

Hays Consolidated Independent School District

Hays High School

2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

Mission: All students will graduate prepared to be successful in college and career.

Vision

Vision: Students and adults will be engaged in and out of the classroom.

Value Statement

- Values: All students & adults will seek continuous improvement through...
 - Meaningful collaboration.
 - Planning for engagement.
 - Seeking & giving feedback for reflection.
 - Meaningful relationships.

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Goals

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

Performance Objective 1: The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, college readiness, and career development. Our staff believes in the education of the whole child and knows that success is based on more than the result of a single test.

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


Evaluation Data Source(s) 1: The principal will provide a report to their Deputy Academic Officer summarizing student academic performance, including college, career, and military readiness efforts at their campus. A summary of staff professional development efforts addressing data disaggregation, administrative walk-throughs, and CTE programs, will be provided by the principal to the Deputy Academic Officer that includes literacy and math data, along with specific curricular and teaching strategies to address these areas. PK-3 reading levels will be measured at the beginning and end of each year. The principal will monitor student growth comparing approaches/meets/masters % vs. the state.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Reading: The campus provides a specialized, supplemental reading elective to support comprehension skills and Figure 19.	2.4	District Support Provided by ELA Content Coordinators Campus Principal	EOC retesters will increase by 30% from previous year during December administration. TTESS Dimension 2.2 Content Knowledge and Expertise				
2) Writing: The campus will implement a third writing sample for English I and II students. The data from these writing samples will guide differentiated learning groups and tutoring services.	2.4	District Support Provided by ELA Content Coordinators Campus Principal	The campus will increase Domain I results for EOC English I and II by 10%. TTESS Dimension 2.2 Content Knowledge and Expertise				

3) Math: The campus will utilize blended learning strategies (i.e. Desmos) to enhance math instruction and provide instant feedback to check for student understanding.	2.4	District Support Provided by Math Content Coordinators Campus Principal	The campus will increase Domain I results for EOC Algebra I by 9%. TTESS Dimension 2.2 Content Knowledge and Expertise				
4) Science/STEM: The campus has implemented a more autonomous learner experience (gradual release model) to increase the amount of lab time and opportunity for real world experience.	2.4	District Support Provided by Science Content Coordinators Campus Principal	The campus will increase Domain I results for EOC Biology by 8%. TTESS Dimension 2.2 Content Knowledge and Expertise				
5) Social Studies: The campus will maintain an aligned scope and sequence and utilize district support to ensure that lesson delivery is done in a timely manner.	2.4	District Support Provided by Social Studies Content Coordinators Campus Principal	The campus will increase by 10% on the US History EOC. TTESS Dimension 2.2 Content Knowledge and Expertise				
6) Instructional Planning: The campus has purposefully built in PLC times for staff so teams can analyze data to guide instruction and build differentiated learning experiences.	2.5	District Support Provided by Director of Curriculum and Instruction Campus Principal	100% of teachers will turn in lesson plans by 8 am on Mondays. TTESS Dimension 1.1 Standards and Alignment				
7) Progress Monitoring: The campus utilizes a dedicated instructional aide and teacher to track academic progress, attendance, behavior and passing rates of students at risk of failing.	2.4	District Support Provided by Director of Academic Support Campus Principal	100% of students identified as needing this support have received services. TTESS Dimension 2.5 Monitor and Adjust				
8) Data and Assessment: The campus will utilize local assessment data to guide instruction. If a process standard tests at 50% or lower, the concept is to be retaught during Tier 1 instruction.	2.4	District Support Provided by Coordinator of Accountability and Testing Campus Principal	100% of lesson plans reflect reteach areas as identified by district exams. TTESS Dimension 1.2 Data and Assessment				
9) Response to Intervention: The campus will utilize digital data to streamline the identification process and enhance communication among teachers so students receive proper interventions.	2.6	District Support Provided by Director of Academic Support Campus Principal	100% of teachers will engage in weekly PLC conversations regarding differentiation and RTI supports. TTESS Dimension 2.4 Differentiation				

