

# Hays CISD

## District Leadership Team Meeting

November 09, 2023

4:30PM

Hays PAC



# Meeting Agenda

1. Welcome - Marivel Sedillo, Deputy Superintendent
2. District Professional Development Plan
3. District Improvement Plan Update
4. Discussion, Comments, Questions

**Welcome -**

Marivel Sedillo, Deputy Superintendent



# District Professional Development Plan

The mission of the Hays CISD professional development department is to provide quality professional development opportunities and support for all employees to meet the needs of a growing and changing student population. We support this mission by promoting continuous professional growth in a supportive environment to enhance the knowledge and skills of all staff. At Hays CISD, we believe the following:

- High quality professional learning is planned, implemented, and evaluated in a way that consistently models Learning Forward standards.
- People are our most valuable resource.
- Lifelong learning is essential for all.
- Quality professional learning positively impacts student learning.
- Quality professional learning promotes and supports positive change for achieving organizational purpose.
- Every person is a learner and a teacher.



# District Professional Development Plan

- ★ INSPIRE Academy
  - First Year teacher support and mentorship
  - Summer Academy and ongoing training
- ★ Aspiring Academies
  - Assistant Principal
  - Principal
- ★ Exchange Days
  - building content and pedagogical knowledge and skills
  - support Continuing Professional Education (CPE) credits required to renew Texas certificates for teachers and other professional staff
- ★ Ongoing professional development and support provided to campuses by C&I Staff
  - Just in Time PD
  - District PLCs
  - HaysCon, New to District PD, and Biliteracy Institute



# District Professional Development Plan

- ★ Instructional Coaches
  - Student Focused Coaching
  - Monthly/Quarterly meetings/PD opportunities
- ★ Assistant Principals
  - Operational and instructional leadership
  - Monthly meetings/PD
- ★ Campus Principals
  - Monthly meetings, Area PLC's
  - Instructional Huddle
    - observation and calibration

# District Professional Development Plan

- ★ Hays Con- 3 day District Conference
  - 858 participants
  - 248 sessions offered
  - GT, Multilingual, Digital Learning, instructional resources, content differentiation, Special Education, classroom management





# District Professional Development Plan

- ★ New to Hays CISD and New to Profession PD
  - 2 days of PD
  - 138 participants
  - 85 Sessions offered
  - Technology, instructional resources, TEAMS, content sessions, Youth Mental Health training, SEL





# District Professional Development Plan

- ★ Back to School PD (9 days)
  - 4 Campus PD Days
  - 3 Teacher Prep Days
  - 2 District PD days



# District Professional Development Plan

- ★ Just in Time PD
- ★ 6- ½ and ½ days
  - Campus time and teacher planning
  - District PLC time for specific areas (*specials, SPED, World Languages, Fine Arts, CTE*)

# District Professional Development Plan

## ★ Stakeholder Feedback

- District PD Google Survey will be emailed tomorrow
- Encourage your colleagues to complete it
- Use this feedback as we create summer PD options

# District Professional Development Plan



## ★ [Padlet](#)

- 3 Sections for Feedback
- Summer PD
- Back to School PD
- Ongoing (during the school year)
  - Just in time PD
  - 6 ½ and ½ days

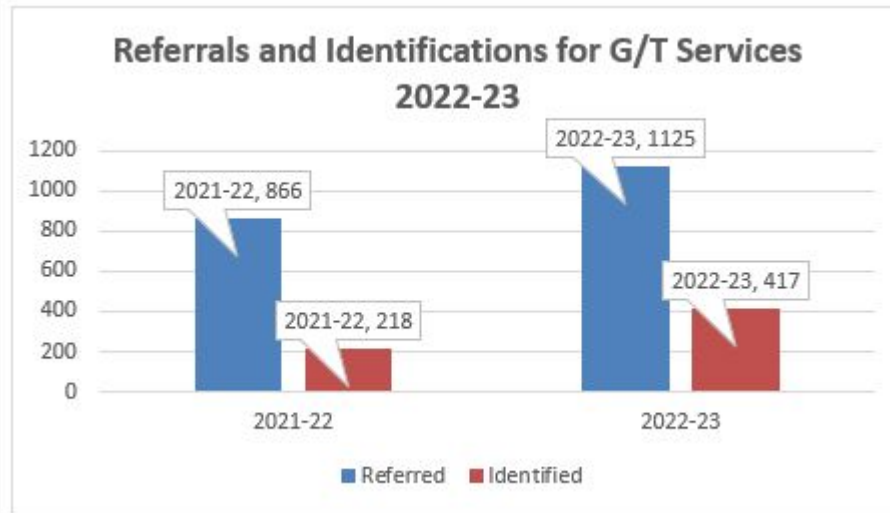


# The District Improvement Plan (DIP)

- ★ October - DLT provided feedback and input
- ★ October - Board of Trustees reviewed and provided input.
- ★ A final draft of the DIP was approved on October 23rd
- ★ This draft is in the process of being translated into Spanish
- ★ Final Draft will be posted on the HCISD website

