

# **Hays Consolidated Independent School District**

## **District Improvement Plan**

**2021-2022**



# Mission Statement

The mission of Hays CISD is to nurture students to become extraordinary citizens through unique, personal educational experiences through an innovative community of learners while celebrating our diversity and legacy.

## Vision

All Hays CISD learners will be:

- academically prepared for college, career, and life
- effective communicators and collaborators
- globally competent and competitive
- prepared for life and citizenship

## Core Beliefs

We believe:

- 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

# 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. Students and parents/guardians will receive academic advising and will utilize data, based upon aptitude, ability, and career inventory data, to formulate their plan of study for high school credit beginning in the spring semester of their 5th grade year. Student performance will be evaluated in academics and in college/career 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. Through attention to individual student needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement.

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

**Evaluation Data Sources:** Grade 5-12 Student Advising: The district will utilize a career interest profiler based on student interest and academic achievement to track academic advising beginning in the spring semester of 5th grade. In June 2022, the district will provide a comprehensive report showing evidence of the academic advising captured through the career interest profiler by campus and grade level.

Student Achievement: In January, a public hearing on TAPR will be held to summarize student academic performance/achievement, accessibility gaps, and the district's college/career readiness counts. In August 2022, the superintendent will present the student growth goals addressing Hays CISD approaches/meets/masters percentages on STAAR vs. the state performance.

College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE. The district will monitor progress throughout the 2021-2022 school year and will provide an update on college and career readiness to the Board in November 2021.

Professional Development: The district will offer continuous differentiated just-in-time professional development in all content areas to support our campus initiatives and student achievement goals. Campus administrators will conduct at least 60 minutes of walk-throughs per day.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity. The district will hire a designated SEL Specialist to support SEL implementation and provide district-wide professional development to ensure proper SEL best practices are evident across the campus/district. The district will capture information about the SEL program implemented at each campus. Campuses will track and monitor student participation in extra-curricular/club participation, and the district will track discipline and attendance on an on-going basis. SEL information will be presented in November and a process for developing a dashboard for SEL will be researched with a plan to implement in the 2022-2023 school year.

### Strategy 1 Details

**Strategy 1: Reading:** The district will continue to provide a streamlined, explicit phonics program for grades K-2. K-12 reading instruction is facilitated in a blended learning format that follows the research-based district curriculum that has been provided as a framework for in-person and virtual learning. K-3 teachers and instructional coaches and district and campus administrators are participating in the TEA Reading Academies this year to enhance their knowledge of the Science of Teaching Reading.

**Strategy's Expected Result/Impact:** mCLASS data will reflect that by the end of the year at least 55% of students will be at Tier 1 in Kindergarten, at least 62% of students will be at Tier 1 in First Grade, and at least 62% of students will be at Tier 1 in Second Grade.

STAAR Reading data will indicate improved performance

3rd Reading will increase to 78% Approaches, 48% Meets, and 24% Masters.

4th Reading will increase to 69% Approaches, 38% Meets, and 20% Masters.

5th Reading will increase to 77% Approaches, 49% Meets, and 32% Masters.

6th Grade Reading will increase to 64% Approaches, 31% Meets, and 13% Masters.

7th Grade Reading will increase to 69% Approaches, 43% Meets, and 22% Masters.

8th Grade Reading will increase to 71% Approaches, 42% Meets, and 19% Masters.

English I EOC will increase to 68% Approaches, 51% Meets, and 10% Masters.

English II EOC will increase to 76% Approaches, 61% Meets, and 10% Masters.

95% of Reading Academy participants will successfully complete the content to receive HB3 credit.

TTESS Dimension 2.2 Content Knowledge and Expertise

**Staff Responsible for Monitoring:** District Support Provided by ELA Content Coordinators and District Literacy Specialists

**Title I Schoolwide Elements:** 2.4, 3.1

### Strategy 2 Details

**Strategy 2: Writing:** The district will ensure writing time is purposefully planned during the delivery of the research-based district curriculum for in-person and virtual learning. The District Literacy Team will provide ongoing campus support in PLCs with the writing process and calibration. We will also continue to provide support for the writing process, grammar, and writing tasks at our District PLCs throughout the year.

**Strategy's Expected Result/Impact:** English I EOC will increase to 68% Approaches, 51% Meets, and 10% Masters.

English II EOC will increase to 76% Approaches, 61% Meets, and 10% Masters.

TTESS Dimension 2.2 Content Knowledge and Expertise

**Staff Responsible for Monitoring:** District Support Provided by ELA Content Coordinators and District Literacy Specialists

**Title I Schoolwide Elements:** 2.4

### Strategy 3 Details

**Strategy 3: Math:** The district will enhance math concepts, numerical fluency, and daily problem solving by streamlining the usage of DreamBox (K-8) and Numerical Fluency Resources (K-5th) in addition to researched based, TEKS aligned resources for a blended model of Tier 1 instruction. Strategic planning for secondary will focus on fidelity to the curriculum and understanding of data analysis.

