

**Hays Consolidated Independent School District**  
**Science Hall Elementary School**

**2023-2024**



**Board Approval Date:** November 28, 2023  
**Public Presentation Date:** November 13, 2023

# Mission Statement

## Our Mission:

**We will achieve our personal best by striving to be lifelong learners in our school and community.**

## Nuestra Misión:

**Alcanzaremos nuestras metas personales esforzándonos diariamente a seguir aprendiendo en nuestra escuela y comunidad.**

# Vision

## Our Vision:

### **We will:**

- **Meet students' individual needs**
- **Collaborate with our community and celebrate diversity**
- **Open doors through technology in challenging and meaningful ways**

## Nuestra Visión:

### **Haremos lo siguiente:**

- **Conoceremos las necesidades individuales de los estudiantes**
- **Colaboraremos con nuestra comunidad y celebraremos la diversidad**
- **Abriremos puertas a través de la tecnología en formas desafiantes y significativas**

# Value Statement

## Our Motto:

**"Rising to the challenge . . . every day, every way!"**

**Nuestro Lema:**

**"¡Creciendo con éxito. . . todos los días, en todos los sentidos!"**

# 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 campus 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: Campus staff will participate in differentiated Just-in-Time professional development offered by the District 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:** The campus will improve reading performance by continuing balanced literacy implementation practices with developmentally appropriate literacy stations, focusing on high expectation components of Dual Language & Bilingual instructional model, and connecting writing and reading through HMH Components, other resources like Lucy Caulkins and Mentoring Minds Reading ELA and SLA Teacher and student workbooks. Teachers will also continue to receive support and professional development in utilizing mClass for Reading in English, Bilingual teachers will use HMH Spanish Growth Measure as well as available software data reports to target instruction. Teachers will use mClass progress monitoring bi-weekly for all students performing below progress measure. We will utilize literacy library materials and district assessments to measure reading skills. We have 2 full time reading intervention teachers to support Tier 3 reading instruction. As a campus we will use Curriculum Based Assessments to track student growth and data analysis to provide targeted instruction based on student needs.

The campus will improve writing performance through campus/district provided differentiated Writing professional development. We will create a vertical writing team to align our practices, develop and increase our frequency of quality writing school-wide. We will utilize Title 1 funds for a Bilingual Interventionist to support student academic growth.

**Strategy's Expected Result/Impact:** SHES will increase Meets and Masters by 3%-5% in each grade level based on STAAR Reading as compared to 2022-2023 performance results.

At SHES all classrooms will teach and display high-quality writing across all content areas inside and outside the classrooms.

**Staff Responsible for Monitoring:** Instructional Coach

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1

### Strategy 2 Details

**Strategy 2: Math:** The campus will improve student performance in math by focusing on planning for curriculum, instruction and assessment which is supported through PLC framework. Instructional Coach will provide on campus support of best practices. We will use Think UP Math resource. K-5 will use MAP to progress monitor students. Pre-Kindergarten will continue to use circle for progress monitoring. Teacher and student workbooks to support instruction. An FTE Interventionist will differentiate instructional practices and support. As a campus we will use Curriculum Based Assessments to track student growth and data analysis to provide targeted instruction based on student needs. Kindergarten through 3rd grade will use Math M-Class to track student progress and growth. Teachers will work with students daily providing small group instruction and tiered intervention during WIN Time. We will utilize Title 1 funds for a Bilingual Interventionist to support student academic growth.

**Strategy's Expected Result/Impact:** SHES Meets and Masters by 3%-5% in each grade level based on STAAR Reading as compared to 2022-2023 performance results.

**Staff Responsible for Monitoring:** Instructional Coach

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1

### Strategy 3 Details

**Strategy 3: Science:** The campus will improve science performance by supporting instruction using STEMSCOPES(PK-5th) ensuring academic vocabulary instruction through word walls, providing lab opportunities and use of science journals, and vertical alignment K-5. As a campus we will use Curriculum Based Assessments to track student growth and data analysis to provide targeted instruction based on student needs.

**Strategy's Expected Result/Impact:** SHES will will increase Meets and Masters by 3%-5% in each grade level based on STAAR Science as compared to 2022-2023 performance results.

**Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Interventionists

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

#### Strategy 4 Details

**Strategy 4:** Social Studies: The campus will create lesson plans with cross-curricular social studies and civics lessons. The campus will improve Reading performance by supporting instruction using Social Studies curriculum and incorporating Social Studies standards in Language Arts plans. Teachers will ensure academic vocabulary instruction through well planned lessons and vertical alignment K-5. As a campus we will use Curriculum Based Assessments to track student growth.

**Strategy's Expected Result/Impact:** Lesson plans will reflect integration of Social Studies non-fiction will be integrated into ELAR instruction across the campus 50% of the time. The campus will also implement given social studies time with whole group instruction.

**Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Interventionists

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

#### Strategy 5 Details

**Strategy 5:** Professional Learning Communities: The campus will utilize TEKS Resource System, Content Resource Site, Lead4ward, District Curriculum Schoology resources, and other resources by aligning curriculum, instruction and assessment focus through PLC sessions and state standards. Teachers will continue to collaborate in PLC and work toward SMART Goal of 100% teacher participation in PLC.

**Strategy's Expected Result/Impact:** 100% of certified classroom teachers will participate in weekly teacher-led PLCs in order to develop ongoing SMART goals, analyze student data, and track student progress. Classroom teachers will provide feedback when asked about the effectiveness of PLC meetings in regards to student data, performance and progress.

**Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Interventionists

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

### Strategy 6 Details

**Strategy 6: Progress Monitoring:** Teachers are collecting student work evidence, Common Formative Assessments to adjust instruction during daily PLCs. Teachers will meet with instructional leadership team in key data meetings, at the individual student level, to communicate trends in academic growth and weaknesses. Instructional practices are adjusted based on data.

**Strategy's Expected Result/Impact:** 100% of general education teachers will upload/update progress monitoring data bi-weekly using district approved resources in a 6-8 week period of time.

**Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Interventionists

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

### Strategy 7 Details

**Strategy 7: College, Career and Military Readiness:** The campus actively seeks industry professionals to present to the students and engage them in purposeful real-world experiences.

**Strategy's Expected Result/Impact:** 100% of students will participate in the campus career day.

The campus Counselor will provide academic advising opportunities for middle school course selection.

**Staff Responsible for Monitoring:** Campus Administration, Campus Counselor

**Title I:**

2.4, 2.5, 2.6, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Perceptions 1

### Strategy 8 Details

**Strategy 8: Multilingual:** Science Hall and Hays CISD will provide staff development training for all core teachers to better serve EB students with Sheltered English Instruction, EB effective teaching strategies and differentiated instruction. Ensure all teacher understand Dual Language implementation. Support teachers in developing lesson plans that will engage students in listening, speaking reading, to articulate thoughts and responses.

**Strategy's Expected Result/Impact:** Improved overall scores and individual academic growth on TELPAS scores by 4%.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** Demographics 1 - School Processes & Programs 1



### Strategy 9 Details

**Strategy 9:** Special Education: Science Hall admin and SPED team will Review LRE/IA of all students and ensure first consideration is general education setting when developing IEP. Ensure only students eligible for STAAR alternate 2 assessments are receiving alternate TEKS curriculum. Ensure and monitor that appropriate accommodations and modifications are in place for students to be able to access and participate in general education setting/curriculum and succeed in state assessments,

**Strategy's Expected Result/Impact:** Increase student achievement and school progress on STAAR for students receiving special education services by 4%. Decrease amount of students participating in STAAR alternate 2 by 1 % if meet criteria only.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Special Ed Teachers

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

### Strategy 10 Details

**Strategy 10:** Highly Mobile & At-Risk:

The campus will support students identified as "at-risk" per TEA Guidelines by monitoring progress through bi-Weekly progress monitoring in mClass, PLC sessions, planning time, Response to Intervention (RTI), teacher/student attendance, providing counseling support as needed and utilizing teachers to monitor at-risk ELL students and others in need of assistance.

**Strategy's Expected Result/Impact:** SHES will increase the performance of At-Risk students by 3%-5% in Meets and Masters in each content area as compared to 2022-2023 performance results.

Students who are identified as "at-risk" due to not performing at grade level in STAAR-tested subjects will receive bi-weekly progress monitoring.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**Problem Statements:** Demographics 1

**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 and each campus 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 campus sets the expectation that all visitors will utilize the single-point of entry/exit, sign in, and present their ID upon arrival. Campus staff will be updated on the campus safety plan for staff, students and visitors. Students will be taught safety protocols for daily implementation.

**Strategy's Expected Result/Impact:** Data from the K-12 insight survey will reflect a 3% to 5% increase in parent satisfaction regarding the safety of their child.

**Staff Responsible for Monitoring:** Campus Administration

**Title I:**

2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Perceptions 1

### Strategy 2 Details

**Strategy 2:** Social Emotional Learning: Social Emotional Learning: The campus will utilize Character Strong; Purposeful People for character/social emotional education program along with the campus counselor small group guidance series. School counselor provides teachers on going PD once a month on the Character Strong; Purposeful People curriculum. We will Continue to use the Character Strong Curriculum we will also add a part time Counselor/Mental Health Professional.

**Strategy's Expected Result/Impact:** Data from the K-12 insight survey will reflect a 3%-5% increase in parent satisfaction regarding the safety of their child and the receipt of guidance/counseling services.

**Staff Responsible for Monitoring:** Campus Administration, Campus Counselor

**Title I:**

2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

### Strategy 3 Details

**Strategy 3:** Mental Health: Mental Health: School Counselor will provide mental health support for classrooms. We will Continue to use the Character Strong Curriculum we will also add a part time Counselor/Mental Health Professional.

