

# **Hays Consolidated Independent School District**

## **District Improvement Plan**

**2023-2024**



**Board Approval Date:** October 23, 2023  
**Public Presentation Date:** October 17, 2023

# Mission Statement

The mission of Hays CISD is to educate, value, and nurture students through innovative and personalized educational experiences while celebrating our diversity.

*(Adopted 8/28/2023)*

## Vision

All Hays CISD learners will be:

- \* highly sought-after for college, career, or military
- \* prepared for life and responsible citizenship
- \* effective communicators and collaborators
- \* resourceful and creative problem solvers

*(Adopted 8/28/2023)*

## 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, families, and the community
- \* In being an unrivaled employee-friendly organization
- \* The allocation of resources will support high quality learning
- \* High expectations for all lead to high achievement
- \* Open communication, transparency, and accountability build trust
- \* Success is dependent upon a commitment to lifelong learning
- \* Diverse and differentiated opportunities further learning
- \* Student success includes a well-rounded education that goes beyond standardized testing

*(Adopted 8/28/2023)*

# Goals

**Goal 1:** Hays CISD believes in the achievement, growth, and success of every student.

**Performance Objective 1:** Through attention to individual student's needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement, including intervention and enrichment. The District will evaluate and address the individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

## **High Priority**

### **HB3 Goal**

**Evaluation Data Sources:** Student Advising: The district will utilize a career interest profiler to track academic advising beginning the spring semester of 5th grade based on student interest and academic achievement. In June 2024, the district will provide a comprehensive report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: In February, a public hearing on TAPR will be held to summarize student academic performance/achievement and accessibility gaps, including the district's college, career and military readiness counts. In August 2024, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/masters % 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 courses. The district will monitor progress throughout the 2023-2024 school year and will provide an update on college readiness to the Board by January 2024 for the final 2022 CCMR results.

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. To inform campus professional development, campus administrators will conduct at least 60 minutes of walk-throughs per day. A focus on lesson design and delivery will amplify student learning experiences that will lead to mastery learning and improved student outcomes. Phonics instruction will be required in the primary grades.

### Strategy 1 Details

**Strategy 1:** Reading Language Arts: K-12 reading and writing will be integrated and purposefully planned following the research-based district curriculum that has been provided as a framework. The district will continue to provide a streamlined, explicit phonics program for grades K-2 and Foundational Skills for 3-5. The district literacy team will provide ongoing campus support in PLCs with the writing process, rubric calibration, and grammar. K-3 teachers, instructional coaches, and campus administrators who do not currently have House Bill 3 Credit 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 59% 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 60% of students will be at Tier 1 in Second Grade.

Student achievement goals are based on our 2023 results with an increase of 3% Approaches, 2% Meets, and 1% Masters.

STAAR RLA data will indicate improved performance in the following areas:

3rd grade reading will increase to 81% Approaches, 54% Meets, and 22% Masters

4th grade reading will increase to 83% Approaches, 54% Meets, and 25% Masters

5th grade reading will increase to 87% Approaches, 62% Meets, and 33% Masters

6th grade reading will increase to 81% Approaches, 55% Meets, and 24% Masters

7th grade reading will increase to 81% Approaches, 56% Meets, and 28% Masters

8th grade reading will increase to 88% Approaches, 60% Meets, and 29% Masters

English I will increase to 80% Approaches, 60% Meets, and 18% Masters.

English II will increase to 82% Approaches, 62% Meets, and 10% Masters.

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

**Staff Responsible for Monitoring:** RLA Content Coordinators

### Strategy 2 Details

**Strategy 2: Math:** The district will enhance math concepts, numerical fluency, and daily problem solving by streamlining the usage of Numerical Fluency Resources (K-5th) in addition to researched based adopted curriculum grades K-8 and Algebra 1. TEKS-aligned and differentiated resources will be used for a blended model of Tier 1 instruction. Strategic planning will focus on fidelity to the curriculum and teacher understanding and implementation of formative assessments and mastery criteria.

**Strategy's Expected Result/Impact:** MAP data will reflect that by the end of the year at least 58% of students will be at Tier 1 in Kindergarten, at least 52% of students will be at Tier 1 in First Grade, and at least 51% of students will be at Tier 1 in Second Grade.

Student achievement goals are based on our 2023 results with an increase of 3% Approaches, 2% Meets, and 1% Masters.

STAAR Math data will indicate improved performance in the following areas:

3rd grade math will increase to 78% Approaches, 46% Meets, and 19% Masters

4th grade math will increase to 75% Approaches, 49% Meets, and 23% Masters

5th grade math will increase to 86% Approaches, 51% Meets, and 21% Masters

6th grade math will increase to 78% Approaches, 40% Meets, and 15% Masters

7th grade math will increase to 54% Approaches, 24% Meets, and 3% Masters

8th grade math will increase to 81% Approaches, 53% Meets, and 19% Masters

Algebra I will increase to 87% Approaches, 59% Meets, and 35% Masters.

**Staff Responsible for Monitoring:** Math Content Coordinators

### Strategy 3 Details

**Strategy 3: Science/STEM:** The district will integrate additional scientific inquiry in the form of qualitative and quantitative investigations and engineering design to drive conceptual understanding and an appreciation for the process of science. Professional development and campus support throughout the school year will focus on literacy strategies, math integration, and formative assessment to drive tiered instruction. Resources including district-designed curriculum, STEMscopes (K-8 & Biology), McGraw-Hill, and ScienceFusion will be utilized for increased literacy, investigations, and accessibility of content and skills for all students.

**Strategy's Expected Result/Impact:** Student achievement goals are based on our 2023 results with an increase of 3% Approaches, 2% Meets, and 1% Masters.

STAAR Science data will indicate improved performance in the following areas:

5th grade science will increase to 71% Approaches, 40% Meets, and 18% Masters

8th grade science will increase to 79% Approaches, 51% Meets, and 19% Masters

Biology will increase to 92% Approaches, 64% Meets, and 26% Masters.

**Staff Responsible for Monitoring:** Science Content Coordinators

#### Strategy 4 Details

**Strategy 4:** Social Studies: The district will enhance instruction to embed a higher frequency of artifact based learning, non-fiction texts, and writing components. The district will enhance instruction through the use of new curriculum resources, common formative assessments, DBQ Project resources, and coordinator support. Lesson planning focused on TEKS alignment will support RLA goals through reading and writing. Resources such as Active Classroom, TEKS Resource System, and DBQ will be utilized for increased literacy, rigor, and differentiation opportunities.

**Strategy's Expected Result/Impact:** Student achievement goals are based on our 2023 results with an increase of 3% Approaches, 2% Meets, and 1% Masters.

STAAR Social Studies data will indicate improved performance in the following areas:

8th grade Social Studies will increase to 68% Approaches, 35% Meets, and 17% Masters

U.S. History will increase to 95% Approaches, 74% Meets, and 43% Masters.