**Strategy's Expected Result/Impact:** mCLASS data will reflect that by the end of the year at least 83% of students will be at Tier 1 in Kindergarten, at least 76% of students will be at Tier 1 in First Grade, and at least 74% of students will be at Tier 1 in Second Grade.

STAAR math data will indicate improved performance

3rd Grade Math will increase to 70% Approaches, 33% Meets, and 24% Masters.

4th Grade Math will increase to 63% Approaches, 37% Meets, and 21% Masters.

5th Grade Math will increase to 74% Approaches, 43% Meets, and 25% Masters.

6th Grade Math will increase to 72% Approaches, 36% Meets, and 14% Masters.

7th Grade Math will increase to 39% Approaches, 9% Meets, and 2% Masters.

8th Grade Math will increase to 69% Approaches, 42% Meets, and 12% Masters.

Algebra I will increase to 76% Approaches, 41% Meets, and 24% Masters.

TTESS Dimension 2.2 Content Knowledge and Expertise

**Staff Responsible for Monitoring:** District Support Provided by Math Content Coordinators

**Title I Schoolwide Elements:** 2.4

### Strategy 4 Details

**Strategy 4: Science/STEM:** The district will develop scientific inquiry to drive conceptual understanding by regularly embedding technical writing and the "Claims, Evidence, Reasoning" strategy as a mode of communicating scientific understanding. Purposeful planning will emphasize the importance of lab experience time. Resources such as STEMscopes (K-8), Explore Learning Gizmos (3-12) and SAVVAS, (online textbook) will be utilized for increased learning opportunities.

**Strategy's Expected Result/Impact:** STAAR science data will indicate improved performance

5th Grade Science will increase to 69% Approaches, 35% Meets, and 15% Masters.

8th Grade Science will increase to 65% Approaches, 41% Meets, and 23% Masters.

Biology will increase to 86% Approaches, 59% Meets, and 23% Masters.

TTESS Dimension 2.2 Content Knowledge and Expertise

**Staff Responsible for Monitoring:** District Support Provided by Science Content Coordinators

**Title I Schoolwide Elements:** 2.4

### Strategy 5 Details

**Strategy 5:** Social Studies: The district will enhance instruction to embed a higher frequency of artifact based, and non-fiction writing components. The district will enhance instruction through the use of online textbook resources, online DBQ (document based questions) resources, and online activities through the learning management system Schoology. Students will have the opportunity to connect real-world experiences with historical context (facts, figures, events) to create a depth of knowledge.

**Strategy's Expected Result/Impact:** STAAR social studies will indicate improved performance

8th Grade Social Studies STAAR results will increase to 53% Approaches, 22% Meets, and 9% Masters.

US History EOC will increase to 92% Approaches, 73% Meets, and 44% Masters.

TTESS Dimension 2.2 Content Knowledge and Expertise

**Staff Responsible for Monitoring:** District Support Provided by Social Studies Content Coordinator

**Title I Schoolwide Elements:** 2.4

### Strategy 6 Details

**Strategy 6:** Instructional Planning: The district will utilize the TEKS Resource System, the Hays CISD content resource website, Schoology, instructional coaches, content coordinators and purposefully planned PLCs to streamline curriculum across all content areas.

**Strategy's Expected Result/Impact:** With the use of the District of Innovation schedule and virtual PLC meetings, 100% of teachers will have the direct support of a content coordinator and/or lead teacher to guide virtual and in person planning and data analysis.

TTESS Dimension 1.1 Standards and Alignment

**Staff Responsible for Monitoring:** District Support Provided by Director of Curriculum and Instruction

**Title I Schoolwide Elements:** 2.5

**Funding Sources:** Curriculum Review & Writing - 255: Title II - \$175,000

### Strategy 7 Details

**Strategy 7:** Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading and math.

**Strategy's Expected Result/Impact:** 100% of K-5 students will be administered a universal screener three times a year for reading. 100% of K-3 students will be administered a universal screener three times a year for math. Based on data students will received differentiated instruction within tier 1, 2 and 3.

