

Hays Consolidated Independent School District
District Improvement Plan
2019-2020 Goals/Performance Objectives/Strategies

Accountability Rating: B



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.

Core Beliefs

Decision making is student-focused.

All students have the capacity to learn and be successful.

A safe and secure environment is essential.

Success is a shared investment that includes learners, educators, parents and the community.

In treating our educators and staff with dignity and respect.

The allocation of resources will support high quality learning.

An educated populace is essential to democracy.

High expectations lead to high achievement.

Open communication, transparency, and accountability build trust.

Inspired learning is the foundation of lifelong success.

Diverse and varied opportunities further learning.

Student success includes a well-rounded education that goes beyond standardized testing.

Table of Contents

Goals 4

 Goal 1: Hays CISD believes in the achievement of every student. 4

 Goal 2: HCISD is dedicated to the safety of all students and staff. 14

 Goal 3: Hays CISD is dedicated to treating everyone with respect and dignity. 18

Goals

Goal 1: Hays CISD believes in the achievement of every student.

Performance Objective 1: The District will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, college, career, and military readiness. Our staff believes in the education of the whole child and believes that success is based on more than the results of a single test, including social and emotional learning, strong interpersonal skills, and the development of positive members of society.

T-PESS Standard 1- Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

*** SEE Hays CISD Specific Student Achievement Goals in Plan Addendum and within content area SMART goals below ***

Evaluation Data Source(s) 1: The Board will receive a report summarizing student academic performance, including college, career, and military readiness efforts by campus at the September meeting. A summary of staff professional development efforts addressing data disaggregation, administrative walk-throughs, and CTE programs, will be presented in December and June that includes literacy and math data, along with specific curricular and teaching strategies to address these areas. PK-3 reading levels will be measured mid-year and at the end of each year and results shared with the Board. The superintendent will present the Board with a student growth goal at the August Board Meeting addressing HCISD approaches/meets/masters % vs. the state. (No campuses rated "D" after the 19-20 school year is a part of this goal).

