluency.

Strategy's Expected Result/Impact: Student achievement on state assessments will increase by 5% approaches, 3% meets, and 2% masters in grades 3-5.

Staff Responsible for Monitoring: Principal and assistant principals

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Math: The campus will improve math performance by implementing Stemsopes Explore Lessons with fidelity. Teachers will also ensure we are utilizing Fantastic and Number Strings Number Talks with fidelity along with meaningful stations, and a purposeful environment. The campus will use the strategy of UPS-check for students to solve, rigorous stations, anchor charts, student-led instruction, and Lead4ward. Additional resources will include Region 4 materials for math stations, Hand2Mind intervention materials, Lead4ward field guides, and Reflex Math. Teachers will be attending professional development at Lead4ward conference in the spring.

Strategy's Expected Result/Impact: Student achievement will increase on state assessments by 5% approaches, 3% meets, and 2% masters in grades 3-5.

Staff Responsible for Monitoring: instructional coaches, assistant principals and campus principal

Title I:

2.4, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Science: The campus will improve science performance by utilizing science materials, conducting labs for the percent of time expected in each grade level, and ensuring the use of academic vocabulary. Umland will also provide a STEM special to ensure an increase in rigor.

Strategy's Expected Result/Impact: Student achievement will increase on state assessments by 5% approaches, 3% meets, and 2% masters in grades 3-5.

Staff Responsible for Monitoring: District support provided by science content coordinators, instructional coaches, assistant principals, and campus principal.

Strategy 4 Details

Strategy 4: Social Studies: The campus will improve social studies performance by focusing on nonfiction writing and content vocabulary. The campus will commit to following the district's expectations for teaching social studies lessons weekly with the recommended resources.

Strategy's Expected Result/Impact: The strategy will be measured by having 90% of teachers scoring proficient or higher on TTESS Dimension 2.2 by sequencing instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real world scenarios.

Staff Responsible for Monitoring: instructional coaches, assistant principals, and campus principal.

Strategy 5 Details

Strategy 5: Professional Learning Communities: The campus will have teachers meet regularly through professional learning communities (PLCs) to articulate learning goals based on Tier 1 curriculum, analyze student data, evaluate student work, and plan engaging instruction with fidelity. An additional instructional coach will be funded via Title in order to support teachers in the classroom with Tier 1 and Tier 2 curriculum and to use student data to drive instruction.

Strategy's Expected Result/Impact: This strategy will be measured by 5 point scale score increase in Domain I and 3 point scale score increase in Domain II on the STAAR assessment.

Staff Responsible for Monitoring: instructional coaches, assistant principals, and campus principal

Title I:

2.4, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Progress Monitoring: The campus will monitor and document students' progress by implementing and monitoring mCLASS assessments, curriculum-based assessments, and student authentic work at PLCs.

Strategy's Expected Result/Impact: The strategy will be measured by 90% of classroom teachers having small group structured reading binders, assessing all students using mCLASS for BOY, MOY and authentic student work.

Staff Responsible for Monitoring: instructional coaches, assistant principals, and campus principal.

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: College, Career, and Military Readiness: The campus will increase opportunities for students to learn and demonstrate career readiness skills by having a career day in the fall, providing fire and police presentations to younger students, and participating in college awareness days.

Strategy's Expected Result/Impact: This strategy will be measured by 97 % of our 5th-grade students will participate in their career exploration activities using the SchooLinks Platform.

Staff Responsible for Monitoring: counselor and assistant principals

Strategy 8 Details

Strategy 8: Multilingual: The campus will support our emergent bilingual students by following the early exit framework that is expected by the district. Uhland will also provide explicit and systematic interventions for Spanish readers via Proximo Paso al Exito in 1st and 2nd grade. We will purchase "Paso al Exito" for kinder bilingual teachers as an intervention program to accelerate and support our students in Spanish reading. The campus will use Summit K-12 for 2nd - 5th for 90 minutes a week in order to ensure students are prepared for their TELPAS assessments.