**Staff Responsible for Monitoring:** Social Studies Content Coordinator

#### Strategy 5 Details

**Strategy 5:** Professional Learning Communities and Lesson Planning Guidelines:

All Hays CISD instructional staff will continue participating in Professional Learning Communities (PLC) that are centered around the three big ideas - a focus on learning, collaboration, and student results. Professional Learning Communities will operate as self-sufficient teams and utilize the four critical questions of a PLC to collaborate and drive the teaching and learning process. To ensure PLCs are focused and efficient, all campus and district leadership will participate in the PLC Process and Graphic training that centers around teacher calibration and collaboration. To ensure teachers are prepared for consistent PLCs, all teachers will follow the before, during, and after PLC expectations outlined in the PLC Process and Graphic. All core content PLCs will meet at a minimum of once every other week throughout the 23-24 academic school year. Specials, electives, and CTE teachers will participate in their PLCs three to four times per semester. All PLCs will develop, implement, and utilize a Common Formative Assessment and data analysis protocol to drive the teaching and learning process at a minimum of once every other week. Campus and district leadership will monitor PLCs on a bi-weekly basis for correct implementation and progress and provide support and guidance as needed that builds the instructional capacity of teams. In addition, Professional Learning Communities will be given 6 staff development days throughout the 23-24 academic school year to assist with PLC implementation and collaboration. To support teachers with lesson planning, all instructional staff will be trained on and utilize the Lesson Planning Guidelines that focuses on the 5 Student Actions for Student Mastery.

**Strategy's Expected Result/Impact:** For elementary reading and writing, mCLASS data will reflect that 65% of students will be at Tier 1.

For middle school reading and writing, universal screener data will reflect that 58% of students will be on grade level or above.

For elementary and middle school mathematics, MAP Growth data will reflect that 61% of students will be on grade level or above.

For all STAAR and EOC tested courses, students will meet district goals for Approaches, Meets, and Masters.

**Staff Responsible for Monitoring:** Executive Officer of Curriculum and Instruction

#### Strategy 6 Details

**Strategy 6:** 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-8 students will be administered a universal screener three times a year for math.

100% of our Pre-K students will be administered Letter Names/Sounds Assessment four times a year.

Based on data, all students will receive differentiated instruction within tier 1, 2, and 3 as determined by universal screener results and bi-weekly progress monitoring. The newly created MTSS Specialist will serve as support and monitor the implementation of MTSS at the campus level.

**Staff Responsible for Monitoring:** Director of Academic Support

#### Strategy 7 Details

**Strategy 7:** Accelerated Instruction: Accelerated Instruction will be provided in accordance with HB 1416 (formerly HB 4545) for all students not meeting the minimum standard on state assessments. Accelerated instruction may also be offered to students who are identified as at-risk for not graduating. These accelerated instructional opportunities may be provided during the school year (before, after, or during the school day) or during summer school programs.

**Strategy's Expected Result/Impact:** 100% of students requiring Accelerated Instruction due to performance on the STAAR State Assessment will be provided the required supplemental instruction in accordance with TEA guidelines.

**Staff Responsible for Monitoring:** Executive Officer of Curriculum and Instruction

#### 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 enhanced focus on writing across content areas and additional understanding of STAAR 2.0, will yield at least a 3% increase in student achievement on STAAR.

**Staff Responsible for Monitoring:** Director of Assessment and Accountability

**Results Driven Accountability**

### Strategy 9 Details

**Strategy 9:** College, Career, and Life Readiness: HS College and Career Readiness Counselors, in collaboration with all guidance counselors, will provide students and parents with activities and information about post-secondary readiness.

These opportunities will include:

- \*In-person and/or virtual events such as Navigate Your Future Night and informational sessions on the college application and financial aid processes.

- \*Each school year, from 7th grade and beyond; walking students through the process of creating, reviewing and/or updating their Graduation Plans (to include career pathways and endorsement).

- \*Engaging and completing the career interests' inventories within SchooLinks.

- \*College and Career Fairs (in-person and/or virtual).

- \*Field trips to colleges and universities.

- \*A variety of college admissions informational sessions on the high school campuses.

Counselors and other secondary CCR support staff will assist students in tracking their progress in completing the college and career readiness (CCR) steps through preparation for college readiness exams: PSAT 8/9, PSAT/NMSQT, SAT, ACT, TSIA2 and/or ASVAB.

**Strategy's Expected Result/Impact:** HS counselors will advise students and hold conferences with 95% of 9th -12th grade students on how to access post-secondary options and explore college and career opportunities.

8th, 9th, 10th, and 11th graders will create a College Board account to access Khan Academy for SAT prep after they have received PSAT scores from the fall administration of the exam.

100% of all seniors will be afforded multiple opportunities to complete their FAFSA/TASFA and/or submit their completed Opt-Out form in order to satisfy the HB3 graduation requirement.

11th and 12th graders will be encouraged to apply for scholarships, in particular the College Board Opportunity Scholarships that are available for juniors and seniors.

12th grade students will be encouraged and guided in completing at least one college application and/or have an alternate post-secondary plan in place before May 1st; the completion rate will be increased by 10%.

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

### Strategy 10 Details

**Strategy 10:** Career and Technical Education: To increase its college and 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 Program of Study, and 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 T-TESS goals for the 2023-2024 school year.

Hays CISD will increase the number of students earning an IBC on the TEA A-F List from 492 seniors graduating in 2023 with an IBC to 550 seniors graduating in 2024 with an IBC.

**Staff Responsible for Monitoring:** Director of Career and Technical Education



### Strategy 11 Details

**Strategy 11:** Advanced Academics: Use local, state, and national data along with enhanced messaging to recruit students into advanced academic classes. Provide pedagogical and content support for teachers of advanced classes.

**Strategy's Expected Result/Impact:** The number of students engaged in advanced and college credit-bearing courses will increase by at least 3%.

The number of college credits earned by high school students will increase by at least 3%.

Districtwide student performance on measures of college readiness (SAT, ACT, TSIA2) will increase by at least 3%.

**Staff Responsible for Monitoring:** Director of Advanced Academics

### Strategy 12 Details

**Strategy 12:** Professional Development: The district will provide a professional development plan that supports both individual professional growth and district-wide initiatives that foster student's academic growth. Utilizing in-person professional development sessions, along with some virtual and blended methodologies, teachers, administrators, aspiring administrators, and paraprofessionals will have the opportunity to meet their differentiated learning needs throughout the summer and 2023-24 academic school year. These professional development opportunities include: Leadership Retreat, Lead and Learn, Just-in-Time Professional Development opportunity to build content pedagogy and planning for upcoming units, ten days of Reading Academy offering to assist teachers with learning and applying the science of teaching reading, and the two district professional development days in August. In addition, Professional Learning Communities will be given 6 staff development days throughout the 23-24 academic school year to assist with PLC implementation and collaboration, which includes 4 campus professional development days.

**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, TPESS, and District goals/focus initiatives.

At the district level, end of year T-TESS appraisals for dimensions 2.1 (Achieving Expectations) and 4.3 (Professional Development) will increase by 0.15 points each.

**Staff Responsible for Monitoring:** Director of Professional Development

### Strategy 13 Details

**Strategy 13:** Gifted and Talented: Continue utilizing two assessment windows a year and use a varied battery of assessment instruments and processes to identify students as gifted and talented. (See addendum for additional G/T Plan information)

**Strategy's Expected Result/Impact:** Demographic disparities in representation in those receiving Gifted and Talented services will close by at least 2% in underrepresented groups (African American, Hispanic, economically disadvantaged) in newly identified students.

100% of elementary students identified as G/T will begin service in same year as identified.

90% of secondary will take advanced level courses in their identified G/T strength areas.