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Reading: The district will continue to provide a streamlined, explicit phonics instruction program, for grades K-2. Balanced literacy (K-5) and reader's workshop (K-12) will be provided as a framework for instruction.	2.4, 3.1	District Support Provided by ELA Content Coordinator and District Literacy Specialists	<p>K-2 students will demonstrate at least one year's expected growth from fall to spring on their grade level's assigned Aimsweb measures.</p> <p>Aimsweb data will reflect that by the end of the year at least 67% of students will be at Tier 1 in Kindergarten, at least 70% of students will be at Tier 1 in First Grade, and at least 70% of students will be at Tier 1 in Second Grade.</p> <p>3rd Reading will increase to 78% Approaches, 47% Meets, and 28% Masters.</p> <p>4th Reading will increase to 76% Approaches, 47% Meets, and 24% Masters.</p> <p>5th Reading (first administration) will increase to 84% Approaches, 55% Meets, and 35% Masters.</p> <p>6th Grade Reading will increase to 66% Approaches, 34% Meets, and 16% Masters.</p> <p>7th Grade Reading will increase to 72% Approaches, 45% Meets, and 25% Masters.</p> <p>8th Grade Reading (first administration) will increase to 80% Approaches, 53% Meets, and 27% Masters.</p> <p>English I EOC will increase to 65% Approaches, 54% Meets, and 7% Masters.</p> <p>English II EOC will increase to 70% Approaches, 54% Meets, and 9% Masters.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
2) Writing: The district will ensure writing time is purposefully planned during the delivery of classroom instruction. Teachers will be provided continued training on writer's workshop and writing calibration, while focusing on increasing writing quality and frequency across all content areas.	2.4	District Support Provided by ELA Content Coordinator and District Literacy Specialists	<p>4th Grade Writing will increase to 69% Approaches, 33% Meets, and 8% Masters.</p> <p>7th Grade Writing will increase to 65% Approaches, 35% Meets, and 13% Masters.</p> <p>English I EOC will increase to 65% Approaches, 54% Meets, and 7% Masters.</p> <p>English II EOC will increase to 70% Approaches, 54% Meets, and 9% Masters.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				
3) Math: The district will enhance math concepts, numerical fluency, and daily problem solving by streamlining the usage of DreamBox (K-5th) and Formative Loop Math (1st-5th). Strategic planning for secondary will focus on fidelity of the curriculum and understanding of data analysis.	2.4	District Support Provided by Math Content Coordinators	<p>K-2 students will demonstrate at least one year's expected growth from fall to spring on their grade level's assigned Aimsweb measures.</p> <p>3rd Grade Math will increase to 77% Approaches, 45% Meets, and 23% Masters.</p> <p>4th Grade Math will increase to 73% Approaches, 48% Meets, and 29% Masters.</p> <p>5th Grade Math (first administration) will increase to 82% Approaches, 53% Meets, and 34% Masters.</p> <p>6th Grade Math will increase to 78% Approaches, 44% Meets, and 20% Masters.</p> <p>7th Grade Math will increase to 63% Approaches, 26% Meets, and 6% Masters.</p> <p>8th Grade Math (first administration) will increase to 83% Approaches, 58% Meets, and 17% Masters.</p> <p>Algebra I will increase to 87% Approaches, 70% Meets, and 35% Masters.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
4) Science/STEM: The district will develop scientific inquiry to drive conceptual understanding by regularly embedding writing as a mode of communicating scientific understanding. Purposeful planning will emphasize the importance of lab experience time.	2.4	District Support Provided by Science Content Coordinators	5th Grade Science will increase to 76% Approaches, 51% Meets, and 25% Masters. 8th Grade Science will increase to 81% Approaches, 53% Meets, and 28% Masters. Biology will increase to 86% Approaches, 64% Meets, and 28% Masters. TTESS Dimension 2.2 Content Knowledge and Expertise				
5) Social Studies: The district will enhance instruction to embed a higher frequency of artifact based, and non-fiction writing components. Students will have opportunity to connect real-world experiences with historical context (facts, figures, events) to create a depth of knowledge.	2.4	District Support Provided by Social Studies Content Coordinators	8th Grade Social Studies will increase to 69% Approaches, 34% Meets, and 17% Masters. US History will increase to 94% Approaches, 77% Meets, and 48% Masters. TTESS Dimension 2.2 Content Knowledge and Expertise				
