Hays Consolidated Independent School District

District Improvement Plan

2015-2016

Accountability Rating: Met Standard

Board Approval Date: October 26, 2015
Public Presentation Date: October 26, 2015

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 unique, personal educational experiences.

Value Statement

We believe:

♦ That safety is paramount

♦ That education is a shared responsibility

♦ In student-centered decision making

♦ Our educators make the difference

♦ What gets monitored gets done

♦ Educational resources should be allocated according to student need

♦ An educated populace is essential to democracy

♦ High expectations lead to high achievement

♦ Transparency and open communication build trust

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Demographics

Demographics Summary

Hays CISD's student population continues to grow each year. Prior to 2008, the student growth rate was in double digits. From 2007 to 2014, the district continued to grow, but at a slower pace. In 2014, the number of students increased by almost 700 students. Enrollment is expected to grow in 2015 by over 800 students.

The district has experienced a change in student ethnicity groups and also the percentage of students from backgrounds of low socio-economics and English language learners over the past years. Since 2007 our economically disadvantaged student population has grown 9 percentage points from 41.5% in 2007 to 50.7% in 2014, and our Limited English Proficient students has grown from 11.6% in 2007 to 15.6% in 2014.

District graduation rates have improved from 72% in 2009 to 92% in 2013. Hispanic students in Hays CISD graduated at a rate of 69% in 2009 and increased to 90% in 2013. Graduation rates for economically disadvantaged students grew from 73% in 2009 to 89% in 2013. While district graduation rates are strong, direct to college enrollment lags at 55% in 2009 to 52% in 2014.

The enrollment of students in CTE courses has remained constant and is reflective of the student demographic population in the district. Although enrollment has remained stable, the number of industry certifications earned by CTE students has increased exponentially.

Demographics Strengths

- Strong student growth continues across all grade levels
- Graduation rates have improved and are growing
- Students earning CTE industry certifications have strong growth

Demographics Needs

- Predicted faster rate of student growth demands a review and refinement of current district processes and support
- Students of Hispanic ethnicity are underrepresented in the district's gifted and talented population
- District faculty and staff does not mirror the demographics of the student population

Student Achievement

Student Achievement Summary

The Texas Accountability System rates campuses and districts based on four indices, Index 1: Student Achievement, Index 2: Student Progress, Index 3: Closing Achievement Gaps, and Index 4: Post-Secondary Readiness.

In school year 2013-2014, Hays CISD Met Standard in all four areas. For Index 1, Student Achievement, the target score was 55 and Hays CISD scored 76. For Index 2, Student Progress, the target score was 16 and Hays CISD scored 37.

Locally developed, criterion-referenced assessments that align to the district curriculum provide one source of data for guiding instructional decisions, focused professional development, and intervention support. They point the direction for how to continually improve our instruction and help students learn. Data are evaluated routinely to adjust instructional emphasis at the student, classroom, campus and district levels. Our local assessment program will undergo a change for the 2015-2016 school year by reducing the number of required EOUs to one common, comprehensive summative assessment per 9-Weeks grading period.

Hays CISD utilizes a three-tier approach for Response to Intervention with varying levels of support beyond core content instruction. The process is a school-wide, district-wide, three-tiered model for identifying and providing high quality instruction and early intervention to all students falling behind their grade level peers. Based upon data from the previous two years, current RtI practices have not been effective. Large numbers of student being served in Tier 3 intervention exceed the recommended percentages for Tier 3. As a district, we have provided instructional support to the core instructional teachers for struggling student when student demonstrated deficiencies. This has resulted in a culture where the expectation is that intervention happens outside of the core classroom. Reframing intervention and redefining the culture of intervention is critical to student success.

Student Achievement Strengths

- Multiple assessment resources are available to to measure and monitor student progress (Aimsweb, iStation, DRA2, common assessments)

Student Achievement Needs

- Redefinition of intervention processes and practices to include intervention strategies into classroom instruction

District Culture and Climate

District Culture and Climate Summary

The district surveys its employees, parents, and community members annually to measure satisfaction with the district as well as individual campuses and departments. This year, the district added a student engagement survey to measure how connected students feel to their schools and their studies. The results of these surveys are used to inform district and campus planning for the following school year.

Students in grades 6-12 were invited to participate in the student survey this spring. A total of 2,656 students (30%) completed the survey. The survey measured cognitive as well as social and emotional engagement. Students were also provided opportunity to provide feedback via Let's Talk!

This year, a total of 2,355 people participated in the family and community survey, an increase from last year's total of 2,156. A total of 10% of respondents were Spanish speakers.

The district had a total of 1,323 participants for the employee survey, which yielded an impressive 60% response rate.

District Culture and Climate Strengths

Student Engagement Strengths

The level of engagement across gender, race/ethnicity and income did not yield differences, meaning the level of engagement is consistent across those demographic groups. Similarly, the level of engagement by instructional program did not yield deficits or major differences across programs.

There were slightly higher engagement levels, however, for students who are English Language Learners or enrolled in special education programs, providing an opportunity to see what techniques could be transferred from these programs to general education to enhance engagement. Additionally, students involved in extra curricular activities and advanced coursework had slightly higher engagement scores.

Related to cognitive engagement of students in grades 6-12, students consistently reported teachers encourage them to do their best.

Related to social emotional engagement of students, students in grades 9-10 reported they believe they will continue education after high school. Students in grades 6-8 and 11-12 reported being nice to their teachers.

Family and Community Satisfaction

Families rated the overall quality of their children's campuses and the quality of Hays CISD very favorably. There were notable increases in satisfaction in this area between 2014 and 2015.

The district also received increases in family ratings in the areas of school management and customer service.

Employee Satisfaction

The survey indicated strong relationships between employees and their principal or direct supervisors. There was also an increase in the percentage of employees who feel good about their job in public education.

Regarding engagement, employees reported feeling motivated to contribute more than what is expected, find their work interesting and satisfying, and they are proud to work for Hays CISD.

District Culture and Climate Needs

Student Engagement Opportunities

Related to cognitive engagement, middle school students expressed their classes did not allow them to be creative. High School students reported they do not see how what they are learning relates to the "real" world.

Related to social emotional engagement, both middle school and high school students reported they did not feel they are recognized for contributing to school.

Students reported they would like additional opportunities for activities that interest them both during and outside of class. This relates to additional electives offerings as well as after school activities.

As middle school students represented 53% of student survey respondents, there is a need to increase participation by high school students. In this year's survey period, middle school principals provided class time to complete the survey.

Family and Community Satisfaction

When asked how the district and campuses could earn a better grade, respondents requested equitable distribution of resources among all schools; improvements in race relations; the need to hire qualified teachers and support them with the compensation and tools they need; thoughtful response to the population growth in the district; and a thoughtful review of the GT program to address "a degradation of the program."

The start and end times of the school day as well as the start and end dates of the school year were areas where there seemed to be community areas of concern.

Employee Satisfaction

While employees reported satisfaction with working for Hays CISD, there were lower scores related to feeling there are long-term career opportunities for professional growth within the district. Additionally, compensation continued to be an area of opportunity with lower ratings than the previous survey year.