Strategy's Expected Result/Impact: This strategy will be measured by an increase of our TELPAS compost score to Advance for our 5th grade students.

Staff Responsible for Monitoring: Principals, assistant principals and interventionists

Strategy 9 Details

Strategy 9: Special Education: District instructional coaches will provide training on data collection for special education paraprofessionals to help ensure students are meeting their goals while in inclusion. Teachers will implement the co-teach model with the support of district personnel. The campus will purchase consulting for co-teach implementation support. Teachers will reflect on their co-teach and inclusion best practices. The administration will provide feedback regarding fidelity to co-teach and inclusion best practices through walkthroughs. Special education teachers will also receive a math small group program for resource support.

Strategy's Expected Result/Impact: Special education students will increase by 75% in Domain II.

Staff Responsible for Monitoring: Campus Principals and Assistant Principals

Strategy 10 Details

Strategy 10: Highly Mobile & At-Risk:

Academically, students who are identified as "at-risk" in PEIMS have access to intervention time during the instructional day and HB1416 accelerated learning to support those that failed STAAR. The purchase of UFLI Manuals will also help classroom teachers work with at-risk students to accelerate their English reading instruction along with the purchase of Classroom Magnetic Letter Kits for decoding and encoding. The purchase of El Promino Camino al Exito Spanish Phonics Resource is aligned with the Science of Teaching Reading and the TEKS. This Spanish phonics resource will be used to support at-risk students to accelerate their Spanish reading instruction. We also need access to Lead4ward Field Guides and Lead4ward training for our instructional coaches in order to ensure that we are targeting our instruction for our state assessments. Teachers in 3rd, 4th, and 5th will be provided substitutes in order to plan for their plan of action after the district's benchmarks. The campus will also hire a paraprofessional to help with small-group instruction and hire a part-time tutor for the spring semester to support students with STAAR.

Strategy's Expected Result/Impact: This strategy will be measured by 5 point scale score increase in Domain I and 3 point scale score increase in Domain II on the STAAR assessment.

Goal 2: Hays CISD is dedicated to the safety, mental health, and engagement of all students and staff.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, access to mental health supports, opportunities for all students to be engaged in their school community, and our adopted standard response protocol. The district and each campus will partner with local, state, and federal entities to ensure preparedness related to School Safety and Security.

Evaluation Data Sources: Safety and Security: The Board will receive a brief narrative posted in the Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extracurricular/club participation, and the district will track discipline and attendance on an ongoing basis. SEL information will be presented in December 2023 to provide a district-wide update.

Strategy 1 Details

Strategy 1: Student Safety: The campus sets the expectation that all visitors will present valid IDs in order to enter the school. Administrators will perform weekly perimeter checks and walk classrooms daily to ensure classroom doors are locked. Staff members are required to wear their ID badges at all times.

Strategy's Expected Result/Impact: On T-TESS domain 4, 95% of our teachers will be proficient or above in the area of professional demeanor and ethics.

Staff Responsible for Monitoring: Campus Principal

Strategy 2 Details

Strategy 2: Social-Emotional Learning: The campus utilizes "Leader in Me" campus-wide. The components that will be implemented include Meet and Greet at the door, the creation of class mission statements, a launch message at the end of each day, and Tell Me Something Good. All classrooms will also be implementing Brag Boards and earn Roo Bucks in all common areas for being safe, responsible, and respectful students. We will also add children's books and SEL small group materials for teachers and counselors to check out from our literacy library. UES also purchased a "Leader in Me" membership so that we utilize the online resources and lesson plans.

Strategy's Expected Result/Impact: This strategy will be measured by having a decrease in referrals by 15% campus-wide.

Staff Responsible for Monitoring: Campus Counselor, Campus Principals

Title I:

2.6

- TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Mental Health: The UES counselor will utilize consistent SEL-focused skills in guidance lessons to address mental health once every two weeks in every classroom K-5th grade.