TTESS Dimension 2.5 Monitor and Adjust

**Staff Responsible for Monitoring:** District Support Provided by Director of Academic Support

**Title I Schoolwide Elements:** 2.4

### Strategy 8 Details

**Strategy 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.

**Strategy's Expected Result/Impact:** The implementation of the district testing procedures, including the new baseline checks, and timely professional development with campuses will yield at least a 3% increase in student achievement

District Data on State Assessments can be found at:

District Site:

<https://www.hayscisd.net/site/Default.aspx?PageID=309>

Direct Link to the State Site:

<http://www.txschools.gov>

TTESS Dimension 1.2 Data and Assessment

**Staff Responsible for Monitoring:** District Support Provided by Director of Assessment and Accountability

**Title I Schoolwide Elements:** 2.4

### Strategy 9 Details

**Strategy 9: Response to Intervention:** Teachers will identify struggling learners through the RtI process, provide written documentation of student needs, identify resources to support achievement, and report student progress regularly via Tier-2 and Tier-3 documentation forms in SuccessEd.

**Strategy's Expected Result/Impact:** 100% of students identified as having academic difficulties will have ongoing documentation in SuccessEd and be provided differentiated instruction and follow-up regarding their progress.

TTESS Dimension 2.4 Differentiation

**Staff Responsible for Monitoring:** District Support Provided by Director of Academic Support

**Title I Schoolwide Elements:** 2.6

### Strategy 10 Details

**Strategy 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 in collaboration with Special Education, C&I, CTE, Advanced Academics, the Office of Academic Support and Campus Instructional Coaches.

Additional supports include strategic scheduling of English learners needing additional linguistic support, new arrival centers, and access to Imagine Learning Language & Literacy online platform for beginner reading students.

**Strategy's Expected Result/Impact:** By the end of the 2021-22 school year, students in a special language program and monitor status will demonstrate increased performance on the STAAR exam, by 3% in Approaches, 3% in Meets, and 3% in Masters.

By the end of the 2021-22 school year, 10% of English learners will increase one proficiency level using the composite score in TELPAS.

TTESS Dimension 2.4 Differentiation

**Staff Responsible for Monitoring:** District Support Provided by the Director of PK-12 Multilingual Education

**Title I Schoolwide Elements:** 2.4, 2.6

**Funding Sources:** EL Family Engagement - El Civics - 263: Title III - \$20,000, Imagine Learning - 263: Title III - \$46,000

### Strategy 11 Details

**Strategy 11:** Special Education Services: The district will provide professional development in specific content areas, improve progress monitoring, support improved instructional strategies, and facilitate the development of aligned curriculum resources in math and ELA.

Purposeful planning includes continued job embedded training for co-teach practices in the classroom in collaboration with the Multi-Lingual Department.

Purposeful planning will be provided during district PLC times to enhance content knowledge of special education teachers in the use of data to drive instruction and for the development of the individualized education plan.

**Strategy's Expected Result/Impact:** By the end of the 2021-22 school year, students in special education will demonstrate increased performance on the STAAR exam, by 3% in Approaches, 3% in Meets, and 3% in Masters.

TTESS Dimension 2.4 Differentiation

**Staff Responsible for Monitoring:** District support provided by Director of Special Education, Special Education Curriculum Coordinator and Special Education Instructional Team.

**Title I Schoolwide Elements:** 2.4

**Funding Sources:** Child Find/EC Coordinator - 225: IDEA-B Preschool - \$34,053, IDEA B Professional Development - 224: IDEA -B Formula - \$10,610, IDEA B Staff (Behavior Specialists, ARD Facilitators, Job Coaches) - 224: IDEA -B Formula - \$2,999,561, Contract Evaluations - 224: IDEA -B Formula - \$31,610, IDEA B Preschool Contract/Materials/Professional Development - 225: IDEA-B Preschool - \$6,176, IDEA B Instructional Materials - 224: IDEA -B Formula - \$10,610



### Strategy 12 Details

**Strategy 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 communicated during the 2021-22 school year.

**Strategy's Expected Result/Impact:** 100% of Kindergarten, first grade, second grade, and seventh grade students will be screened for dyslexia to help identify students who may need dyslexia services.

TTESS Dimension 2.4 Differentiation

**Staff Responsible for Monitoring:** District Support Provided by Director of Academic Support

**Title I Schoolwide Elements:** 2.4

### Strategy 13 Details

**Strategy 13:** 504 Services: 504 Coordinators will document all Individualized Accommodation Plans in Success Ed. Student accommodations will be based on evaluations/data and aligned directly to the student's eligibility. Teachers will access their students' 504 plans and consistently provide the agreed-upon accommodations to ensure ADA compliance for all students with disabilities.