6) Instructional Planning: The district will utilize the TEKS Resource System, the Hays CISD content resource website, instructional coaches, content coordinators and purposefully planned PLCs to streamline curriculum across all content areas.	2.5	District Support Provided by Director of Curriculum and Instruction	With the use of the district of innovation schedule and PLC days, 100% of teachers will have the direct support of a content coordinator and/or lead teacher to guide planning and data analysis. TTESS Dimension 1.1 Standards and Alignment				
7) Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading and math.	2.4	District Support Provided by Director of Academic Support	100% of K-5 students will be administered a universal screener three times a year. Based on data students will received differentiated instruction within tier 1, 2 and 3. TTESS Dimension 2.5 Monitor and Adjust				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
8) Data and Assessment: The district will streamline assessment procedures to support teachers in the analysis of data and making real-time adjustments to classroom and student-specific instruction.	2.4	District Support Provided by Coordinator of Accountability and Testing	<p>The district aligned assessment handbook (inclusive of calendars) will yield at least a 5% increase in Domain II. District Data on State Assessments can be found at:</p> <p>District Site: https://www.hayscisd.net/site/Default.aspx?PageID=309 Direct Link to the State Site: http://www.txschools.gov</p> <p>TTESS Dimension 1.2 Data and Assessment</p>				
9) Response to Intervention: Teachers will identify struggling learners through the RtI process, providing written documentation of student needs, identifying resources to support achievement and regularly report student progress via Tier-2 and Tier-3 documentation forms in Eduphoria.	2.6	District Support Provided by Director of Academic Support	<p>100% of students identified as having academic difficulties will have ongoing documentation, in Eduphoria, be provided differentiated instruction and follow-up regarding their progress.</p> <p>TTESS Dimension 2.4 Differentiation</p>				
<p>10) English Learners: The district will use a bilingual instructional framework (dual language or transitional early-exit), depending on campus and grade as well as Sheltered Instruction strategies for developing academic language proficiency. Purposeful planning will be developed with the collaboration of Special Education, C&I, CTE, Advanced Academics, Office of Academic Support and Campus Instructional Coaches, etc.).</p> <p>Additional supports include strategic scheduling of English learners needing additional linguistic support, new arrival centers, access to Imagine Learning Language & Literacy online platform for beginner reading students.</p>	2.6	District Support Provided by the Director of PK-12 Multilingual Education	<p>By the end of the 2019-20 school year, students in a special language program and monitor status will demonstrate increased performance on the STARR exam, by 10% in Approaches, 5% in Meets, and 5% in Masters.</p> <p>By the end of the 2019-20 school year, students progressing at least one proficiency level will increase by 10% as demonstrated on the TELPAS assessment.</p> <p>TTESS Dimension 2.4 Differentiation</p>				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
11) Special Education Services: The district will continue to develop co-teach efforts, provide professional development in specific content areas, improve progress monitoring, and support improved instructional strategies. Purposeful planning will be provided during district PLC times to enhance content knowledge of special education teachers.	2.4	District Support Provided Director of Special Education and Special Education Curriculum Coordinator	By the end of the 2019-20 school year, students in special education will demonstrate increased performance on the STARR exam, by 5% in Approaches, 5% in Meets, and 5% in Masters. TTESS Dimension 2.4 Differentiation				
12) Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided. Clear criteria for entry/exit for pull-out dyslexia classes will be created during the 2019-2020 school year.	2.4	District Support Provided by Director of Academic Support	100% of Kindergarten and first grade students will be screened for dyslexia to help identify students who may need dyslexia services. TTESS Dimension 2.4 Differentiation				
13) 504 Services: Campus administrators will help support the transition from Eduphoria to e504 for documentation of student needs. Student accommodations will be based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities.	2.4	District Support Provided by Director of Academic Support	100% of 504 plans of qualified students will be reviewed to ensure their accommodations appropriately meet their needs. Plans will reflect only the accommodations necessary for student. TTESS Dimension 2.4 Differentiation				