10) English Learners: The campus was provided a supplemental instructional aide (Title III) to support linguistic acquisition.	2.6	District Support Provided by the Director of PK-12 Multilingual Education Campus Principal	100% of ELs will increase by at least one linguistic level. TTESS Dimension 2.4 Differentiation				
Targeted Support Strategy 11) Special Education Services: The campus will provide all new co-teach pairs with The Power of Two training. The fidelity of the model will be followed.	2.4	District Support Provided Director of Special Education Campus Principal	100% of teachers engaged in the co-teach model will have evidence of implementation during walkthroughs. TTESS Dimension 2.4 Differentiation				
12) Dyslexia Services: Identified students will receive specialized support through the Wilson Reading program as articulated in their 504 plan.	2.4	District Support Provided by Director of Academic Support Campus Principal	100% of dyslexic students will receive services to enhance student achievement. TTESS Dimension 2.4 Differentiation				
13) 504 Services: The campus utilizes a weekly admin team to discuss 504 accommodations, students needs and services.	2.4	District Support Provided by Director of Academic Support Campus Principal	100% of 504 students are in compliance with documented services. TTESS Dimension 2.4 Differentiation				
14) Accelerated Instruction for At-Risk Students: Small group instruction, based on individual needs, were provided embedded instructional tutoring, STAAR camps, and/or summer school.	2.6	District Support Provided by Director of Academic Support and the Director of Student Services Campus Principal	Students retesting in ELA I, ELA II and Algebra I will be 10% more successful. TTESS Dimension 1.3 Knowledge of Students				
15) Gifted and Talented Services: The campus master schedule reflects, with fidelity, a true strategic cluster group model.	2.5	District Support Provided by Coordinator of Gifted and Talented Campus Principal	100% of GT identified students receive instruction from a GT certified teacher. TTESS Dimension 1.4 Activities				
16) College, Career and Military Readiness: The campus provides a dedicated CCMR counselor to participate in TACRO, students have access to recruiters and a resource center on campus.	2.5	District Support Provided by Director of College and Career Readiness and Counseling Campus Principal	The campus will move to Quartile 2 in College, Career and Military Readiness. TTESS Dimension 2.1 Achieving Expectations				

17) Career and Technical Education: The students will have access to the CTE/electives fair with a focus on coherent sequence courses.	2.5	District Support Provided by the Director of Career and Technical Education Campus Principal	The campus will move from Quartile 2 to quartile 1 in CTE coherent sequence graduates. TTESS Dimension 2.1 Achieving Expectations				
18) Instructional Technology: The campus utilizes blended learning in core subjects areas to enhance instruction. The CLT has identified the need for more devices.	2.5	District Support Provided by the Director of Digital Learning Campus Principal	100% of teachers will implement technology into instruction. TTESS 1.4 Activities				
19) Advanced Academics: The campus will utilize AP benchmark exams for core content areas to help identify students who would be most successful at taking an AP exam.	2.5	District Support Provided by Coordinator of Advanced Academics Campus Principal	At least 60% of all AP students will take the AP exam; 40% of those testing will earn a 3 or higher. TTESS Dimension 2.1 Achieving Expectations				
20) Pregnancy-Related Services: The district provides support services, including the Compensatory Education Home Instruction (CEHI) program, to pregnant and parenting students. The PEP staff collaborates with other programs including Early Head Start staff, counselors, case managers, educators, support staff and others 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 home instruction services.	2.6	District Support Provided by the Coordinator of Pregnancy Related Services Campus Counselor	100% of students served with PEP/CEHI services will be provided education in all course subjects required for promotion/graduation, courses in child development, parenting, Job-related skills and community services. TTESS Dimension 2.4 Differentiation				
21) Higher Education Requirements: The district will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, DC opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.	2.5	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	All students grades 8-11 will receive Navigate your Future course guides. All 6-11 grade students will complete a career and learning styles inventory. All students grades 9-11 will complete their course selection and individual graduation plans. TTESS Dimension 2.1 Achieving Expectations				
							

Goal 2: Hays CISD is dedicated to treating all stakeholders with respect and dignity.