# DIP Update/Response to Questions–G/T

- ★ Due to expansion of testing windows, referrals and identifications increased significantly in 2022-23



# DIP Update/Response to Questions–G/T

- ★ Though number of students identified as G/T increased overall (from 6% of district population in 2022 to 7% in 2023), disparities still exist between demographic groups

Demographic Group	2022-2023		2023-24	
	Hays CISD	Hays CISD G/T Program	Hays CISD	Hays CISD G/T Program
American Indian – Alaskan Native	0.2%	0.1%	0.2%	0.2%
Asian	1%	2%	1%	3%
Black or African American	3%	2%	3%	2%
Hispanic – Latino	66%	46%	66%	46%
Native Hawaiian – Pacific Islander	0.1%	0%	0.1%	--
White	27%	46%	26%	45%
Two or More	3%	3%	3%	4%
Female	49%	44%	49%	43%
Male	51%	56%	51%	57%
Economically Disadvantaged	48%	26%	48%	26%
Receive SPED Services	15%	3%	25%	5%
Receive 504 Services	11%	11%	12%	10%

# DIP Update - Multilingual

## ★ Multilingual -

Multilingual: Emergent Bilinguals: The district will use a bilingual instructional framework (dual language or transitional early-exit **with an emphasis on biliteracy and purposeful bridging of the languages**), depending on the bilingual campus and grade. All campuses will use Sheltered Instruction/Content-Based Language Instruction (CBLI) strategies for the purpose of developing academic language proficiency. Purposeful planning will be developed in collaboration with Special Education, C&I, CTE, Advanced Academics, the Office of Academic Support and Campus Instructional Coaches. The ELlevation digital platform offers the Strategies component which supports differentiation for our Multilingual learners. Additional supports include strategic scheduling of Multilingual learners needing additional linguistic support and new arrival centers with access to the IXL online platform for beginner reading students. The Summit K12 digital platform will be used by the five bilingual campuses and our secondary ESL focused classrooms to promote the development of the four language domains (listening, speaking, reading, writing) which will support the TELPAS language state assessment.



# DIP Update - Counseling, SEL, Mental Health, CCMR



## ★ Counseling Department - Goal 1/Strategy 9: College & Career Readiness

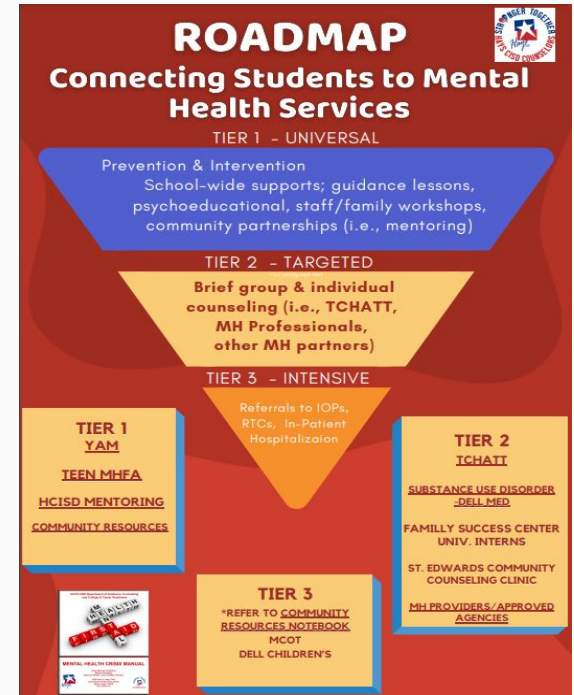
- Through classroom guidance lessons, Counselors are currently using **SchoolLinks**, our comprehensive CC Readiness platform 5th-12th, for students to engage in **Career exploration activities & completing 5-year Graduation Plans with 7th through 12th grade**
- Students are also completing the **SEL brief assessment** within schoolLinks which provides feedback to campuses about student need for additional supports
- We have begun **planning for the Course Selection process** which springs up directly from the graduation plan & for the 2nd year this process will be completed within *SchoolLinks* and then the data is electronically transferred to finish off master scheduling steps in TEAMS.
- **CC Counselors** lead the efforts for senior college applications, FAFSA & *Scholarships* (all of these key senior activities are accessible within *SchoolLinks*)