**Staff Responsible for Monitoring:** Coordinator of Gifted and Talented Services

#### Strategy 14 Details

**Strategy 14:** Multilingual: Emergent Bilinguals: The district will use a bilingual instructional framework (dual language or transitional early-exit with an emphasis on biliteracy and purposeful bridging of the languages, depending on the bilingual campus and grade. All campuses will use Sheltered Instruction/Content-Based Language Instruction (CBLI) strategies for the purpose of developing academic language proficiency. Purposeful planning will be developed in collaboration with Special Education, C&I, CTE, Advanced Academics, the Office of Academic Support and Campus Instructional Coaches. The ELLevation digital platform offers the Strategies component which supports differentiation for our Multilingual learners. Additional supports include strategic scheduling of Multilingual learners needing additional linguistic support and new arrival centers with access to the IXL online platform for beginner reading students. The Summit K12 digital platform will be used by the five bilingual campuses and our secondary ESL focused classrooms to promote the development of the four language domains (listening, speaking, reading, writing) which will support the TELPAS language state assessment.

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

By the end of the 2023-24 school year, Emergent Bilingual students will demonstrate increased performance on the STAAR exam by 3% in Approaches, 3% in Meets, and 3% in Masters.

By the end of the 2023-24 school year, 10% of Emergent Bilingual learners will increase one proficiency level using the composite score in TELPAS.

**World Languages:**

The Hays CISD World Languages department has the goal of increasing the number of students receiving the Recognition of Academic Achievement in World Languages by 20% each school year, thus increasing the amount of College & Career Readiness points earned by the students' respective campuses.

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

**Results Driven Accountability**

#### Strategy 15 Details

**Strategy 15:** Special Education: The district will use the research-based district curriculum as a framework for all core content areas. Purposeful planning for differentiation will be developed in collaboration with Special Education, C&I, CTE, Advanced Academics, the Office of Academic Support and Campus Instructional Coaches.

Specially designed instruction is utilized for dyslexia instruction that includes Wilson, Basic Language Skills, Esperanza, and Reading by Design.

Unique Learning Systems, STAR, SOLER, and LINKS curriculum is used for students who require TEKS prerequisite skills to support STAAR Alt.

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

By the end of the 2023-24 school year, students receiving special education services will demonstrate increased performance on the STAAR exam, by 3% in Approaches, 3% in Meets, and 3% in Masters.

By the end of the 2023-24 school year, students receiving TEKS prerequisite curriculum will demonstrate a performance level of Satisfactory or Accomplished.

**Staff Responsible for Monitoring:** Director of Special Education

#### Strategy 16 Details

**Strategy 16:** Highly Mobile and At-Risk: All students who meet one of the fifteen at-risk criteria will be identified by the campus and their individual needs for additional academic or supportive services will be reviewed. Any student identified as "at-risk" will be provided with accelerated instruction to meet their academic needs to support grade promotion and/or graduation. Students who meet the criteria as students who are homeless or in foster/substitute care will be identified by campus counselors and provided with the resources to support school and life success.

**Strategy's Expected Result/Impact:** 100% of students meeting the "at-risk" criteria as defined by the TEA will be identified in PEIMS.

100% of students identified as being either a student in substitute (Foster) care or a student who is homeless, will be provided with Free School Nutrition meals, transportation to/from the school of origin, emergency resources as allowed by the TEA, and referrals to community resources within 5 days of identification.

**Staff Responsible for Monitoring:** Director of Federal Programs / Director of Student Information Systems

#### Strategy 17 Details

**Strategy 17:** 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. A TEA Waiver is on file for CEHI services to be provided face-to-face in small groups on campus.

**Strategy's Expected Result/Impact:** 100% of students served with PEP/PRS CEHI services will be provided education in the following areas: all course subjects required for promotion/graduation, child development, parenting, job-related skills, college and career readiness, and community services.

**Staff Responsible for Monitoring:** Pregnancy, Education, and Parenting Program (PEP) Coordinator

**Goal 2:** Hays CISD is dedicated to the safety, mental health, and engagement of all students and staff.

**Performance Objective 1:** A safe environment must include secure facilities, staff and student training, access to mental health supports, opportunities for all students to be engaged in their school community, and our adopted standard response protocol. The district will partner with local, state, and federal entities to ensure preparedness related to School Safety and Security.

**Evaluation Data Sources:** Safety and Security: The Board will receive a brief narrative posted in the 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.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extracurricular/club participation, and the district will track discipline and attendance on an ongoing basis. SEL information will be presented in December 2023 to provide a district-wide update.

#### Strategy 1 Details

**Strategy 1:** Student Safety: The Chief Safety and Security Officer will provide oversight and support to meet the safety and security needs of Hays CISD. Areas of focus for 2023-2024 will include establishing strong communication channels with area emergency operations departments, managing the School Resource Officer program, providing safety and security training, managing security coverage, ensuring district compliance with the revised safety standards, and conducting required safety audits.

**Strategy's Expected Result/Impact:** All campuses will be trained on and fully implement the Navigate 360 Silent Panic Alert Technology by December 2023.

By December 2023, each instructional facility will have a lockbox installed to allow first responders to enter the building in the event of an emergency situation.

By May 2024, each instructional facility will be fully mapped with layers to include fire, safe weather areas, evacuation/staging areas, and a tactical response map.

By May 2024, MSDS sheets will be available in every classroom and district building to ensure the proper procedures are available to staff and students for handling or working with a particular substance.

All campuses will complete all mandatory drills by the end of the 2023-2024 school year.

100% of all district and campus personnel will complete all mandatory training, including the following modules: Standard Response Protocol (SRP); Automated External Defibrillators (AED); Bloodborne Pathogen Exposure & Prevention; Bullying Recognition & Response; Child Abuse Identification, Intervention, & Mandatory Reporting; Copyright Infringement; Diversity & Inclusion; FERPA; Health Emergencies - Allergies and Epinephrine Administration; Sexual Harassment; Sexual Misconduct; Student Alcohol & Substance Abuse; MKV; and Youth Suicide Awareness and Prevention.

**Staff Responsible for Monitoring:** Chief Safety and Security Officer

### Strategy 2 Details

**Strategy 2:** Social Emotional Learning: In alignment with the Texas Education Agency's Safe and Supportive Schools initiative, the district will continue to enhance positive campus climates through SEL models and program delivery that support the 5 competencies of the CASEL framework: self-awareness, self-management, relationship skills, responsible decision-making, social awareness.

**Strategy's Expected Result/Impact:** 100% of campuses will implement SEL programs and student-focused initiatives.

Effective implementation of SEL programs will be assessed each semester, to include some of the following best practices:

- \* Delivery of SEL lessons with consistency and alignment with the program guidelines. (This may include a regular data review as part of the SEL curricular tools unique to the student focused program in place on each campus);
- \* Assuring that students (5th-12th) are accessing the student SEL survey within SchoolLinks and that the needs identified from the survey, which is aligned with the key tenets of the CASEL model, are being used to inform next steps and needed interventions;
- \* Growing our Mentoring relationships are a key focus across the district due to its direct positive impact on cultivating a supportive and nurturing school community. Thus, through combined efforts, the Dept. of Guidance & Counseling will strive to continue to grow mentoring relationships across campuses, by at least 15% this school year.

