

**Hays Consolidated Independent School District**  
**District Improvement Plan**  
**2016-2017 Goals/Performance Objectives/Strategies**



# Mission Statement

*The mission of Hays CISD, an innovative community of learners that values the diversity and legacy of the people, is to nurture students to become extraordinary citizens through unique, personal educational experiences.*

# Value Statement

We believe:

- ◆ That safety is paramount
- ◆ That education is a shared responsibility
  - ◆ In student-centered decision making
  - ◆ Our educators make the difference
  - ◆ What gets monitored gets done
- ◆ Educational resources should be allocated according to student need
  - ◆ An educated populace is essential to democracy
  - ◆ High expectations lead to high achievement
  - ◆ Transparency and open communication build trust

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# Goals



**Goal 1: The district will ensure that every student receives high-quality instruction by implementing a guaranteed and viable curriculum through effective teaching practices (TPESS Domain: Instructional Leadership).**





**Performance Objective 1:** The district will assess for learning by developing challenging goals, monitor progress and provide feedback, so that all students, of all disaggregated student groups, of the district will meet or exceed promotion/graduation/completion standards.


**Evaluation Data Source(s) 1:** District Goal Scorecard, Eduphoria Data Reports, Texas Assessment Performance Report (TAPR), STAAR/EOC, TELPAS, other state and local assessments



## Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Dec	Apr	July
1) The district will utilize the Hays CISD Instructional Model to engage students in quality differentiated, research-based learning experiences. The district will monitor feedback given by principals to teachers regarding lesson plans.	Executive Director of Learning and Teaching	Communication of the instructional model is disseminated through the iTunes U Course, iBook, BOY district professional development and supported by content coordinators.  TTESS Dimension 1.1 Standards and Alignment  BSG 3.1				
2) The district will utilize the district lesson plan blueprint to develop and submit unit/weekly written lesson plans into the district lesson plan container. Design lesson plans using the Hays CISD curriculum (IFDs, YAGs, and VADs).	Assistant Superintendent	Feedback as provided by principals to teachers regarding lesson plans.  TTESS Dimension 1.1 Standards and Alignment  BSG 3.1				
3) Monitor and document students' progress in learning the articulated targets at the level of rigor in the student expectations by student and by student expectation (SE). Monitor and track student progress on DRA and EDL by campus and district-wide.	Director of Assessment and Accountability	Identification and submission of Priority Knowledge and Skills. State and local assessment data.  TTESS Dimension 2.5 Monitor and Adjust  BSG 3.1, BSG 3.4				






<p>4) The district will assess students for learning by developing challenging goals, monitoring progress and providing feedback so that all student achievement levels increase, including tested areas to meet or exceed promotion/graduation/completion standards.</p>	<p>Director of Assessment and Accountability</p>	<p>Continued implementation of local interim assessments; data from local assessments. District/campus performance on STAAR/EOC.</p> <p>TTESS Dimension 1.2 Data and Assessment</p> <p>BSG 3.1, BSG 1.1</p>				
<p>5) We will utilize learning walks and walk-throughs to capture visual evidence of student learning for the purpose of improving practice and increasing student achievement. Learning Walks are brief classroom visits that provides principals and teachers opportunities to reflect on what students are learning, learning strategies, student interaction with content and student engagement Walk Throughs are a series of classroom visits to look for predetermined evidence of specific practices including: (1) T-TESS- Texas Teacher Evaluation &amp; Support System (2) Instructional Model - Used to observe and/or provide feedback on curriculum monitoring, instructional purpose, planning, student engagement, environment and assessment (3) Life Skills- used to observe and provide feedback for life skills classrooms.</p>	<p>Assistant Superintendent</p>	<p>The collection of data will include qualitative and quantitative information used to inform all participants of the the current state of instruction. We will look for excellent implementation of instruction with he desire of sharing and replicating these efforts.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p> <p>BSG 3.1</p>				
<p>6) The district will deploy instructional coaches and content coordinators, based upon data and the needs of identified tiered campuses.</p>	<p>Executive Director of Learning and Teaching</p>	<p>Support calendars, field notes/support logs, state/local assessment scores</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				
<p>7) The district will utilize data to guide the delivery of tiered instruction and behavior interventions, in alignment with the district RTI model, to support, monitor and document the unique needs of students. The district will monitor campus implementation of the RTI process and district procedures while providing support to teachers as needed.</p>	<p>Director of Intervention Services</p>	<p>AIMSweb, Istation, DRA/EDL. STAAR and District Interim Assessments will establish student and campus needs.</p> <p>Reports generated from Imagine Learning, Istation, Think Through Math, Compass and Apex will provide student and campus utilization, support provided and progress.</p> <p>RtI documentation will be housed and tracked through Eduphoria.</p> <p>Information from these sources will be discussed during Principal quarterly reviews.</p> <p>TTESS Dimension 2.4 Differentiation</p> <p>BSG 3.7</p>				