# DIP Update



## ★ Counseling Department - Goal 2/Strategy 2: Social Emotional Learning (SEL)

- 5th through 12th grade students are completing the ***SEL brief assessment within SchoolLinks*** (which a great way to gain feedback on student needs for additional support from the school counselor, CIS, Mental Health Professional/MH Intern additional layer of support) & this is also is a way to identify students in need of referral for therapeutic counseling (if not already in place for them).
- We also continue to grow the **MENTORING PROGRAM** across the district. While we do not have an SEL Specialist this year, our wonderful MKV Counselor is supporting us in the efforts of promoting/recruiting, training and connecting mentors to campuses.



# DIP Update



## ★ Counseling Department - Goal 2/Strategy 3: Mental Health & Suicide Prevention

- Happy to report that last school year 100% of all **counselors & additional MH Professionals** were trained by Hill Country MHDD on *ASIST, Psychological First Aid* and *Youth MH First Aid*
- Goal for this year is to ensure that the largest number of HCISD staff have the tools and knowledge base to recognize the signs of a student experiencing a mental health crisis or that may potentially be in need of counseling support, as a district we are committed to assuring that the number of staff trained in **Youth Mental Health First Aid** will increase by 25%  
*\*So far we have about 430+ staff trained with at least 6 campuses that have completed the training as a whole campus with the majority of their staff*
- Since last school year, we have been delivering the psychoeducational 5 week **YAM curriculum program** through 8th grade/9th grade health classes & we are beginning plans for Teen Mental Health First Aid (5-week program for HS students) for the Spring 2024.  
***NOTE: Both YAM and TMHFA include a component that addresses directly substance use prevention***
- **Family Success Center**  
Provides MH Therapeutic counseling for students & families after hours on Tues/Wed evenings. So far since March of 2023, through the summer and this semester, we have been able to serve at least 53 students/families (*most have received 4-6 sessions*)

# DIP Update - Human Resources

## **Original Goal presented to DLT:**

The Human Resources department will make strategic improvements to the employee experience from recruitment to onboarding, and ultimately, retention.

## **Revised Goal approved by the Board:**

*The HR department will demonstrate 5% growth in employee satisfaction by June 30, 2024. This goal will be measured by a new employee survey specific to human resources as K-12 Insight does not provide this specific data.*

HR Department Workshop – October 26, 2023

Next Steps: Surveys to targeted groups for baseline feedback this month

# DIP Update - Attendance

**Strategy 4:** Increasing Student Attendance: The district will support multi-tiered intervention systems. The district Attendance Intervention Specialists will collaborate with students at risk of dropping out and stakeholders to provide intervention, support, and a plan for the school year. The district and campuses will work together to ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions. Together, district and campus teams will identify and respond to grade level and pupil subgroup patterns of chronic absence and truancy, and they will identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion.

The district will focus on creating a culture that links attendance and academic achievement by unpacking the data, providing professional development, engaging parents, and working with community providers to identify strategies to remove barriers to attendance.

**Strategy's Expected Result/Impact:** The district will improve from a 92.68% BOY attendance rate to a 96% attendance rate in May 2024.

**Staff Responsible for Monitoring:** Director of Student Services

Student Services  
Website -  
[Attendance  
Information](#)



# Student Services

**Your Student Services Team is here to support you and your campus!**



**Dr. Brian Dawson**  
Director of  
Student Services



**Laura Crutchfield**  
Administrative Assistant to  
Student Services



**Gladys Rodriguez**  
Attendance Intervention  
Specialist



**Iris Velasquez**  
Attendance Intervention  
Specialist



**Jennifer Leija**  
Attendance Intervention  
Specialist



**Jennifer Narvaiz**  
Attendance Intervention  
Specialist

# MTSS - Attendance

## Vision Statement

Authentic relationships with students, families and the community are at the core of our work to reduce chronic absenteeism, increase student engagement, and ensure academic success for ALL students, especially our most vulnerable. Through authentic partnerships between our schools, homes, and families, we will leverage our relationships to best serve all students.

### Goal 1



### To maintain communication and build relationships

with our students, families and communities around academics and learning. Relationships are key to ensuring High Quality Core Instruction.

### Goal 2

**To ensure our students are safe** and accounted for... always. Students enrolled in our schools are our responsibility, their safety, health and well-being is central to all we do.