14) Accelerated Instruction for At-Risk Students: Accelerated Instruction will be provided for all students not meeting the minimum standard on state assessments. These instructional opportunities can be provided by enrichment classes and other methods during the school-year and/or during summer school programs.	2.6	District Support Provided by Deputy Academic Officers	100% of students will receive the appropriate level of accelerated instruction before the student is required to re-test or take the next grade level assessment. TTESS Dimension 1.3 Knowledge of Students				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
15) Gifted and Talented: Teachers of G/T students will receive the appropriate amount of professional development (30 hours initial training, 6 hour annual update). District administrators will ensure campus staff adheres to the "Campus Responsibilities for G/T Services." The district will utilize the Schoolwide Cluster Grouping Model (SCGM) emphasizing strong differentiation strategies to support G/T students. Based on information from the program evaluation completed during the 2018-19 school year, several initiatives will be implemented including serving students during enrichment/advisory time, communicating with parents/guardians via campus and district newsletters, providing feedback to parents/guardians through progress monitoring reports at the elementary level, displaying student work at campus showcases, hiring campus lead G/T teachers to serve as liaisons between the district and campus to help implement new initiatives, implementing a second grade ability screener across the district, and holding subcommittees to address ways to identify underserved populations and ideas to provide after school opportunities for students.	2.5	District Support Provided by Coordinator of Gifted and Talented	100% of G/T cluster teachers will complete the required training as outlined in the Texas State Plan for the Education of Gifted/Talented Students. 100% of counselors and administrators who have authority for service decisions will complete the required training as outlined in the Texas State Plan for the Education of Gifted/Talented Students. Improved communication with parents/guardians to help them meet their child's needs. The second grade ability screener will increase referrals at the second grade level which will help identify students from underserved populations. Lead teachers will help improve communication between the campus and district and improve services for students and families. By the end of the 2019-2020 school year, students identified as G/T will increase performance on the STAAR by 2% in Masters. TTESS Dimension 1.4 Activities, 2.1 Achieving Expectations, 2.4 Differentiation, and 4.4 School Community Involvement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
16) College, Career and Military Readiness: Counselors will provide students and parents with activities and information about post-secondary readiness and opportunities. These strategies and activities include, but are not limited to, offering the ASVAB test for seniors, Dual Credit, AP, UT OnRamps, test prep, personal graduation plans, the college application and financial aid process, Navigate Your Future guides, career and interest inventories, field trips and college fairs.	2.5	District Support Provided by Director of College and Career Readiness and Counseling	100% of all counselors will collaborate with post-secondary opportunity providers, parents and students about opportunities and activities involving college/career and military readiness. CCMR Accountability for Domain 1 measures will be set for each campus. The ASVAB will be offered twice a year on each HS campus. The overall percentage of graduates who have taken either SAT or ACT and the percentage of graduates meeting the college readiness standard will increase. 8th, 10th and 11th graders will build College Board account for Khan Academy for SAT prep after they have completed the PSAT scores. TTESS Dimension 2.1 Achieving Expectations				
17) Career and Technical Education: The district will increase the number of student industry certifications on the A-F list for accountability, enhance COW Day (Career On Wheels Day) and CREW Day (Career Ready Educated Workforce/Senior Hiring Day), place more students in internships at the conclusion of a four year pathway and increase the number of businesses participating in National Manufacturing Day.	2.5	District Support Provided by the Director of Career and Technical Education	100% of CTE teachers will include program growth and certification growth in their TTESS goals. TTESS Dimension 2.1 Achieving Expectations				