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

### Strategy 3 Details

**Strategy 3: Mental Health and Suicide Prevention:** The district will provide counseling and mental health services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, and drug/violence prevention and intervention. Counselors and mental health professionals will integrate best practices on grief-informed and trauma-informed care in effectively addressing the needs of students. The district will enter into MOUs with Communities in Schools, UT Austin, School of Social Work, St. Edward's University MAC Program, Seedling Foundation, TCHATT Program/Dell Children's, Hill Country-MHDD, Cenikor Drug Prevention and other partnering agencies for additional support. The district will continue to train staff in suicide prevention and youth Mental Health First Aid, share the updated Suicide Action Plan, and obtain training for our Hays CISD Mental Health Crisis Response Team. Hays CISD will use Title IV (Safe & Healthy Students) funds to add 1.5 FTEs - Mental Health Professionals - in 2023-2024 to support the mental health and substance use needs of secondary students in the district. Hays CISD will use ARPA funds sub-awarded by Hays County to support the creation of 1 FTE Mental Health Professional and to provide additional contracted mental health services to students for the 2023-2024 school year.

**Strategy's Expected Result/Impact:** No later than the end of September 2023, counselors will present to campus staff about suicide prevention, referrals and protocols, and the CPS reporting process.

100% of all counseling and Mental Health staff will complete the ASIST Suicide Risk Assessment & Response Training by January 2024.

95% of the Counselors, Administrator designee, nurses, and all other mental health professionals at all campuses, including all other MH Professionals that provide additional support district-wide; will complete Psychological First Aid Training through Hill Country-MHDD by May 2024.

To ensure that the largest number of HCISD staff have the tools and knowledge base to recognize the signs of a student experiencing a mental health crisis or that may potentially be in need of counseling support, as a district we are committed to assuring that the number of staff trained in Youth Mental Health First Aid will increase to 95% by May 2024.

Principal and/or designees (admin designee for violence/discipline related incident) and counselor & Mental Health Professionals (for self-harm/mental health concerns) will address alerts that are raised through Lightspeed and/or Hays HopeLine with immediate and consistent follow-through 100% of the time.

Documentation is also required to be completed on the Navigate 360 platform.

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

### Strategy 4 Details

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

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

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

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

#### Strategy 5 Details

**Strategy 5:** 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 number of students participating in extra-curricular activities as evidenced by the overall engagement score on the K12 Insight Survey question "I participate in extra-curricular activities" increasing from 2.68 to at least 3.0.

**Staff Responsible for Monitoring:** Deputy Academic Officers

#### Strategy 6 Details

**Strategy 6:** Athletics: Facilities improvement/additions, streamline/align structure and systems, promote and support campus and district identity, and promote, encourage, and support coaching mentoring capacity.

**Strategy's Expected Result/Impact:** Athletics/pre-athletics participation rates in grades 6-12 will increase by 4% from our current 22-23 school year level of 38% to 42% in the 2023-2024 school year.

**Staff Responsible for Monitoring:** Director of Athletics

#### Strategy 7 Details

**Strategy 7:** Fine Arts: Increase enrollment and participation to align with the "100% Hays" philosophy. Run audit of enrollment to ensure all secondary students are meeting the fine arts course requirements.

**Strategy's Expected Result/Impact:** To build fine arts programs, at the end of 2023-24, overall fine arts enrollments will increase by 5% from 18,642 to 19,574. This will require retention of current students and increased recruitment activities especially for incoming sixth and ninth graders.

During 2023-2024, an audit will continue collecting data of meeting the TAC requirement of taking fine arts in middle school.

**Staff Responsible for Monitoring:** Director of Fine Arts

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

**Performance Objective 1:** The district will foster a welcoming culture of positive engagement and public service. Our district is committed to customer service with timely and effective communication.

**Evaluation Data Sources:** 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.

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 presented to the Board in November.

During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council. Progressive Educational Opportunities such as co-curricular, experiential learning, etc.

#### Strategy 1 Details

**Strategy 1: School Community Involvement:** The Communication Department will continue to excel at an award-winning level in providing essential services including: news and communication, media relations, district customer service, community relations, volunteer services, foundation support, website and emergency alert systems, district special events and projects, elections, public information, district photography and digital media services, awards and recognition, district advertising initiatives, intergovernmental relations, interdepartmental support, and support for the Board of Trustees. The Communication Office at Hays CISD will lead a number of projects and outreach activities this school year to engage the Hays CISD community with the district and its 26 campuses.

**Strategy's Expected Result/Impact:** The Communication office will support the work of the Hays Education Foundation to provide opportunities to engage the local community in financially supporting the innovative ideas of Hays CISD teachers through mini-grant awards during the 2023-2024 school year.

Through the use of the district website, social media resources, and local media outlets (radio, newspaper, and television), the Communication office will highlight district staff and student successes and the focus on fighting fentanyl throughout the school year.

The Communication office will engage with the District Leadership Team (DLT) and other stakeholder groups to develop the next series of academic calendars (2024-2025 and 2025-2026) to present to the Board of Trustees for consideration and possible adoption.

As the district continues to open new facilities to accommodate student population growth, the Communication office will engage with the community during the naming, ribbon cutting, and rezoning processes to ensure that stakeholders have the opportunity to provide input to the district.

The Volunteer Coordinator will continue to grow the Volunteers in Public Schools (VIPS) Program, ensuring that every VIP receives a badge and tracks their volunteer hours using that badge during the 2023-2024 school year.

**Staff Responsible for Monitoring:** Volunteer Coordinator; Communications Director



### Strategy 2 Details

**Strategy 2:** Family Engagement / Parent Involvement: Campuses and district departments will provide a variety of opportunities throughout the school year to engage parents in the education of their students. All parents will receive regular updates about their student's academic progress and related needs (Progress Reports, Report Cards, MTSS progress reports, etc). Parents will be provided advance notice of upcoming events via multiple methods of communication (school newsletter, campus/district websites, social media) and in languages understood by parents. Family engagement events may include College and Career Planning Events, Parent Literacy classes (In coordination with Community Action), Campus Transition events (5th to 6th grade and 8th to 9th grade), Multilingual (Emergent Bilingual) Family Events, Math and Literacy nights, social-emotional learning events, Special Education Parent Events, Dyslexia Parent Night, Mental Health and Substance Use Information Sessions for families (Coordinated between MKV office and Counseling Department).

**Strategy's Expected Result/Impact:** By the end of May 2024, each campus will hold at least 3 parent engagement events, and the district will hold at least 4 events.

By the end of May 2024, each Title I Schoolwide campus will have held an Annual Title I Meeting (offered twice before November 2023) and a Spring Title I Evaluation Meeting (offered twice before June 2024), and all meeting documentation will be uploaded into the Title I electronic folder.

**Staff Responsible for Monitoring:** Director of Federal Programs

### Strategy 3 Details

**Strategy 3:** The Human Resources department will make strategic improvements to the employee experience from recruitment to onboarding, and ultimately, retention.

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

**Staff Responsible for Monitoring:** Chief Human Resources Officer

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$7,988,000.00

**Total FTEs Funded by SCE:** 8

### Brief Description of SCE Services and/or Programs

The District will use the direct services portion (55%) of its SCE budget to fund an Intervention teacher as well as an Instructional Coach at each campus to support the academic needs of at-risk students. The interventionists will provide direct small-group instruction support to students identified through the MTSS process or through the review of prior year STAAR results (HB 4545). Instructional Coaches will support the Core Content Teachers by providing direct instructional and coaching support so that students receive high-quality differentiated instruction in those STAAR-tested content areas. The District will also fund a supplemental Outreach Counselor (Mental Health Professional) at each Comprehensive High School to support the needs of students that extend beyond the capacity of the regular campus counselors. The District will also support a PEP program including instructional services as well as a Child Care Center for students who are also parents or who are becoming parents. The non-administrative expenses at both the Live Oak Academy, a drop-out recovery campus for students at-risk of not graduating, and the Impact Center, a DAEP campus, will be funded with State Compensatory Allotment funds. Finally, each campus will receive an additional allotment of SCE funds to support the HB1416 (Required Accelerated Instruction), SEL, and any additional needs of at-risk students as identified in the Campus Needs Assessment and documented in their CIP.