Only one of six district office departments received an increase in employee satisfaction ratings. Of the other five, one maintained the same rating as last year while the other four experienced decreased satisfaction.

When reviewing overall engagement by job categories, the groups with the lowest engagement ratings were non-instructional campus professionals and auxiliary support.

The best opportunities to improve employee engagement relate to fairer distribution of work at campuses and departments; improving the ways in which the district office and campus leaders invite employees to share ideas to improve overall performance; reviewing professional development offerings to better help employees meet the learning needs of their students, and ensuring that meeting the needs of students is one of the district's top priorities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The office of Human Resources conducts an annual review of all teacher certifications as applicable to their teaching assignment to confirm highly qualified status.

As of the 2014-15 school year our over all retention rate for employees is 14.27%

New teacher support is facilitation through teacher induction program, administered by the office of professional development. As part of the program all new teachers are assigned a mentor teacher.

This year the district will implement several leader development programs to groom future district administrators and up and coming leaders.

Staff Quality, Recruitment, and Retention Strengths

As a result of a comprehensive external audit of the Human Resources department, several areas of risk and or improvement were identified. The district retained a new Chief Human Resources Officer to oversee departmental initiatives and administration. The department has made huge strides to automate many of our processes in personnel management to include an on-line application system, paperless personnel change requests, paperless contract process, and a paperless evaluation process.

Our employee on-boarding process has been reduced from a 4-6 event to a 1-2 hour event with most on-boarding activities being conducted on-line before the applicant reports to pick up their badge and to have their service records and transcripts reviewed.

The depart has undergone a restructuring to align the roles and responsibilities of several staff to their appropriate employment area. We continually cross-train and align procedures to be universally used across the employee groups.

Staff Quality, Recruitment, and Retention Needs

The department lacks current technology and programming to effectively manage all aspects of the employee. Human Resources has not historically actively engaged in initiatives to improve our employees job satisfaction and or morale. The department staff, would benefit from ongoing skills development

training in computer programs and systems utilized to manage our staff. Human Resources has historically operated in isolation from other business departments, and campuses.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hays CISD continues to implement the standards-based curriculum developed through the TEKS Resource System. Teachers work collaboratively to improve instruction through analysis of student performance on state and local common assessments. In 2014, campuses administered a common assessment at the end of each unit of instruction. Moving forward, the assessment system will be revised to include interim common assessments for every quarter or 9-Weeks. In addition to the quarterly assessments, designated performance assessments will be shared as part of the process of measuring student growth.

Response to Intervention has been an area of study for the past year. Refinement of the RtI process to more clearly define and articulate what should take place in each Tier in order to meet the needs of students more effectively and efficiently will be shared and included in district training in 205-2016.

The professional development plan for implementing SIM strategies continues to be a focus for the district. Increasing opportunities and training for teachers will be important moving forward with the implementation of this successful model.

In June of 2014, the district received the results of the internal audit of the academic program management. A program management audit focuses on the management processes, school level practices, the automated tools, and the accountability mechanisms used to support a robust and effective academic program. In this context, six major areas of academic management were analyzed to address the following areas:

- Curriculum implementation and fidelity
- Student data analysis and use
- Instructional resources and support
- Teacher observation and evaluation
- Teacher professional development
- Academic program management and decision-making

The approach to the audit involved the analysis and triangulation of data from multiple sources, including district- provided data, teacher surveys, interviews with central office staff, teacher and principal focus group sessions, and classroom observations. The needs identified from the audit are being addressed through action steps in the district improvement plan.

As a result of the audit, the district convened a committee of teachers and campus leaders to develop the Hays CISD Model of Instruction and a common lesson planning template.

Although the New Teacher Induction Program is strong, the need for curriculum training and sheltered instruction training for new teachers is an area of need.

Curriculum, Instruction, and Assessment Strengths

- Targeted district instructional support for tiered campuses
- Creation of curriculum support by the addition of four Content Coordinators and 1 Advanced Academic Coordinator
- Implementation of a strong data analysis process led by campus principals through professional learning communities (PLC)
- Performance of campuses implementing the Strategic Instruction Model (SIM) continues to increase

Curriculum, Instruction, and Assessment Needs

- Campus Administrators need training in what to look for in classrooms where sheltered instruction is being implemented
- Curriculum training for new to profession teachers
- Sheltered instructional training for new to profession teachers
- Curriculum support for elementary ELA and mathematics
- New training for teachers in understanding and using the curriculum and sheltered instruction
- Increase the use of fidelity checks to monitor the implementation of the district curriculum
- Develop observation protocols for principals to use when monitoring curriculum implementation and instructional quality
- Increased opportunities for SIM implementation

Family and Community Involvement

Family and Community Involvement Summary

Hays CISD is committed to the development and sustainability of family and community involvement at the campus and district level. The district strives to achieve family and community partnerships that positively impact the success of all Hays CISD students.

Hays CISD has a well-established framework in which the basics of school, family, and community partnerships exist. Campuses have strong Parent Teacher Associations (PTA), Booster Clubs and parent volunteers. There is also a district PTA council that provides resources and guidance to campus PTAs.

Communication is a key to the effectiveness of all family and community involvement. Through the use of social media and automated communications, parents and families are able to receive information in a timely and expedient fashion. With frequent interaction between schools, families, and communities student are more likely to receive common messages regarding the importance of school, collaboration, and partnerships. The district has strong community partnerships with businesses and community groups as well as offering opportunities for citizens to be involved in district decisions such as the Bond Oversight Committee, District Leadership Team, Growth Impact Committee, CTE Advisory Board and Attendance Zone Committees.

Family and Community Involvement Strengths

The district currently has more than 5, 500 registered volunteers who contributed a recorded 30,000 hours of service this past year. Hays CISD launched the inaugural Volunteer Appreciation Luncheon this spring to honor volunteers from each of the campuses. This will be an annual celebration of volunteer commitment.

Hays CISD distributed over 250 backpacks filled school supplies. Backpacks and school supply donations were provided by individual community members, local organizations, parents, local businesses.

Hays CISD students and staff donated $7,470 and 6,260 pounds of food to the Hays County Food Bank.

Key mentoring partnerships were established this year with the Buda Baptist Church, The Seedling Foundation, and Buda Police department.

The Hays CISD Education Foundation:

- Awarded $48,300 in innovative teacher grants and mini grants.
- Hays High School and Lehman High School both received an award for $1,100 to be use to recognized students who have advanced through Academic UIL competitions, excelled academically and who have been recognized by their teacher as being exceptional students. Over 200 students

from each campus were recognized at the awards ceremony.

- Awarded deserving teachers with $9,200 in 18 Teacher Professional Development grants.
- Provided $9,000 in student excellence awards to the top 10% distinguished graduating seniors and recognized 56 distinguished educators.
- Recognized 22 teachers of the year.

Hays CISD students, teachers and parents participated in various local community events. They contribute volunteer time and resources to local events such as the Plum Creek 10K, Chapa 5K, Buda Weiner Dog Race, and Relay for Life, Cinco de Mayo celebration, Kyle Parks and Recreation, and the Kyle Area Youth Council participated in the 2015 legislative session.

