

Hays Consolidated Independent School District

Uhland Elementary School

2024-2025

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

Revised/Approved: November 18, 2024

Goal 1: Uhland Elementary School believes in the achievement, growth, and success of every student.

Performance Objective 1: Through attention to individual students' needs, the 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 Achievement:

The campus will share student achievement data with families to summarize student academic performance/achievement and growth, accessibility gaps, and, for all secondary campuses, the campus's college, career, and military readiness counts. The Principal will present the student growth goals addressing the Hays CISD approaches/meets/masters percentages versus the state performance. Campus instruction will focus on identifying and meeting the needs of each student in order to maximize growth.

College & Career Readiness:

The campus is committed to ensuring our students are fully prepared for college and career success. The campus will offer a variety of college and career awareness activities throughout the school year that promote a college and workforce culture. These activities may include a college fair, a career day, and college spirit days. All 5th grade students will receive individualized course advising to prepare them for the transition to middle school with a focus on exposure to the various career pathways.

Leadership Development:

The campus leadership team will participate in a district-led comprehensive on-boarding process for new administrators, ensuring they are well-equipped to lead their campuses effectively. Key departments, including Human Resources, Finance, Curriculum and Instruction, Maintenance and Operations, Student Information Systems, and Safety and Security, will provide essential presentations and support to familiarize new administrators with critical operational and administrative functions. These meetings are vital for

establishing a strong foundation, as they ensure that new administrators understand district policies, resources, and procedures, allowing them to focus on instructional leadership and fostering a positive school environment. Through this collaborative on-boarding process, we aim to empower school leaders with the knowledge and tools necessary for success in their roles.

Communication:

The campus will enhance communication channels to streamline processes and ensure clarity and transparency at all levels. By improving these avenues, we will make accurate and timely information easily accessible to staff, families, and community members. This includes developing a centralized platform where families and staff can quickly find information on school policies, events, and resources. By increasing access to information and strengthening the parent-school partnership, we aim to foster stronger community connections and encourage greater family involvement in the decision-making process.

Professional Development:

With district support, the campus will develop and implement a comprehensive and differentiated campus professional development (PD) plan aimed at increasing the frequency, quality, and choice of learning opportunities for teachers and staff. This plan will enhance our PD offerings by providing tailored, high-quality sessions that address the diverse needs of our educators, ensuring they have the tools and knowledge to excel in their roles. By differentiating PD, we can better support individual growth, promote best practices, and ultimately improve student outcomes. The focus on increased choice empowers educators to select PD that aligns with their professional goals, fostering a culture of continuous improvement and innovation across the district.

Student Advising and Mental Health:

The campus counselor will work with the district level mental health team to ensure that the emotional and mental health needs of students are monitored and addressed in a timely manner. All 5th grade students will receive course advising with a focus on their individual interests and strengths to prepare them for the transition to middle school.

Mathematics:

The campus, with district support, will implement a 4-stage strategic mathematics professional learning plan designed to empower teachers to engage students and foster deep conceptual understanding. The plan begins by engineering an ecosystem that promotes continuous professional development and collaboration among educators. Next, we will establish a clear, measurable vision and actionable strategy for mathematics instruction. A key focus will be on building teachers' capacity to strengthen students' conceptual understanding of mathematics. Finally, we will optimize our professional development structure and resources to ensure teachers have access to the necessary support. This strategic approach aims to create a cohesive mathematics teaching model and drive measurable improvements in student learning outcomes.

Strategy 1 Details

Strategy 1: Reading Language Arts: The campus will utilize data from screeners, commons formative assessments, unit assessments, and curriculum based assessments to inform and adjust lessons to provide high quality instruction.

Strategy's Expected Result/Impact: 75% of students will meet or exceed expected growth on their respective assessments.

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

Problem Statements: Demographics 1 - Student Learning 1

Strategy 2 Details

Strategy 2: Math: Teachers will leverage data from screeners, common formative assessments, and Curriculum-Based Assessments (CBAs) to refine whole group and small group Tier 1 instruction, and to guide accelerated instructional groups effectively.

Strategy's Expected Result/Impact: Student achievement will increase on state assessments by 5% at the meets level.

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: Teachers will implement hands-on, inquiry-based science labs that encourage practical learning and critical thinking. Additionally, professional development for teachers will focus on enhancing their understanding and delivery of science content, ensuring they are equipped to effectively engage and inspire students.

Strategy's Expected Result/Impact: Student achievement on state assessments will increase by 5% at the Masters level, and the campus will maintain its position in Quartile 1.

Staff Responsible for Monitoring: Campus Administration, instructional coach, and teachers.

Strategy 4 Details

Strategy 4: Social Studies: Teachers will enhance social studies performance by prioritizing nonfiction writing and reinforcing content-specific vocabulary. To achieve this, we will adhere to the district's expectations by consistently delivering weekly social studies lessons using the recommended resources.

Strategy's Expected Result/Impact: Students' social studies performance will improve, particularly in their ability to apply nonfiction writing skills and content vocabulary knowledge, with at least 50% of all assignments incorporating a writing task.