### Goal 3

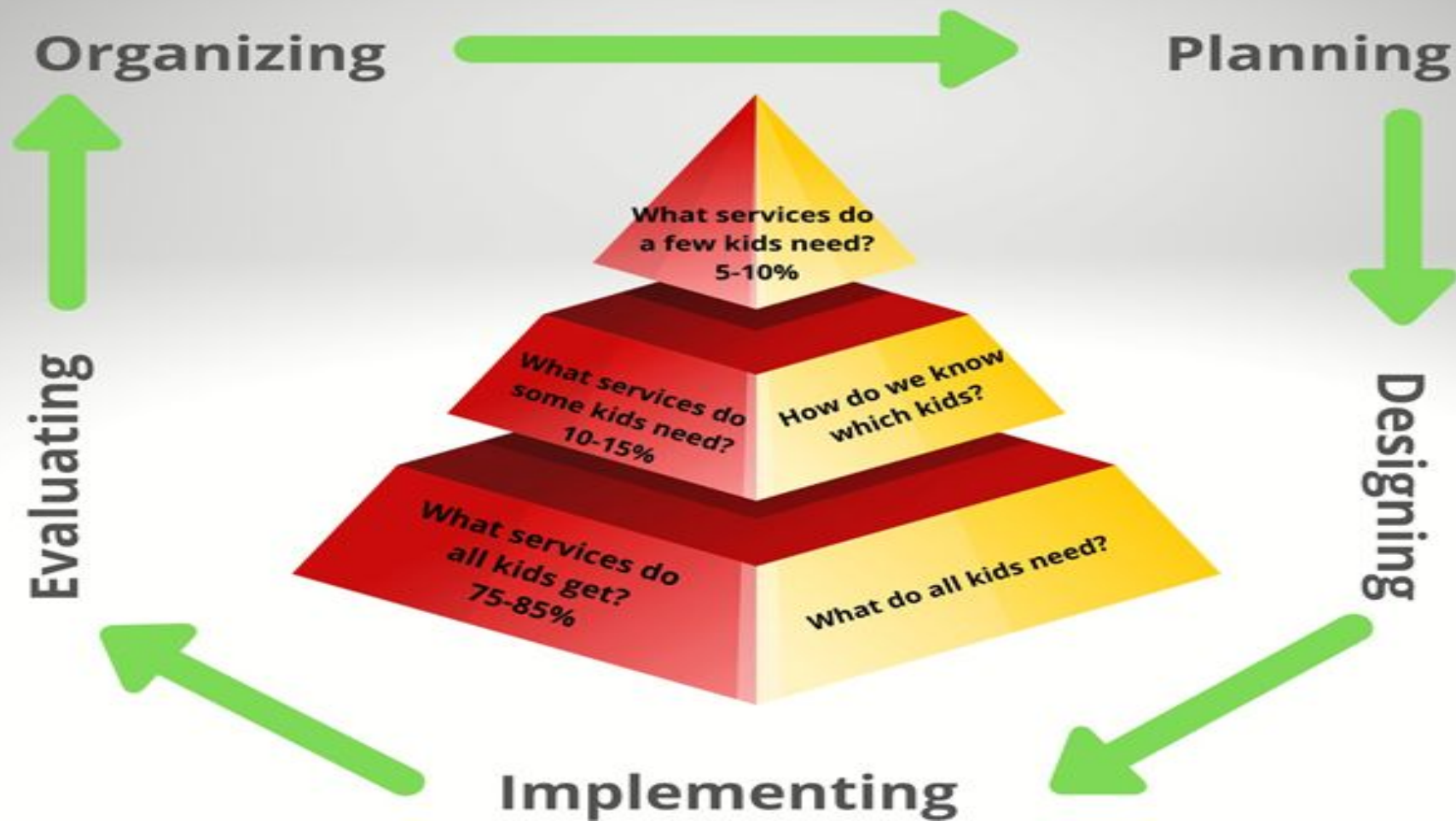


### To identify students who may be falling behind academically.

Poor attendance is the number one predictor that a student will not graduate. If we identify the need early, we can help ensure success.