18) Digital Learning: The district will increase professional development in innovative practices such as blended and personalized learning, as well as, in digital citizenship and implementation of digital resources for all staff. Evidence to demonstrate success will include, but is not limited to, the Digital Learning Coach scheduled professional development, digital learning teacher resource page, hosting a district digital learning conference, and providing additional avenues for digital learning professional development.	2.5	District Support Provided by the Director of Digital Learning	50% of teachers will increase in their TTESS goal 1.4 rating. TTESS 1.4 Activities				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
19) Advanced Academics: The district will enhance communication with stakeholders regarding opportunities to obtain college credit in high school. The district will also increase students' capacity to access college credit bearing courses through enhanced Pre-AP and TSI prep courses	2.5	District Support Provided by Coordinator of Advanced Academics	Identify baseline data for awareness of college-bearing credit opportunities and measure increased awareness. Increase number of students meeting TSI standards in English and Math as measured on TSI assessments and in Domain 1 (for 2020-2021 school year-based on 2020 graduates). TTESS Dimension 2.1 Achieving Expectations				
20) Pre-Kindergarten Program: Pre-K curriculum will be based upon the Pre-K guidelines aligned to the Kindergarten curriculum. The district will provide ongoing professional development to increase readiness for kindergarten. The district will support the administration of Aimsweb+ for Kinder Entry Assessment and support teachers in the analysis of results.	2.5	District Support Provided by Director of Early Childhood and Extended Day Programs	Circle Classroom Environment Checklist will be conducted three times (BOY/MOY/EOY) per year to guide professional development (Tiered PK PD Plan). Teachers will create two action items based on Kinder Entry Assessment data. TTESS Dimension 2.2 Content Knowledge and Expertise				
21) Kindergarten: The district will provide the "Countdown to Kinder" resource to parents to ensure a smooth transition from early childhood programs such as PK, day cares and at-home based childcare.	2.5	District Support Provided by Director of Early Childhood and Extended Day Programs	100% of parents with students entering Kindergarten will receive a "Kinder Care Packet" during Countdown to Kinder to prepare their student for success in Kindergarten. TTESS Dimension 4.4 School Community Involvement				
22) Pregnancy Related Services: The district Pregnancy, Education and Parenting Program provides support services, including Compensatory Education Home Instruction (CEHI), to pregnant and parenting students. The PEP staff collaborates with other programs including Early Head Start, Texas State University, counselors, case managers, educators, and other staff 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 CEHI services.	2.6	District Support Provided by the Coordinator of Pregnancy Related Services	100% of students served with PEP/PRS CEHI services will be provided education in all course subjects required for promotion/graduation, courses in child development, parenting, job-related skills, college and career readiness and community services (TEA Waiver on File). TTESS Dimension 2.4 Differentiation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
23) Higher Education Requirements: The district will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, dual credit opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.	2.5	District Support Provided by Director of College and Career Readiness and Counseling	All students grades 8-11 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. TTESS Dimension 2.1 Achieving Expectations				
24) Title I: The Title I, Part A school wide program is designed to provide supplemental instruction support to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services. Equitable services are provided to eligible Private Non-Profit campuses.	2.4	District Support Provided by the Director of Federal Programs, State Reports and Grants	The campus allocations worksheet maintains a rank order with needs prioritized and funds efficiently utilized within the grant year. Campus Title I plans reflect strategies developed from a comprehensive needs assessment and fiscal prioritization categorized by the Commissioner's 4 priorities. TTESS 4.1 Professional Demeanor and Ethics				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 2: HCISD is dedicated to the safety of all students and staff.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local and state entities to assure preparedness. Specific areas addressed are physical and cybersecurity, data privacy, campus access, detecting and reporting possible threats, and maintaining an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually, and followed throughout the district.