Strategy's Expected Result/Impact: The campus counselor will present at least one guidance lesson to every classroom this school year.

Staff Responsible for Monitoring: Counselor

Title I:

2.5, 2.6

Strategy 4 Details

Strategy 4: Increasing Attendance: The campus will increase the attendance rate by utilizing weekly attendance reports, establishing clear attendance expectations for parents, and communicating attendance concerns through letters, home visits, and phone calls. Teachers will utilize our Who's Absent form to document absences. The campus has implemented monthly attendance incentives.

Strategy's Expected Result/Impact: This strategy will be measured by having an attendance rate of 95% or higher by the end of the year.

Staff Responsible for Monitoring: Campus Principal

Title I:

2.4, 2.5

Strategy 5 Details

Strategy 5: Student Engagement: The campus will utilize engagement strategies such as structured conversations for math, science, and social studies followed by high-yield strategies for structured literacy. All classrooms will incorporate "Leader in Me" in order to help staff members build strong relationships with students. The campus will also offer a variety of clubs in the fall. Funds are also allocated for printing services to help provide students with the necessary materials to help them maintain student engagement while working in the content area (anchors, handouts for student practice problems, etc.)

Strategy's Expected Result/Impact: This strategy will be measured by a 10% increase in feeling engaged and safe on the campus survey results from K-12 Insight.

Staff Responsible for Monitoring: Campus Principal

Title I:

2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Goal 3: Hays CISD is dedicated to treating everyone with respect and dignity.

Performance Objective 1: The campus will foster a welcoming culture of positive engagement and public service. Our campus is committed to customer service with timely and effective communication. Our campus is committed to increasing customer service and client engagement, both internally and externally.

Evaluation Data Sources: The Board will receive timely updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.

Staff will receive targeted training, after a process review, in the areas of customer service and community relations. HCISD will develop strategies and systems to make this the best place to work, and the plan will be presented to the Board in November.

During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council.

Strategy 1 Details

Strategy 1: School Community Involvement: The campus will engage in a mentoring-recruitment program to mentor students in academics and social emotional support.

Strategy's Expected Result/Impact: This strategy will be measured by recruiting up to 4 consistent and active mentors.

Staff Responsible for Monitoring: Campus Counselor

Title I:

2.6

- **TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Family Engagement/Parent Involvement: Parents will have access to the School/Parent compact, Parent & Family Engagement Policy and the Title 1 Parent meeting. Uhland will hold a movie night, using FunFlicks Rental company in order to engage parents on how to support their students at home and how STAAR measures their student's performance.

Strategy's Expected Result/Impact: The strategy will be measured by 100% of Title 1 compliance pieces being implemented.

Staff Responsible for Monitoring: campus principal

Title I:

4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools

State Compensatory

Budget for Uhland Elementary School

Total SCE Funds: \$31,016.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

UES will use supplemental SCE funds to provide the Leader in Me SEL program, Reading Instructional materials for small group intervention, Learning A_Z reading intervention program, an online math intervention program (Reflex), and tutoring for at-risk students.

Personnel for Uhland Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rocio Keils	Interventionist	1
Tricia Martinez	Instructional Coach	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is housed in Plan 4 Learning for the LEA and for each campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement plan is developed in collaboration with all required stakeholders. Meeting documentation can be found in Title 1 Crate.

2.2: Regular monitoring and revision

The campus reviews the progress on the strategies in their improvement plan at the end of each 9 weeks. Following each of these reviews, campus leaders are required to present these progress reviews to their CLTs for input and possible revision of the CLT strategies. The quarterly reviews can be found embedded in the CIP in Plan4Learning. CLT documentation can be found in Plan4Learning.