**Strategy's Expected Result/Impact:** 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 the student.

TTESS Dimension 2.4 Differentiation

**Staff Responsible for Monitoring:** District Support Provided by Director of Academic Support

**Title I Schoolwide Elements:** 2.4

### Strategy 14 Details

**Strategy 14:** Accelerated Instruction for At-Risk Students: Accelerated Instruction will be provided for all students not meeting the minimum standard on state assessments including those students stipulated by HB 4545 requirements. These instructional opportunities can be provided by intervention/ tutorial classes and other methods during the school-year and/or during summer school programs.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** District Support Provided by Deputy Academic Officers

**Title I Schoolwide Elements:** 2.6

**Funding Sources:** Interventionists/Credit Recovery Teachers/LOA/Impact Staff/Outreach Counselors - 199 PIC 24/30: Direct At-Risk Instruction (SCE) - \$7,600,000

### Strategy 15 Details

**Strategy 15:** Gifted and Talented Services (G/T): G/T assessments, professional development, parent communication, and systematic instruction aligned to the Texas State Plan for the Education of Gifted/Talented students will be provided. The district will utilize the Schoolwide Cluster Grouping Model (SCGM) emphasizing strong differentiation strategies to support G/T students in both in person and virtual environments. The district will work to increase identification of underserved populations.

**Strategy's Expected Result/Impact:** 100% of G/T cluster teachers, counselors, and administrators will complete the required training as outlined in the Texas State Plan for the Education of Gifted/Talented Students.

Quality services will be provided for students in both in person and virtual environments.

Increased communication with parents will build relationships to support G/T students.

Increase the number of students identified from underserved populations to more closely align with district demographics.

By the end of the 2021-2022 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

**Staff Responsible for Monitoring:** District Support Provided by Coordinator of Gifted and Talented

**Title I Schoolwide Elements:** 2.5

## Strategy 16 Details

### Strategy 16:

College and Career Readiness: College and career counselors and all guidance counselors will provide students and parents with activities and information about post-secondary readiness and opportunities through:

- \* Public in-person and/or virtual events such as Navigate Your Future Night and informational sessions on the college application and financial aid processes
- \* The creation of personal graduation plans
- \* Career and interest inventories
- \* College fairs (in-person and virtual)
- \* Field trips to colleges and universities
- \* A variety of college admissions information sessions on high school campuses

Counselors and other secondary staff will assist students in tracking their progress toward and achievement of college and career readiness (CCR) through preparation for and administration of:

- \* PSAT 8/9
- \* PSAT/NMSQT
- \* SAT
- \* TSIA2
- \* TSI
- \* ACT
- \* ASVAB

**Strategy's Expected Result/Impact:** 100% of all counselors will hold conversations with 9-12th grade students on how to access post-secondary options, how to assure that they are working towards college/career readiness and success after high school graduation. Parents and students will also be kept informed about opportunities and activities involving college/career readiness beginning in the Spring of 7th Grade.

8th, 9th, 10th, and 11th graders will build College Board accounts for Khan Academy for SAT prep after they have received PSAT scores.

11th and 12th graders will be encouraged to apply for scholarships early on, in particular the College Board Opportunity Scholarships beginning in 11th grade.

The overall percentage of graduates who have taken either SAT or ACT and the percentage of graduates meeting the college readiness standard (through SAT, ACT, or TSI) will increase by 10%

CCR Accountability measures will be set for each high school campus.

TTESS Dimension 2.1 Achieving Expectations

**Staff Responsible for Monitoring:** District Support Provided by Director of Counseling and College and Career Readiness and Director of Advanced Academics

**Title I Schoolwide Elements:** 2.5

### Strategy 17 Details

**Strategy 17:** Career and Technical Education: To increase its college/career readiness indicator in the state accountability system, the district will increase the number of student industry certifications on the A-F list for accountability by:

enhancing COW Day (Career On Wheels Day) and CREW Day (Career Ready Educated Workforce/Senior Hiring Day),

placing more students in internships at the conclusion of a four year pathway

increasing the number of businesses participating in National Manufacturing Day.

**Strategy's Expected Result/Impact:** 100% of CTE teachers will include program growth and certification growth in their TTESS goals.

Hays CISD will increase the number of students earning an IBC on the TEA A-F List from 262 in 2021, to 282 seniors graduating in 2022 with an IBC.

TTESS Dimension 2.1 Achieving Expectations

**Staff Responsible for Monitoring:** District Support Provided by the Director of Career and Technical Education

**Title I Schoolwide Elements:** 2.5

**Funding Sources:** Workforce Development Coordinator - 244: Perkins - \$95,000

### Strategy 18 Details

**Strategy 18:** Digital Learning: The district will increase professional development in innovative practices such as blended and personalized learning, 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, the digital learning teacher resource page, a district digital learning conference, and additional avenues for digital learning professional development.

**Strategy's Expected Result/Impact:** Schoology analytic data will show teachers are using the Learning Management System with fidelity.

**Staff Responsible for Monitoring:** District Support Provided by the Director of Digital Learning

**Title I Schoolwide Elements:** 2.5

### Strategy 19 Details

**Strategy 19:** Advanced Academics: The district will enhance communication with stakeholders regarding opportunities to obtain college credit in high school and increase students' capacity to access college-credit bearing courses through deliberate recruitment for and placement in advanced courses through

identification of baseline data for awareness of college-bearing credit opportunities and measurement of increased awareness

identification and leveraging of venues/platforms to share information about the availability and benefit of taking college credit-bearing courses in high school

**Strategy's Expected Result/Impact:** Increased number of students engaged in advanced and college-credit bearing courses

Increased number of college credits accrued by high school students.