Family and Community Involvement Needs

The district is working to finalize a new VIPs marketing toolkit to be used in engaging local businesses to provide perks to district volunteers. This program extension allows for the recruitment as well as retention of volunteers. At the same time, it helps local businesses provide visible support to the district with marketing materials for storefront placement.

Through this enhanced partnership with the business community, the district aims to increase the number of volunteers for 2015-2016.

The district will continue to work with local organizations, faith based groups, and individuals to establish or increase mentors at all campuses.

The district will work with all principals to help enhance the PTA campus relationships. The district will provide principals with training on the district policies, guidelines and techniques on building relationships with parents.

The district will continue to support the PTA Council and help with PTA trainings. The goal is for every campus to be a member of the PTA Council. The

district will also meet with all Booster Clubs to discuss district guidelines and encourage parental involvement documentation through the VIP system.

District Context and Organization

District Context and Organization Summary

Hays CISD has a focus on student achievement and academics. Because of this focus, Hays CISD has been engaged in the School Transformation project in an effort to implement the New Vision for Public Education in Texas. The New Vision contains five articles: I. The New Digital Learning Environment, II. The New Learning Standards, III. Assessment for Learning, IV. Accountability for Learning, and V. Organizational Transformation. These statements of principle and supporting premises furnish the foundation for developing an understanding and commitment to a shared set of values and a common vision for public education in Texas, our public schools, and the success on which our democracy depends. From this discussion, the Hays CISD learner profile has been drafted.

Additionally, a new organizational structure has been implemented for the spring semester in 2015 and beyond. Campus leaders report directly to Assistant Superintendents in the Office of School Leadership. A Decision Making Framework has been developed will be put in place for 2015-2016.

Planned for 2015-2016 is the continuation of the Transformation conversation facilitated by TASB. The development of other profiles and a new community-based accountability system are goals for the future.

District Context and Organization Strengths

- Organizational arrangement is robust with professionals and support in each department

District Context and Organization Needs

- Development of a decision making framework as prescribed in the Academic Program Management Audit
- Development of a Community Based Accountability System based upon the New Vision for Public Education and Transformation Network
- Creating a school system rather than a system of schools to ensure consistency and quality for all students

Technology

Technology Summary

Hays CISD values technology as an engaging tool for instruction and is continuing to address issues identified in the 2014 Academic Program Management Audit related to 1) equipment and infrastructure and 2) technology integration.

Funding through the 2014 school bond has allowed for infrastructure improvements including improved wifi, a mobile device management platform, the installation of ceiling mounted projectors with integrated audio, and numerous computer upgrades. Teachers were issued iPads in May 2015 and shared carts of devices for student use will be deployed in early fall 2015. A mirroring solution allowing teachers to project their iPad wirelessly is also expected to be implemented in early fall 2015. The district still needs to create a sustainable replacement plan for technology equipment.

Training teachers to integrate digital learning effectively will continue to be the greatest need in our district in the area of instructional technology. The technology application TEKS are taught either through a scheduled class (such as tech apps class and special areas) or integration with the performance assessments in the district's curriculum. The audit states that the district lacks sufficient resources to implement effective PD for the instructional technology we are purchasing.

Local data that supports this includes: 1) the baseline data for Project Engage showed that 1/3 of our teaching staff self reported that they have no knowledge of the project outcomes and all 12 outcomes have less than 40% mastery amongst our teaching staff. 2) our 5th & 8th grade technology literacy assessment scores of Basic and Proficient, respectively, indicate there is room for improvement in our students mastery of technology standards.

Our current staffing resources include one director, a digital learning coach at each comprehensive high school, and a digital learning coach that supports the online learning program. There are no digital learning coaches assigned to support the elementary and middle school level. To address these gaps, our district's instructional coaches will integrate technology into the content area training they provide teachers. In addition, the digital learning team will continue to implement the three year professional development plan for Project Engage. The district plans to build capacity by offering PD in a variety of ways including a digital learning conference, specialized cohorts called Transformer Academy, online classes and collaboration, and face to face workshops. The district still needs to address the digital learning staffing needs, and provide teachers with integrated lesson plans aligned to the curriculum.

The academic audit also identified ineffective BYOD strategies as an area to address in order to close the equipment gap. In 2014, the district rolled out a Drive Your Own Device initiative to communicate a consistent message across the district that students are allowed to use their devices for learning in Hays CISD classrooms. Training teachers on 1) classroom management strategies, 2) digital citizenship needs and 3) integration strategies will continue to be a need in the upcoming school year. Engaging families in discussions about digital citizenship is also an area of need.

Technology Strengths

- Bond funding was allocated to improve infrastructure and purchase equipment to enhance and improve instruction
- Project Engage plan for professional development
- DYOD (Drive Your Own Device) program is consistent across campuses

Technology Needs

- Implementation of a mirroring solution for teachers to project wirelessly from iPads
- Resources for quality professional development on the integration of digital learning into classroom instruction
- Digital Learning staffing needs to be increased
- Training for teachers in classroom management and digital citizenship

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- NCLB Report Card data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: The district will implement a guaranteed and viable curriculum through effective teaching practices.

Performance Objective 1: The district will utilize district aligned curriculum practices so that all students and disaggregated student groups of the district will meet or exceed promotion/graduation/completion standards.

Summative Evaluation: District Goal Scorecard, Eduphoria Data Reports, Texas Assessment Performance Report (TAPR), STAAR/EOC (BSG 1.2)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) (BSG 3.9) (Big 5) (C) (TI-3) The district will implement the Hays CISD Instructional Model to update and modify the comprehensive professional development plan as recommended in the Academic Program Management Audit. The plan includes: SIM (secondary), Balanced Math (K-5), STAAR4ward, Reading/Math/Behavior Tier 2 & 3 Interventions, New Math and Fine Arts TEKS, Digital Learning and DYOD, PLCs, Hays CISD Instructional Model/Lesson Planning, Implementation of New Instructional Materials, Balanced Literacy (including writing), Positive Behavior Intervention Support and CHAMPS, Sheltered Instruction, and/or locally provided PD by an Instructional Coach.	3	Assistant Superintendent, Director of Professional Development	100% of all staff will engage in ongoing, high quality, professional development.				
2) (BSG 3.1) (Big 5) The district will implement the Hays CISD Instructional Model to provide a framework to guide instruction.		Chief Academic Officer, Director of Assessment and Accountability, Executive Director of Learning and Teaching, Assistant Superintendent					
3) (BSG 3.1) The district will engage all principals in "Learning Walks" to provide feedback and share best practices to increase student engagement, learning and teaching.		Assistant Superintendent	100% of campuses will be provided instructional feedback from their "Learning Walk."				
4) (BSG 3.1) Teachers will implement the Hays CISD Lesson Plan Guidelines.		Assistant Superintendent	100% of campuses will implement the guidelines with evidence provided during quarterly meetings with the campus principal and assistant superintendent.				
5) (BSG 1.1) (C) (TI-1) The district will refine/revise the comprehensive evaluation plan that defines key measures to access program/resource effectiveness (multi-year process related to the academic audit). Effective resources and strategies will be scaled for future use.	1	Superintendent, Deputy Superintendent	Effective resources, programs and strategies will be prioritized and articulated in a comprehensive evaluation plan provided to the superintendent.				