Evaluation Data Source(s) 1: The Board will receive the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training at the October meeting. An overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies...) will be presented in March. The superintendent and his staff will attend all relevant training and report to the Board throughout the year on this topic. Specific attention will be given to the communication of district safety efforts (both physical and training) to our community.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Student Safety: The district will utilize the support of the Director of School and Student Safety. Areas of focus include, but are not limited to, establishing strong communication channels with area emergency operations departments, manage the School Resource Officer program, provide training, manage security coverage, update the Emergency Operations Procedures, and conduct safety/security audits.	2.5	District Support Provided by the Director of School and Student Safety	A baseline will be established for this initial year of implementation to measure the extent to which students feel safe using the K-12 Insight Survey. The district will measure the success of established learning environments and enhanced student effective learning skills that are essential for school readiness and academic success, by providing integrated systems of student and family supports. TTESS Dimension 3.1 Environment, Routines and Procedures				
2) Social Emotional Learning: The district will continue support for activities for each campus and the district award of No Place for Hate (ADL). The district will ensure each campus will implement strategies and a program for SEL.	2.5	Director of College and Career Readiness and Counseling	100% of all campuses will implement and gather data on the success of their SEL programs and initiatives. 100% of campuses and the district will be awarded a No Place for Hate banner and recognized in the September Board meeting. TTESS Dimension 3.3 Classroom Culture				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
3) Increasing Attendance, Drop-Out Prevention: The district will utilize attendance intervention specialists to strategically provide systematic contact with potential dropouts to provide intervention, supports and a plan for the school year. The district will streamline the process to increase enrollment to Live Oak Academy and improve access to the campus by providing transportation. The district will train staff to utilize a three tier system for monitoring student attendance. The district will create protocols for teachers, attendance clerks, interventionists and administration to monitor and document attendance through Eduphoria.	2.5	District Support Provided by the Coordinator of Student Services	The district will have at least a 97% attendance rate. All campuses will monitor attendance of all students and ensure a lowered drop-out rate. Campuses will have monthly data reviews with attendance intervention specialists and campus administration. TTESS Dimension 3.3 Classroom Culture				
4) Student Engagement: The district will encourage the participation of students in extra-curricular activities and clubs. The district will implement the 100% Hays motto to provide a vision for engagement.	2.6	District Support Provided by the Deputy Academic Officers	The district will increase the rating of the overall engagement score from the Student Engagement Survey from a 2.68 to at least a 3.0 on the question, "I participate in extracurricular activities." TTESS Dimension 3.3 Classroom Culture				
5) Positive Behavior Intervention Support: The district will utilize the support of Region 13 to work with six campuses to streamline PBIS, SL, RD, and SEL. All new teachers to the district will attend training on PBIS and how to utilize PBIS in the classroom.	2.5	District Support Provided by the Coordinator of Student Services	Campuses receiving specific Region 13 support will have at least a 10% decrease in discipline referrals as reported in TEAMS. TTESS Dimension 3.2 Managing Student Behavior				
6) Health and Wellness: The district will implement coordinated school health, and the wellness plan to encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC). This year's focus is on the importance of the implementation of the health component of coordinated school health plan.	2.5	District Support Provided by the Director of Health Services	All SHAC meeting notes, sign-in sheets and agendas reflect implementation of actionable items. TTESS Dimension 3.1 Classroom Environment, Routines, and Procedures				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
7) Early Intervention: The district will provide counseling and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will integrate best practices on grief-informed and trauma-informed care. The district will enter a counseling/social workers internship model with Texas State University. The district will enter into an MOU with Community in Schools, the Seedling Foundation, and the Greater San Marcos Youth Council for additional support. The district will continue to train staff in Suicide Prevention and update the Suicide Action Plan.	2.6	District Support Provided by Director of College and Career Readiness and Counseling	100% of all staff will complete all portions of the SafeSchool Online Training Series by January 8th. Counselors will present to staff about suicide prevention, referrals and protocol. TTESS Dimension 4.1 Professional Demeanor and Ethics				
8) Addressing Abuse: The district will adhere to the district policy addressing sexual abuse, sex trafficking, 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.	2.6	District Support Provided by Director of College and Career Readiness and Counseling	100% of all staff will complete all portions of the SafeSchool Online Training Series by January 8th. Counselors will present to campus staff on bullying, crisis, CPS reporting and suicide awareness TTESS Dimension 4.1 Professional Demeanor and Ethics				
9) Anti-Bullying: 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 and parents will have access to the Hays Hope Line to report harassment, bullying, safety and personal crisis issues.	2.6	District Support Provided by Director of College and Career Readiness and Counseling	100% of all staff will complete all portions of the SafeSchool Online Training Series by January 8th. Counselors will present to staff on preventing bullying, David's Law and the Hays Hope Line. Principals will respond to tips reported on the Hays Hope Line and keep documentation. TTESS Dimension 4.1 Professional Demeanor and Ethics				
10) Homelessness: Campus counselors will identify students that are homeless and utilize district resources (TI reservations and TEHCY funds), in coordination with the homeless liaison, to provide emergency instructional supplies, hygiene products and clothing as needed.	2.6	District Support Provided by the Director of Federal Programs, State Reports and Grants	100% of students identified as homeless under McKinney Vento, will receive services to fit their individual needs. 100% of all staff will complete all portions of the SafeSchool Online Training Series by January 8th. TTESS Dimension 1.3 Knowledge of Students				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
11) Foster Care: The district will provide supplemental transportation and free lunch to ensure educational stability for children in foster care.	2.6	District Support Provided by the Director of Federal Programs, State Reports and Grants	100% of students identified as a Foster student, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
12) Migrant Services: 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. Please see attached 1920 Migrant Priority for Services plan.	2.6	District Support Provided by the Coordinator of LPAC and TELPAS	The district will provide services to 100% of migrant students identified through the utilization of Region 13 SSA. (See Priority for Services Addendum) TTESS Dimension 1.3 Knowledge of Students				
13) DAEP: The district will monitor performance data of students served in the DAEP including: student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.	2.6	Coordinator of Student Services	The district will decrease the number of discretionary placements and will be within the PBM-Leaver Limits. TTESS Dimension 1.3 Knowledge of Students				