TTESS Dimension 2.1 Achieving Expectations

**Staff Responsible for Monitoring:** District Support Provided by Director of Advanced Academics

**Title I Schoolwide Elements:** 2.5

### Strategy 20 Details

**Strategy 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 mCLASS for Kinder Entry Assessment and support teachers in the analysis of results.

**Strategy's Expected Result/Impact:** 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 to increase readiness for kindergarten.

TTESS Dimension 2.2 Content Knowledge and Expertise

**Staff Responsible for Monitoring:** District Support Provided by Early Intervention Coordinator

**Title I Schoolwide Elements:** 2.5, 2.6

**Funding Sources:** Preschool Professional Development - 211: Title 1 Pre-Kindergarten - \$5,000, Instructional Materials and Supplies - 211: Title 1 Pre-Kindergarten - \$20,000

### Strategy 21 Details

**Strategy 21:** 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.

**Strategy's Expected Result/Impact:** 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 to serve groups up to 4 on campus who qualify for CEHI services).

TTESS Dimension 2.4 Differentiation

**Staff Responsible for Monitoring:** District Support Provided by the Coordinator of Pregnancy Related Services

**Title I Schoolwide Elements:** 2.6

**Funding Sources:** PEP Program Staff - 199 PIC 24/30: Direct At-Risk Instruction (SCE) - \$100,000

### Strategy 22 Details

**Strategy 22:** Higher Education Coordinating Board (THECB) 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, HB3 FAFSA/TASFA submission graduation requirement, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.

**Strategy's Expected Result/Impact:** 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 8-11 will complete their course selection and individual graduation plans.

At least 75% of all 12th graders will submit at minimum one college application through GoApplyTexas.

Beginning with the Class of 2022, before HS graduation all seniors will either submit a FAFSA/TASFA to access financial aid for college and/or FAFSA eligible trade school and/or certification program OR have a signed FASFA Opt-Out Form on file.

TTESS Dimension 2.1 Achieving Expectations

**Staff Responsible for Monitoring:** District Support Provided by Director of Counseling and College and Career Readiness

**Title I Schoolwide Elements:** 2.5

### Strategy 23 Details

**Strategy 23:** Title I: The Title I, Part A school wide program is designed to provide supplemental instructional 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.

**Strategy's Expected Result/Impact:** 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 TEA's priorities.

TTESS 4.1 Professional Demeanor and Ethics

**Staff Responsible for Monitoring:** District Support Provided by the Director of Federal Programs and Grants

**Title I Schoolwide Elements:** 2.4

**Funding Sources:** - 211: Title I 6400 Travel & PD - \$2,000, - 211: Title I 6300 Supplies & Materials - \$59,356

### Strategy 24 Details

**Strategy 24:** Virtual Learning: Hays CISD is committed to creating learning environments that are as safe as possible for all of its students. For some students and families with special circumstances, this means continuing to learn from home. We will provide a combination of synchronous and asynchronous learning for the students enrolled in the Hays Virtual Academy. For students who qualify for traditional General Education or Special Education Homebound Instruction but are unable to receive instruction face to face due to medical needs, the appropriate committee may consider the use of remote instruction in accordance with the requirements of the Student Attendance Accounting handbook to meet the instructional needs of the student.

**Strategy's Expected Result/Impact:** All students in Hays Virtual Academy will progress at a rate equal to their in-person peers when given the opportunity to continue to learn virtually.

**Staff Responsible for Monitoring:** Director of Digital Learning

**Title I Schoolwide Elements:** 2.4

### Strategy 25 Details

**Strategy 25:** Remote Homebound Education: For students who qualify for General Education or Special Education Homebound Instruction but are unable to receive instruction face to face due to medical needs, the appropriate committee may consider the use of remote instruction in accordance with the requirements of the Student Attendance Accounting handbook to meet the instructional needs of the student.

**Strategy's Expected Result/Impact:** All students served through remote homebound will progress at a rate equal to their homebound peers when given the opportunity to continue to learn virtually.

**Staff Responsible for Monitoring:** Director of Academic Support  
Executive Officer of Special Education

**Goal 2:** Hays CISD 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, COVID19 safety/prevention planning/reporting, and maintaining an environment of trust between adults and all students. Our Emergency Operations Plan (EOP) is updated annually, and followed throughout the district.