6) (BSG 3.1) The district will align state adopted resources for all core subject areas with the TEKS resource system.		Executive Director of Learning and Teaching	100% of all core content areas (K-12) will be aligned with state adopted instructional materials on the content resource page.			
7) (BSG 4.1, 4.2) The district will follow the response plan for the Academic Program Management Audit conducted in 2013-2014 and make changes and/or additions to address findings of the Academic Program Management Audit follow-up (see addendum).		Chief Academic Officer	Quarterly updates are provided to the Board Audit Committee as evidenced in the implementation map to communicate progress achieved on each recommendation.			
8) (Big 5) (C) (T1-2) The district will increase instructional technology integration into academic instruction as guided by the TEKS resource system, to create future ready learning environments that support meaningful integration of digital learning into instruction and develop necessary skills including communication, collaboration, creativity, problem solving skills, and digital citizenship (i.e Drive Your Own Device, Digital Citizenship, Project Engage, and adopted digital instructional materials).		Director of Digital Learning, Executive Director of Learning and Teaching	The percentage of teachers reporting an increase of their ability to efficiently communicate, collaborate, create, and solve problems utilizing their iPad and other appropriate devices during their classroom instruction, will increase by 20% on the Project Engage Outcomes Survey.			
9) (Big 5) (C) (TI -2) The district will provide a robust network infrastructure to allow for technology integration across academic and administrative functions. The district will provide hardware and software to support access to academic and administrative digital resources.	2	Executive Director of Technology, Deputy Superintendent	Upgrade Wide Area Network to provide 10 Gig connectivity between campuses. Utilize secondary Internet connection to provide additional bandwidth to the campuses. Implement network monitoring tools to document needs and appropriately plan for growth. Continue to increase operational budget to support a four-year workstation replacement cycle. Annually adjust software budgets to include yearly maintenance fees and software license renewals.			
System Safeguard Strategies 10) (Big 5) (C) (TIII) The district will demonstrate instructional fidelity by providing the following bilingual education programs for developing language proficiency and language acquisition of English Language Learners (ELLs): Dual Language One Way Program (CRES, HES, TGES), a Dual Language Two Way Program (BVES, SHES), ESL at all campuses and a new arrival center (SMS and LHS). Supplemental supports will include PD, tutoring, summer school, supplemental instructional supplies, language acquisition software, and LPAC management software.		Director of Bilingual Services, Chief Academic Officer	100% of all ELL students will increase by one proficiency level in all tested areas on TELPAS. The district will receive an AMAO status of "met" in 100% of all criteria. The district will efficiently fund supplemental supports by carrying over less than 15% of Title III funds into next grant year.			

Funding Sources: Title III - $209000.00, Title III - $6000.00, Title III - $48767.00, Title III - $4000.00, Title III - $4537.00

System Safeguard Strategies 11) The district will develop and implement a long-term plan to improve writing performance across all content areas, through the collaboration of the ELA vertical team for planning, provision of instructional materials, use of the balanced literacy training on effective elements of training, expansion of Empowering Writers professional development and expansion of the Strategic Instruction Model at secondary campuses.		Chief Academic Officer, Executive Director of Learning and Teaching, Assistant Superintendent	The plan and writing beliefs will be communicated to 100% of teachers using iBook and iTunes U.			
System Safeguard Strategies 12) Teachers will implement best practices in writing instruction in accordance to the district writing beliefs for the K-12 classroom.		Assistant Superintendent	100% of teachers will utilize best practices as evidenced by the writing walk through instrument.			

13) (Big 5) The district will utilize a curriculum system (which includes instructional focus documents and year at a glance layouts) to ensure vertical alignment of student expectations and the implementation of effective, research based teaching practices to engage students in quality, differentiated learning experiences bell to bell.		Executive Director of Learning and Teaching, Assistant Superintendent	100% of all teachers submit weekly lesson plans that conform to HCISD lesson plan guidelines and demonstrate fidelity to the curriculum.			
14) (Big 5) The district will demonstrate with fidelity, the Balanced Literacy and Balanced Math models at elementary campuses; and, the Strategic Instruction Model at secondary campuses.		Chief Academic Officer, Executive Director of Learning and Teaching, Assistant Superintendent	100% of (K-5) reading/ELA and math teachers will have evidence of Balanced Literacy and Balanced Math in their lesson plans. 100% of middle school teachers will have evidence of SIM in their lesson plans.			
15) (C) The district will provide research based programs and strategies, inclusive of an accelerated reading program, for students identified with Dyslexia, Elementary campuses will utilize BLS (Basic Language Skills) for English dominant plus Esperanza/WELLS/WOW for Spanish; and, the secondary campuses utilize Wilson Reading Systems.		Executive Director of Special Programs, Assistant Superintendent	100% of students receiving Dyslexia services, will show academic gains in reading as measured by state assessments.			
16) (C) (TI-8) Through lead4ward's staar4ward series the district will provide ongoing training for principals and teacher leaders to use STAAR and local assessment data to focus on specific areas for growth in professional development and in instruction.	8	Chief Academic Officer, Director of Assessment and Accountability, Assistant Superintendent	100% of campuses will choose and submit Priority Knowledge and Skill statements by September 8, 2015. District-level learning walks, content PD and analysis of lesson plans and performance assessments will target Priority Knowledge and Skills as demonstrated in agendas, minutes, and PD offerings. Program evaluation of Lead4ward process including, but not limited to staar4ward series of workshops and webinars			
17) The district will guide campuses so teachers will meet regularly through professional learning communities (PLCs) to articulate learning goals based upon the curriculum, analyze student data, develop scientifically research based school wide reform strategies, evaluate student work and plan engaging instruction.		Director of Professional Development, Assistant Superintendent	100% of campuses will have a master schedule to reflect PLC time embedded into the instructional day.			
18) The district will provide a model for instructional coaching to provide job-embedded professional development and support for teachers with follow-up in order to sustain and support campus and district initiatives.		Assistant Superintendent, Executive Director of Learning and Teaching, Director of Professional Development				

19) (C) The Title I, Part A schoolwide program or Hays CISD is designed to provide supplemental instruction support to campuses with a population that contains 40% or higher of low-income students as a means to increase academic achievement. The basis for eligibility is SW as indicated on the NCLB Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered based on need of services (see campus allocations worksheet for detailed budgets).	Federal Programs Director	Campus Allocations worksheet maintains a rank order with needs prioritized and funds efficiently utilized within the grant year.			
		Funding Sources: Title I - $843649.00, Title I - $246550.00, Title I - $250235.00, Title I - $63342.00, Title I - $23783.00			

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✖ = Discontinue

Goal 1: The district will implement a guaranteed and viable curriculum through effective teaching practices.