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

Strategy 5 Details

Strategy 5: Professional Learning Communities: The campus will strengthen Professional Learning Communities (PLCs) by ensuring regular, focused collaboration among teachers to analyze student data, share effective instructional strategies, and develop targeted action plans. Dedicated time will be provided for PLCs to meet weekly, with an emphasis on aligning discussions with district goals and improving student outcomes.

Strategy's Expected Result/Impact: This strategy will be measured by 2 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 implement a robust progress monitoring system by regularly assessing student performance using formative assessments and data-driven tools to identify learning gaps early. Teachers will receive ongoing support and training to analyze this data effectively, allowing for timely interventions and personalized instruction to enhance student achievement.

Strategy's Expected Result/Impact: By implementing this progress monitoring strategy, we expect to see improved student achievement through timely interventions and accelerated instruction, leading to 75% of students meeting or exceeding expected growth measures.

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 98% 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 enhance multi-lingual education by integrating language development strategies across all content areas and providing targeted support for English Language Learners (ELLs).

Strategy's Expected Result/Impact: 100% of 5th-grade students will improve by at least one performance level on their TELPAS composite score.

Staff Responsible for Monitoring: Principals, assistant principals and interventionists

Strategy 9 Details

Strategy 9: Special Education: The campus will improve special education services by implementing individualized, data-driven instruction tailored to each student's needs and ensuring full inclusion in general education settings whenever appropriate. Staff will receive ongoing professional development to effectively use evidence-based practices and collaborate with general education teachers to support the success of all students with disabilities.

Strategy's Expected Result/Impact: There will be improved academic and social outcomes for students with disabilities, with increased participation in general education settings and measurable progress toward their individualized goals as evidenced by 75% of the students meeting or exceeding their individualized growth targets.

Staff Responsible for Monitoring: Campus Principals and Assistant Principals

Strategy 10 Details

Strategy 10: Highly Mobile & At-Risk: The campus will provide targeted support for at-risk and high mobility students by implementing early identification processes and personalized intervention plans to address their academic, social, and emotional needs. Additionally, the campus will establish strong partnerships with families and community resources to ensure continuity of support and stability for these students, promoting their academic success and well-being.

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: Uhland Elementary School is dedicated to the safety, mental health, and engagement of all students and staff.

Performance Objective 1: A safe campus environment must include secure facilities, staff and student training on safety procedures and Social Emotional Learning, and students who are engaged in the school community. The campus will work in partnership with the district as well as local, state, and federal entities to assure preparedness related to School Safety and Security.

Evaluation Data Sources: Safety and Security: The campus will regularly report safety and security data to the district. Students and staff will participate in all required training. The campus will ensure that all safety drills are performed in accordance with district and state guidelines.

Social Emotional Learning: The campus will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The campus will share information about its SEL Program and outcomes with the district.

Student Engagement: The campus will track and monitor student participation in extracurricular/club participation. The campus will encourage all students to participate in extracurricular, school-based clubs, and other campus/district sponsored student activities.

Discipline and Attendance: The campus will track discipline and attendance and report to the district on an ongoing basis. The campus will implement outreach activities to families regarding the importance of regular attendance and school engagement in promoting student academic success.

Strategy 1 Details

Strategy 1: Student Safety: The campus will enhance safety by implementing a comprehensive emergency preparedness plan, conducting regular drills, and ensuring all staff and students are trained in safety protocols. Additionally, we will strengthen security measures by controlling campus access, increasing supervision in high-traffic areas, and fostering a culture of awareness and reporting to prevent and address potential threats.

Strategy's Expected Result/Impact: The campus will experience a reduction in safety incidents, with improved preparedness and a stronger sense of security among students and staff as evidenced by the campus passing 100% of their audits.

Staff Responsible for Monitoring: Campus Principal and Assistant Principal

Strategy 2 Details

Strategy 2: Social-Emotional Learning: The campus will integrate Social Emotional Learning (SEL) into the daily curriculum by providing structured lessons that focus on emotional regulation, relationship building, and responsible decision-making.

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 campus will prioritize mental health by establishing a comprehensive support system that includes access to on-site counseling, mental health resources, and regular wellness check-ins for students. Staff will receive training to identify early signs of mental health concerns and to provide appropriate referrals and interventions, ensuring that all students receive the care they need.

Strategy's Expected Result/Impact: 100% of the staff will complete youth mental health training to enhance their ability to respond effectively to students experiencing mental health challenges. Completion rates and application of learned strategies will be monitored to ensure preparedness and support for student well-being.

Staff Responsible for Monitoring: Counselor

Title I:

2.5, 2.6

Strategy 4 Details

Strategy 4: Increasing Attendance: Increase student attendance by implementing proactive strategies such as regular communication with families, recognizing and rewarding consistent attendance, and addressing barriers to attendance through targeted interventions and support services.

Strategy's Expected Result/Impact: Improve the attendance rate to 95% leading to improved academic performance and engagement.

Staff Responsible for Monitoring: Campus Principal

Title I:

2.4, 2.5

Strategy 5 Details

Strategy 5: Student Engagement: The campus will boost student engagement by incorporating interactive and student-centered learning activities across all subjects, fostering a sense of ownership and interest in their education. We will also create opportunities for student voice and choice, allowing students to participate in decision-making processes and pursue their individual interests within the curriculum.