2.3: Available to parents and community in an understandable format and language

All CIPs and the DIP are made available in English and in Spanish on the Hayscisd.net website, and hard copies are available at the Hays CISD Central Administration Building located at 21003 IH 35 Frontage Rd., Kyle TX. Each campus's CIP can also be found on the Campus website.

2.4: Opportunities for all children to meet State standards

Each Title 1 campus actively plans for student success through the selection of high-quality instructional materials, professional development that is based on data and aligned to student and teacher needs, student-focused data-driven instruction, Professional Learning Communities, and PBIS strategies and mental health supports to encourage student success. Many of these activities are supplemental activities, funded using Title 1 funds, and documented in the CIP in relation to the strategies they support.

2.5: Increased learning time and well-rounded education

Each Title 1 campuses balances academic learning time with enrichment through Specials and elective classes that support a well-rounded education. Specials classes at the elementary level include PE, Music, Technology, and Social Emotional Learning. All elementary campuses also have student clubs to increase enrichment opportunities, with the clubs varying based on teacher skills and student interest. All campuses K-8 offer Intervention in Math and Reading provided by a certified teacher in a pull-out setting, and all middle school campuses offer additional learning time afterschool through tutorials with their teachers.

2.6: Address needs of all students, particularly at-risk

Students who meet one or more of the 15 at-risk criteria set out by the TEA are identified in PEIMS by the PEIMS clerk and Campus Counselor. These students are provided additional services and supports through State Compensatory Education funds, MKV funds, or other dedicated funds to meet their needs. Services and supports may include

additional tutoring or academic intervention, supplemental counseling, emergency supplies and clothing, and community referrals. Campus staff listen to students and families, and they respond to student needs as they become aware of them. District MKV and Counseling staff as well as Clothes Closet and HaysHope2Go volunteers are available to support campus teams and students whenever necessary. Hays CISD recognizes that in order for students to be academically successful, the district must address the needs of the whole student.

3.1: Annually evaluate the schoolwide plan

The Title 1 Plan is embedded in the Campus Improvement Plan. The plan is reviewed quarterly with a final summative evaluation completed in June. The summative evaluation reviews the effectiveness of Title 1, SCE, and other federal grant expenditures (Including ESSA, Perkins, IDEA, etc.) on increasing student achievement. The evaluation reviews are embedded in the CIP in Plan4Learning. These reviews inform the CNA and funding priorities for the coming year.

4.1: Develop and distribute Parent and Family Engagement Policy

Each Title 1 campus revises Its PFE Policy and annual activities each Spring at the SBDM (CLT) meeting. These policies are translated into Spanish, and then the PFE policy is made available on the Campus/District website with hard copies made available at the Hays CISD Administration Building in the Federal Programs office.

4.2: Offer flexible number of parent involvement meetings

The campus is required to hold at least 6 parent involvement over the course of the school year. The Fall Title 1 meeting is offered on at least two dates, and the same is true for the Spring Parent Engagement evaluation meeting. The LEA will offer a variety of Parent Involvement activities in coordination with other Federal Programs and Departments including CTE, Multilingual, MKV, Counseling and Mental Health, Special Education, and MTSS/Dyslexia. Campuses upload meeting documentation into Title Crate.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca Vasquez	Instructional Coach		1
Kayla Mead	Interventionist		1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Amanda Muro	Principal
Administrator	Javier Gonzalez	Assistant Principal
Administrator	Randy Klima	Assistant Principal
Classroom Teacher	Stephanie Giambattista	3-5 classroom rep
Classroom Teacher	Jennifer Ruff	K-2 classroom rep
Non-classroom Professional	Isabel Marquez	Other classroom rep
Parent	Jackie Hurtado	Parent
Parent	Nicole Ortiz	Parent
District-level Professional	Michael Watson	DAO
Classroom Teacher	Thamara Nava	DLT Representative
Community Representative	Trey Williams	Community Representative
Classroom Teacher	Nancy Frank	Special Education
Business Representative	Rueben Cuevas	