Performance Objective 2: The campus will increase students achieving post-secondary readiness by 3% from the previous academic year; and will increase students achieving advanced standards on state standardized exams by 1%.

Summative Evaluation: Postsecondary Readiness Performance Index, Texas Academic Performance Report (TAPR)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) (BSG 3.7) (C) (P) The district will provide a wide range of Career and Technical Education (CTE) courses designed to provide students with the knowledge, skills and competencies needed to enter today's workforce.		Director of Career and Technology Education, Assistant Superintendent	The district will increase the number of industry certifications earned by students enrolled in CTE courses by 20%.				
Funding Sources: Perkins - $21000.00, Perkins - $6000.00, Perkins - $21869.00, Perkins - $22400.00							
2) (BSG 3.5) To increase program effectiveness, the district will continue to implement the AP Diagnostic recommendations and maximize the use of AP data to make changes in personnel and testing requirements as needed. The district will compare Hays CISD AP enrollment with peer districts and research strategies to increase enrollment.		Executive Director of Learning and Teaching, Director of College and Career Readiness and Guidance, Coordinator of Advanced Academics, Assistant Superintendent	The district will increase student enrollment in AP courses and achieve scores of 3 or higher on all AP exams by 5%.				
3) (BSG 1.4, 3.6) To increase program effectiveness, the district will develop strategies to overcome obstacles and barriers with ACC, compare Hays CISD dual credit enrollment with peer districts, research strategies used to increase enrollment, offer flexible scheduling (bus shuttle) for students, and establish an Early College High School.		Executive Director of Learning and Teaching, Director of College and Career Readiness and Guidance, Assistant Superintendent, Chief Academic Officer	The district will increase student enrollment in dual credit courses by 5%. The application for Early College High School will be approved by TEA for 2016-2017.				
4) (BSG 3.10) The district will investigate and develop a method for tracking success of Hays CISD students after leaving high school.		Assistant Superintendent	The district will provide a recommendation for tracking success.				

5) (Big 5) (C) The district will ensure that GT services and best instructional practices are provided to identified GT students through the schoolwide cluster grouping model.		Coordinator of Advanced Academics, Executive Director of Teaching and Learning	100% of elementary campuses will implement the schoolwide cluster grouping model.	
6) (C) Teachers of GT students will receive the appropriate amount of professional development (30 hours initial training, 6 hour annual update). Campus administrators will adhere to the "Campus Responsibilities for GT Services." The program will be evaluated annually.		Coordinator of Advanced Academics, Executive Director of Teaching and Learning	100% of teachers of GT students in core academic areas receive PD training. Evaluation of program presented to school board.	
7) (C) The district will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, HB5, the TEXAS grant program, the Teach for Texas grant program, and the need for students to make informed curriculum choices to be prepared for success beyond high school.		Director of College and Career Readiness and Guidance, Director of Career and Technology Education, Assistant Superintendent	All students grades 6-11 will receive Navigate your Future course guides. All 6-11 grade students will complete a career and learning styles inventory. All students grades 9-11 will complete their course selection and individual graduation plans.	

✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue

Goal 2: The district will assess FOR learning: develop challenging goals, monitor progress and provide effective feedback.

Performance Objective 1: The district will utilize progress monitoring and differentiated instruction, so that all students and disaggregated student groups of the district, will meet or exceed the satisfactory standard on state standardized exams.

Summative Evaluation: STAAR, TELPAS, PK-3 Readiness Exam, EOC (BSG 3.1)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) (BSG 3.8) (Big 5) (C) (T-9) The district will develop, revise and implement aligned Response to Intervention (RtI) practices for reading, math, and behavior while providing training modules to implement revised RTI procedures and monitoring students who enter/exit RTI services.	9	Director of Intervention Services, Assistant Superintendent	The district will utilize RTI documentation to measure a decrease in the percentage of students served in Tier II instruction by 5% and the percentage of students served in Tier III by 3%.				
2) (BSG 3.2) The district will define the word "rigor" for Hays CISD.		Assistant Superintendent	Formal definition of "rigor" will be distributed to all campuses.				
3) (Big 5) The district will assess student progress through the use of common assessments, both district required and campus/PLC developed, and individual students performance by SE will be used to group students to appropriately guide instruction for differentiated learning.		Director of Assessment and Accountability, Assistant Superintendent	100% of all students will be tested with district required common assessments.				
4) (Big 5) Campuses will use effective grading practices that communicate a student's mastery of the curriculum in a timely manner through Parent Self-Serve.		Assistant Superintendent	All teachers will have grades posted by Tuesdays at midnight.				
5) (C) The district will monitor students in at-risk situations and fund programs/services designated to supplement the regular education program (including accelerated instruction with SCE funds) for students identified as not achieving at their full potential and who are experiencing difficulty mastering standards set by the state.		Director of Intervention Services, Director of College and Career and Guidance, Executive Director of Special Programs, Assistant Superintendent	The student group categorized "at risk" will achieve the same "met standard" percentage as non-at risk students on state required assessments. 52% of SCE monies will be budgeted towards the direct instruction of at-risk students.				

System Safeguard Strategies			
6) (C) The district will ensure that programs/services for students requiring Special Education services are based on needs assessment data and follow ARD committee recommendations and IEPs. Campuses will tie Individual Education Plan (IEP) goals in core content areas, to individual Student Expectations (SE), to increase student monitoring of individual performance on SEs. Students will be served in the Least Restrictive Environment (LRE).		Executive Director of Special Programs, Assistant Superintendent	All ARD facilitators will monitor the quality of the PLAAFP [Present Levels of Academic Achievement and Functional Performance] statements in every IEP, to ensure inclusion of performance related to grade-level TEKS and performance on multiple measures including state assessment data, to facilitate the determination of LRE for every SPED student.
Funding Sources: IDEA -B Formula - $1652236.00, IDEA -B Formula - $117000.00, IDEA -B Formula - $250000.00, IDEA -B Formula - $20000.00, IDEA -B Formula - $13000.00, IDEA -B Preschool - $30443.00			
7) (BSG 3.1, 3.3) The district will use student growth reports developed by E3 and work with E3 to compare Hays CISD to other like school districts and schools while continuing to encourage principals to visit/contact districts and analyze best practices that may be replicated in Hays.		Assistant Superintendent, Director of Assessment and Accountability	E3 will present alongside district to provide context for use of student growth data along with other data tools provided by state and district. District and campuses will review E3 data as part of ongoing needs assessment and improvement planning process.
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue			

Goal 3: The district will involve families and community.

Performance Objective 1: The district will form partnerships with stakeholders in the community and promote district and campus activities to increase parental/community involvement by 5% from the previous academic year.