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

Evaluation Data Source(s) 1: The campus will utilize the updated EOP along with district safety protocols and training. The campus will report to their Deputy Academic Officer an overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies). The principal and appropriate staff will attend all relevant training throughout the year on this topic. Specific attention will be given to the communication of campus/district safety efforts (both physical and training) to our community.

TPESS Standard 2 - Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

TPESS Standard 4 - School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Student Safety: The campus conducts regularly scheduled safety drills, increased surveillance infrastructure, implemented Safety 360, will work with the Director of School Safety for Emergency Operation Procedures.	2.5	District Support Provided by the Director of School and Student Safety Campus Principal	The campus will have a 10% increase on students feeling safe according to the K-12 insight survey. TTESS Dimension 3.1 Environment, Routines and Procedures				
2) Social Emotional Learning: The campus will utilize surveys and students panels to develop interest inventories and pair those with faculty support so all kids can feel engaged in extra- and co- curricular activities.	2.5	Director of College and Career Readiness and Counseling Campus Counselor	The campus will have a 10% increase of students feeling engaged in the K-12 insight survey. TTESS Dimension 3.3 Classroom Culture				

3) Increasing Attendance, Drop-Out Prevention: The campus meets weekly with the campus attendance interventionists to progress monitor attendance, provides positive incentives for attendance, and offers opportunities to regain lost class time.	2.5	District Support Provided by the Director of Student Services Campus Principal	The campus will have an attendance rate of 97%. TTESS Dimension 3.3 Classroom Culture				
4) Student Engagement: New students are provided with an orientation to showcase co- and extra-curricular activities available. The campus also utilizes the RTI process to encourage participation and connected to the campus.	2.6	District Support Provided by the Director of Extra- and Co-Curricular activities Campus Principal	The campus will show a 10% increase of students indicating that they feel engaged to their campus according to the K-12 insight. TTESS Dimension 3.3 Classroom Culture				
5) Positive Behavior Intervention Support: The campus will utilize a PBIS committee to streamline the process of communicating campus wide expectations and implementing a positive behavior support system.	2.5	District Support Provided by the Director of Student Services Campus Principal	The campus will produce a defined list of campus expectations. TTESS Dimension 3.2 Managing Student Behavior				
6) Health and Wellness: The district will implement the coordinated school health plan and encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC).	2.5	District Support Provided by the Director of Health Services Campus Nurse	All SHAC meeting notes, sign-in sheets and agendas reflect implementation of actionable items. TTESS Dimension 3.1 Classroom Environment, Routines, and Procedures				
7) Early Intervention: The district will provide counseling and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will enter a Counseling/Social workers Intern Model with TX state. The district will continue to train staff in Suicide Prevention and update the Suicide Action Plan.	2.6	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse) TTESS Dimension 4.1 Professional Demeanor and Ethics				
8) Addressing Abuse: The district will adhere to the district policy addressing sexual abuse and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.	2.6	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse) TTESS Dimension 4.1 Professional Demeanor and Ethics				

9) Anti-Bullying: The district will ensure that the discipline management program provides for prevention, intervention and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. Students will have access to the Hays Hope Line to report harassment, bullying and other personal issues.	2.6	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of counselors submit counseling logs and guidance lessons to the Director of College and Career and Guidance. TTESS Dimension 4.1 Professional Demeanor and Ethics				
10) Homelessness: Campus counselors will identify students that are homeless and utilize district resources (TI reservations and TEXSHEP funds), in coordination with the homeless liaison, to provide emergency instructional supplies, hygiene products and clothing as needed.	2.6	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Counselor	100% of students identified as homeless under McKinney Vento, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
11) Foster Care: The district will provide supplemental transportation and free lunch to ensure educational stability for children in foster care.	2.6	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Counselor	100% of students identified as a Foster student, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
12) Migrant Services: The district will utilize a shared service arrangement with Region 13, to provide a high-quality and comprehensive educational program for migratory children that: reduces the education disruptions and other problems that result from repeated moves, does not penalize in any manner by disparities among the States in curriculum, provides appropriate services, full and appropriate opportunity to meet state academic standards, and that benefits students from systemic reform.	2.6	District Support Provided by the Coordinator of LPAC, Testing and Translation Campus Principal	The district will provide services to 100% of migrant students identified through the utilization of Region 13 SSA. (See Priority for Services Addendum) TTESS Dimension 1.3 Knowledge of Students				
13) DAEP: The district will monitor performance data of students served in the DAEP including: student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.	2.6	Director of Student Services Campus Principal	100% of students that return from a DAEP placement will receive supplemental supports. TTESS Dimension 1.3 Knowledge of Students				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Hays CISD is dedicated to the safety, social and emotional well-being of students and staff.