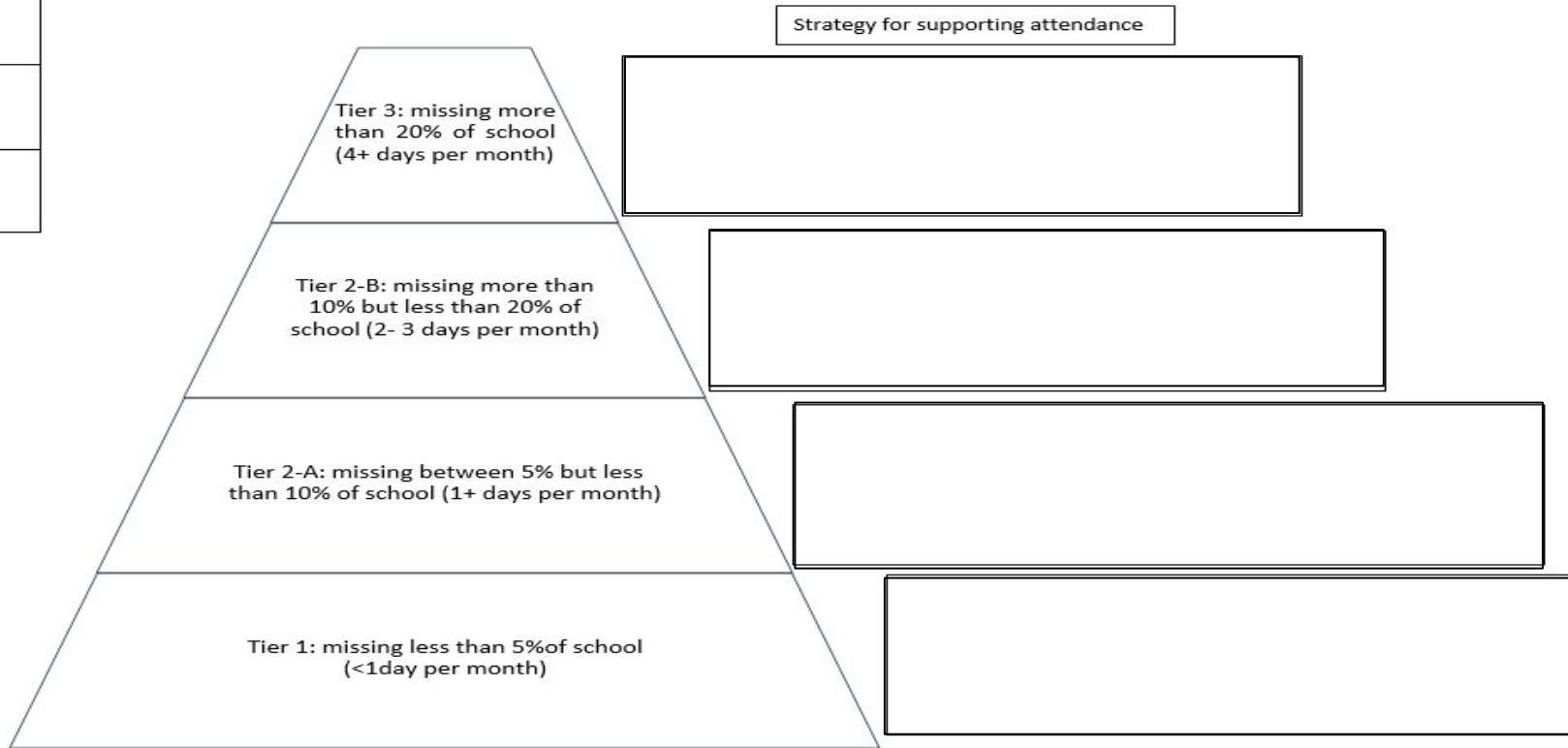
# A Multi-Tiered System of Support



School District / School Name:  
Date:

**We are working with all campuses to help identify the highest leverage actions to best support students with chronic absenteeism and sustain/increase student consistent attendance.**

Number of students at each tier.
Tier III:
Tier II:
Tier I:



# Hays CISD Multi-tiered Attendance Support System

Family & Student Engagement	Social-Emotional Learning/Relationships	Mental/Physical Health	Attendance/Intervention Monitoring	Positive Behavioral Supports/Restor. Pract.	Academic Support	Basic Needs
<b>Tier 3: Intensive</b>						
<ul style="list-style-type: none"> <li>• SART (<i>Stu. Att. Rev. Team</i>)</li> <li>• Case management support</li> <li>• Connect with community leaders to support family engagement (e.g., non-profits, faith-based orgs)</li> <li>• Connect with Health Services, CPS, foster care, etc. as appropriate</li> <li>• Request police welfare check if unable to locate child</li> </ul>	<ul style="list-style-type: none"> <li>• Connect with counseling if needed</li> <li>• Connect with skilled mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Student/family assisted to contact community resources; community resources asked to reach out</li> <li>• Individual support teams/plans for student referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Student Support Team (SST) meeting review</li> <li>• Support Centers/counselors and/or AP provide case management, reach out to other relevant programs as appropriate (e.g. foster, homeless, probation, etc.), document in SIS</li> <li>• Contact CPS, law enforcement for welfare check if needed</li> <li>• File in court</li> </ul>	<ul style="list-style-type: none"> <li>• Connect with counseling if needed; assess for connection with mentor</li> <li>• Attendance recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Student connected with tutor, other academic support needed; tutor monitors, checks in</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure safety</li> <li>• Provision of Targeted Resources:               <ul style="list-style-type: none"> <li>◦ Bus passes</li> <li>◦ Food gift cards</li> <li>◦ Alarm clocks</li> </ul> </li> </ul>
<b>Tier 2: Strategic</b>						
<ul style="list-style-type: none"> <li>• Teachers call guardians to follow up on students approaching CA</li> <li>• Admin meets with CA student to problem-solve attendance</li> <li>• Positive, trust-building SST or SART to id attendance barriers and motivators</li> <li>• School attendance letters with attendance summary</li> <li>• District attendance letters to truant students and their guardians (letters 1, 2, and 3)</li> <li>• Home visit if missing 3 consecutive days with no contact</li> <li>• Early PTHV for all students CA (<i>Chronic Att.</i>) previous year</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous monitoring of CA students in person (check/connect)</li> <li>• Restorative practices to focus on repair of social/emotional relationships harmed</li> <li>• SSTs/IEPs include SEL focus</li> <li>• Explore classroom change if teacher fit is an issue</li> <li>• Use of mentors, special time with staff to support socially isolated CA students during lunch/recess</li> </ul>	<ul style="list-style-type: none"> <li>• Group counseling/ support groups</li> <li>• Individual check-in program</li> <li>• Coordinated student referral process/ progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance clerk alerts designated staff of students with frequent absences, tardies, and/or re-admits</li> <li>• In prep for support team meetings, generate CA list highlighting students CA in previous month(s) as well</li> <li>• At monthly Student Support Team meeting: 1) review current list of CA/approaching CA and compare to previous month; 2) triage each student for intervention/prevention, 3) document intervention plan, and 4) monitor intervention efficacy</li> <li>• Use SST or other forms of check in to gather additional information on attendance barriers/motivators</li> <li>• Identify in summer incoming and rising students with poor attendance to inform special outreach prior to/early in school year</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (healing circles and peer conflict mediation) are held to address root causes of behavior problems</li> <li>• Recognition for meeting attendance goals (e.g., "\$" for use at school store)</li> </ul>	<ul style="list-style-type: none"> <li>• CA student academics assessed- SST/IEP scheduled if needed. All SST or IEP meetings include attendance goal in their plans</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of Resources:               <ul style="list-style-type: none"> <li>◦ Social worker and/or SEL Coordinator inquire about housing, food, transportation needs</li> </ul> </li> </ul>
<b>Tier 1: Universal</b>						
<ul style="list-style-type: none"> <li>• Welcoming school environment reflecting family/child school audit</li> <li>• Positive feedback to caretakers</li> <li>• Attendance clerk/family liaison calls for unexcused abs, &gt;2day abs</li> <li>• Public attendance recognition</li> <li>• Attendance policy and tips in Parent Handbook, Newsletters in key languages</li> <li>• PTHV (<i>parent/teacher/home-visit</i>) priority for incoming K, 1st, 7th, 9th, 12th graders and incoming transfers</li> <li>• School-wide "Every Day Counts" activities (i.e., video/art contest &amp; exhibit)</li> </ul>	<ul style="list-style-type: none"> <li>• SEL curriculum &amp; assemblies</li> <li>• School climate assessment</li> <li>• Student leadership in climate review/planning</li> <li>• Organized recess/lunch time activities for those who want to participate</li> </ul>	<ul style="list-style-type: none"> <li>• School-based basic health services</li> <li>• Community-building/ anti-bullying focus with all</li> <li>• All staff trained to id signs of mental health issues, mental health first aid</li> <li>• Parents get multilingual info on when ill students should stay home</li> <li>• Hand-washing program</li> <li>• Healthy food options</li> </ul>	<ul style="list-style-type: none"> <li>• School regularly reviews attendance promotion strategy, all school staff trained in roles/use of SIS, held accountable for accurate use</li> <li>• School staff welcome/connect with kids/families each day</li> <li>• Daily attendance monitoring &amp; strategy for school outreach to absentees</li> <li>• Check attendance of incoming transfer students to id support needs</li> <li>• Designated staff generates monthly CA (<i>Chronic Att.</i>) list</li> <li>• Designated staff share CA data with Admin, teachers and Student Support Team monthly</li> <li>• Use data system to track attendance rates and assigned interventions and assess for sub-population patterns</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS efforts to create positive environments to learn, play, and communicate:               <ul style="list-style-type: none"> <li>◦ Cafeteria and playground rules, activities foster welcoming environment</li> <li>◦ Friendship days, incentives for caring behavior</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer tutors</li> <li>• Parent-teacher conferences to review student strengths and areas for improvement</li> <li>• Clear instructions to students/family on how to make up work if absent</li> </ul>	<ul style="list-style-type: none"> <li>• General provision of basic resources:               <ul style="list-style-type: none"> <li>◦ Pencils, erasers, etc.</li> <li>◦ Clothes closet</li> <li>◦ Free and reduced price meals</li> <li>◦ Walking school bus</li> </ul> </li> </ul>