Summative Evaluation: Parent and Community Participation Documentation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) (BSG 5.6) (Big 5) (C) (TI-6) The district will educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents so that high expectations for student performance can be met. Principals will be educated in the PTA National Standards (six standards) for Family Partnerships and will be held accountable for implementation of all standards to create a great campus climate.	6	Public Information Officer, Director of Development & Community Partnership	Using data from VIPS, the district will establish a baseline to measure increased parent involvement.				
2) (BSG 5.2) (Big 5) The district will implement and monitor the VIPS program that utilizes parents as campus leaders/liaisons. The district will provide a check-in kiosk pilot program (Elem and MS campuses), membership card rewards program, system to monitor volunteer hours at each campus monthly, investigate creation and use of a phone app, and review CIP and make necessary changes to increase parent participation.		Public Information Officer, Director of Development & Community Partnership, Assistant Superintendent	Kiosks available at each campus and recorded volunteer hours will increase by 10% from previous year.				
3) (BSG 5.1) To improve collaboration between students, parents, staff and community, the district will expand the K-12 "Let's Talk" stakeholder engagement solution to the campus level.		Public Information Officer, Assistant Superintendent	All campus principals (and other assigned staff) will be trained in "Let's Talk" and will receive login credentials.				
4) (BSG 5.4) The district, as part of the ongoing comprehensive needs assessment process, will administer student surveys to gather feedback regarding their educational, co-curricular, and extra-curricular experiences in Hays CISD.		Public Information Officer, Assistant Superintendent	100% of students were provided access to complete the survey				
5) (BSG 4.5, 5.5) The district add additional communication tools to the master communication including: replace website and content management system, successful conversion to Outlook email system, and the launch of a dashboard to visually illustrate various forms of data.		Public Information Officer, Assistant Superintendent	100% of district employees have access to the communication tools relevant to their job description.				

6) (BSG 5.3) The district will host an annual Volunteer of the Year Recognition Luncheon to recognize all campus VIPs of the Year.		Public Information Officer, Director of Development & Community Partnership, Assistant Superintendent	100% of volunteers invited to event.			
7) (C) (TI-7) The district will provide guidance (Countdown to Kinder) to applicable Title I elementary campuses to ensure a smooth transition from early childhood programs such as Head Start.	7	Early Childhood Administrator, Assistant Superintendent	100% of students entering Kindergarten will receive an invitation to participate in Countdown to Kinder.			
8) (C) The district will provide guidance to all Title I campuses to conduct an annual meeting to review and revise the written Parental Involvement Policy and Parent Involvement Compact that are both developed jointly with, agreed upon by, and distributed to, parents of participating students.		Director of Federal Programs, Assistant Superintendent	100% of Title I campuses will upload agendas, sign in sheets, meeting notes, and meeting announcements of meetings held to discuss and distribute the parent policy and parent compact.			
9) (C) The district will provide linguistic support to Title I campuses to provide communications to parents in a language that parents can understand.		Federal Programs Director, Director of Bilingual Services, Assistant Superintendent	Parent communication examples maintained by all Title I campuses.			

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Goal 4: The district will create a safe, healthy, and positive environment.

Performance Objective 1: The district will decrease disciplinary referrals by 5% from the previous academic year, communicate facility needs in a timely manner, increase attendance by 1% from previous year, and provide to all students a positive learning environment.

Summative Evaluation: Facilities Reports, PEIMS 425 records, Counselor Reports, Attendance Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) (BSG 5.7) (Big 5) The district will work with K-12 Insight to develop a process to obtain information regarding the climate and culture of the campus to be used as a part of the administrator evaluation. Campuses will build strong relationships and trust with students.		Assistant Superintendent	Component included in the administrator evaluation.				
2) (Big 5) (C) The district will deeply implement, with fidelity, the Positive Behavior Intervention Support (PBIS) system, including school-wide goals and effective classroom management. The campus will provide behavior support interventions and professional development (TBSI included) to reduce student discipline events.		Executive Director of Special Programs, Assistant Superintendent	The district will experience at least a 5% reduction in PEIMS 425 incident reports.				
3) (Big 5) (C) The district will maintain a School Health Advisory Committee (SHAC) to coordinate school health activities and their evaluation as well as methods to ensure that students participate in the schools required physical activities as a means to encourage healthy and active lifestyle choices.		Director of Health Services, Assistant Superintendent	Meeting notes, agendas and sign-in sheets will be kept to show evidence of 100% active participation by SHAC members.				
4) (Big 5) The district will support the upkeep and sustainability of all campus facilities and resources in a timely manner in regards to areas, such as, but not limited to: technology, grounds and fields, playground equipment, common areas, classrooms, reception areas, restrooms, parking lots, ADA compliance standards, etc.		Chief Operations Officer, Assistant Superintendent	100% of all work orders submitted were addressed and/or completed.				
5) (C) The district will guide campus counselors on the identification protocol of students that are homeless and utilize district resources (TI reservations and TEXSHEP funds) in coordination with the homeless liaison, to provide instructional supplies, hygiene products and clothing as needed.		Homeless Liaison/Director of Federal Programs, Assistant Superintendent	100% of students identified as homeless under McKinney Vento, will receive services to fit their individual needs.				
6) (C) The district will provide a district code of conduct and will maintain a DAEP (Impact Center) to uphold discipline infraction of the student code of conduct. The DAEP program will be analyzed regarding student groups served, attendance rates, pre- and post- assessment results, drop out rates, graduation rates and recidivism.		Director of Student Services, Assistant Superintendent	100% of students placed at Impact will return to their home campus on track with course requirements and credit completion.				

7) (C) Pregnancy-Related Services (PRS) are available to pregnant and parenting students of the Hays Consolidated Independent School District (HCISD) and include the required component, Compensatory Education Home Instruction (CEHI) in addition to all services provided by Hays CISD PEP staff and collaborative partners including Early Head Start staff, counselors, case managers, educators, support staff and others who support pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. These services continue to be administered while the student is receiving home instruction services.		Assistance Superintendent of Secondary Campuses, PEP Coordinator	100% of students served with PEP/CEHI services will successfully complete their grade level; and, if a senior, will obtain their high school diploma. 0 students served with PEP/CEHI services will drop out of school due to pregnancy and/or parenthood. 100% of students served with PEP/CEHI services will be provided education in subjects of child development/parenting, be provided community services and be taught job-related skills.		
8) (C) The district will provide students with access to counseling resources to support their identified needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention.		Director of Health Services, Director of College and Career and Guidance, Assistant Superintendent	100% of all district personnel will complete the mandatory suite of state trainings (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse)		
9) (C) The district will provide a harassment and dating violence prevention program which includes the definition of dating violence as articulated by Family Code 71.0021 and addresses safety planning, training for teachers, administrators, school-based alternatives to protective orders, counseling for affected students, and awareness education for students and parents.		Director of Health Services, Director of College and Career and Guidance, Assistant Superintendent	All high school students will receive dating violence lessons through the counseling department.		
10) (C) The district will maintain a policy addressing sexual abuse and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.		Director of Health Services, Director of College and Career and Guidance, Assistant Superintendent	100% of all district personnel will complete the mandatory suite of state trainings (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse)		
11) (C) The district will ensure that the discipline management program provides for prevention, intervention and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. Students have access to the Hays Hope Line to report harassment, bullying and other personal issues.		Director of College and Career and Guidance, Assistant Superintendent	100% of counselors submit counseling logs and guidance lessons to the Director of College and Career and Guidance.		
12) (C) The district will work with campuses to reduce their dropout rate and increase their attendance rates, through academic interventions, parent communication, utilization of community resources, counseling and guidance services to students at risk of dropping out of school.		Assistant Superintendent of Secondary Schools	Campuses will increase attendance by at least 1% from previous year.		
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Goal 5: The district will collaborate for improved student learning.