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

Performance Objective 1: Cultivating a culture of positive engagement and public service requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our district is committed to increasing client engagement both internally and externally.

Evaluation Data Source(s) 1: Staff will receive targeted training, after a process review, in the areas of customer service and community relations. HCISD will develop strategies and systems to make this the best place to work, and the plan will be posted in the Board Blog in November. The Board will receive regular updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Customer Service: The district will streamline communications and provide resources to stakeholders. The district will keep social media and websites up-to-date. The district will increase opportunities for face-to-face, casual interactions with administrators and school board members, including, but not limited to town hall meetings, tax payer Tuesdays, coffee with the Superintendent, PTA meetings, etc.	3.2	District Support Provided by the Chief Communication Officer and the Director of Community Relations	The district will show continuous, annual increases by 10% of persons indicating "strongly agree" on the K-12 Insight Survey for Family and Community Satisfaction that "the front office staff members in my child's school provide customer service in a professional manner." TTESS Dimension 2.3 Communication				
2) School Community Involvement: The district will educate and inform families about campus/district programs and services prior to the event as a means to build capacity, understanding and importance of school-to-community and community-to school connections. A variety of communication methods will be used, in a language that parent can understand, inclusive of social and print media	3.2	District Support Provided by the Director of Community Relations	The district will show continuous, annual increases of persons who score the district as "Strongly Agree" on the indicator "I am welcome to attend school activities" and "I feel welcome at district and school functions" of the K-12 Insight Family and Community Satisfaction Survey TTESS Dimension 4.4 School Community Involvement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
3) Goal Setting (CNA/CIP/DIP): The district has an established Site Based Decision Making Committee called the District Leadership Team. The use of the DLT is an advisory role to the Superintendent. This year, the DLT will focus on the District Improvement Plan, discussions over being a District of Innovation, the District Calendar, PD Plans, Budgets, Compliance Documents, Waivers, Drop Out and Attendance Rates, Federal/State Requirements, etc.	3.2	District Support Provided by the Chief Academic Officer (DLT Facilitator)	100% of all meeting notes, agendas and sign-in sheets are made public on the Hays CISD DLT webpage. TTESS Dimension 4.2: Goal Setting				
4) Communicating Student Achievement to Parents: The district will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to: student work samples, progress report updates, report cards, parent-teacher conferences, teacher phone calls, TEA assessment portals, student support team meetings, Parent Portal, etc.	3.2	District Support Provided by Coordinator of Accountability and Testing	100% of parents will receive individual student achievement data at least once per nine weeks TTESS Dimension 2.3 Communication				
5) Professional Development: The district will provide a tiered professional development plan that differentiates learning opportunities and career development for teacher, administrators, aspiring administrators, paraprofessionals and other staff as needed. The tiered system will also provide streamlined training for new to profession teachers, new to district teachers, returning staff as well as, opportunities for new found knowledge for veteran teachers. The district provides embedded professional development to all teachers with the support of a campus instructional coach.	2.4	District Support Provided by the Director of Curriculum and Instruction	The Eduphoria online catalog of workshops offered will list one or more professional development opportunities for teachers and/or administrators to deepen their knowledge in the district focused initiatives. 100% of our professional development offerings will be aligned to T-TESS and District goals/focus initiatives. TTESS Dimension 4.3 Professional Development				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
6) Professional Learning Communities: The district will have teachers meet regularly through professional learning communities (PLCs), aligned to the Dufour model, to articulate learning goals based upon the curriculum, analyze student data, evaluate student work, and plan engaging instruction.	2.5	District Support Provided by the Director of Curriculum and Instruction	Campus schedules will reflect a PLC time for all core content teachers as well as non-core special areas/electives. PLC meeting notes will indicate that teachers are engaging in discussion of the four questions as well as using protocols to look at student work. 100% of the PLC meeting notes will be housed electronically in a common/shared location (campus discretion) . TTESS Dimension 4.3 Professional Development				
7) Attract/Retain Staff: The district will attract and retain highly qualified teachers by building relationships with local universities, alternative certification programs, and other workforce recruiters. Furthermore, we will monitor and adjust our compensation plan to remain competitive to attract and retain our highest quality staff. Our district will continue employee recognition initiatives to foster a positive and motivating atmosphere.	2.4	District Support Provided by the Chief Human Resource Officer	The district will maintain a teacher retention rate equal to the level of other region 13 districts and at least 1% higher than the retention rate for the state. TTESS Dimension 4.3 Professional Development				
8) Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.	3.1	District Support Provided by the Director of Federal Programs, State Reports and Grants	100% of Title I campuses will upload agendas, sign in sheets, meeting notes, and meeting announcements of meetings held to discuss and distribute the Parental and Family Engagement Plan. TTESS Dimension 4.4 School Community Involvement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
9) Fiscal Compliance: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.	2.4	District Support Provided by the Director of Federal Programs, State Reports and Grants and the Chief Financial Officer	Federal and state compliance will be met in accordance to EDGAR and ESSA, by receiving zero "missed" Initial Compliance Review (ICR) indicators, maintaining 100% rank order with campus allocations, receiving zero audit findings during review, and meeting 100% of comparability and MOE standards. The campuses will utilize ESSA budget templates to plan expenditures with measurable outcomes. TTESS Dimension 4.1 Professional Demeanor and Ethics				