<p align="center"><b>State System Safeguard Strategy</b></p> <p>8) The district will demonstrate instructional fidelity to the dual language instructional framework (Gomez and Gomez) and sheltered instruction Plus strategies for developing language proficiency in primary and secondary languages by English Language Learners. The district will provide campuses professional development on supporting ELLs through 7 Steps to a Language Rick-Interactive Classroom, Sheltered Instruction Plus, and Talk Read/Talk Write.</p>	<p>Director of Bilingual Services</p>	<p>What data source was used to identify the need? How will the implemented strategy be measured to evaluate successful implementation?</p> <p>Bilingual Report provided to the Board.</p> <p>TTESS Dimension 2.4 Differentiation</p> <p>BSG 3.1</p>				
<p align="center"><b>State System Safeguard Strategy</b></p> <p>9) The district will provide programs/services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE) by thorough review [with campus staff] of students receiving core content out of the gen-ed setting to discuss whether a less restrictive setting may be viable. Discuss options with the parents of students that may be able to receive core instruction in less restrictive settings; hold ARDs as needed. Refine data discussions prior to and during ARDs when discussing location of core instruction.</p>	<p>Executive Director of Special Programs</p>	<p>IEPs, Number of students identified as SPED, Communications with Parents</p> <p>TTESS Dimension 2.4 Differentiation</p>				
<p>10) The district will support students identified as dyslexic by refining protocols associated with (a) identifying existence of, and (b) programming for conditions related to dyslexia, dysgraphia and dyscalculia.</p>	<p>Executive Director of Special Programs</p>	<p>Clear protocols in place for students needing support.</p> <p>TTESS Dimension 2.4 Differentiation</p>				
<p>11) The district will support students identified as at-risk by coordinating tiered support.</p>	<p>Director of Intervention Services</p>	<p>AIMSweb, Istation, DRA/EDL. STAAR and District Interim Assessments will establish student and campus needs.</p> <p>Campuses will demonstrate frequent and ongoing Eduphoria data entry for students requiring tiered support.</p> <p>TTESS Dimension 1.3 Knowledge of Students</p>				
<p>12) The district will demonstrate fidelity, and in compliance with the law, to the school-wide cluster grouping model (SCGM) with strong differentiation strategies for service to gifted and talented students.</p>	<p>Director of Advanced Academics</p>	<p>Reports provided to the school board.</p> <p>TTESS Dimension 2.4 Differentiation</p> <p>BSG 3.1</p>				