Strategy's Expected Result/Impact: An 4 point increase in Domain I compared to 2023-24.

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: Uhland Elementary School 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 and timely, effective communication.

Evaluation Data Sources: Customer Service and Communication: All campus staff will receive targeted training in the areas of customer service and parent and community engagement. The campus will develop strategies and systems to ensure that parents, students, community members, and staff receive high quality customer service as well as timely and effective communication through a variety of platforms. The campus wants all visitors to feel valued and welcomed to the campus.

Family and Community Engagement: The campus will provide a variety of opportunities to welcome families and the community to actively participate in the school community. The campus will offer volunteer and mentor opportunities for the community. The campus will offer family engagement events throughout the year to welcome parents to the campus and to provide opportunities for parents to be active partners in their students' learning both at school and at home.

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 campus will host at least three school community events per semester to strengthen relationships and foster a supportive environment aimed at boosting student achievement.

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: \$27,575.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

UES will use SCE funds to support its SEL program (Leader in Me), Supplemental intervention materials, a computer based math fact program (Reflex Math), and a computer based quiz program to support struggling learners (Quiziz).

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is housed in Plan 4 Learning for the campus. The needs assessment process is undertaken annually in the Spring and summer for the campus. UES engages all required stakeholders in the needs assessment process, reviewing campus, district, and state level data to gauge current year success and plan for future improvement. UES seeks to close the achievement gaps for all students, focusing especially on those groups of students who have been identified as at-risk or educationally disadvantaged. From the Needs Assessment process, the campus leadership team drills down to 3-4 problem statements with root causes identified. These problem statements will drive the areas for focused improvement in the Campus Improvement Plan for the coming year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement plan is developed in collaboration with all required stakeholders. State Comp Ed and Title I funds are tied to specific Improvement strategies in the Campus Improvement Plan. CLT meeting information can be found in Plan4Learning. The CIP is reviewed on a quarterly basis following the end of each 9 weeks, and those reviews are shared with the Campus Leadership Team as part of the continuous improvement cycle. If changes needed to made to the strategies, then the CLT will determine what changes should be implemented. At the end of the school year, the CLT and Principal complete the Summative Review for the CIP, reviewing the impact of any and all State Compensatory Education, Title I and other campus-based federal grant expenditures on student achievement and overall school success.

2.2: Regular monitoring and revision

The CIP is reviewed on a quarterly basis following the end of each 9 weeks, and those reviews are shared with the Campus Leadership Team as part of the continuous improvement cycle. If changes needed to made to the strategies, then the CLT will determine what changes should be implemented. At the end of the school year, the CLT and Principal complete the Summative Review for the CIP, reviewing the impact of any and all State Compensatory Education, Title I and other campus-based federal grant expenditures on student achievement and overall school success.

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

The Campus Improvement Plan is available in English and Spanish in hard copy format in the campus office as well as on the campus website.

2.4: Opportunities for all children to meet State standards

The 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 State Compensatory Education Funds, and documented in the CIP in relation to the strategies they support. The campus ensures that all qualifying students receive required accelerated instruction under HB 1416. The campus will use Title 1 funds to support planning time during the school year as well as during the summer to ensure that campus teaching teams are well organized and implementing high quality lessons/instruction to meet learning gaps and student learning needs.

2.5: Increased learning time and well-rounded education

The campus balances academic learning time with enrichment through Specials classes that support a well-rounded education. Specials classes at the elementary level include PE, Music, Technology/STEM, 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. The campus also offers Tier 3 Intervention in Math and Reading provided by a certified teacher in a pull-out setting as well as limited afterschool tutorials with 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 and reviewed by the Campus Leadership Team. 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

The campus revises their PFE Policy and annual activities each Spring with parent input. This PFE policy was translated into Spanish, and then the PFE policy has been made available on the Campus website with hard copies made available at the Campus office as well as at the Hays CISD Administration Building in the Federal Programs office. This policy was also shared with families at back to school events as well as through the campus newsletter.

4.2: Offer flexible number of parent involvement meetings

The campus will hold at least 6 parent involvement events over the course of the school year. The Fall Title 1 meeting is offered on at least two dates, and the Spring Parent Engagement evaluation meeting provides families an opportunity to give direct feedback on the annual PFE activities and PFE Policy. 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 a district electronic folder.

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	VACANT VACANT	VACANT
District Level Professional	VACANT VACANT	VACANT
Community Member	VACANT VACANT	Community Member (not a parent)
Business Member	VACANT VACANT	Business Member
Parent	VACANT VACANT	Parent
Admin/Chairperson	Homero Gonzalez	Principal
Classroom Teacher	Gabriela Hernandez	Teacher
District Leadership Team	Thamara Nava	Teacher
Classroom Teacher	Kayla Mead	Interventionist
Campus Non-Teaching Professional	Tricia Martinez	Instructional Coach
Paraprofessional	Myra Salazar	Secretary
Non-Teaching Professional	Javier Gonzalez	Assistant Principal

Addendums