Performance Objective 1: The district will meet 100% compliance in all federal and state initiatives by collaborating with district officials regarding HQ staff, budgets, professional development, and the utilization of Federal and State funds.

Summative Evaluation: FIRST Rating, Compliance Reports, Program Evaluations, HQ Report, Professional Development Plan, Budgets

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) (BSG 2.1, 2.2, 2.3, 2.4, 2.5) (C) (TI-5) The district will implement strategies to attract and retain highly qualified teachers through the use of ongoing improvement of personnel management systems, the integration of technology, the alignment of the district recruiting and retention plan to reflect the needs of the district, conducting ongoing compensation and staffing reviews, monitoring and reporting electronic employee exit survey data and recruiting highly qualified and diverse staff with ability to learn and use current technology (21st Century Skills).	5	Chief Human Resources Officer, Assistant Superintendent	Integration of technology and best practices to automate personnel management. Written Recruitment and Retention Plan aligned to potential staffing needs of the district. Bi-annual external audit of the district compensation plan. The district will maintain a 100% HQ staff and increase teacher retention rates by 2%.				
2) (BSG 1.3, 4.3) (C) The district will engage all stakeholders in a comprehensive review of the district's strategic plan and will continue to work with TASA on the Vision-Driven Transformation Initiative. The district will have updated the district strategic plan (inclusive of mission and vision statements), developed the profile of a graduate/learner, developed a profile of an educator and developed a community based accountability system.		Superintendent	All of the following documents will be developed and in place by December of 2016: Updated District strategic plan (inclusive of mission and vision statements), profile of graduate/learner, profile of educator and community based accountability system.				
3) (Big 5) (C) (TI-10) In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal, state, and local funds such as Title I, Title II, Title III, SCE, and other supplemental funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.	10	Federal Programs Director, Chief Financial Officer, Chief Academic Officer	The district will maintain Federal and state compliance in accordance to EDGAR, by receiving zero "missed" Initial Compliance Review (ICR) indicators, maintaining 100% rank order with campus allocations, receiving zero audit findings during review, meeting budget thresholds (52% SCE towards direct instruction), and meeting 100% of comparability and MOE standards.				
4) (C) The district will utilize a shared service arrangement with Region 13, to provide a high-quality and comprehensive educational program for migratory children that: reduces the education disruptions and other problems that result from repeated moves, does not penalize in any manner by disparities among the States in curriculum, provides appropriate services, full and appropriate opportunity to meet state academic standards, and that benefits students from systemic reform.		Federal Program Director, Director of Bilingual Services, Region 13, Assistant Superintendent	The district will provide services to 100% of migrant students identified through the utilization of Region 13 Resources. (See Priority for Services Addendum as provided by SSA)				

5) (C) (TII) (TI-4) The district will coordinate Title I and Title II funds to increase student academic achievement through strategies such as improving teacher/principal quality and increasing the number of high qualified teachers in the classroom with the provision of professional development activities for teachers, principals, and paraprofessionals.	4	Director of Professional Development, Director of Federal Programs, Executive Director of Learning and Teaching	100% of teachers receive professional development as documented in Eduphoria				
Funding Sources: Title II - $50000.00, Title II - $57281.00, Title II - $37518.00, Title II - $35000.00, Title II - $3047.00							
6) (C) The district will ensure equitable services are provided to eligible and participating private non-profit schools (Santa Cruz Catholic School).		Federal Programs Director, PNP Principal, Assistant Superintendent	Equitable services worksheet submitted and budget reservations approved and received NOGA from NCLB division of TEA.				
Funding Sources: PNP Reservation - $2940.00, PNP Reservation - $2279.30							
7) (C) As part of the ongoing, comprehensive needs assessment process, the district will ensure that campus leadership teams will annually hold a public meeting, after receipt of the annual district and campus rating from TEA is released, to discuss the performance of the campus and it's performance objectives.		DLT, CLT, Federal Program Director, Assistant Superintendent	All campuses will provide date of CLT in which campus ratings were discussed. (BSG 3.1) The district will analyze/evaluate the Plan4Learning process.				
8) The assistant superintendent will meet quarterly with campus principals to provide formative reviews of the campus improvement plan inclusive of the comprehensive needs assessment.		Assistant Superintendent, Superintendent	CIP/CNA updated quarterly				

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System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	10	(Big 5) (C) (TIII) The district will demonstrate instructional fidelity by providing the following bilingual education programs for developing language proficiency and language acquisition of English Language Learners (ELLs): Dual Language One Way Program (CRES, HES, TGES), a Dual Language Two Way Program (BVES, SHES), ESL at all campuses and a new arrival center (SMS and LHS). Supplemental supports will include PD, tutoring, summer school, supplemental instructional supplies, language acquisition software, and LPAC management software.
1	1	11	The district will develop and implement a long-term plan to improve writing performance across all content areas, through the collaboration of the ELA vertical team for planning, provision of instructional materials, use of the balanced literacy training on effective elements of training, expansion of Empowering Writers professional development and expansion of the Strategic Instruction Model at secondary campuses.
1	1	12	Teachers will implement best practices in writing instruction in accordance to the district writing beliefs for the K-12 classroom.
2	1	6	(C) The district will ensure that programs/services for students requiring Special Education services are based on needs assessment data and follow ARD committee recommendations and IEPs. Campuses will tie Individual Education Plan (IEP) goals in core content areas, to individual Student Expectations (SE), to increase student monitoring of individual performance on SEs. Students will be served in the Least Restrictive Environment (LRE).

Title I

Schoolwide Program Plan

The Title I, Part A schoolwide program is designated to campuses with a population that contains 40% or higher of low-income students. The basis for eligibility is SW as indicated on the NCLB Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered based on need of services. SW campuses in Hays include: 041 RC Barton Middle School, 044 Laura B Wallace Middle School, 045 Armando Chapa Middle School, 046 D J Red Simon Middle School, 101 Kyle Elementary School, 103 Tom Green Elementary, 106 Buda Elementary, 108 Susie Fuentes Elementary, 109 Hemphill Elementary, 110 Tobias Elementary, 112 Science Hall Elementary, 113 Blanco Vista Elementary, 114 Camino Real Elementary, and 116 Ralph Pfluger Elementary. District reservations to be used at SW campuses include: parent involvement activities, Title I, Part A, services to eligible private school students, administration of Title I, Part A, programs, districtwide professional development activities and services to homeless students attending campuses not served by Title I, Part A. Planned Title I activities include: supplemental, researched-based instruction in the areas of reading/ELA, writing, math, social studies and science. Other planned Title I, Part A, Activities include supplemental parent involvement, professional development, guidance and counseling and transition services. Service delivery methods as chosen at the campus level include: tutorials, small-group instruction, individualized instruction, computer-aided instruction and extended learning opportunities.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

(BSG 1.1) (TI-1) The district will refine/revise the comprehensive evaluation plan that defines key measures to access program/resource effectiveness (multi-year process related to the academic audit). Effective resources and strategies will be scaled for future use.