<p align="center"><b>State System Safeguard Strategy</b></p> <p>13) The district will improve writing performance across all content areas by provision of instructional materials, use of the balanced literacy training, use of writers' workshop training, and expansion of the Strategic Instruction Model at secondary campuses.</p>	<p>Content Coordinator</p>	<p>Lesson Plans, Content Resource Website, Instructional Coach Support Logs, Content Coordinator Support Log, Instructional Walk-Throughs, TTESS Artifacts Collected in TalentEd</p> <p>TTESS Dimension 2.1 Achieving Expectations</p>				
<p>14) The district will provide ongoing support for balanced math implementation (K-5). Secondary Math Academies are provided (6-12) and focus on instructional best practices. District support provided to campuses with an elementary content coordinator and the secondary content coordinator. Appropriate manipulative resources are provided as needed.</p>	<p>Content Coordinator, Director of Digital Learning</p>	<p>Lesson Plans, Content Resource Website, Instructional Coach Support Logs, Content Coordinator Support Log, Instructional Walk-Throughs, TTESS Artifacts Collected in TalentEd</p> <p>TTESS Dimension 2.1 Achieving Expectations</p> <p>BSG 3.1</p>				
<p>15) The district will improve student performance in science by ensuring that TEKS-based/aligned instruction is provided daily to students (with at least 60% dedicated lab experience). Campuses will be supported in science instruction through PLC development, PD opportunities, learning walks, walk throughs, continued development of the content resource website and effective utilization of the lesson plan template.</p>	<p>Content Coordinator</p>	<p>Lesson Plans, Content Resource Website, Instructional Coach Support Logs, Content Coordinator Support Log, Instructional Walk-Throughs, TTESS Artifacts Collected in TalentEd</p> <p>TTESS Dimension 2.1 Achieving Expectations</p>				
<p align="center"><b>State System Safeguard Strategy</b></p> <p>16) The district will improve student performance in reading by provision of instructional materials, use balanced literacy training, DRA/guided reading training, use of close reading training, expository reading and writing training, persuasive reading and writing training, and expansion of the Strategic Instructional Model at secondary campuses.</p>	<p>Content Coordinator</p>	<p>Lesson Plans, Content Resource Website, Instructional Coach Support Logs, Content Coordinator Support Log, Instructional Walk-Throughs, TTESS Artifacts Collected in TalentEd</p> <p>TTESS Dimension 2.1 Achieving Expectations</p>				
<p>17) The district will improve student performance in social studies by utilizing the district curriculum, with fidelity, to provide TEKS based instruction that is supported by the content resource website (especially in grades K-5).</p>	<p>Content Coordinator</p>	<p>Lesson Plans, Content Resource Website, Instructional Coach Support Logs, Content Coordinator Support Log, Instructional Walk Throughs, TTESS Artifacts Collected in TalentEd</p> <p>TTESS Dimension 2.1 Achieving Expectations</p>				

<p>18) The district will provide post-secondary certifications and skill attainment through CTE courses. The district will also increase opportunities for students to learn and demonstrate career readiness skills.</p>	<p>Director of Career and Technology Education</p>	<p>What data source was used to identify the need?</p> <p>Increase certifications by 5%. Career on Wheels Day</p> <p>How will the implemented strategy be measured to evaluate successful implementation?</p> <p>Number of certifications will be compared using data from TEAMS.</p> <p>TTESS Dimension 1.4 Activities</p> <p>BSG 3.6</p>				
<p>19) The district will increase the number of students enrolled in AP courses by using AP potential data, teacher recommendations and increase awareness of the AP program.</p>	<p>Executive Director of Learning and Teaching, Director of College and Career Readiness and Guidance, and the Director of Advanced Academics</p>	<p>Increased participation in AP courses, Increase AP Exams scoring a 3, 4, or 5 by 3%</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p> <p>BSG 3.5</p>				
<p>20) The district will demonstrate fidelity to the balanced literacy, balanced math, and the Strategic Instruction (SIM) models.</p>	<p>Chief Academic Officer</p>	<p>Contracts with professional development service providers, Expectations of implementation articulated in Hays CISD Distinguished Big 5 Practices, iTunes U Course, and PD provided with local support (instructional coaches and content coordinators).</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				
<p>21) Provide Pre-K curriculum based upon the Pre-K guidelines aligned to the Kindergarten curriculum. Supplemental resources and professional development, as funded by the High-Quality Pre-Kindergarten Grant Program, will increase readiness for kindergarten. Implement the EDI assessments for kindergarten students.</p>	<p>Early Childhood Administrator</p>	<p>High-Quality Pre-Kindergarten Grant Compliance Report, Lesson Plans, Completion of Professional Development</p> <p>TTESS Dimension 1.3 Knowledge of Students</p> <p>BSG 3.3</p>				
<p>22) The district will provide a comprehensive library media plan. Additionally, Elm Grove and McCormick Middle School will pilot "maker spaces".</p>	<p>Director of Digital Learning</p>	<p>Board Reports</p> <p>TTESS Dimension 1.4 Activities</p> <p>BSG 3.9</p>				