**Strategy's Expected Result/Impact:** Students will receive Mental Health lessons form the Counselor at least 2 times per month

**Staff Responsible for Monitoring:** Counselor and Campus Administration

**Title I:**

2.6

**- TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Demographics 1

#### Strategy 4 Details

**Strategy 4: Increasing Student Attendance:** Increasing Attendance, Drop-Out Prevention: The campus will reduce the dropout rate and increase the attendance rates by utilizing weekly attendance reports, establishing clear attendance expectations for parents of both virtual and in person learners, communicating attendance concerns through letters, phone calls and by utilizing with our district attendance support specialist. Teachers will utilize Eduphoria to document attendance concerns. The campus will continue to focus on attendance and communication efforts between teachers and families and educate parents on the importance of attendance.

**Strategy's Expected Result/Impact:** The campus will increase attendance to be at least 96%.

**Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Interventionists

**TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Strategy 5 Details

**Strategy 5: Student Engagement:** Student Engagement: The campus will support the participation of students in extra-curricular activities by providing opportunities to attend academic nights and school clubs.

**Strategy's Expected Result/Impact:** Student survey results from K-12 insight will reflect a 3% to 5% increase in feeling engaged and safe on the campus. We will work with teachers to have larger teacher participation in hosting clubs for with the goal of 100% participation.

**Staff Responsible for Monitoring:** Campus Administration, Campus Counselor

**Title I:**

2.6

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Perceptions 1

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

**Performance Objective 1:** The campus will foster a welcoming culture of positive engagement and public service. Our campus is committed to customer service with timely and effective communication. Our campus is committed to increasing customer service and client engagement, both internally and externally.

**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.

#### Strategy 1 Details

**Strategy 1: School Community Involvement:** School Community Involvement: The campus will involve families in meeting high expectations for student performance by facilitating parent engagement events and opportunities, sharing curriculum and academic expectations with parents through parent teacher conferences and weekly overviews through Sunray emails and ClassDojo. We will invite parent participation on campus through continued implementation of volunteer programs and teacher training on providing opportunities for parents.

**Strategy's Expected Result/Impact:** We will increase the number of families participating in all events.

**Staff Responsible for Monitoring:** Campus Administration, Campus Counselor

**Title I:**

2.5, 4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Perceptions 1

## Strategy 2 Details

**Strategy 2:** Family Engagement/ Parent Involvement: Campus 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 through Sunray updates.

**Strategy's Expected Result/Impact:** Campus will upload agendas, sign in sheets, meeting notes, and meeting announcements of meetings held to discuss and distribute the Parental and Family Engagement Plan.

**Staff Responsible for Monitoring:** Campus Administration, Campus Counselor

**Title I:**

2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

# State Compensatory

## Budget for Science Hall Elementary School

**Total SCE Funds:** \$22,081.00

**Total FTEs Funded by SCE:** 2

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

Science Hall Elementary School will allocate its supplementary SCE funds to fund the expansion of its SEL program, Character Strong. Additional funds may be used to provide supplemental small group intervention materials.

## Personnel for Science Hall Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Heather Valdez	Interventionist	1
Kelsey Gutierrez	Instrucitonal Coach	1

# Title I

## 1.1: Comprehensive Needs Assessment

All students in Special Education will be taught in the setting that is the most appropriate for them. We will have inclusion, resource, and special program opportunities.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement plan is developed in collaboration with all required stakeholders. Meeting documentation can be found in Title 1 Crate.

## 2.2: Regular monitoring and revision

The campus reviews the progress on the strategies in their improvement plan 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 in Plan4Learning. CLT documentation can be found in Plan4Learning.

## 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://www.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

Each Title 1 campus actively plans 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

Each Title 1 campus balances 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 Plan is embedded in the Campus Improvement Plan. The plan is 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 CIP in Plan4Learning. These reviews inform the CNA and funding priorities for the coming year.

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

Each Title 1 campus revises its PFE Policy and annual activities each Spring at the Spring Title 1 Meeting and at the SBDM (CLT) 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.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jasmine Solis	Interventionist		1
Kaylynn Schrandt	MH Professional		.5

# 2023-2024 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Alice Husted	DLT Representative
Administrator	Iric Ramos	Principal
Administrator	Alejandra Valdez	AP
Non-classroom Professional	Stephanie Wick	Counselor
Classroom Teacher	Maria Sierra	Teacher
Classroom Teacher	Cassie Hall	Teacher
Classroom Teacher	Ashley Rotman	Teacher
Classroom Teacher	Diana Olvera	Teacher
Classroom Teacher	Vanessa Jimenez	Teacher
Classroom Teacher	Carmen Jones	Teacher
Classroom Teacher	Adolfo Benavides	Teacher
Non-classroom Professional	Jaymi Tristan	Specials Teacher
Parent	Andrea Pinon	Parent
District-level Professional	Alex Salazar	District Rep