# Title I

## 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is housed in Plan 4 Learning for the LEA and for each campus.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The District and each Campus plan is developed in collaboration with all required stakeholders. Meeting documentation can be found in Title 1 crate and online at [hayscisd.net/DLT](https://hayscisd.net/DLT)

## 2.2: Regular monitoring and revision

The district and each campus review the progress on the strategies in their improvement plans at the end of each 9 weeks. Following each of these reviews, campus leaders are required to present these progress reviews to their CLTs for input and possible revision of the CLT strategies. The quarterly reviews can be found embedded in the CIP/DIP in Plan4Learning. CLT documentation can be found in Plan4Learning, and DLT documentation can be found on the Hays CISD website at [hayscisd.net/DLT](https://hayscisd.net/DLT).

## 2.3: Available to parents and community in an understandable format and language

All CIPs and the DIP are made available in English and in Spanish on the [Hayscisd.net](https://hayscisd.net) website, and hard copies are available at the Hays CISD Central Administration Building located at 21003 IH 35 Frontage Rd., Kyle TX. Each campus's CIP can also be found on the Campus website.

## 2.4: Opportunities for all children to meet State standards

Hays CISD and each Title 1 campus actively plan for student success through the selection of high-quality instructional materials, professional development that is based on data and aligned to student and teacher needs, student-focused data-driven instruction, Professional Learning Communities, and PBIS strategies and mental health supports to encourage student success. Many of these activities are supplemental activities, funded using Title 1 funds, and documented in the CIP in relation to the strategies they support.

## 2.5: Increased learning time and well-rounded education

All Title 1 campuses balance academic learning time with enrichment through Specials and elective classes that support a well-rounded education. Specials classes at the elementary level include PE, Music, Technology, and Social Emotional Learning. All elementary campuses also have student clubs to increase enrichment opportunities, with the clubs varying based on teacher skills and student interest. At the middle school level, students have access to a range of Elective Courses including Athletics, Orchestra, Choir, Band, Mariachi, Robotics, and Art. Each middle school also offers afterschool clubs to support student enrichment, with these clubs being driven by student interest. All campuses K-8 offer Intervention in Math and Reading provided by a certified teacher in a pull-out setting, and all middle school campuses offer additional learning time afterschool through tutorials with their teachers.

## 2.6: Address needs of all students, particularly at-risk

Students who meet one or more of the 15 at-risk criteria set out by the TEA are identified in PEIMS by the PEIMS clerk and Campus Counselor. These students are provided additional services and supports through State Compensatory Education funds, MKV funds, or other dedicated funds to meet their needs. Services and supports may include

additional tutoring or academic intervention, supplemental counseling, emergency supplies and clothing, and community referrals. Campus staff listen to students and families, and they respond to student needs as they become aware of them. District MKV and Counseling staff as well as Clothes Closet and HaysHope2Go volunteers are available to support campus teams and students whenever necessary. Hays CISD recognizes that in order for students to be academically successful, the district must address the needs of the whole student.

### **3.1: Annually evaluate the schoolwide plan**

The Title 1 Plans are embedded in the LEA and each Campus Improvement Plan. The plans are reviewed quarterly with a final summative evaluation completed in June. The summative evaluation reviews the effectiveness of Title 1, SCE, and other federal grant expenditures (Including ESSA, Perkins, IDEA, etc.) on increasing student achievement. The evaluation reviews are embedded in the DIP and CIPs in Plan4Learning. These reviews inform the CNA and funding priorities for the coming year.

### **4.1: Develop and distribute Parent and Family Engagement Policy**

The LEA and each Title 1 campus develop or revise their PFE Policy and annual activities each Spring at the SBDM (CLT/DLT) meeting. These policies are translated into Spanish, and then the PFE policy is made available on the Campus/District website with hard copies made available at the Hays CISD Administration Building in the Federal Programs office.

### **4.2: Offer flexible number of parent involvement meetings**

Each campus is required to hold at least 6 parent involvement over the course of the school year. The Fall Title 1 meeting is offered on at least two dates, and the same is true for the Spring Parent Engagement evaluation meeting. The LEA will offer a variety of Parent Involvement activities in coordination with other Federal Programs and Departments including CTE, Multilingual, MKV, Counseling and Mental Health, Special Education, and MTSS/Dyslexia. Campuses upload meeting documentation into Title Crate.

### **5.1: Determine which students will be served by following local policy**

N/A

# Addendums

## **Hays CISD**

### **2023- 2024 District Improvement Plan**

### **Policy & Procedure Document List**

A person wishing to view any of these documents, may request them by emailing [stephanie.norris@haysicsd.net](mailto:stephanie.norris@haysicsd.net), Hays CISD Director of Federal Programs. Further, anyone requiring an accommodation, including language translation, for one of these documents should make that request to the Director of Federal Programs.

#### **Bullying Prevention**

- Bullying Procedures, from the Hays CISD Parent-Student Handbook
- HCISD Bullying Webpage
- FFI (Local)
- FFI (Legal)

#### **Child Abuse and Neglect**

- Hays CISD Child Abuse and Trafficking (from 2024 Parent-Student Handbook)

#### **Coordinated Health Program**

- Hays CISD Wellness Plan

#### **Decision-Making and Planning Policy Evaluation**

- DLT Website Information
- BQA Legal
- BQA Local

#### **Disciplinary Alternative Education Program (DAEP)**

- Impact Student Handbook
- FOC (LEGAL)