<p>23) The district will develop a comprehensive STEAM Plan and timeline for implementation to include actions such as, but not limited to: strong tier 1 instruction, expansion of Saturn V, Elementary Pilot, STEM in the Gym, investigate course offerings in Tech Apps., STEM pilot as Career Investigations.</p>	<p>Executive Director of Learning and Teaching, Director of Federal Programs and Grants, Director of Advanced Academics</p>	<p>STEAM Plan TTESS Dimension 2.1 Achieving Expectations BSG 3.8</p>					
<p>24) The district will increase opportunities for students to earn college credits and demonstrate college readiness with actions such as, but not limited to: Develop Dual Credit Program through ACC, build relationships with institutions of higher learning, provide training for AP teachers, continue utilizing the AP council, SAT online pilot, host PSAT, prepare AVID Implementation plan.</p>	<p>Executive Director of Learning and Teaching, Director of Advanced Academics</p>	<p>Advanced Academics Reports to the Board TTESS Dimension 2.1 Achieving Expectations BSG 3.5</p>					
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							






**Goal 2: The district will ensuring there are high-quality teachers and staff in every classroom (TPESS Domain: Human Capital).**

**Performance Objective 1:** The district will ensure a campus with 100% high-quality teachers and staff.

**Evaluation Data Source(s) 1:** 100% compliance with all federal and state initiatives regarding staff credentials, CNA/CIP to prioritize FTEs, T-PESS evaluations

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative		Summative	
			Oct	Dec	Apr	July
1) The district will attract and retain highly qualified teachers who are aligned to the district vision by implementation of annual recruitment plan. The plan will include a review of staffing guidelines alignment to student teacher ratio, alignment of staffing to support C&I programs, alignment of human capital to serve most neediest of students with additional staffing and support personnel.	Chief Human Resources Officer	Recruitment Plan, Attrition Rates  TTESS Dimension 4.1 Professional Demeanor and Ethics  BSG 2.1, BSG 2.2, BSG 2.3, BSG 2.4, BSG 2.5				
2) Teachers of GT students will receive the appropriate amount of professional development (30 hours initial training, 6 hour annual update). District administrators will adhere to the "Campus Responsibilities for GT Services." The program will be evaluated annually.	Director of Advanced Academics	100% of teachers of GT students in core academic areas receive PD training.  TTESS Dimension 4.3 Professional Development  BSG 3.1				
3) The district will treat faculty/staff as a valuable resource and provide professional development opportunities such as online and face-to-face training opportunities related to each of the district focus initiatives.	Director of Professional Development	The online catalog of workshops offered in Hays CISD will list one or more professional development opportunities for teachers and/or administrators to deepen their knowledge in the district focus initiatives.  TTESS Dimension 4.3 Professional Development  BSG 3.1				









<p>4) The district will have teachers meet regularly through professional learning communities (PLCs) to articulate learning goals based upon the curriculum, analyze student data, evaluate student work, and plan engaging instruction. Questions used to guide PLCs will include: What curriculum we expect students to learn? How will we know if they have learned the material to the expectation of their grade level? How will we intervene and differentiate the curriculum or the learning experience when they have not learned the grade-level curriculum? How will we enrich and differentiate the curriculum and/or the learning experience when we they already mastered the grade-level expectations?</p>	<p>Director of Professional Development</p>	<p>School schedules will reflect PLC time for all core content teachers.</p> <p>PLC meeting notes will indicate that teachers are engaging in discussion of the four questions.</p> <p>TTESS Dimension 4.3 Professional Development</p> <p>BSG 3.1</p>				
<p>5) The district will engage in the TTESS and TPESS performance standards to inform the training, appraisal and professional development of teachers and campus administrators.</p>	<p>Chief Human Resources Officer</p>	<p>Publish annual appraisal calendar and appraisal procedures.</p> <p>Implementation of paperless evaluation container - Talent Ed Perform application.</p> <p>TTESS Dimension 4.3</p>				
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 3: The district will model, for families and the greater community, a consistent focus on and commitment to improving student learning (TPESS Domain: Executive Leadership).**

**Performance Objective 1:** The district will monitor 100% of all goals and strategies as evidenced in all sections of the "evidence that demonstrates success" sections of the DIP, and will update progress quarterly.