# Tier 1:

Family & Student Engagement	Social-Emotional Learning/Relationships	Mental/Physical Health	Attendance/Intervention Monitoring	Positive Behavioral Supports/Restor. Justice	Academic Support	Basic Needs
<ul style="list-style-type: none"><li>• Welcoming school environment reflecting family/child school audit</li><li>• Staff cultural humility training</li><li>• Positive feedback to caretakers</li><li>• Attendance clerk/family liaison calls for unexcused abs, &gt;2day abs</li><li>• Public attendance recognition</li><li>• Attendance policy and tips in Parent Handbook, Newsletters in key languages</li><li>• PTHV priority for incoming K, 1st, 7th, 9th, 12th graders and incoming transfers</li><li>• Transfer family welcome basket (attendance promotion resources)</li><li>• School-wide "Every Day Counts" video/art contest &amp; exhibit</li></ul>	<ul style="list-style-type: none"><li>• SEL curriculum &amp; assemblies</li><li>• School climate assessment</li><li>• Student leadership in climate review/planning</li><li>• Student ombudsperson that students can meet with for support in dealing with challenging adult relationships at school</li><li>• Organized recess/lunch time activities for those who want to participate</li></ul>	<ul style="list-style-type: none"><li>• School-based basic health services</li><li>• Community-building/anti-bullying focus with</li><li>• All staff trained to id signs of mental health issues, mental health first</li><li>• Parents get multilingu info on when ill student should stay home</li><li>• Health insurance sign up fair</li><li>• Hand-washing progra</li><li>• Healthy food options</li></ul>				

Tier 1 interventions support strong attendance for ALL students.

Evidence-based examples of Tier 1 strategies include: **(items written in red are the current T1 interventions that seem to have the biggest pay off when looking at our campus data and talking with our campus administrators.)**

- **Creating an engaging school and community climate**
- **Creating a culture in which all teachers and staff purposefully develop relationships with students**
- **Recognizing good and improved attendance**
- **Establishing strong communication practices**
- **Establishing attendance teams**
- **Collecting data in a meaningful, usable way**
- **Clear, concise and consistent communication about schedules and expectations**
- **Routines, rituals and celebrations related to attendance and engagement**
- **Personalized positive communication to families when students are absent**
- **Impact of attendance on whole child widely understood - MTSS for the whole child**
- **Connection to a caring adult in the school**
- **Every child and their family encouraged to develop a success plan that includes attention to attendance**
- **Consider alternatives to exclusionary consequences (out of school suspension)**

SART - School Attendance Review Team

PTHV - Parent/Teacher Home Visit

# Tier 2:

Family & Student Engagement	Social-Emotional Learning/Relationships	Mental/Physical Health	Attendance/Intervention Monitoring	Positive Behavioral Supports/Restor. Justice	Academic Support	Basic Needs
<ul style="list-style-type: none"><li>Teachers call guardians to follow up on students approaching CA</li><li>Admin meets with CA student to problem-solve attendance</li><li>Positive, trust-building SST or SART to id attendance barriers and motivators</li><li>School attendance letters with attendance summary</li><li>District attendance letters to truant students and their guardians (letters 1, 2, and 3)</li><li>Home visit if missing 3 consecutive days with no contact</li><li>Early PTHV for all students CA previous year</li></ul>	<ul style="list-style-type: none"><li>Continuous monitoring of CA students in person (check/connect, CityYear)</li><li>Restorative justice to focus on repair of social/emotional relationships harmed</li><li>SSTs/IEPs include SEL focus</li><li>Explore classroom change if teacher fit is an issue</li><li>Use of mentors, special time with staff to support socially isolated CA students during lunch/recess</li></ul>	<ul style="list-style-type: none"><li>Group counseling/support groups</li><li>Individual check-in program</li><li>Coordinated student referral process/progress monitoring</li></ul>	<ul style="list-style-type: none"><li>Att</li><li>fre</li><li>In</li><li>high</li><li>Atn</li><li>list</li><li>2) t</li><li>3) t</li><li>intu</li><li>Use</li><li>inf</li><li>Ide</li><li>att</li><li>sch</li></ul>			