#### **Dropout Prevention**

- Dropout and Truancy Procedures

#### **Dyslexia Treatment Program**

- Dyslexia in Hays CISD

#### **Gifted and Talented Services**

- Hays CISD GT Handbook
- Hays CISD GT Plan

**Job Description for School Resource Officers and Security Personnel**

- Hays CISD SRO Job Duties
- Security Guard Job Description

**Title I, Part C Migrant**

- Migrant PFS Action Plan

**Multi-tiered System of Support Program**

- HCISD MTSS Process

**Recruiting Teachers and Paraprofessionals**

- 2023-2024 Professional Development plan

**School Library Programs**

- FRS Librarians Framework
- HCISD Library Overview

**Section 504 Services**

- Section 504 Referral Procedures

**Student Welfare: Discipline/Conflict/Violence Management**

- Hays CISD Student Parent Handbook
- Hays CISD Student Code of Conduct

# Hays CISD Student Achievement Goals 2023-2024



|             | STATE<br>2023 RESULTS |    |    | HAYS CISD<br>2023 RESULTS |    |    | 2023-2024<br>DISTRICT GOAL |    |    |
|-------------|-----------------------|----|----|---------------------------|----|----|----------------------------|----|----|
|             | App                   | Me | Ma | App                       | Me | Ma | App                        | Me | Ma |
| 3 Reading   | 77                    | 51 | 20 | 78                        | 52 | 21 | 81                         | 54 | 22 |
| 3 Math      | 72                    | 44 | 19 | 75                        | 44 | 18 | 78                         | 46 | 19 |
| 4 Reading   | 78                    | 47 | 21 | 80                        | 52 | 24 | 83                         | 54 | 25 |
| 4 Math      | 70                    | 47 | 22 | 72                        | 47 | 22 | 75                         | 49 | 23 |
| 5 Reading   | 81                    | 56 | 28 | 84                        | 62 | 33 | 87                         | 62 | 33 |
| 5 Math      | 79                    | 50 | 21 | 83                        | 49 | 20 | 86                         | 51 | 21 |
| 5 Science   | 64                    | 34 | 15 | 68                        | 38 | 17 | 71                         | 40 | 18 |
| 6 Reading   | 76                    | 51 | 22 | 78                        | 53 | 23 | 81                         | 55 | 24 |
| 6 Math      | 74                    | 38 | 15 | 75                        | 38 | 14 | 78                         | 40 | 15 |
| 7 Reading   | 77                    | 52 | 26 | 77                        | 54 | 27 | 81                         | 56 | 28 |
| 7 Math      | 61                    | 35 | 10 | 51                        | 22 | 2  | 54                         | 24 | 3  |
| 8 Reading   | 82                    | 56 | 27 | 85                        | 59 | 28 | 88                         | 60 | 29 |
| 8 Math      | 74                    | 44 | 16 | 78                        | 51 | 18 | 81                         | 53 | 19 |
| 8 Science   | 72                    | 45 | 16 | 76                        | 49 | 18 | 79                         | 51 | 19 |
| 8 Soc. Stu. | 60                    | 31 | 15 | 65                        | 33 | 16 | 68                         | 35 | 17 |
| English I   | 71                    | 54 | 14 | 77                        | 60 | 17 | 80                         | 60 | 18 |
| Algebra I   | 78                    | 45 | 24 | 84                        | 57 | 34 | 87                         | 59 | 35 |
| Biology     | 89                    | 58 | 22 | 92                        | 64 | 25 | 92                         | 64 | 26 |
| English II  | 74                    | 56 | 9  | 79                        | 62 | 9  | 82                         | 62 | 10 |
| US History  | 95                    | 71 | 39 | 95                        | 74 | 43 | 95                         | 74 | 43 |

**At or Above State**

2023-2024 goals are based on an increase of 3% at the Approaches Level, 2% at Meets, and 1% at Masters over Spring 2023 results. With the complete redesign of all STAAR assessments starting in the Spring of 2023, these are our new baseline percentages. When a subject reaches 90% Approaches, 60% Meets, or 30% Masters, our goal is to maintain those high percentages in future years.

## Hays CISD Academic Growth Goals

|         | 2023 | 2024 | 2025 |
|---------|------|------|------|
| Reading | 66%  | 76%  | 85%  |
| Math    | 71%  | 78%  | 85%  |

77% of all students making growth in 2024 should return the district's rating to an 87 or higher. Our goal of 85% for 2025 should result in an "A" rating for the district. **#GrowthForAll**



# College and Career Readiness



|   |  | Class of 2022 |            | Class of 2023<br>(Estimated) |            | Class of 2024<br>Goal |            |
|---|--|---------------|------------|------------------------------|------------|-----------------------|------------|
|   |  | # Met         | %age       | # Met                        | %age       | # Met                 | %age       |
| <b>TSI Criteria (Met TSI criteria in BOTH ELA/Reading and Mathematics)</b>  |  | <b>445</b>    | <b>31</b>  | <b>550</b>                   | <b>31</b>  | <b>558</b>            | <b>34</b>  |
| <b>TSI Criteria<br/>ELA/Reading</b>   | <b>Met TSI criteria for at least one indicator in ELAR</b> | <b>660</b>    | <b>45</b>  | <b>941</b>                   | <b>53</b>  | <b>918</b>            | <b>56</b>  |
|   | <b>Met TSIA criteria - ELAR</b>                            | 271           | 19         | 267                          | 15         | 295                   | 18         |
|   | <b>Met SAT criteria - ELAR</b>                             | 520           | 36         | 640                          | 36         | 640                   | 39         |
| <b>TSI Criteria<br/>Math</b>  | <b>Met TSI criteria for at least one indicator in Math</b> | <b>471</b>    | <b>32</b>  | <b>589</b>                   | <b>33</b>  | <b>590</b>            | <b>36</b>  |
|   | <b>Met TSIA criteria - Math</b>                            | 243           | 17         | 242                          | 14         | 279                   | 17         |
|   | <b>Met SAT criteria - Math</b>                             | 251           | 17         | 320                          | 18         | 344                   | 21         |
| <b>AP/IB Examination</b><br>Met criterion score on an AP/IB exam in any subject   |  | <b>284</b>    | <b>19</b>  | <b>276</b>                   | <b>15</b>  | <b>295</b>            | <b>18</b>  |
| <b>Dual Course Credits</b><br>Earned credit for ≥ 3 hours in ELA or Maths or 9 hours in any subject                                       |  | <b>133</b>    | <b>9</b>   | <b>203</b>                   | <b>11</b>  | <b>TBD</b>            | <b>TBD</b> |
| <b>Industry-Based Certifications</b><br>Earned an IBC from approved list while in high school   |  | <b>403</b>    | <b>28</b>  | <b>949</b>                   | <b>53</b>  | <b>820*</b>           | <b>50*</b> |
| <b>OnRamps Dual Enrollment Course</b><br>Completed an OnRamps course & qualified for ≥3 hours of university/college credit in any subject |  | <b>17</b>     | <b>1.0</b> | <b>TBD</b>                   | <b>TBD</b> | <b>TBD</b>            | <b>TBD</b> |

\*The calculation of IBCs will change over each of the next 3-4 years to ensure students are completing certain coursework.

## HB 3 Required Goals (5 Year Plan)

|                   | Grade 3 Reading (Meets GL) |      |      |      |      |
|-------------------|----------------------------|------|------|------|------|
|                   | 2021                       | 2022 | 2023 | 2024 | 2025 |
| All Students      | 46%                        | 52%  | 52%  | 54%  | 56%  |
| Hispanic          | 37%                        | 42%  | 44%  | 47%  | 50%  |
| African American  | 38%                        | 23%  | 41%  | 44%  | 47%  |
| White             | 63%                        | 73%  | 67%  | 69%  | 71%  |
| Asian             | 42%                        | 63%  | 72%  | 74%  | 76%  |
| Special Education | 20%                        | 25%  | 21%  | 24%  | 27%  |
| EB                | 27%                        | 29%  | 34%  | 37%  | 40%  |
| EcoDis            | 31%                        | 38%  | 40%  | 43%  | 46%  |

|                   | Grade 3 Math (Meets GL) |      |      |      |      |
|-------------------|-------------------------|------|------|------|------|
|                   | 2021                    | 2022 | 2023 | 2024 | 2025 |
| All Students      | 31%                     | 38%  | 44%  | 46%  | 48%  |
| Hispanic          | 22%                     | 32%  | 36%  | 39%  | 42%  |
| African American  | 32%                     | 23%  | 26%  | 29%  | 32%  |
| White             | 47%                     | 62%  | 63%  | 65%  | 67%  |
| Asian             | 42%                     | 71%  | 74%  | 76%  | 78%  |
| Special Education | 16%                     | 20%  | 19%  | 22%  | 25%  |
| EB                | 16%                     | 24%  | 32%  | 35%  | 38%  |
| EcoDis            | 24%                     | 28%  | 31%  | 34%  | 37%  |

|                   | Met CCMR Criteria* |      |      |      |      |
|-------------------|--------------------|------|------|------|------|
|                   | 2021               | 2022 | 2023 | 2024 | 2025 |
| All Students      | 51%                | 51%  | 57%  | 59%  | 61%  |
| Hispanic          | 47%                | 46%  | 52%  | 55%  | 58%  |
| African American  | 39%                | 45%  | 52%  | 55%  | 58%  |
| White             | 64%                | 63%  | 70%  | 72%  | 74%  |
| Asian             | 63%                | 53%  | 65%  | 67%  | 69%  |
| Special Education | 69%                | 62%  | 69%  | 72%  | 75%  |
| EB                | 34%                | 30%  | 45%  | 48%  | 51%  |
| EcoDis            | 44%                | 42%  | 50%  | 53%  | 56%  |