**Evaluation Data Source(s) 1:** Plan Notes reflect Quarterly Reviews, Strategies Updated Quarterly, Goals Achieved

**Summative Evaluation 1:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative		Summative	
			Oct	Dec	Apr	July
1) The district will use effective grading practices that communicate a student's mastery of the curriculum in a timely manner through Parent Self-Serve by Tuesdays at midnight.	Assistant Superintendent	What data source was used to identify the need? How will the implemented strategy be measured to evaluate successful implementation?  TTESS Dimension 2.3 Communication				
2) The district will assess student progress through the use of common assessments, both district required and campus/PLC developed. The district will utilize a variety of formative assessment strategies to appropriately guide instruction for differentiated learning.	Director of Assessment and Accountability	100% of all students will be tested with district required common assessments.  TTESS Dimension 1.2 Data and Assessment				
3) The principal will meet quarterly with the assistant superintendent, to provide formative reviews of the campus improvement plan, inclusive of the comprehensive needs assessment.	Assistant Superintendent	Quarterly meeting notes will be documented in the Plan Notes section of the CIP/CNA.  TTESS Dimension 4.2 Goal Setting				
4) The district will educate and inform families about campus/district programs and services through a variety of communication methods including email, VIPS, Let's Talk, campus liaisons (some TI campuses), calling system, and social media platforms.	Public Information Officer	Communication Logs  TTESS Dimension 4.4 School Community Involvement  BSG 5.5, BSG 5.6				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						










**Goal 4: The district will establish and implement a shared vision and culture of high expectations for all staff and students to maintain a safe, healthy and positive environment (TPESS Domain: School Culture).**

**Performance Objective 1:** The district will form partnerships with stakeholders in the community and promote campus activities to increase parental/community involvement.

**Evaluation Data Source(s) 1:** Parent and Community Survey, PEIMS 425 Records, Let's Talk Communications

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative		Summative	
			Oct	Dec	Apr	July
1) The district will exhibit excellent customer service and provide communications, to the extent practicable, in a language that parents can understand. The district will involve families in meeting high expectations for student performance.	Public Information Officer and/or Director of Federal Programs and Grants	Samples of Communications  TTESS Dimension 2.3 Communication				
2) The district will use positive behavior intervention support (PBIS), including school-wide goals and effective classroom management. The district will identify students that will access our POWER Social/Communication/Behavior Intervention program.	Executive Director of Special Programs	Use of FDI [frequency/duration/intensity] composite scores to measure progress over time.  TTESS Dimension 3.2 Managing Student Behavior				

<p>3) The district will reduce the dropout rate and increase the attendance rates by:</p> <ol style="list-style-type: none"> <li>1. Implementing a tiered response to intervention system involving the broad use of district personnel;</li> <li>2. Increasing the number of Attendance Intervention Specialists from two to four and deploy them strategically to provide customized support to campus personnel.</li> </ol>	<p>Assistant Superintendent</p>	<p>According to the AEIS Reports, in 2013 the district has a 3.0% dropout rate. In 2014 (the latest figures we have from the TEA) the dropout rate rose to 4.7% We will not have preliminary figures for 2015 until November. We should aim for a dropout rate of 3.85% (the average the last two reported years). This would be an improvement of 0.85% improvement from 2014. The district's goal for improving attendance is 0.25% of ADA (97.09% to 97.34%).</p> <p>The data sources used to identify these needs are the district's AEIS reports and the weekly and annual reports generated by Student Information Systems. The implementation strategies are measured in the following ways:</p> <ol style="list-style-type: none"> <li>1. Through weekly data reviews conducted by the Director of Student Services and the attendance Intervention Specialists;</li> <li>2. Through data reviews and goal-settings facilitated by the Attendance Intervention Specialists every 4 weeks with each campus administrative team; and</li> <li>3. Through data reviews conducted every 9 weeks by the District Attendance Team to assess the strategies being employed and consider potential adjustments.</li> </ol> <p>TTES Dimension 3.3 Classroom Culture</p>				
<p>4) 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.</p>	<p>Director of College and Career and Guidance</p>	<p>100% of all campus personnel will complete the mandatory suite of state trainings (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse)</p> <p>TTES Dimension 4.1 Professional Demeanor and Ethics</p>				
<p>5) 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.</p>	<p>Director of College and Career and Guidance</p>	<p>100% of all campus personnel will complete the mandatory suite of state trainings (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse)</p> <p>TTES Dimension 4.1 Professional Demeanor and Ethics</p>				