2: Schoolwide Reform Strategies

(Big 5) (C) (TI-2) The district will provide a robust network infrastructure to allow for technology integration across academic and administrative functions. The district will provide hardware and software to support access to academic and administrative digital resources.

3: Instruction by highly qualified professional teachers

(BSG 3.9) (Big 5) (C) (TI-3) The district will implement the Hays CISD Instructional Model to update and modify the comprehensive professional development plan as recommended in the Academic Program Management Audit to include: SIM (secondary), Balanced Math (K-5), STAAR4ward, Reading/Math/Behavior Tier 2 & 3 Interventions, New Math and Fine Arts TEKS, Digital Learning and DYOD, PLCs, Hays CISD Instructional Model/Lesson Planning, Implementation of New Instructional Materials, Balanced Literacy (including writing), Positive Behavior Intervention Support and CHAMPS, Sheltered Instruction, and/or locally provided PD by Instructional Coach.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

(C) (TII) (TI-4) The district will coordinate Title I and Title II funds to increase student academic achievement through strategies such as improving teacher and principals quality and increasing the number of high qualified teachers in the classroom with the provision of professional development activities for teachers, principals, and paraprofessionals.

5: Strategies to attract highly qualified teachers

(BSG 2.1, 2.2, 2.3, 2.4, 2.5) (C) (TI-5) The district will implement strategies to attract and retain highly qualified teachers including, by completing the comprehensive management response plan for the Human Resource Audit conducted by Gibson, enhancing the recruiting and retention plan, conduct ongoing compensation and staffing reviews, monitor and report electronic employee exit survey data and recruit highly qualified and diverse staff with ability to learn and use current technology (21st Century Skills).

6: Strategies to increase parental involvement

(BSG 5.6) (Big 5) (C) (TI-6) The district will educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents so that high expectations for student performance can be met. Principals will be educated in the PTA National Standards (six standards) for Family Partnerships and will be held accountable for implementation of all standards to create a great campus climate.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

(C) (TI-7) The district will provide guidance (Countdown to Kinder) to applicable Title I elementary campuses to ensure a smooth transition from early childhood programs such as Head Start.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

(C) (TI-8) The district will provide ongoing training (Lead4ward) for principals and teacher leaders to improve the quality of teaching and learning with focus on instruction. Teachers will also analyze STAAR assessment data by student expectations to determine Focus knowledge and skills and improve student achievement with real time instructional strategy decisions and adjustments of content resources.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

(BSG 3.8) (Big 5) (C) (TI-9) The district will develop, revise and implement aligned Response to Intervention (RtI) practices for reading, math, and behavior while providing training modules to implement revised RTI procedures and monitoring students who enter/exit RTI services.

10: Coordination and integration of federal, state and local services and programs

(Big 5) (C) (TI-10) In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal, state, and local funds such as Title I, Title II, Title III, SCE, and other supplemental funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.

District Funding Summary

Perkins

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	6200 Professional and Contracted Services		$21,000.00
1	2	1	6300 Supplies and Materials		$6,000.00
1	2	1	6400 Other Operating Cost		$21,869.00
1	2	1	6600 Capital Outlay		$22,400.00
				Sub-Total	$71,269.00

Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	6100 Payroll Costs		$843,649.00
1	1	19	6200 Professional and Contracted Services		$246,550.00
1	1	19	6300 Supplies and Materials		$250,235.00
1	1	19	6400 Other Operating Costs		$63,342.00
1	1	19	5900 Indirect Costs		$23,783.00
				Sub-Total	$1,427,559.00

Title II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	6100 Payroll Costs (Substitutes for PD Training)		$50,000.00
5	1	5	6200 Professional and Contracted Services		$57,281.00
5	1	5	6300 Supplies and Materials		$37,518.00
5	1	5	6400 Other Operating Costs		$35,000.00
5	1	5	5900 Indirect Costs for TII		$3,047.00
				Sub-Total	$182,846.00

Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	6100 Payroll Costs		$209,000.00

1	1	10	6200 Professional and Contracted Services		$6,000.00
1	1	10	6300 Supplies and Materials		$48,767.00
1	1	10	6400 Other Operating Costs		$4,000.00
1	1	10	5900 Indirect Costs for Title III		$4,537.00
				Sub-Total	$272,304.00

PNP Reservation

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	6	Title I PNP Reservation		$2,940.00
5	1	6	Title II PNP Reservation		$2,279.30
				Sub-Total	$5,219.30

IDEA -B Formula

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	6100 Payroll Costs		$1,652,236.00
2	1	6	6200 Professional and Contracted Services		$117,000.00
2	1	6	6300 Supplies and Materials		$250,000.00
2	1	6	6400 Other Operating Costs		$20,000.00
2	1	6	6600 Capital Outlay		$13,000.00
				Sub-Total	$2,052,236.00

IDEA -B Preschool

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	6100 Payroll Costs		$30,443.00
				Sub-Total	$30,443.00
				Grand Total	$4,041,876.30

Addendums

Region 13 ESC Migrant SSA Member District PFS Action Plan

FY 2015-2016

District Improvement Plan (DIP) Attachment for Migrant Priority for Service (PFS) Students

GOAL: To assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.

OBJECTIVE: To monitor academic progress of PFS students and evaluate the effectiveness of the services provided.

ACTION	TIMELINE	RESPONSIBILITY	METHOD OF EVALUATION
(1) Provide PFS criteria and updates on New Generation System (NGS) PFS reports to appropriate Migrant SSA member district staff	At the beginning of every school year and as needed	Region 13 ESC Migrant Staff	- E-campus Files - SSA Meeting Agenda - PFS Action Plan - NGS Updates
(2) Update parents on the academic progress of their children	Ongoing, as needed	Teachers and appropriate District Staff Region 13 Migrant Staff	- District student progress reports and report cards - District Parent/Teacher communications - Home visits and Parent communications
(3) Generate, distribute and review PFS Reports for each SSA member district	Every month, beginning July 1st	Region 13 ESC Migrant Staff	- PFS Reports and e-mails - PFS Reporting Forms
(4) Make sure PFS students have access to all services for which they are eligible- instructional, community resources and supplemental services	Ongoing	Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff	- PFS Reporting Forms - E-mail communications - Campus and Home visits - Service Delivery Plan
(5) Coordinate, as applicable, with appropriate staff from state foundation, federal and local district programs to access services for PFS students	Ongoing	Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff	- PFS Reporting Forms - E-mail communication - Meeting agendas
(6) *Include Migrant PFS Plan as attachment in District Improvement Plan (DIP)	Follow DIP and CIP process and timeline	Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff	Migrant PFS Action Plan as separate attachment to DIP