## TELPAS

|            | 2024 GOAL |
|------------|-----------|
| 1st GRADE  | 54%       |
| 2nd GRADE  | 46%       |
| 3rd GRADE  | 51%       |
| 4th GRADE  | 47%       |
| 5th GRADE  | 57%       |
| 6th GRADE  | 43%       |
| 7th GRADE  | 55%       |
| 8th GRADE  | 52%       |
| 9th GRADE  | 40%       |
| 10th GRADE | 36%       |
| 11th GRADE | 23%       |
| 12th GRADE | 50%       |

TELPAS Writing changed how TEA calculated the English Language Proficiency (ELP) for 2023. We will not get a 2023 ELP for state percentages. 2023 TELPAS Composite scores are the new baseline for our 2024 ELP goals.

HB3 requires that school boards set 5-year goals in the areas of Grade 3 Reading, Grade 3 Math, and CCMR. 2023 STAAR data reflects the updated assessment with new item types and Writing on all RLA assessments.

2023 actual results are shown and future goals adjusted based on the need to increase 3% for our Hispanic, African American, Special Education, EB, and EcoDis students.

\*Estimated percentages using the TEA CCMR Verifier and Lead4ward CCMR tool.

Goals can be adjusted at any point during the 5-year period as new data becomes available.

## CIRCLE Reading & Math

|       | 2023 EOY<br>On Track | 2024 EOY<br>GOAL |
|-------|----------------------|------------------|
| Pre-K | 74%                  | 77%              |

## mCLASS Reading

|             | 2023 EOY*<br>TIER 1 | 2024 EOY<br>GOAL |
|-------------|---------------------|------------------|
| ENG LIT - K | 56%                 | 59%              |
| ENG LIT - 1 | 59%                 | 62%              |
| ENG LIT - 2 | 57%                 | 60%              |
| SPN LIT - K | 79%                 | 82%              |
| SPN LIT - 1 | 68%                 | 71%              |
| SPN LIT - 2 | 71%                 | 74%              |

## MAP Math

|          | 2023 EOY**<br>TIER 1 | 2024 EOY<br>GOAL |
|----------|----------------------|------------------|
| MATH - K | 55%                  | 58%              |
| MATH - 1 | 49%                  | 52%              |
| MATH - 2 | 48%                  | 51%              |

\*For Teacher Incentive Allotment procedures, the 2023 EOY was district-administered. To ensure our TIA procedures remain consistent, mCLASS BOY and EOY will be district-administered.

\*\*NWEA MAP was first administered in the 2022-2023 SY. As with other goals, we will set the baseline data with 2023 EOY MAP Growth %s..

## **Hays CISD**

### **Title II Prioritization of Funds**

Hays CISD uses a variety of data sources to inform its use of Title II funds to ensure that all activities are aligned to support students in meeting the challenging state standards. These data sources include, but are not limited to, the following: student achievement data, T-TESS and T-PESS data, teacher and administrator evaluation feedback from in-district training sessions, DLT (SBDM) input, campus CLT input, and staff surveys on Professional Development needs.

All Professional Development activities that are paid for with Title II funds are part of larger professional development plans for the individual staff (T-TESS/T-PESS), for the campus (CIP), or for the district (DIP and LEA Professional Development Plans). The Director of Professional Development works to ensure that all professional learning is part of ongoing PD initiatives and instructional coaching activities rather than standalone one-day training events.

Title II funds are prioritized to meet the needs of Hays CISD campuses with the highest percentages of low-income students and campuses that have been identified for school improvement.

In June, the Director of Professional Development along with the input of the Curriculum and Development team will review the impact of the district Title II activities to determine their effectiveness and impact on student learning and teacher effectiveness. This evaluation will be documented in the Summative review of the District Improvement Plan.

For 2023-2024, Hays CISD will use Title funds to support the following initiatives:

- School Leader Coaching for all 4 Title I campuses identified for School Improvement (These funds will supplement the ESF Grant funds received by the 4 campuses. This coaching will supplement the Coaching provided by the Vetted Improvement Partner.)
- Student-focused Coaching – districtwide – for Teachers and Instructional Coaches.
- New Teacher Mentors/Instructional Coaches (1.5 FTEs) to provide ongoing 1:1 support and small group professional learning for teachers in the district who are new to the profession.
- Just in Time Professional Development offered throughout the year to targeted teacher groups at key points in the curriculum or assessment cycle. Title II funds may be used to support contracted presenters and substitute teachers for teachers to be able to attend the trainings.
- Math Professional Development to support teachers in increasing student achievement in math.
- Summer Planning to pay master teachers from across the district to come together to review student data and then revise the district's curriculum planning documents and targeted lessons to increase teacher effectiveness and student achievement.

# **Hays CISD Office of Federal Programs**

## **Use of State and Federal Grant Funds Overview**

### **2023-2024**

Hays CISD annually completes the Comprehensive Needs Assessment (CNA) process, inviting input from required stakeholders on a comprehensive set of data as described in the TEA's CCNA Resource Toolkit. This CNA is used to annually review and revise the District Improvement Plan (DIP) including the district's use of state and federal funding to close the achievement gaps and meet the varied needs of all students. The impact of the district's use of state and federal funds is evaluated annually as part of the District Improvement Plan Summative Evaluation.

**Title 1, Part A:** Title 1, Part A provides supplemental resources to local educational agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. Campuses served with Title I funds within Hays CISD have at least 40% of their students identified as receiving free/reduced lunch. The Hays CISD Title I Schoolwide campuses are served in rank order of low-income percentage, with a formula-based, per-pupil allocation.

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards. Title I campuses each maintain a Comprehensive Needs Assessment and Campus Improvement Plan, that was developed with parents, community members, teachers, principals, and other school leaders so that all students are provided opportunities to meet the challenging state academic standards.

#### **The Title I Schoolwide campuses in Hays CISD include:**

- Armando Chapa Middle School
- Dr. T.C. McCormick Middle School
- DJ "Red" Simon Middle School
- Laura B. Wallace Middle School
- Blanco Vista Elementary School
- Camino Real Elementary School
- Susie Fuentes Elementary School
- Tom Green Elementary School
- Hemphill Elementary School
- Kyle Elementary School
- Ralph Pfluger Elementary School
- Science Hall Elementary School
- Rosalio Tobias Elementary School
- Uhland Elementary School

#### **Title I Campus Activities**

Title I Schoolwide campuses utilize their Federal allocations for activities that meet campus specific needs as identified in the Campus Needs Assessment and the Campus Improvement Plan. These activities may include academic parent engagement activities, professional development, social

emotional learning programs, tutorials, supplemental instructional coaching for teachers and additional targeted teacher planning days, supplemental intervention supports for students, computer-aided instruction, and extended learning opportunities for TEKS reteach/mastery including before and after school tutorials, Saturday intensive learning camps, and summer school.