6) 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.	Director of College and Career and Guidance	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				
7) 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.	Homeless Liaison (Director of Federal Programs and Grants)	100% of students identified as homeless under McKinney Vento, will receive services to fit their individual needs.  TTESS Dimension 1.3 Knowledge of Students				
8) Title I campuses will conduct an annual meeting to review and revise the written Parental Involvement Policy and Parent Involvement Compact. Both the Policy and Compact are developed jointly with, agreed upon by, and distributed to, parents of participating students.	Director of Federal Programs and Grants	100% of Title I campuses will upload agendas, sign in sheets, meeting notes, and meeting announcements of meetings held to discuss and distribute the parent policy and parent compact.  TTESS Dimension 4.4 School Community Involvement				
9) The district will provide guidance (Countdown to Kinder) to parents to ensure a smooth transition from early childhood programs such as PK.	Early Childhood Administrator	100% of students entering Kindergarten will receive an invitation to participate in Countdown to Kinder.  TTESS Dimension 4.4 School Community Involvement				
10) The district will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, HB5, the TEXAS grant program, the Teach for Texas grant program, and the need for students to make informed curriculum choices to be prepared for success beyond high school.	Director of College and Career Readiness and Guidance	All students grades 6-11 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				
11) The district will support the participation of students in extra-curricular activities.	Director of Student Programs	Participation Rates  Addition of middle school cross country to athletic offerings.  TTESS Dimension 4.4 School Community Involvement				
12) The district will implement the coordinated school health plan and encourage healthy and active lifestyle choices (SHAC).	Director of Health Services	Meeting Notes, Agendas and Sign in Sheets  TTESS Dimension 4.4 School Community Involvement				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue








**Goal 5: The district will implement systems that align with the school's vision and promote collaboration for improved student learning (TPESS Domain: Strategic Operations).**






**Performance Objective 1:** The district will be in 100% alignment with district professional development plans, staff ratios, hiring practices, budget allocations and utilization of funds.

**Evaluation Data Source(s) 1:** FIRST Rating, Federal Compliance Reports, Program Evaluations, Staff Reports, Submission of Campus Professional Development Plan, Campus Budgets, Budget Requisitions

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Dec	Apr	July
1) The district will maximize student learning by using individual/class data by student expectations (SE), and knowledge and skill statements, to make real time instructional decisions.	Director of Assessment and Accountability	What data source was used to identify the need? How will the implemented strategy be measured to evaluate successful implementation?  TTESS Dimension 1.4 Activities				
2) The district will utilize vertical instructional teams to analyze data and make recommendations to improve systems of support for students and staff.	Executive Director of Learning and Teaching	Content Coordinators support logs and calendars of support  TTESS Dimension 1.2 Data and Assessment				
3) The district will create future-ready digital learning environments that support meaningful integration into instruction and develop the necessary skills of creativity, collaboration, communication, problem solving, and digital citizenship.	Director of Digital Learning	What data source was used to identify the need?  2014 Academic Audit, 2016 Follow-up Audit, and Project Engage Survey  How will the implemented strategy be measured to evaluate successful implementation?  DLC Request logs, training materials created, other resources created and housed in Digital Learning resources like the website, Google, Canvas, and iBooks.  TTESS Dimension 1.4 Activities				