Performance Objective 1: Cultivating great community and staff relations requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our campus is committed to increasing client engagement both internally and externally.

Evaluation Data Source(s) 1: Staff will receive targeted training, after a process review, in the areas of customer service and community relations. The campus will develop strategies and systems to make this the best place to work, and these strategies will be shared with the Deputy Academic Officer. The campus will provide a monthly update on community and staff outreach. An employee engagement survey will be given and the results will be utilized to address needs as identified.







TPESS Standard 3 - Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

TPESS Standard 5 - Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Customer Service: The campus will commit to returning communications or concerns within 24 hours.	3.2	District Support Provided by the Communication Specialists and the Director of Community Relations Campus Principal	Staff will respond to parent concerns within 24 hours. TTESS Dimension 2.3 Communication				
2) School Community Involvement: The campus will utilize a PTSA to create a stronger bond between community-to-school and school-to-community activities.	3.2	District Support Provided by the Director of Student Services Campus Principal	As an initial year, the PTSA will have at least 100 members. TTESS Dimension 4.4 School Community Involvement				

3) Goal Setting (CNA/CIP/DIP): The campus utilizes their CLT to budget review, PD review and CIP Review.	3.2	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Principal	Quarterly Formative Review Updates Completed. TTESS Dimension 4.2: Goal Setting				
4) Communicating Student Achievement to Parents: The campus utilizes the RTI process, teacher phone calls, putting grades into TEAMS in a timely manner and contact logs to ensure academic success.	3.2	District Support Provided by Coordinator of Accountability and Testing Campus Principal	100% of students who are failing a course will have received a parent phone call. TTESS Dimension 2.3 Communication				
5) Professional Development: The campus will utilize Critical Thinking as a platform to streamline PD (effective questioning, refining best practices, etc.) and feedback will be provided during instructional walkthroughs.	2.4	District Support Provided by the Coordinator of Professional Development and Special Projects Campus Principal	80% of the faculty will be Proficient in Dimension 4.3. TTESS Dimension 4.3 Professional Development				
6) Professional Learning Communities: The campus utilizes PLCs to follow the DuFour 4 Question model.	2.5	District Support Provided by the Coordinator of Professional Development and Special Projects Campus Principal	100% of PLCs will document their process with agendas and meeting notes. TTESS Dimension 4.3 Professional Development				
7) Attract/Retain high quality staff: The campus utilizes positive recognition and starts all PLCs with celebrations. Leadership opportunities are provided to enhance professional growth.	2.4	District Support Provided by the Director of Human Resources Campus Principal	At least 80% of staff will indicate on the K-12 insight survey that they like working at Hays High School. TTESS Dimension 4.3 Professional Development				

<p>8) Fiscal Compliance: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p>	<p>2.4</p>	<p>District Support Provided by the Director of Federal Programs, State Reports and Grants and the Chief Financial Officer Campus Principal</p>	<p>Federal and state compliance will be met in accordance to EDGAR and ESSA, by receiving zero "missed" Initial Compliance Review (ICR) indicators, maintaining 100% rank order with campus allocations, receiving zero audit findings during review, and meeting 100% of comparability and MOE standards. The campuses will utilize ESSA budget templates to plan expenditures with measurable outcomes.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							