### **LEA Reservation Activities**

LEA reservation activities are based on the district's Comprehensive Needs Assessment and the District Improvement Plan. LEA reserved funds are used at Title I Schoolwide campuses to provide parent engagement activities to encourage academic achievement and parent involvement, and to provide additional support for Pre-Kindergarten student success. LEA Reserved funds are also used to support Title I, Part A services to eligible private school students at private non-profit schools, the direct administration of the Title I, Part A grant program, and services related to the identification and support of homeless students identified under the McKinney-Vento Act who may be attending any campus in Hays CISD.

**Title I, Part C Education of Migratory Children:** Title I, Part C provides supplemental instructional and support services for migrant students and out-of-school migrant youth. Hays CISD utilizes a shared service arrangement with the Education Service Center 13 to provide support to migrant students.

**Title II, Part A:** The purpose of the Title II, Part A program is to increase student achievement consistent with the challenging state academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. Hays CISD focuses the use of these funds on two activities: Recruiting, hiring, developing, and retaining effective campus personnel who positively impact instruction and learning; and providing professional development and coaching to campus instructional personnel and campus leaders. Funds are prioritized to support the professional development of staff on high-needs campuses, including those with the highest percentage of low-income students and those that have been identified for school improvement. Hays CISD makes equitable services funds available to Private Non-Profit campuses in the Hays CISD attendance zone.

**Title III, Part A (ELA and Immigrant Funds):** The purpose of these funds is to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English, and to support all English learners in meeting the same challenging State academic standards that all children are expected to meet. Hays CISD utilizes Title III, Part A funds to provide supplemental instructional resources as well as supplemental instructional staff (1 ELA inclusion support teacher at LHS, 6 ELA inclusion paras, and 1 districtwide ESL Specialist) for students who are English learners. Immigrant funds are being used to support a new Family Engagement Specialist, supplies for newcomer students, and staff professional development on best practices for supporting newcomer students and families.

**Title IV, Part A:** The purpose and intent of the Title IV, Part A is to increase the capacity of local educational agencies (LEAs), campuses, and communities to provide all students access to a well-rounded education, to improve academic outcomes by maintaining safe and healthy students, and to improve the use of technology to advance student academic achievement. Hays CISD is utilizing Title



IV, Part A to fund the creation of 1.5 additional Mental Health Professional Staff positions (Safe and Healthy Students), to support professional development to increase the effective use of technology through the implementation of high-quality blended learning in classrooms across the district (Effective Use of Technology), and to support the participation of all students in well-rounded educational activities through supplemental Reading Instructional Materials and through payment of activity fees so that all student have the opportunity to participate in well-rounded learning opportunities (Well Rounded Education Opportunities). Hays CISD makes equitable services funds available to Private Non-Profit campuses in the Hays CISD attendance zone.

**Texas Education for Homeless Children and Youth (TEHCY) Grant:** The purpose of the Texas Education for Homeless Children and Youth (TEHCY) grant is to facilitate the identification, enrollment, attendance, and academic success of homeless children and youth by removing barriers and promoting school stability for students experiencing homelessness. Hays CISD utilizes these TEHCY grant funds to support a part-time MKV Family Support Specialist position, provide school of origin transportation costs (excess costs only), and provide emergency supplies for students. Students identified as homeless by the campus counselor have access to the MKV Family Support Specialist whose role it is to assist them with referrals to community agencies as well as to support them in obtaining school supplies, emergency clothing, access to free meals through the HCISD Child Nutrition Department, transportation to and from their campus of origin, and fee waivers. The MKV Family Support Specialist works closely with the Clothes Closet and Hays Hope2Go to provide emergency clothing and nutritional assistance to students. Additional ARP I and II Homeless funds are being used to support a supplemental MKV Social Worker, supplemental MKV tutoring and instructional resources, and additional hours for the MKV Family Support Specialist to serve the growing needs of our MKV families.

**Carl D. Perkins Career and Technical Education Act – Perkins V Grant:** The intent and purpose of the CTE Perkins grant program is to develop more fully the academic, technical, and employability skills of secondary education students who elect to enroll in CTE programs. Hays CISD utilizes Perkins funds to carry out programs that develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education (CTE) programs. Hays CISD will use Perkins funds to supplement local funds for students who chose to participate in CTE leadership and competition activities. Career Clusters offered at Hays CISD include Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communication; Business, Management, and Administration; Education and Training; Finance; Health Services; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Science, Technology, Engineering, and Mathematics; and Transportation, Distribution and Logistics.

**IDEA-B & IDEA-B Preschool Formula Grant:** The purpose of IDEA-B funds is to support special education and related services for children ages 3–21. Hays CISD utilizes IDEA-B funds to provide a continuum of services and supports to students with disabilities who require special education services to meet their individualized needs. These funds are used to support special education teachers, related service providers, and IEP support positions, to provide specialized professional development and coaching to special education staff, and to provide IEP-required instructional materials and evaluation assessment tools. A portion of these funds is expended through

Proportionate Share to provide special education services for students enrolled in Private Schools or who are homeschooled within the Hays CISD boundaries.

**State Compensatory Education Funds:** The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. Hays CISD utilizes these funds to support students who qualify as at-risk in accordance with the Texas Education Code through the provision of accelerated and intensive programs of instruction (tutoring, small-group reading and math intervention, and credit recovery), direct services and supports at the Impact (DAEP) campus and Live Oak Academy campuses to serve the needs of at-risk students, the PEP program and CEHI services, Instructional Coaching to support teachers of core subjects, Communities and Schools supports for LOA, LHS, and HHS, and a Mental Health Counselors for each of the 3 comprehensive high schools.

**ESSER I, II, and III:** The intent and purpose of the CRRSA Act of 2021 and CARES Act funding was to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students. Hays CISD has expended all of these funds as of the end of the end of the 2022-2023 Fiscal Year.

- For more information about the ESSER III Use of Funds, please visit <https://www.hayscisd.net/Page/13696>
- For more information about the ESSER III Return to In-person Instruction and Instructional Continuity of Services (RIPICS) Plan, please visit <https://www.hayscisd.net/covidplan>

**Safety Formula Grant and related funds:** Hays CISD is utilizing the safety grant funds it has received from the TEA to meet the updated safety standards. These funds are being leveraged to purchase Silent Panic Alert Technology, to meet door numbering requirements, to upgrade fencing and gates, to purchase and install equipment to increase the function of emergency responder two-way radios in school buildings, and to purchase and install exterior master key lock boxes for all campuses.

**Public Input:** If you have any feedback or questions regarding Hays CISD's use of federal funds, please contact Stephanie Norris, Director of Federal Programs at [stephanie.norris@hayscisd.net](mailto:stephanie.norris@hayscisd.net).

Posted on District Website at <https://www.hayscisd.net/Page/162>

Presented to the Hays CISD District Leadership Team on 10/12/2023