**Evaluation Data Sources:** The Board will receive a brief narrative posted in Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September. 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 November. The report will include the participation rates/numbers by campus for SEL programs including person/position responsible on each campus. 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. The board, staff, and community will receive updated COVID19 plans as they occur and beginning after the first week in September the district will post a weekly COVID19 dashboard reflecting the number of positive cases by campus.

Strategy 1 Details
<p><b>Strategy 1:</b> 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, managing the School Resource Officer program, providing training, managing security coverage, updating the Emergency Operations Procedures, and conducting safety/ security audits.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the K-12 Insight Survey, a baseline will be established for this initial year of implementation to measure the extent to which students feel safe. 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.</p> <p>TTESS Dimension 3.1 Environment, Routines and Procedures</p> <p><b>Staff Responsible for Monitoring:</b> District Support Provided by the Director of School and Student Safety</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>



### Strategy 2 Details

**Strategy 2: Social Emotional Learning:** The district will continue support positive campus climate enhancement activities for each campus and the district award of No Place for Hate (ADL).

The district will ensure each campus will implement effective strategies and a student focused program for SEL for both virtual and in person learners.

**Strategy's Expected Result/Impact:** 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.

An SEL Specialist will be on-boarded to work in collaboration with the Director of Counseling and CC Readiness to develop and begin implementing a districtwide plan of SEL best practices that will compliment the selected SEL student focused program that each ES, MS, and HS campus implements to assure that ALL staff is also modeling and incorporating in their delivery of instruction the key tenets of the CASEL model of Social Emotional Learning.

TTESS Dimension 3.3 Classroom Culture

**Staff Responsible for Monitoring:** Director of Counseling and College and Career Readiness

**Title I Schoolwide Elements:** 2.5

**Funding Sources:** SEL and Counseling Support Staff - 289: Title IV - \$148,427, SEL Resources for Campuses - 289: Title IV - \$6,856

### Strategy 3 Details

**Strategy 3: Drop-Out Prevention and Increased 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.

**Strategy's Expected Result/Impact:** The district will improve from an 89% BOY attendance rate to a 93% attendance rate.

TTESS Dimension 3.3 Classroom Culture

**Staff Responsible for Monitoring:** District Support Provided by the Director of Student Services

**Title I Schoolwide Elements:** 2.5

### Strategy 4 Details

**Strategy 4: Student Engagement:** The district will encourage the participation of students in extra-curricular activities and clubs both in person and virtually. The district will implement the 100% Hays motto to provide a vision for engagement.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** District Support Provided by the Deputy Academic Officers

**Title I Schoolwide Elements:** 2.6

### Strategy 5 Details

**Strategy 5:** Positive behavior intervention support (PBIS) and restorative practices: The district will help new teachers develop a classroom management plan, including behavior expectations and motivation systems for all learners. The district will support PBIS and restorative practices professional development.

**Strategy's Expected Result/Impact:** Positive campus culture for staff and students: Campuses implementing high quality PBIS and restorative practices will result in a consistent, structured learning environment, minimal exclusionary discipline and a safe learning environment.

K12 Insight Student Engagement Survey results will support effective PBIS implementation by increasing student response to "How safe do you feel on your campus?" to at least 70% Mostly Safe/Very Safe.

TTESS Dimension 3.2 Managing Student Behavior

**Staff Responsible for Monitoring:** District Support Provided by the Director of Student Services

**Title I Schoolwide Elements:** 2.5

### Strategy 6 Details

**Strategy 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 to continue the implementation of the health component of coordinated school health plan.

**Strategy's Expected Result/Impact:** All SHAC meeting notes, sign-in sheets and agendas reflect implementation of actionable items.

TTESS Dimension 3.1 Classroom Environment, Routines, and Procedures

**Staff Responsible for Monitoring:** District Support Provided by the Director of Health Services

**Title I Schoolwide Elements:** 2.5

### Strategy 7 Details

**Strategy 7:** Mental Health and Suicide Prevention: 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 into MOUs with Communities in Schools, the Seedling Foundation, TCHAT from Dell Children's, and Hill Country-MHDD for additional support. The district will continue to train staff in suicide prevention, update the Suicide Action Plan, and obtain training for our Hays CISD Crisis Response Team.

**Strategy's Expected Result/Impact:** 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 protocols.

Principals and designee will address alerts that are raised through Lightspeed on potential self-harm and violence activity and keep documentation.

TTESS Dimension 4.1 Professional Demeanor and Ethics

**Staff Responsible for Monitoring:** District Support Provided by Director of Counseling and College and Career Readiness

**Title I Schoolwide Elements:** 2.6

**Funding Sources:** Communities in Schools - 211: Title 1 6200 Professional & Contracted Servi - \$250,000, Communities in Schools - 199 PIC 24/30: Direct At-Risk Instruction (SCE) - \$300,000, School Safety Software - 289: Title IV - \$12,452

### Strategy 8 Details

**Strategy 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.

**Strategy's Expected Result/Impact:** 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.

Principals and designee will address alerts that are raised through Lightspeed on potential self-harm and violence activity and keep documentation.