**Tier 2 interventions recognize that some students face additional challenges and barriers to arriving at school on time, every day.** These interventions are tailored to meet individual student needs, and include strategies for identifying and addressing specific obstacles.

Examples of Tier 2 interventions include: **(items written in red are the current T2 interventions that seem to have the biggest pay off when looking at our campus data and talking with our campus administrators.)**

- **Convening student support team meetings**
- **Resolving specific transportation barriers**
- **Identifying a mentor**
- **Individualized student success plan that includes attention to attendance**
- **Attendance strategies added to IEP/504 student support plans**
- **Family visit**
- **Mentors**
- **Intensive tutoring**
- **Check-In/Check-Out (CICO)**
- **Expanded learning opportunities**
- **Small group interventions and supports for students**
- **Restorative alternatives to discipline and suspension**

CA - Chronic Absentee

SST - Student Support Team / MTSS Team

SART - Student Attendance Review Team

PTHV - Parent/Teacher Home Visit

# Tier 3:

Family & Student Engagement	Social-Emotional Learning/Relationships	Mental/Physical Health	Attendance/Intervention Monitoring	Positive Behavioral Supports/Restor. Justice	Academic Support	Basic Needs
<ul style="list-style-type: none"> <li>• SART</li> <li>• Case management support</li> <li>• Connect with community leaders to support family engagement (e.g., non-profits, faith-based orgs)</li> <li>• Connect with Health Services, CPS, foster care, etc. as appropriate</li> <li>• Request police welfare check if unable to locate child</li> </ul>	<ul style="list-style-type: none"> <li>• Connect with counseling if needed</li> <li>• Connect with skilled mentor, OST activity</li> </ul>	<ul style="list-style-type: none"> <li>• Student/family assisted to contact community resources; community resources asked to reach out</li> <li>• Individual support teams/plans for student referrals</li> </ul>	<p><b>Tier 3 interventions are appropriate for students at the highest level of chronic absenteeism, and students who face some of the toughest barriers to school attendance.</b> These interventions often require interagency response and sometimes legal intervention.</p> <p>Examples of Tier 3 interventions include: <b>(items written in red are the current T3 interventions that seem to have the biggest pay off when looking at our campus data and talking with our campus administrators.)</b></p> <ul style="list-style-type: none"> <li>• <b>Intensive case management - Student attendance review committee</b></li> <li>• <b>Chronic illness</b></li> <li>• <b>Mental health needs</b></li> <li>• <b>Addressing any reports of Bullying immediately</b></li> <li>• <b>Interagency case management</b></li> <li>• <b>Individualized learning and success plan leading to graduation</b></li> <li>• <b>Legal Intervention (as a last resort) - Community-based, non-criminal truancy court</b></li> </ul>			

- CA - Chronic Absentee
- SST - Student Support Team / MTSS Team
- SART - Student Attendance Review Team
- PTHV - Parent/Teacher Home Visit

# Campus Improvement Plans (CIPs)

- ★ 26 CIP drafts are being finalized with CLT input
- ★ The CIPs will be presented to the Board of Trustees in November
- ★ CIPs will be posted to Campus and District websites in early December.
- ★ 1st CIP and DIP Formative Reviews were due November 3.

# The District Improvement Plan (DIP)

- ★ [Link to Draft Plan](#) that was presented to DLT
- ★ [Link to Final Improvement Plan](#) after Board and DLT Input



# Wrap-Up

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- **Upcoming Meetings:**
  - January 11, 2024
  - February 8, 2024
  - March 7, 2024
  - April 11, 2024
  - May 9, 2024
  - June 6, 2024

# THANK YOU!

We appreciate your  
commitment to the  
2023-2024 Hays CISD  
District Leadership Team

Questions, Feedback...

**Stephanie Norris**

DLT Facilitator

Federal Programs Director

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