2026-2027 UCISD

Targeted Improvement Plan & Turnaround Action Plan
Public Hearing Meeting

Dalton, Legacy, Batesville, Uvalde High School

November 16, 2026

TIP - Targeted Intervention Plan: ***Batesville and Legacy***

- A **one-year strategic action plan** developed by a school campus that has been identified for low performance or targeted support under state accountability rules.
- Outlines immediate goals
- Identifies specific milestones
- Key instructional strategies
- Resource allocations to improve academic achievement within a single school year.

TAP - Turnaround Action Plan: ***Dalton and Uvalde HS***

- A multi-year plan (typically spanning **two years**) required for campuses experiencing prolonged low performance or facing state sanctions.
- Involves deeper structural interventions, such as operational restructuring, third-party support systems, or leadership adjustments
- Designed to pull a campus out of continuous failure status.

Targeted Categories for Improvement
(TIP & TAP)

Each campus plan consists of 7 categories

1. Needs Assessment and Stakeholder Engagement
2. School Improvement (SI) Strategy
3. Curriculum & Instruction
4. Milestones - 16 identified milestones
5. Capacity Building
6. Performance Management
7. Student Outcome Goals

#1. Needs Assessment & Stakeholder Engagement

- **Planning Meetings with Region 20 and shared with TEA for approval before presenting to the school board**
- **DEIC (District Educational Improvement Council)**
  - Meeting October 20, 2026; 6:00pm - Flores Library, nomination forms were sent out to all campuses to choose the members
  - Next Meeting November 19, 2026; 6:00pm - Flores Library

- **Survey on the TIP & TAP**
  - Survey was first given to the DEIC members
  - Survey sent out to staff and parents
  - Posted on the campus and district website



130 Responses to the Survey have been documented as of 11/3/2026

#2. School Improvement (SI) Strategy

- Projected Cost required to implement Plan
  - **10% of Title I funds for each of the campuses that are in School Improvement**

- Overall School Improvement Strategy: Intensive Curriculum & Instruction Improvements
  - LIFT (Leadership and Instructional Foundations for Texas)
  - LIFT PLC support (Region 20)

#3. Curriculum & Instruction

- All campuses are receiving weekly implementation support for HQIM (Highly Qualified Instructional Materials)
- Affective PLCs (Professional Learning Communities)
- Observations and feedback cycles by a designated campus coach
- Campus will monitor student growth data through weekly professional learning communities (PLCs) for a minimum of 45 minutes. These meetings include content and grade level teachers and special populations teachers. This determines needed interventions for students that fall below the passing threshold.
- The PLC protocols includes LIFT artifacts and provides time for lesson internalization, lesson rehearsal, module/unit internalization, and student work analysis.

- Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1
- Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1
- Bluebonnet Learning Math Grades 6-8/ Aprendizaje Bluebonnet Matemáticas de Secundaria
- Bluebonnet Learning, Secondary Mathematics Algebra 1

#3. Curriculum and Instruction
What is the campus plan for student intervention & supporting students below grade-level and in special populations?

1. Following data analysis, students who fall below the passing threshold are placed into small-group Tier 2 and Tier 3 interventions.

2. These targeted sessions will occur during dedicated intervention blocks, utilizing HQIM-aligned tools to address the disconnection of students from grade-level content.

3. Special Education and Emergent Bilingual educators will work on interventions to provide tailored and intensive support.

4. The instructional coach and administration will track weekly exit ticket data to continually refine student groupings, adjust instructional strategies, and evaluate growth and ensure skill acceleration.

#4. Capacity Building

Roles

1. Principal Manager
2. Principals
3. Instructional Coaches
4. Teachers

How will capacity building be attained?

1. LIFT Upfront Training (PLC & Observation and Feedback)
2. Initial Bluebonnet Content Training and PLC Protocol Training, RBIS (Research-Based Instructional Strategies)

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

1. Teachers will receive rounds of observation and feedback from an instructional leader or coach.
2. Teachers requiring more support are observed at least weekly and teachers requiring less support are observed bi-weekly.
3. Support is also a priority for special population teachers: special education & bilingual teachers.
4. Teachers will receive tiered rounds of observation and feedback to support their professional growth.

#5. Milestones (Summarized)

16 Total

1. Master Schedule with PLC time for 45 minutes.
2. Bluebonnet orientation - district wide for all campus and district administration & Instructional Coaches
3. Implement weekly unit and lesson internalization and rehearsal PLC Protocols
4. Weekly Walkthroughs with feedback
5. Administer, score, and analyze Module/Unit 1 Bluebonnet Learning curriculum-embedded assessments to conduct data-driven instruction (DDI) action planning in PLCs.
6. Conduct a formal Mid-Year TAP progress check and LIFT Grant implementation review with executive leadership to adjust coaching schedules and resource deployment.
7. Formalize campus-wide Tier 2/3 acceleration blocks utilizing Bluebonnet Learning supplemental tools, monitored through student progress check-ins.
8. Convene district and campus leadership for a multi-day summer reflection retreat to analyze Year 2 LIFT metrics and sustainability plan

#6. Performance Management

- District leaders will engage in monthly data step-backs with LIFT through performance management protocol. Information will be shared with principals and one to one data meetings with C&I staff to review data and create an action plan for intervention.

- Data will be collected through district CBA tracker, campus observation and feedback cycles, teacher tiering trackers and PLC observations.

- Progress will be reviewed quarterly by the superintendent and DCSI and monthly for district leaders, DCSI, and campus principals.

#7. Student Outcome Goals Summarized

Batesville Elementary: TIP
PK-8 grade - Batesville operates under a 1-year TIP focused on core academic acceleration and targeted

GOAL: Accelerate 8th-grade STAAR Math

GOAL: Maintain 100% implementation fidelity for Bluebonnet Learning Math (Grades 6–8)

GOAL: Maintain 100% implementation fidelity for Bluebonnet Reading Language Arts.performance subgroup support.

Dalton Elementary: TAP
(PK–2)paired with Legacy Elementary

GOAL: Building early foundational literacy and math routines to ensure grade-level readiness before tested grades.

Legacy Elementary: TIP
(3-5 grades) paired with Dalton Elementary

GOAL: Instructional Quality: Implement weekly 45-minute HQIM PLCs and weekly observation & coaching cycles for teachers

GOAL: Increase the Domain III English Language Proficiency Status/Growth

Uvalde High School: TAP
(9-12 grades) Uvalde High School is engaged in a 2-year Turnaround Action Plan

GOAL: Provide intensive co-teaching and small-group Tier 2/3 acceleration support specifically for Special Education and Emergent Bilingual students taking EOC assessments.

GOAL: Algebra I & EOC Performance: Targeted gains in STAAR End-of-Course (EOC) exams using secondary Bluebonnet Learning Algebra I curriculum and structured data-driven instruction

Thank you.