TTESS Dimension 4.1 Professional Demeanor and Ethics

**Staff Responsible for Monitoring:** District Support Provided by Director of Counseling and College and Career Readiness

**Title I Schoolwide Elements:** 2.6

### Strategy 9 Details

**Strategy 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, and bullying harassment on school grounds and in school bus transportation. Students and parents will have access to the Hays Hope Line to report harassment, bullying, safety, and personal crisis issues.

**Strategy's Expected Result/Impact:** 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 and/or designee will respond to tips reported on the Hays Hope Line and keep documentation.

TTESS Dimension 4.1 Professional Demeanor and Ethics

**Staff Responsible for Monitoring:** District Support Provided by Director of Counseling and College and Career Readiness

**Title I Schoolwide Elements:** 2.6

### Strategy 10 Details

**Strategy 10: Homelessness:** Campus counselors will identify students who are homeless and connect students with district resources (Title I reservation and TEHCY funds, Clothes Closet, Hays Hope2Go), in coordination with the Family Support Specialist and Homeless Liaison, to provide school of origin transportation, free lunches, referrals to community agencies, or other emergency instructional supplies, hygiene products, and clothing.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** District Support Provided by the Director of Federal Programs and Grants  
Family Support Specialist

**Title I Schoolwide Elements:** 2.6

**Funding Sources:** - 211: Title I Homeless Reservation - \$25,000

### Strategy 11 Details

**Strategy 11:** Foster Care: The district will provide supplemental transportation and free lunch to ensure educational stability for children in foster care.

**Strategy's Expected Result/Impact:** 100% of students identified as being in (DFPS custody) substitute care will receive services that meet their individual needs.

TTESS Dimension 1.3 Knowledge of Students

**Staff Responsible for Monitoring:** District Support Provided by the Director of Federal Programs and Grants and Family Support Specialist

**Title I Schoolwide Elements:** 2.6

### Strategy 12 Details

**Strategy 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 with full and appropriate opportunity to meet state academic standards, and benefits students through systemic reform. Please see attached Priority for Service (PFS) Action Plan for Migrant Students.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** District Support Provided by the Coordinator of LPAC and TELPAS

**Title I Schoolwide Elements:** 2.6

### Strategy 13 Details

**Strategy 13:** DAEP: The district will monitor and support behavior interventions offered by the IMPACT behavior intervention teacher, a new position created this school year. Interventions include but are not limited to: repair harm circles, conflict resolution and mediation, individualized behavior interventions, and preventative interventions as determined by teacher observations.

**Strategy's Expected Result/Impact:** Students placed at IMPACT for persistent misbehavior will demonstrate a reduction in offenses upon return to their home campus and overall recidivism rates will decrease.

TTESS Dimension 1.3 Knowledge of Students

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

**Title I Schoolwide Elements:** 2.6

### Strategy 14 Details

**Strategy 14:** COVID Response: The district will report to the Texas Department of State Health Services as required under the Communicable Disease Notifications requirements. The district will also report weekly to TEA all positive cases of persons on campus during their infectious period and any associated close contacts for the week prior. Information is published through the district's dashboard daily. Campus communities are notified via email when a positive case is determined to be on campus during the infectious period.

**Strategy's Expected Result/Impact:** The district will increase public awareness of positive cases on district properties on a continued basis via daily updated district dashboard.

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

### Strategy 15 Details

**Strategy 15: Dating Violence:** The district considers dating violence prohibited harassment.

The district will ensure that campus counselors provide prevention, intervention and education concerning dating violence per SB 9.

**Strategy's Expected Result/Impact:** 100% of students who are identified as an alleged victim of dating violence will have a safety plan implemented. Parents will be notified when a report identifies a student as an alleged victim or perpetrator.

TTESS Dimension 4.1 Professional Demeanor and Ethics

**Staff Responsible for Monitoring:** District Support Provided by the Director of Student Services

**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 Sources:** 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. The Board will receive timely 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. The board and community will have the opportunity to view the latest "Wright this Minute" video each week.

### Strategy 1 Details

**Strategy 1:** Customer Service: Relations Goal - Hays CISD is dedicated to treating everyone with respect and dignity. Cultivating a culture of positive engagement and public service requires empathy, visibility, trust, and communication. Hays CISD is committed to: operating with openness and transparency by providing ready access to accurate information; being responsive to customer service needs and inquiries; recognizing the district belongs to the community and its taxpayers; and valuing the concept that the reputation of Hays CISD affects the lives of its students, staff, and community in direct and significant ways.