4) The district will conduct at least four District Leadership Team (DLT) meetings annually. At the meetings, the DLT will utilize the theme "ENGAGE" to provide advisory support during the strategic planning process district improvement activities.	Director of Federal Programs and Grants	Meeting notes, agendas and sign in sheets TTESS Dimension 4.2 Goal Setting				
5) In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal, state, and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.	Director of Federal Programs and Grants	The campus will maintain Federal and state compliance in accordance to EDGAR, by receiving zero "missed" Initial Compliance Review (ICR) indicators, maintaining 100% rank order with campus allocations, receiving zero audit findings during review, meeting budget thresholds (52% SCE towards direct instruction), and meeting 100% of comparability and MOE standards. The campus will utilize the Request of Funds form in Eduphoria to initiate use of funds.  Compliance Reports				
6) 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.	Director of Bilingual Services	The campus 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				
7) The district will support the upkeep and sustainability of facilities and resources, by submitting necessary work orders, in a timely manner, in regards to areas, such as, but not limited to: technology, grounds and fields, playground equipment, common areas, classrooms, reception areas, restrooms, parking lots, ADA compliance standards, etc.	Chief Operations Officer	100% of all work orders submitted, were addressed and/or completed.  TTESS Dimension 3.1 Environment, Routines and Procedures				
8) The Title I, Part A school wide program is designed to provide supplemental instruction support to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services (see Title I campus plan).	Director of Federal Programs and Grants	Campus Allocations worksheet maintains a rank order with needs prioritized and funds efficiently utilized within the grant year. Campus Title I plan reflects strategies developed from a comprehensive needs assessment.  Compliance Reports				
9) The district will continue the conversation around "instructional rigor" in every Hays CISD classroom.	Executive Director of Learning and Teaching, Assistant Superintendents	Agendas, Learning Walk Reports  TTESS Dimension 2.1 Achieving Expectations  BSG 3.2				

10) The district will engage all stakeholders in a comprehensive review of the District's strategic plan. The district will continue to work with TASA an on a Vision-Driven Transformation Initiative and Engage2Learn for strategic design.	Superintendent	District Strategic Plan, Mission, Vision, Profile of Learner, Profile of Educator, Community-Based Accountability System  BSG 1.2				
11) Develop a comprehensive bond proposal to address student needs.	Chief Operations Officer	Demographic Study, Capital Improvement Plan, Facility Needs Assessment, Growth Impact Committee  BSG 1.4				
12) Use the Community Based Accountability System (CASB) to monitor district/campus improvement - including state and local data.	Director of Assessment and Accountability	Final Report  BSG 1.3				
13) Continue to refine/revise comprehensive evaluation plan that defines key measures to access program/resource effectiveness (multi-year process related to the internal audits to monitor improvement).	Superintendent	Audit Committee Reports  BSG 1.5				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	8	The district will demonstrate instructional fidelity to the dual language instructional framework (Gomez and Gomez) and sheltered instruction Plus strategies for developing language proficiency in primary and secondary languages by English Language Learners. The district will provide campuses professional development on supporting ELLs through 7 Steps to a Language Rich-Interactive Classroom, Sheltered Instruction Plus, and Talk Read/Talk Write.
1	1	9	The district will provide programs/services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE) by thorough review [with campus staff] of students receiving core content out of the gen-ed setting to discuss whether a less restrictive setting may be viable. Discuss options with the parents of students that may be able to receive core instruction in less restrictive settings; hold ARDs as needed. Refine data discussions prior to and during ARDs when discussing location of core instruction.
1	1	13	The district will improve writing performance across all content areas by provision of instructional materials, use of the balanced literacy training, use of writers' workshop training, and expansion of the Strategic Instruction Model at secondary campuses.
1	1	16	The district will improve student performance in reading by provision of instructional materials, use balanced literacy training, DRA/guided reading training, use of close reading training, expository reading and writing training, persuasive reading and writing training, and expansion of the Strategic Instructional Model at secondary campuses.