- \* Streamline communications and provide resources to stakeholders via up to date websites and social media avenues.
- \* Expand social media to include regular updates via Wright the Minutes, Facebook, Instagram and You Tube.
- \* Evaluate virtual capabilities to increase community input opportunities.
- \* Maintain an updated COVID safety plan on the web during the pandemic
- \* Convert the weekly COVID Dashboard to daily reporting
- \* Expand the capability of the district to create and produce video and other digital content
- \* Develop a drone policy and get a staff member license to operate a drone for the purposes of content generation
- \* Receive regular updates and recommendations from the Diversity Advisory Council with the intent to implement inclusive practices that will remove systematic obstacles for all students.
- \* Expand the Board & Superintendent Student Advisory Panel to allow more student input
- \* Create central digital repositories for major processes, which include opportunities for public engagement (2021 redistricting, 2021 rezoning, 2021 naming committee, 2022-2024 school calendar development, potential Bond 2022)
- \* Re-launch (post pandemic) the district's Ambassador Academy to arm teachers and staff with the tools to combat negative perceptions of public education and to aid them in promoting public education
- \* Use annual parent, community, staff, and student survey data to guide decisions
- \* Track and monitor media inquiries, open records requests processed, and social media and website analytics to inform communication and community relations decisions
- \* Require all volunteers to display district issues ID badges while on campus (as a safety measure and a point-of-pride identity piece for our volunteers)

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** District Support Provided by the Chief Communication Officer and the Director of Community Relations

**Title I Schoolwide Elements:** 3.2

### Strategy 2 Details

**Strategy 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 languages understood by parents in the district via social media, websites, and print media.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** District Support Provided by the Director of Community Relations

**Title I Schoolwide Elements:** 3.2

### Strategy 3 Details

**Strategy 3: Goal Setting (CNA/CIP/DIP):** The district has an established Site-Based Decision Making Committee called the District Leadership Team. The DLT serves in 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, and any other items on which the Superintendent seeks input.

**Strategy's Expected Result/Impact:** 100% of all meeting notes, agendas and sign-in sheets are made public on the Hays CISD DLT web page.

TTESS Dimension 4.2: Goal Setting

**Staff Responsible for Monitoring:** District Support Provided by the Chief Academic Officer (DLT Facilitator)

**Title I Schoolwide Elements:** 3.2

### Strategy 4 Details

**Strategy 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, and the Parent Portal.

**Strategy's Expected Result/Impact:** 100% of parents will receive individual student achievement data at least once per nine weeks

TTESS Dimension 2.3 Communication

**Staff Responsible for Monitoring:** District Support Provided by Director of Assessment and Accountability

**Title I Schoolwide Elements:** 3.2

### Strategy 5 Details

**Strategy 5: Professional Development:** The district will provide a virtual and in person professional development plan that differentiates learning opportunities and career development for teachers, administrators, aspiring administrators, paraprofessionals, and other staff as needed. The virtual/in person system will also provide streamlined training on blended learning instructional strategies for new-to-profession teachers, new-to-district teachers, and 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 campus instructional coaches.

**Strategy's Expected Result/Impact:** 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 focus initiatives. 100% of our professional development offerings will be aligned to T-TESS and District goals/focus initiatives.

TTESS Dimension 4.3 Professional Development

**Staff Responsible for Monitoring:** District Support Provided by the Director of Curriculum and Instruction

**Title I Schoolwide Elements:** 2.4

**Funding Sources:** Professional Development and mentoring programs - 255: Title II - \$103,188, Campus Leadership Development - 255: Title II - \$40,000

### Strategy 6 Details

**Strategy 6: Professional Learning Communities:** The district will have teachers meet virtually 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.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** District Support Provided by the Director of Curriculum and Instruction

**Title I Schoolwide Elements:** 2.5

**Funding Sources:** Subs for PLCS - 255: Title II - \$98,000

### Strategy 7 Details

**Strategy 7: Attract/Retain Staff:** The district will attract and retain highly qualified teachers and other employees by building trust, improving communication, and building relationships. We will continue to foster positive relationships with local universities, alternative certification programs, and other workforce recruiters to strengthen our applicant pool. Furthermore, we will monitor and adjust our social media presence and compensation plan and offer recruitment and retention incentives to remain competitive in attracting and retaining high quality staff.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** District Support Provided by the Chief Human Resource Officer

**Title I Schoolwide Elements:** 2.4

**Funding Sources:** HR District Outreach Materials - 255: Title II - \$5,000



### Strategy 8 Details

**Strategy 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.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** District Support Provided by the Director of Federal Programs and Grants

**Title I Schoolwide Elements:** 3.1

### Strategy 9 Details

**Strategy 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.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** District Support Provided by the Director of Federal Programs, State Reports and Grants and the Chief Financial Officer

**Title I Schoolwide Elements:** 2.4